

Seton Hall University

eRepository @ Seton Hall

Graduate Catalogues

Archives and Special Collections

2021

Graduate Catalogue 2021-2022

Seton Hall University

Follow this and additional works at: https://scholarship.shu.edu/graduate_catalogues

Graduate Catalogue 2021-22

Seton Hall University

Publication Number CLXIV Volume II.

Produced by the Seton Hall University Office of the Provost. The information presented in this catalogue is current as of July 2021. While this catalogue was prepared on the basis of updated and current information available at the time, no part of this catalogue constitutes a contract, express or implied, between anyone and the University, and the University reserves the right to change any provision or requirement contained herein. **The University further reserves the right, at its sole discretion, to change, alter, cancel, suspend, discontinue or eliminate any academic programs, majors, departments, colleges, schools, and/or institutes; requirements; policies and procedures; as well as any other aspects of University operations and offerings, at any time and without prior notice, including, but not limited to, admission, degree and/or graduation requirements; course offerings; method or modality of course delivery; scheduling and/or location; credit; evaluative standards and/or content of courses; tuition; fees; and calendars.** For more information, visit our website at www.shu.edu.

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

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

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

Lori Brown, Director of EEO Compliance, Title IX Coordinator, 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. Ms. Brown is located in Presidents Hall and may be contacted at lori.brown@shu.edu or (973) 313-6132. 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.

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 to cancel or delay classes or University operations. When classes are



Graduate Catalogue 2021-22

cancelled, the University is closed except for essential services. Information regarding the suspension or delayed start of classes and/or operations will be made available to the University community via the PirateAlert Emergency Notification System, the SHU South Orange (<http://www.shu.edu>) and Law School (<http://law.shu.edu>) websites, and WSOU 89.5 F.M.

An informational message is also placed on the University telephone system (South Orange Campus at 973-761-9000 and the Law School at 973-642-8725). Every effort will be made to have emergency closing information available by 6 am.

From the President

Dear Members of the Seton Hall Community,

I am grateful for the opportunity to welcome you to the 2021-22 academic year. It is wonderful to be together again as we reinvigorate our University and pursue a transformative Seton Hall education.

For each of us, this has been an extraordinary time of uncertainty and adaptation. Your uncommon flexibility allowed Seton Hall to turn back the crippling effects of the pandemic last year. We will continue to count on your cooperation as we uphold our collective responsibility for each other's well-being. With each of us doing our part, the 2021-22 academic year will be extraordinary in all the right ways. And it starts with the courses in this guide.

They are the building blocks that shape Seton Hall's ability to change destinations and transform lives. How will your life be transformed this year? Which destination will you choose for yourself? Here is where the journey begins. To make it a rewarding one, I urge you to select courses that challenge your intellectual curiosity, develop your academic talents, harness your creativity and speak to your soul.

Welcome once again to the most-highly anticipated year in our long history. I am confident — with your help — it will be our best year yet. Certainly, it will be a year none of us will take for granted, and no one will ever forget.

Have a great year, and Hazard Zet Forward.

Sincerely,

Joseph E. Nyre, Ph.D.
President



From the Provost and Executive Vice President



Dear Setonian,

As you start your journey as a Seton Hall student, you will discover in this catalogue an incredibly rich set of courses and study options that will enable you to reach your fullest potential. You can choose from these options to expand your knowledge of the discipline of your choice and to prepare not just for your next job, but for a rewarding career or a life of service. And because Seton Hall University offers you the opportunity to develop not only your mind but also your heart and your spirit, while a student at this institution rich with long standing traditions, you will further your intellectual growth together with your ethical and spiritual development.

Seton Hall is a major Catholic university that prepares students to be servant leaders in their community, and to become impactful citizens through a rigorous education and the mentorship of faculty who are renowned international scholars and leaders in their fields. Seton Hall curriculum pairs academic excellence with compassion, a spirit of service and support for human dignity.

You can explore everything that Seton Hall has to offer by taking courses outside of your discipline through electives, minors or the many certificates that are available and frequently updated by our faculty to maintain the currency of the curriculum while building critical foundational liberal arts and science skills.

I hope that you will fully engage with our community, take advantage of the many ways to interact with other students who come from different backgrounds. Each one of you brings a wealth of experience and knowledge into the classroom, enriching the discussions and interactions with different viewpoints and perspectives. Seton Hall is your playground to challenge your mind and learn new knowledge and skills that will help you face any new challenge in your profession, and ultimately in your life.

I look forward to taking this journey with you.

Katia Passerini, Ph.D.
Provost and Executive Vice President
Seton Hall University

Table of Contents

Graduate Catalogue 2021-2022

3	From the President	120	Museum Professions
4	From the Provost and Executive Vice President	123	Certificate Programs
6	How to Use This Catalogue	129	Stillman School of Business
8	Campus Map	132	Master of Business Administration
9	Mission Statement	133	Master of Science Programs
10	University Overview	135	Certificate Programs
11	Accreditations and Memberships	138	Dual Degree Programs
13	Schools and Colleges	140	Joint Degree Programs
13	School of Law / School of Health and Medical Sciences	143	Integrated Concentrations
14	Information Technology	156	School of Diplomacy and International Relations
15	University Libraries	156	Master of Arts in Diplomacy and International Relations
16	Office of International Programs	160	Executive M.S. in International Affairs
17	Prestigious Fellowships	161	Dual Degree Programs
17	Alumni Relations	165	Certificate Programs
17	Seton Hall University Parents' Association	174	College of Education and Human Services
18	Centers and Institutes	175	Master of Arts and Master of Science Programs
27	Cultural and Community Programs	176	Certification Programs
30	Enrollment Services	177	Certificate Programs
30	Office of Graduate Affairs	177	Educational Specialist Programs
32	Admission Information	177	Doctoral Programs
32	Application Procedures	178	Department of Professional Psychology and Family Therapy
35	Financial Aid	201	Department of Education Leadership, Management and Policy
38	Tuition and Fees	221	Department of Educational Studies
40	Academic Policies and Procedures	243	School of Health and Medical Sciences
43	Registration	245	Ph.D. in Health Sciences
45	Summary of Procedures for Graduate Programs	248	Master of Healthcare Administration (M.H.A.)
46	Graduate Grading System	255	M.S. Physician Assistant
50	Student Life	257	Doctor of Physical Therapy (DPT)
50	Department of Housing and Residence Life	259	M.S. in Occupational Therapy
51	Dining on Campus	261	M.S. in Speech-Language Pathology
51	Public Safety and Security	262	M.S. in Athletic Training
52	Campus ID Office	282	School of Law
52	Campus Ministry	282	M.S.J. Program in Health, Science and Technology Law
53	The Career Center	288	College of Nursing
54	Department of Athletics and Recreational Services	290	Ph.D. in Nursing
55	Department of Student Engagement	292	Doctor of Nursing Practice
56	Counseling and Psychological Services (CAPS)	295	Master of Science in Nursing Programs
56	Health Services	297	Certificate Programs
57	Disability Support Services	299	Dual Degree Programs
57	WSOU-FM Radio Station	300	Master's Entry Clinical Nurse Leader Program
57	Student Complaint Procedure and Designated Consumer Officials	301	RN to MSN Bridge Program
59	College of Arts and Sciences	312	Immaculate Conception Seminary School of Theology
60	Graduate Programs	314	Master of Arts in Theology
60	Application and Admission	315	Master of Arts in Pastoral Ministry
61	Department of Biological Sciences	316	Master of Divinity
67	Department of Chemistry and Biochemistry	317	Academic Program for Priesthood Candidates
71	Department of English	319	Pre-Theology Program
75	Department of History	319	Center for Diaconal Formation
79	Department of Languages, Literatures and Cultures	320	Certificate Programs
82	Department of Mathematics and Computer Science	334	Division of Continuing Education and Professional Studies
87	Department of Physics	335	Directory
89	Department of Political Science and Public Affairs	346	Directions to the University
97	Department of Psychology	347	University Buildings
102	Department of Religion	350	University Faculty
105	Department of Sociology, Anthropology and Social Work	387	Executive Cabinet
113	College of Communication and the Arts	387	Academic Officers
119	Communication	388	Board of Trustees
		388	Board of Regents

How to Use This Catalogue

This Catalogue presents the graduate curricula and courses officially recognized by Seton Hall University at the start of the 2021-2022 academic year. This catalogue is also available on the www.shu.edu website. These official curricula represent your degree requirements.

As fields of study are constantly evolving, a majority of majors and minors will have some kind of variance from one official Catalogue to the next. Under ordinary circumstances, these changes apply to all students who began their study at Seton Hall no earlier than the year the change took effect. In other words, if you started at Seton Hall in Fall 2021 or earlier, new changes that are introduced in Spring 2022 or later will not apply to you and your requirements (though they still might be of benefit to you and your academic career). An exception might be in a discipline (a health profession, for example) in which an external accreditor assures the public that the training received by a graduate is complete and current; the accreditor may on occasion require immediate changes to protect the public. Otherwise, “your” Catalogue is the Catalogue that was current when you began your studies as a matriculated student. This year is noted on your degree program tracker. At Seton Hall we recommend that, while you will also benefit from keeping current with changes posted in future Catalogues, you keep your copy for the duration of your career at Seton Hall.

While many aspects of Seton Hall’s operations affect and benefit both undergraduate and graduate education, there is a separate distinctly graduate Catalogue that is regularly updated in print and available on the www.shu.edu website. Some of our constituent colleges also maintain distinct Catalogues, such as the School of Law.

The first few sections of this document provide important information about Student Services, Admissions, Organizations, Accreditations, Special Offices, the campus and the like. Some helpful resources are found at the end of this book, including an index and directories of Full-time, Adjunct, and Retired and Emeritus faculty as well as the names of the Presidents’ Cabinet and the Deans, our Board of Trustees and Board of Regents, and other useful listings. Between these sections, most of the information about curricula, majors and courses is organized by the home College or School in which the course of study resides.



Academic Calendar

Fall 2021

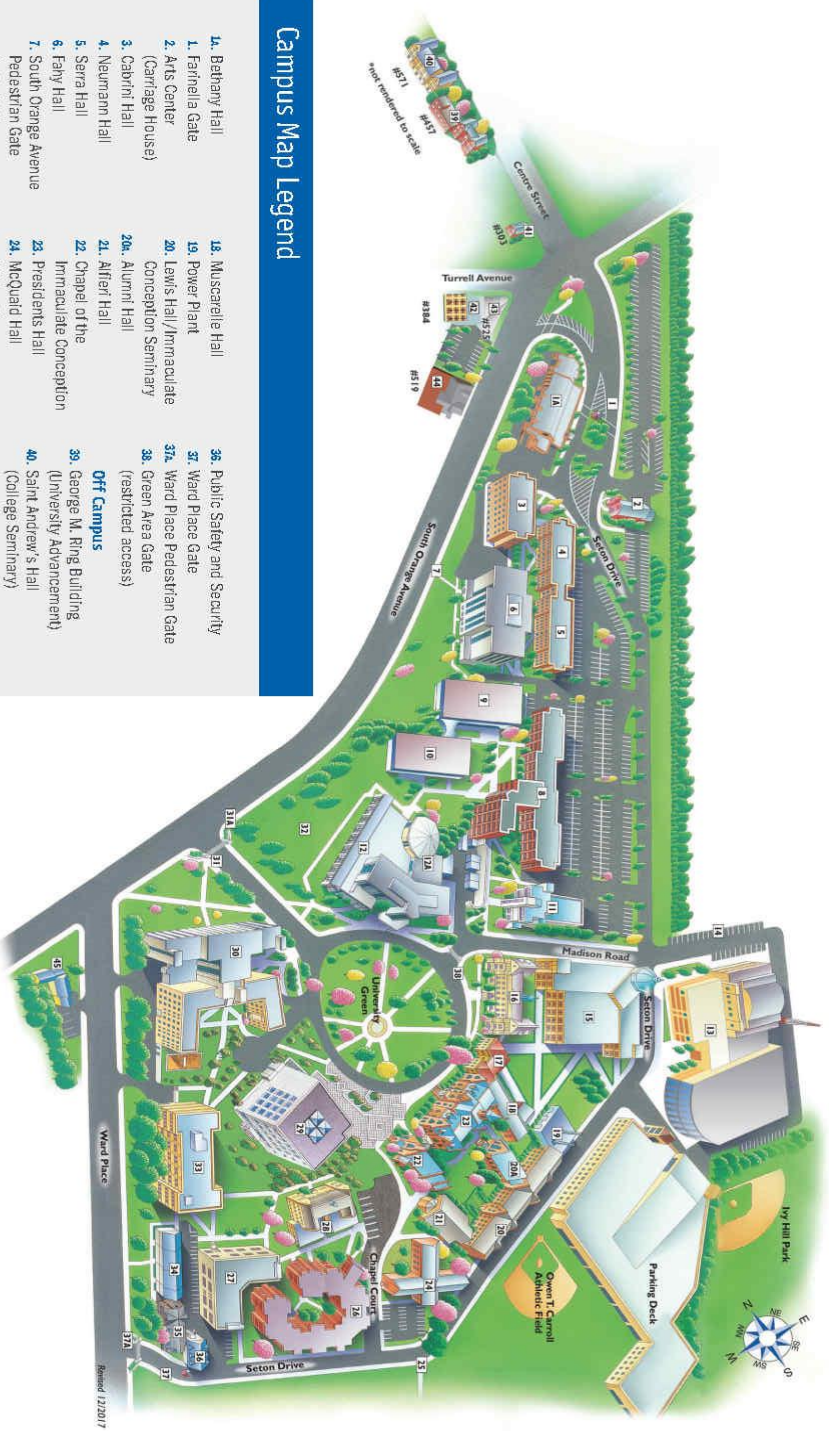
Aug. 30	Monday	Classes Begin - Add/Drop and Late Registration Begin
Sept. 6	Monday	Labor Day - University Closed
Sept. 7	Tuesday	Add/Drop and Late Registration End
Sept. 15	Wednesday	Mass of the Holy Spirit – 12 noon (Classes Canceled 12 – 1 p.m.)
Oct. 1	Friday	Last day to request course withdrawal without professor/dean approval; Deadline for pass-fail and audit requests
Oct. 4	Monday	Deadline for undergraduate and graduate degree candidates to file online Application for Degree for Fall 2021 in Banner Self Service; Last day for Fall 2021 degree candidates to add a major or minor
Oct. 11-12	Mon.- Tues.	Fall Break - No Classes
Oct. 22	Friday	Last day to request course withdrawal with professor/dean approval
Nov. 1	Monday	All Saints Day Mass - 11:00am. Classes canceled 11:00am – 12:00pm
Nov. 24	Wednesday	No Classes
Nov. 25 - 26	Thurs.- Fri.	Thanksgiving Recess - University Closed
Nov. 27	Saturday	No Classes
Dec. 8	Wednesday	Immaculate Conception Mass – 1:00 p.m. (Classes Cancelled 1 – 2:00 p.m.)
Dec. 13	Monday	Last day of Classes; Last day to submit assignments to resolve Fall 2020 Incomplete grade; Unresolved Fall 2021 incomplete grades will convert to failing grades (FI); Online grading opens for faculty
Dec. 14	Tuesday	Reading Day
Dec. 15 - 21	Wed.- Tues	Final Exams
Dec. 27	Monday	Deadline for faculty to enter Fall 2021 grades on-line via Banner Self-Service

Winter 2022

Jan. 17	Monday	Martin Luther King Jr., Birthday – University Closed
Jan. 3 – 18	Mon. – Tues.	Wintersession (<i>note: dates are tentative</i>)

Spring 2022

Jan. 17	Monday	Martin Luther King Jr. Birthday - University Closed
Jan. 19	Wednesday	Classes Begin - Add/Drop and Late Registration Begin
March 2	Wednesday	Ash Wednesday Mass
March 7 - 12	Mon. – Sat.	Spring Break
April 14	Thursday	Holy Thursday - University Closed
April 15	Friday	Good Friday - University Closed
April 16	Saturday	Holy Saturday - Classes Canceled
April 18	Monday	Easter Monday - Classes Canceled
May 10	Tuesday	Last Day of Classes
May 11	Wednesday	Reading Day
May 12-18	Thurs.– Wed.	Final Examinations
May 26	Thursday	Solemnity of the Ascension – Masses throughout the day
TBA	TBA	Commencement



Campus Map Legend

- | | | |
|----------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------|
| 14. Bethany Hall | 13. Muscarelle Hall | 36. Public Safety and Security |
| 1. Fairwells Gate | 19. Power Plant | 37. Ward Place Gate |
| 2. Arts Center
(Carriage House) | 20. Lewis Hall/Immaculate
Conception Seminary | 37a. Ward Place Pedestrian Gate |
| 3. Cabrini Hall | 20a. Alumni Hall | 38. Green Area Gate
(restricted access) |
| 4. Neumann Hall | 21. Alfieri Hall | |
| 5. Serra Hall | 22. Chapel of the
Immaculate Conception | Off Campus |
| 6. Fany Hall | 23. Presidents Hall | 39. George M. Ring Building
(University Advancement) |
| 7. South Orange Avenue
Pedestrian Gate | 24. McQuaid Hall | 40. Saint Andrew's Hall
(College Seminary) |
| 8. Xavier Hall | 25. Widener Place
Pedestrian Gate | 41. Health Services |
| 9. Caroline D. Schwartz
Building | 26. Aquinas Hall | 42. Turrell Manor |
| 10. Arts and Sciences Hall | 27. Corrigan Hall | 43. 525 South Orange Avenue |
| 11. Duffy Hall | 29. Bayley Hall | 44. 519 South Orange Avenue
(Public Relations & Marketing) |
| 12. Bishop Dougherty
University Center | 29. Jubilee Hall (Market
Research Center, Rm 677) | 45. Martin House
(Human Resources) |
| 12a. Theatre-in-the-Round | 30. Boland Hall | Not Pictured |
| 13. Richie Regan Recreation
and Athletic Center | 31. McNulty Gate (closed) | • Seton Hall School of Law,
One Newark Center, Newark |
| 14. South Centre Street
Pedestrian Gate | 31a. McNulty Pedestrian Gate | • Ora Manor, 324 Valley Street,
South Orange |
| 15. Walsh Library | 32. Gallison Lawn | • Interprofessional Health
Sciences (IHS) Campus,
123 Metro Boulevard, Nutley |
| 16. Mooney Hall | 33. Science and Technology
Center (McNulty Hall) | |
| 17. Marshall Hall | 34. Garey Hall | |
| | 35. Physical Plant | |

SETON HALL UNIVERSITY
400 South Orange Avenue, South Orange, NJ 07079

OFFICE OF UNDERGRADUATE ADMISSIONS
admissions.shu.edu • thehall@shu.edu



Seton Hall University Mission

Mission

Seton Hall University

Our Mission

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

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



University Overview

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

Seton Hall is located primarily on three campuses. The main campus in the suburban village of South Orange, New Jersey, houses the College of Arts and Sciences, the College of Education and Human Services, the School of Diplomacy and International Relations, the Stillman School of Business, the College of Communication and the Arts, and the Immaculate Conception Seminary School of Theology. The Interprofessional Health Sciences campus, located in the towns of Clifton and Nutley, NJ, is home to the College of Nursing and the School of Health and Medical Sciences. Seton Hall's ninth School, the School of Law, is located in Newark, New Jersey. The Division of Continuing Education and Professional Studies is located on the South Orange campus."

A Tradition of Christian Values

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

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

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

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

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

Academic Programs: A Commitment to Excellence

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

One thing that has remained consistent, however, is the University's commitment to individual attention: With more than 400 full-time faculty and many adjunct faculty, the average class size is just 20 students, and the student-faculty ratio is 14:1. 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. 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 160 years of intellectual and spiritual development, from the founding era into the 20th century, through the depression, world war and cold war, and through the most recent period of expansion.

From its original enrollment of a handful of students in 1856, 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.

Seton Hall School of Law	1951
School of Health and Medical Sciences	1987
School of Diplomacy and International Relations	1997
College of Communication and the Arts	2015

The next two decades saw the construction and modernization of a large number of facilities including the Library, the Science and Technology Center, residence halls and the University Center. Many new programs and majors were inaugurated. New ties were established with the private and industrial sectors, and a growing partnership developed with federal and state governments creating programs for the economically and educationally disadvantaged.

The '70s and '80s continued to be a time of growth and renewal. New business and nursing classroom buildings and an art center were opened. In 1984, Immaculate Conception Seminary returned to Seton Hall, its original home until 1927, when it moved to Darlington, NJ. With construction of four new residence halls between 1986-88, the purchase of off-campus apartment buildings, and the expansion of Aquinas Hall, Seton Hall as of 2014 provides living space for approximately 2,300 students.

The physical development of the campus continued in the 1990s. In 1994, construction was completed on Walsh Library, a \$20 million, four-story facility. Walsh Library provides first-class study and research resources to undergraduate and graduate students, faculty and scholars from around the world. The opening of Walsh Library is symbolic of Seton Hall's transformation from a small, local institution whose library housed the personal collection of its president to a major national university with current library holdings of over 1.5 million titles in all formats (both print and electronic).

Seton Hall's space expanded in 2018 when the University's Interprofessional Health Campus in Clifton and Nutley, N.J. opened in the summer of 2018 and features world-class facilities for health science research and discovery. The IHS campus houses the University's College of Nursing and the School of Health and Medical Sciences, and is neighbor to the Hackensack Meridian School of Medicine at Seton Hall University. It is approximately 10 miles from Seton Hall's main campus in South Orange, N.J. and is convenient to New

York City and major transportation hubs.

The IHS campus creates a forward-thinking approach to healthcare education, bringing together future doctors, nurses and health professionals in the fields of medicine, nursing, physical therapy, physician assistant, occupational therapy, athletic training and speech language pathology.

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.

Seton Hall remains in the forefront of global education, and at the same time honors its history.

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

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

Accreditation and Memberships

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

Documents describing the University's accreditation status are available for review in the Monsignor William Noé Field

University Archives and Special Collections Center, in Walsh Library.

Accreditations

Accreditation Association for Ambulatory Healthcare (AAAHC)
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 Psychological Association (APA)
Association of Theological Schools in the United States and Canada (ATS)
Association to Advance Collegiate Schools of Business-International (AACSB)
Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
Commission on Accreditation in Physical Therapy Education (CAPTE)
Commission on Accreditation of Athletic Training Education (CAATE)
Commission on Accreditation of Healthcare Management Education (CAMHE)
Commission on Collegiate Nursing Education (CCNE)
Council for the Accreditation of Educator Preparation (CAEP)
Council on Academic Accreditation in Audiology and Speech-Language Pathology
Council on Social Work Education
International Association of Counseling Services Accreditation (IACS)
The Middle States Commission on Higher Education
National Association of Schools of Public Affairs and Administration (NASPAA)
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 for Marriage and Family Therapy
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 Conference of Academic Deans

American Council on Education (ACE)
American Education Research Association
American Historical Association
American Institute of Physics
American Library Association
American Osteopathic Association
American Podiatric Medical Association
American Political Science Association
American Psychological Association (APA)
American Society for Higher Education
American Society for Public Administration (ASPA)
American Theological Library Association
Association for Clinical/Pastoral Education
Association for Excellence and Equity in Education (AEEE)
Association for Student Affairs At Catholic Colleges and Universities (ASACCU)
Association for the Study of Higher Education (ASHE)
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 of College and Research Libraries
Association of College and University Housing Officers - International (ACUHO-I)
Association of College and University Telecommunications Administrators (ACUTA)
Association of Continuing Higher Education (ACHE)
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)
BIG EAST Athletic Conference
Catholic Association for Theological Field Education (CATFE)
Catholic Library Association Colloquium
Certificate in Education for Public Relations
Chi Sigma Iota National Honor Society Sigma Alpha Chapter
College Art Association
Cooperative Education and Internship Association (CEIA)
Council for Advancement and Support of Education (CASE)
Council for Graduate Schools
Council for Higher Education Accreditation
Council of Colleges of Arts and Sciences
EDUCAUSE
Eta Sigma Phi, the National Classics Honor Society
Golden Key International Honour Society
Kappa Delta Pi International Education Honor Society
Kappa Gamma Pi Catholic Women's Honor Society

Lambda Alpha Delta, Anthropology Honor Society
 Lambda Pi Eta National Honor Society for Communication
 Mathematical Association of America
 Metro International
 Middle States Association of Collegiate Registrars and
 Offices of Admission
 NAFSA: Association of International Educators
 National Art Education Association
 National Association for College Admission Counseling
 National Association of Baccalaureate Program Directors
 National Association of Baccalaureate Social Work Educators
 National Association of College and University Business
 Officers (NACUBO)
 National Association of Colleges and Employers (NACE)
 National Association of Diaconate Directors
 National Association of Graduate Admissions Professionals
 National Association of Independent Colleges and
 Universities
 National Association of Student Personnel Administrators
 (NASPA)
 National Catholic Education Association
 National Collegiate Athletic Association
 National Commission for Cooperative Education
 National Council of University Research Administrators
 National Society of Collegiate Scholars
 National University Continuing Education Association
 National Women's Studies 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, the International Honor Society in Psychology
 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 Communication and the Arts, College of Education and Human Services, College of Nursing, the School of Diplomacy and International Relations, the Stillman School of Business, and Immaculate Conception Seminary School of Theology. 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 from the Graduate Catalogue.

Seton Hall also has 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 offers a full-time program, leading to a J.D. in three years and a part-time weekend division using both in-person and online learning to lead to a J.D. in four years.

Students enrolled in approved 3+3 programs can use law school credits to satisfy the fourth year of their undergraduate degree, allowing them to go to law school after three years of undergraduate study.

Beyond the basic courses required for bar admission and advanced study, the School offers opportunities for clinical education, as well as concentrations in Health Law, Law and Technology, or Compliance.

The Law School's Graduate Program offers an M.S.J. with a concentration in the fields of Health & Hospital Law, Life Sciences Law, Privacy Law & Cyber Security, Intellectual Property Law, and/or Financial Services Compliance. Graduate Certificates are also available in those same fields for 24 weeks of study. Finally, the Graduate Program offers the LL.M in Health Law, Intellectual Property, and Financial Services Compliance. The M.S.J, LL.M., and Graduate Certificate may be completed entirely online.

School of Health and Medical Sciences

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 degree programs are offered utilizing a multi-institutional/integrated approach to health sciences education.

The School combines the expertise of Seton Hall University with the resources of affiliate healthcare sites to provide exemplary academic and clinical education in health sciences and health administration.

The School's emphasis on interprofessional education, a forward-thinking approach to healthcare education, prepares healthcare leaders of tomorrow to focus on patient-centered care and to make a difference in their patients' lives and their communities. This innovative team-based approach reflects the future of healthcare delivery; Seton Hall is one of only a few universities using this model. All classes are held on the Interprofessional Health Sciences Campus in Nutley, NJ. General information and admission information is available at <http://shms.shu.edu/> or from shms@shu.edu.

Information Technology

Stephen G. Landry, Ph.D., Chief Information Officer

Seton Hall University is recognized as one of the leaders in the use of technology to support research and education, and at Seton Hall technology is ubiquitous. The University's award-winning Mobile Computing Program provides laptops computers to all undergraduate students and faculty. This technology is supported by a campus-wide wireless network, an on-campus computer repair facility, "24x7" phone support, and a state-of-the-art data center providing network services that include the PirateNet campus portal, the Blackboard learning management system, an ePortfolio system, and online services such as registration, payment and access to grades. Many of the University's online services are also available through mobile smartphones, and additional mobile smartphone services are brought online each year. The Department of Information Technology and the Department of Public Relations and Marketing have developed a comprehensive website to serve the community.

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

The Teaching, Learning and Technology Center (TLTC)

The University's Teaching, Learning and Technology Center (TLTC), located in Walsh Library, supports classroom technology and provides the programs and services that support the effective use of information technology to enhance teaching and learning. The TLTC provides facilities and classroom support for technology; audiovisual equipment for classrooms and events; media production; video conferencing facilities; and facilities for acquiring, converting and editing digital media and streaming media. The TLTC provides faculty support for the appropriate integration of technology. The TLTC also provides training for all University-supported computer hardware and software to the entire Seton Hall community. Available classes range from the basics of using a laptop computer through courses on all levels of Microsoft Office, the Blackboard Learning System, developing a personal web site or ePortfolio, and many other topics. The TLTC also administers several programs aimed at supporting faculty and student use of technology and infusing technology appropriately into the curriculum. One of these programs the Curriculum Development Initiative (CDI), provides

systematic support for departments integrating information technology into required core courses or course sequences.

The Student Technology Assistants Program

The Student Technology Assistants Program (STA) provides on-campus employment to students whose job it is to support faculty in their integration of technology into the curriculum. The STA program is student-centered and student-run with guidance from University faculty and technologists, who provide students with appropriate training and a structured experience in technology support and consulting services. The STA program accepts students from all majors and with all levels of knowledge about technology, from the novice to the expert. Interested students can find more information on the technology website at technology.shu.edu.

The Campus Network

Seton Hall University campus has a state-of-the-art wireless network that provides access from everywhere on campus – in the classrooms, the residence halls and all public meeting and study spaces. Many of our classrooms and public spaces have also been outfitted with power at each seat. Each student at the University automatically receives a network account. All common network services are available through the University's PirateNet portal (piratenet.shu.edu). The University's campus e-mail is based on Microsoft's Office365 suite of services. Many courses use the Blackboard learning system as a collaborative learning environment, providing online document repositories, discussion groups and assessment tools for faculty and student use. The University provides webhosting services for student personal websites and ePortfolios and network storage for student files (currently 50 GB of online storage). Upon graduation, students are eligible for an alumni e-mail account for life at no cost.

Technology Services

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

PC Support Services: Located on the lower level of Corrigan Hall, PC Support Services provides walk-in support, computer repairs and one-on-one laptop consultation, as well as phone support for the entire University community. Operating 24 hours a day, seven days a week the Technology Service Desk helps answer questions regarding the University's standard suite of software and applications including the Blackboard learning system. The Technology Service Desk can be reached on campus at ext. 2222, off campus at (973) 275-2222, or by e-mail at servicedesk@shu.edu

Public Computer Labs: PC Support maintains three public computer labs containing more than 100 computers in three academic buildings: in Jubilee Hall, in Schwartz Hall and the Information Commons in Walsh Library. All of the University's public computing labs are equipped with modern

computers connected to the campus network, and public access printers and mobile ports for those students who wish to use a laptop in the lab. The software in the computer labs consists of the standard Seton Hall supported applications, including the Microsoft Professional Office Suite, Internet Explorer, Mathematica and SPSS, as well as several discipline-specific applications that have been installed at the request of various departments throughout campus. In addition to the public computing labs, a number of academic departments, including business, communication, education, mathematics and computer science, and modern languages, operate their own computer labs in partnership with PC Support Services. The Public Computer Labs are staffed and supported by students in the STA program.

University IT Services (UITS): Located in Corrigan Hall, University IT Services is responsible for maintaining the campus network, the campus Internet connection, all campus servers (e-mail, web, applications) and the Banner student, administrative and financial systems. UITS is also responsible for all telephones, telephone switches, voice mail accounts and cell phones.

University Libraries

John E. Buschman, D.L.S., Dean

Walsh Library faculty and staff provide Seton Hall University students library services on the South Orange campus. During the academic year the Library can be open as many as 18 hours per day; see our website for current hours (<https://library.shu.edu/library/library-hours>). This four-story 155,000 square-foot facility opened in August 1994 and houses print book and journal collections, the Walsh Gallery, and the Monsignor William Noé Field Archives and Special Collections Center. Walsh Library also accommodates the Teaching, Learning and Technology Center (TLTC) which includes the Instructional Design Team, the Computer Training Center, the Student Technology Assistant Program, the Interactive Television Classroom and University Media Services.

Walsh Library is home to the Bernard J. Lonergan Institute, the Center for Catholic Studies, the Chesterton Institute, and the Valente Italian Library. The Monsignor James C. Turro Seminary Library is located in Lewis Hall as part of Immaculate Conception Seminary School of Theology. Strong print collections in the University Libraries are augmented by robust electronic databases, e-book and e-journal and collections that connect Seton Hall community members to library resources any time, regardless of where they are. Visit the library website at <https://library.shu.edu>. The Peter W. Rodino, Jr. Law Library, located on the School of Law campus, is separately administered.

The University Libraries

The University Libraries have notable resources, including extensive holdings of more than 2,000,000 print and electronic

book volumes and access to full-text articles in over 100,000 print and electronic journals, and provide a vital document delivery and interlibrary loan service.

Through active participation in resource sharing consortia—including PALCI (Pennsylvania Academic Library Consortium, Inc.), and VALE (Virtual Academic Library Environment of New Jersey)—the vast majority of interlibrary loan requests for journal article are delivered through e-mail, often arriving the same day. Last year, these services provided more than 15,500 interlibrary loans to students and faculty.

The University Libraries have strong and growing collections in the areas of Health Sciences, Theology, Africana Studies, Judeo-Christian Studies, Italian Studies, Slavic and Eastern European studies and other areas of the Humanities. The Information Commons offers soft chair seating, study tables, and computer workstations. All information resources are catalogued and accessible through SHUsearch, the University Libraries' online discovery system.

Walsh Library accommodates students, faculty and visitors in a variety of study facilities, including tables, carrels, a silent study room, group-study rooms, and scholar study rooms, and a 24/7 After Hours Study Space during fall and spring semesters. The library's third and fourth floors are designated as quiet study floors to accommodate those students who prefer a quiet environment for their research and scholarship. In the past year, more than 13,000 students used group study rooms and more than 390,000 people visited the library before the campus closed due to the pandemic. A workforce comprised of full-time professional library faculty and administrative support staff focus on offering excellent service to Seton Hall's community of students, faculty, and alumni. The library faculty also provide bibliographic and research services at the reference desk, via telephone, email, chat and through individual research consultations. Library faculty serve as subject bibliographers and liaisons to various academic disciplines for collection development and curriculum support.

The library faculty instruct over 6,000 students including upper level and graduate students.

Technology available in the Information Commons provides users with state-of-the-art Mac and PC computer workstations, printing, scanning, charging stations, and two dedicated accessibility workstations. University Libraries feature wireless connectivity throughout the facilities, with electronic reserve (e-Reserve) system providing students access to faculty-assigned readings from any place with internet access.

Students or faculty with visible or invisible disabilities, who self-identify at the Circulation Desk, may receive special assistance. Individuals may use an array of adaptive equipment that is available to assist persons with disabilities or impairments in the use of resources and facilities in the libraries.

The Interprofessional Health Sciences Library

Located on the first floor of the Interprofessional Health Sciences (IHS) campus contains numerous tables and study carrels, twenty study rooms, a small print reference collection of health sciences resources and books, and computers for database searches.

The IHS Library supports the College of Nursing, the School of Health and Medical Sciences, and the Hackensack Meridian School of Medicine. The library is staffed by a team of 4 dedicated Health Sciences Librarians Monday-Friday from 8am – 6pm. Access to databases, journals, electronic books and interlibrary loan is available online twenty-four hours per day, seven days per week. Access to the library's digital collection, information on how to book study rooms, contact information for the library staff, and much more can be found at the library's website: <https://library.shu.edu/ihs>.

For general inquiries, contact ihslibrary@shu.edu.

The Monsignor James C. Turro Seminary Library

The Monsignor James C. Turro Seminary Library is located in Lewis Hall on the South Orange campus. Its collections support the undergraduate and graduate curricula of Immaculate Conception Seminary School of Theology, which is also the major seminary of the Roman Catholic Archdiocese of Newark. The Turro Seminary Library contains more than 75,000 books, 400 periodical titles, and some audiovisual material. The collection's focus is on theology and Church history and is particularly strong in liturgical and biblical studies.

Access to the collection is primarily for students and faculty of Immaculate Conception Seminary School of Theology and other University faculty. Seton Hall University undergraduate and graduate students sign a guestbook in order to use the library. Borrowing privileges are extended only to those with a valid Seton Hall ID (students, faculty, administrators, staff and alumni). All others must make requests through the interlibrary loan services provided by the University Libraries, or their home library. Visit the Turro Seminary Library website at <https://library.shu.edu/TurroLibrary>.

The Monsignor William Noé Field Archives and Special Collections Center

The Monsignor William Noé Field Archives & Special Collections Center and Walsh Gallery, located on the first floor of Walsh Library, maintains long-term stewardship for the care, research and display of Seton Hall University's archival collections. The Archives collect culturally, artistically and historically significant materials, both digital and physical, that enhance and enrich the mission of the University Libraries and Seton Hall University. Collections are available to both the Seton Hall community and the general public for exhibition, teaching and research. Researchers have access to a reading room designed for serious research and an adjacent room for instruction and

small-group seminars. Microfilm readers are available for reading and photocopying or scanning. The collections are open by appointment to faculty, clergy, administration, students and the general. Special Collections accepts donations of materials that fit within its scope. For more information about Special Collections please consult our website at <https://library.shu.edu/archives> or call (973) 761-9476.

Office of Records Management

The Records Management Center is located within the Monsignor William Noé Field Archives and Special Collections Center. It houses non-current and permanent non-archival institutional records. The Records Management program is designed to create, facilitate and monitor the official retention schedules for each University department. 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 or recordsmgmt@shu.edu.

The Walsh Gallery

In keeping with the mission of Seton Hall University, Walsh Gallery promotes spiritual growth and intellectual curiosity through the presentation of exhibitions that promote critical thinking and cultural appreciation. Serving both the campus and surrounding communities, the gallery hosts five exhibitions annually. Admission to the gallery and all special events is free and open to the public.

For further information, contact the director at 973-275-2033, jeanne.brasile@shu.edu or visit the website at library.shu.edu/walshgallery.

Office of International Programs

Maria V. Bouzas, M.A., Director

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

1. Education Abroad

The OIP coordinates the study abroad process for Seton Hall students. Students are encouraged to make study abroad part of their college experience by participating in faculty-led programs, exchange agreements or opportunities through third-party providers. Opportunities abroad can range from one week to a year and to countries such as, Spain, France, Italy, Ethiopia, the Philippines, England and China. The OIP is a central information point, providing pre-departure orientation and guidelines for safe travel. The OIP also advises the Seton Hall International Programs (SHIP) student organization.

2. International Student and Scholar Services

The Office of International Programs assists international

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

3. Cultural Activities

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

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

Prestigious Fellowships

Matthew Escobar, Ph.D., Director

The Prestigious Fellowships Director advises students interested in applying for the most competitive external fellowships (such as the Fulbright, Pickering, Mitchell, Marshall, Boren, Rhodes and Critical Languages Scholarships). High-achieving students whose GPA is at or above 3.75 and who are interested in applying for any of these fellowships are encouraged to contact the director by email for an initial interview in which, based on the candidate's interests, strengths and professional career plans, the director will provide advice on which fellowships and strategies to pursue.

Seton Hall's recent successes with some of the most competitive fellowships in the nation including the Boren, Fulbright, Truman and Critical Languages Scholarship demonstrate the university's substantial commitment to the pursuit of academic excellence. Recent recipients from SHU have or will soon conduct research in the Dominican Republic, Morocco and Korea, as well as winning substantial funding for graduate study in the United States. But applying for these fellowships can be a daunting experience and students should begin the process far in advance (up to six to twelve months). The director can provide guidance on best practices with respect to how to select and prepare for the right fellowship as well as how to approach writing the required essays.

For more information contact Dr. Escobar at the following email: matthew.escobar@shu.edu; information on specific fellowships may be found at the following web page: <https://www.shu.edu/provost/presidential-fellowships.cfm>.

Alumni Relations

Matthew Borowick, M.B.A., Vice President of University Advancement

The Department of Alumni Relations, with a constituency of more than 100,000 alumni, serves as the primary University resource for all Seton Hall graduates.

Alumni Relations is advised by a Board of Directors which is composed of members representing various alumni constituencies. The board is responsible for supporting the development of activities designed to engage alumni in the University.

This engagement fosters an environment that encourages Seton Hall alumni to be proud proponents of and consistent supporters of their alma mater and fellow alumni. All individuals who have received degrees from Seton Hall University or who have withdrawn under honorable conditions having been a student in good standing for a period of at least two academic semesters are considered alumni and welcome to participate in these activities and programs.

Recognizing the vital importance of building relationships with our many alumni, the Department of Alumni Relations produces both print and electronic communications. These contain updates on campus activities and feature stories about alumni, as well as news from the various schools, alumni chapters and constituent groups. There are also numerous events, programs, clubs and activities designed to foster alumni-university relations.

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

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. Parents of all admitted students are members of the Parents Association. The executive body of the association is the Parents Leadership Council, which provides a forum for discussion between the parent community and University leadership. Participating in the Parents Association is an excellent way for parents to stay connected and to support the education of their college student. Specifically, benefits of membership include a subscription to the parents' bimonthly e-newsletter What's New@SHU, service on special volunteer committees, invitations to University events, an opportunity to have greater impact through directed philanthropy, and the option to join the Parents Leadership Council. The Parents website at www.shu.edu/parents is a valuable source of information for parents and family members. Visit the site to learn more about the association and to subscribe to the e-newsletter.

Centers, Institutes and Special Offices

Bernard J. Lonergan Institute

Gregory P. Floyd, 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 of Lonergan’s work, conducting seminars and workshops related to his thought and, in general, promoting the transformation of culture through what Thomas Aquinas called natural and supernatural wisdom.

The Institute also publishes *The Lonergan Review*, an annual peer-reviewed journal that explores the work of Bernard Lonergan. The journal’s mission is to link explicit self-knowledge - Lonergan’s “self-appropriation” - with the various academic disciplines and professions. It seeks to foster authentic human culture of high ideals, open to religion, the Catholic intellectual tradition and service to the poor. For more information about the Bernard J. Lonergan Institute and other Catholic Studies programs, visit <https://www.shu.edu/lonergan/index.cfm>.

Business Leadership Center

Ruchin Kansal, M.B.A., Director

Founded in 1995, the Center for Leadership Development has a mission to develop extraordinary leaders who will be recognized for their values and principles, their vision and purpose in life, the outstanding results they achieve, their leadership, their service to the community, and for their love, dedication and caring.

A major initiative of the Center is the Leadership Development Program, an honors program, with specialized curriculum that combines traditional course work with practical experiential learning. The courses, outlined under the section Leadership Development Program, have been recommended by our Leadership Advisory Council. The program enhances its members’ core values, competencies, and skills enabling them to be effective leaders, corporate citizens, and community servants.

Students in the program participate in unique learning opportunities and experiences that broaden and deepen their potential to be highly effective leaders. Development of self-knowledge early in the student’s university career is a key focus, since it is the foundation for highly effective and

successful leadership. Special courses explore leadership theories as well as their practical and operational application. From freshman through senior year, students engage with senior executives and business professionals, who serve as their mentors and coaches, to learn from their rich and varied leadership experiences.

Throughout their university careers students in the program are provided with opportunities to assume high-visibility leadership roles that allow them to discover, test, and hone their leadership skills. At the end of their four-year journey these highly motivated student leaders have a track record of academic excellence, highly-developed and tested leadership skills and a deep understanding of servant leadership. They have a high degree of self-confidence, a strong sense of their life’s purpose and a passion to succeed in all that they do.

In addition to the academic requirements, students must complete 80 hours of community service, participate in the group mentoring program, hold leadership positions both on and off campus, attend leadership functions, adhere to the Leadership Code of Conduct, and maintain a GPA of 3.4 or higher. Leadership women are also required to participate in the Women’s Leadership Program that offers women students the opportunity to be coached and mentored by women executives.

Center for Africana Studies

Simone James Alexander, Ph.D., Director

The Center for Africana Studies, established at the University in 1970, works in cooperation with the Department of Languages, Literatures and Cultures and other groups to encourage 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 places a balanced emphasis on traditional scholarship as well as experiential and co-curricular activities, such as guest lectures, internships, study abroad trips and community activism.

Center for Applied Catalysis and Green Chemistry

Robert L. Augustine, Ph.D., Executive Director

Setrak K. Tanielyan, Ph.D., Director

The Center for Applied Catalysis and Green Chemistry 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, 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 www.shu.edu/academics/artsci/cac/index.cfm.

Center for Catholic Studies

Gregory P. Floyd, Ph.D., Director

Founded at Seton Hall University in 1997, The Center for Catholic Studies is dedicated to fostering a dialogue between the Catholic intellectual tradition and all areas of study and contemporary culture, through scholarly research and publications and ongoing programs for faculty, students and the general public. In 2001, the Center conducted the annual faculty Summer Seminar, "The Core of the Core," which originated the present University Core Curriculum. The Center also developed the undergraduate degree program in Catholic Studies with its major, minor and certificate, which in 2012 became the Department of Catholic Studies. The Center continues to support the Department with scholarship aid and its ongoing program of co-curricular activities.

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

The Center maintains a global focus in international scholarship and is the home of the G.K. Chesterton Institute for Faith and Culture, as well as the Bernard J. Lonergan Institute and the Micah Institute for Business and Economics. It publishes two journals: *The Lonergan Review* and *The Chesterton Review*, now in its 40th year. The Center is also the home of William J. Toth Endowed Professorship which supports visiting professors in interdisciplinary studies at Seton Hall. For more information about the Center for Catholic Studies, visit the website at www.shu.edu/go/ccs.

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 is 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.

Designed to introduce students to the complexity of social issues and community decision making, the center provides students with opportunities to participate in both in-class and onsite projects, such as volunteerism, community development and nonprofit management. Service learning and community-based research affords students the opportunities to explore the causes of community problems, clarify his or her values, consider social service as a career choice, and become a more informed citizen and decision maker.

The Center also develops and implements seminars to introduce faculty to the theory and practice of service learning and community-based research, works with faculty in

graduate and undergraduate departments as they develop courses that involve service learning and community-based research, and works with community leaders in Newark, Essex County and beyond to establish service learning and nonprofit management relations.

Center for Computational Research

Stephen Kelty, Ph.D., Director

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

Center for Diaconal Formation

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

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

For more information about the Center for Diaconal Formation, visit www.shu.edu/diaconal-formation/.

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 and to foster entrepreneurial spirit throughout the campus. The center encourages the collaboration of faculty, students, alumni and entrepreneurs in a variety of activities and projects to advance hands-on entrepreneurial learning. The center sponsors the Pirates Pitch business model competition that awards \$10,000 annually in prizes to students with innovative business ideas/startups. 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 Faculty Development

Mary Balkun, Ph.D., Director

The Seton Hall University Center for Faculty Development provides services and programs that meet the needs of faculty in the areas of teaching, service, and scholarship over the course of their career at the university. In addition to supporting existing programs offered by departments and schools/colleges, it offers complementary resources and workshops in such areas as scholarly writing, instructional best practices, and work/life balance.

Center for Foreign Policy Studies

Ann Marie Murphy, Ph.D., Director

The Center for Foreign Policy Studies serves as a hub for research, teaching and training in the foreign policy domain. It is committed to policy-relevant scholarship exploring the rapidly changing geopolitical landscape and how states across the world respond to emerging challenges and opportunities. Through its joint research, teaching and programming activities, the Center aims to provide students with the knowledge, skills, and experiences necessary to prepare them to become effective policymakers, analysts, and advocates.

Center for Functional Materials

Sergiu Gorun, Ph.D., Director

CFM fosters modern STEM research and education. The CFM is externally entirely funded by grants and contracts with the Federal Government. Students and faculty are supported financially and professionally to generate and disseminate their scholarship via publications and presentations at meetings, while also protecting their intellectual property via patents. Collaborations with scientists and students at premier US and foreign Universities are part of the Center's supported activities.

Center for Global Health Studies

Yanzhong Huang, Ph.D., Director

The Center for Global Health Studies is a research center that is dedicated to the interdisciplinary study of health issues from the perspectives of governance, diplomacy, security, human rights, trade and development. The center also serves as a resource center that not only promotes learning and engagement of scholars and students in global health, but also inform and educates policy makers, practitioners, journalists, and the general public on global health issues. Through research, publication and outreach activities, the center aims to raise the academic profile of the School of Diplomacy and International Relations and contribute to Seton Hall's reputation as a preeminent institution addressing important global issues.

Center for Interprofessional Education in Health Sciences

Genevieve Pinto Zipp, PT, Ed.D., FNAP, Director

The Center for Interprofessional Education in Health Sciences (CIEHS) is the result of the School of Health and

Medical Sciences' (SHSM) faculty-led Task Force on Interprofessional Education's (IPE) strategic planning efforts to create meaningful and cross-disciplinary educational and research experiences for students, faculty and clinical partners in order to further develop SHMS' person-centered care mission. Innovative research opportunities, meaningful scholarship activities and the Center's interprofessional "Journey of Professional Transformation" provide a solid foundation for continuous growth, ground-breaking developments and, ultimately, synergistic collaboration amongst health professions. Specifically, the "Journey of Professional Transformation" which engages SHMS students in "5 Core Signature IPE Experiences" and "4 On-Line Asynchronous Learning Modules" provides graduate students a rich and meaningful 2 yearlong continuum of engagement in IPE experiences that develop the skillsets needed for effective communication and teaming across healthcare professions. A cornerstone of the CIEHS is interprofessional involvement from across and beyond the Seton Hall community.

Center for Mobile Research and Innovation

Michael A. Taylor, Ph.D., Director

The Center for Mobile Research and Innovation (CMRI) fosters the investigation of mobile technology through the creation of original research, the promotion of critical partnerships, the development and support of innovative initiatives, and the dissemination of knowledge. CMRI conducts academic research that examines the diverse and complex impact of mobile technology on society through objective assessment and evaluation, and structured pilot programs.

CMRI promotes the development and distribution of applications and services designed to define the next generation of mobile growth, as well as to contribute to the evolution of platform ecosystems and their innovative implementation.

Seton Hall University is a pioneer in the use of technology in higher education and has an institutional commitment to experiential learning and servant leadership. Within this rich setting, CMRI offers formal and informal educational programming, targeting all segments of the community.

For more information about the Center for Mobile Research and Innovation, visit cmri.shu.edu or call (862) 253-6182.

Center for Peace and Conflict Studies

Zheng Wang, Ph.D., Director

The Center for Peace and Conflict Studies promotes interdisciplinary research on a wide range of topics related to peace and conflict with an emphasis on conflict prevention, management, resolution, and post-conflict peace building and reconstruction. The center is committed to advancing the understanding of social conflict, global peace and conflict issues through multidisciplinary, multilevel, and multicultural approaches. Through the center's ongoing research projects as well as education and practice activities, faculty, students,

alumni and colleagues work together to develop the interdisciplinary field of peace and conflict studies. The center aims to improve the cooperation and exchange among faculty members and between faculty and students on issues of peace and conflict studies. The center is also used as a platform to apply for external grants and fellowships and to conduct international exchange between the School of Diplomacy and International Relations and academic institutes of other countries.

Center for Public Service

Naomi Wish, Ph.D., Director

The Center for Public Service is the University's arm for outreach programs to the public and nonprofit sectors. Housing the Nonprofit Sector Resource Institute and located in the Department of Political Science and Public Affairs, the center runs a variety of programs to place members of the University community into closer contact with the public and nonprofit organizations that surround us. The center facilitates student internship and practicum placement, organizes speakers and seminars throughout the year, and serves as a clearinghouse 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 of a hedge fund, wealth manager, or corporate treasurer. Several Bloomberg Professional Workstations are installed to provide the same dynamic market information flow that industry professionals rely on. Filling in with today's world news, two wall mounted monitors complete the sounds and information of an active trading environment. The laboratory model encourages interaction and experimentation providing students with an outstanding opportunity to test the real world relevance of classroom theories in accounting, finance, economics and international business.

In addition to the traditional faculty and student learning relationship, industry professionals are often invited by the two active student clubs, the Investment Club and the Finance Club, to lead workshops on investment techniques, as well as job coaching. Over their academic career students become more confident and self-aware of how to successfully apply the classroom knowledge with the real world demands, always a skill set sought after by our corporate partners.

Center for Sport Management

Charles Grantham, M.B.A., 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 surveys the public on ethical and moral questions regarding current issues in sport and brings national interest to Seton Hall.

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 United Nations and Global Governance Studies

Reverend Brian Muzás, Ph.D., Director

The Center for United Nations and Global Governance Studies serves both as an umbrella for coordinating research activities and as a key site for institution building. The center builds research networks internally between School of Diplomacy and International Relations faculty members and students and externally to promote School programs to prospective students and stakeholders. The center uses technology and social media to disseminate knowledge about scholarship on the United Nations and other international actors. Our goal is to be an online leader in disseminating new and different types of material such as briefs, podcasts, and video lectures, that will be accessible to a wide range of academic policy, and public audiences. The research and scholarly activities of the center include speakers and team research projects resulting in both articles and memos. In addition, the center provides important administrative support for existing U.N. initiatives at the School of Diplomacy and International Relations, including the United Nations Intensive Summer Study Program. For more information, please visit us on the web at <http://www.shu.edu/academics/diplomacy/center-for-global-governance-studies/index.cfm>

Center for Vocation and Servant Leadership

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

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

The Center began in 2003 supported by a grant from the Lilly Endowment. It currently offers programming for students and professional development for faculty and administrators.

For students it offers a scholarship and leadership program called the Servant Leader Scholarship. Students must maintain a 3.0 GPA, complete 20 hours of service each semester and participate in scheduled meetings and events.

For faculty and administrators, the center offers four retreats annually, and a series of three mission seminars whose purpose is a sustained reflection on the University's mission in light of its Catholic character. The center also cosponsors other faculty development programs, spiritual outreach to students, service learning opportunities and local community development.

Charles and Joan Alberto Italian Studies Institute

Gabriella Romani, Ph.D., Director

The Charles and Joan Alberto Italian Studies Institute was founded in 2003 to coordinate Seton Hall University's many activities relating to Italian and Italian-American history and culture. The Institute sponsors cultural events, such as lectures and symposia, and promotes curriculum development and community outreach. Additionally, the institute administers several scholarships that are made available to students in Italian Studies and offers a Visiting Fellowship to international scholars. 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 contact Dr. Romani at gabriella.romani@shu.edu or (973) 275-2926 or visit www.shu.edu/academics/artsci/alberto-institute

Elizabeth Ann Seton Center for Women's Studies

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

The Elizabeth Ann Seton Center for Women's Studies was established in the spirit of St. Elizabeth Ann Seton, whose life of activism, spirituality and leadership serves as an inspiration to our community. The center is administered by the Women and Gender Studies Program, which also offers a minor in Women and Gender Studies. Through the program, the center is connected to a wide variety of university programs that are designed to foster a well-informed, rigorous conversation about gender issues and social justice. Consistent with the university's commitment to preparing students for a life of servant leadership in a diverse, global environment, through the program, the center supports scholarship, professional training and internships. For more information, visit www.shu.edu/academics/artsci/womens-studies/index.cfm.

G.K. Chesterton Institute

Rev. Ian Boyd, President, G.K. Chesterton Institute and Editor, *The Chesterton Review*

TBA, Associate Editor, *The Chesterton Review*

G.K. Chesterton (1874-1936) was an English writer whose prolific output included philosophy, poetry, plays, journalism, lectures, literary criticism, biography, Christian apologetics and fiction. The G.K. Chesterton Institute for Faith and

Culture at Seton Hall University promotes his thought and that of his intellectual circle. More broadly, it explores the application of his ideas to the contemporary world. Chesterton was one of the most versatile writers of his day, with an ability to write accessibly on a range of serious matters, making him a beloved figure. His thought has particular importance for those who value the sacramental tradition, Catholic social teaching, and Christian spirituality. His works have been translated into many languages and because his writings are increasingly the subject of study by students and scholars, they continue to reach new generations of readers.

The Institute's work consists in organizing conferences and lecture series, research, writing and the publication of *The Chesterton Review*—a widely respected academic journal. As interest in Chesterton grows, *The Chesterton Review* is growing too. In response to the revival of Chesterton around the world, *The Chesterton Review* now publishes annual editions in Spanish, Italian, Portuguese and French.

The G. K. Chesterton Institute for Faith and Culture at Seton Hall University is considered the world center for Chesterton's studies.

For more information, please visit our website at www.shu.edu/chesterton/ or contact the Institute, located in Walsh Library, Rooms 430 & 431, by phone at (973) 275-2431 or email chestertoninstitute@shu.edu.

Institute for Advanced Study of Rehabilitation and Sports Science

Michael LaFountaine, Ed.D., ATC, Director

The Institute for Advanced Study of Rehabilitation and Sports Science (IASRSS) provides an interdisciplinary forum for the conduct of clinical research on injuries that result from individuals' participation in recreational exercise or competitive sports, as well as research on the physiological and biomechanical elucidation of novel or minimally explored topics in sports medicine, exercise and movement science or physical rehabilitation. A hallmark of IASRSS is its fostering of interprofessional dialogue on contemporary issues in sports, exercise and physical rehabilitation through hosted journal clubs, continuing education seminars and outreach within and beyond the Seton Hall community. The IASRSS Scientific Advisory Board, comprised of volunteer leaders, will present opportunities for faculty and clinical staff to become more involved in the Institute's worthwhile pursuits.

Institute for Christian Spirituality

Dianne M. Traflet, J.D., S.T.D., Director

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

The Institute's mission is grounded in 2 Timothy 1:6:

"I remind you to stir into flame the gift of God within you." Begun in 2005 through a grant from the Lilly Endowment, the Institute accomplishes this goal through various programs, including the Center for Diaconal Formation, the Certificate Program in Catholic Evangelization (in collaboration with St. Paul Inside the Walls, Madison, NJ), and various joint initiatives with the Lay Centre at Foyer Unitas, Rome.

For more information about the Institute for Christian Spirituality, visit www.shu.edu/christian-spirituality/.

Institute for Communication and Religion

Jon Radwan, Ph.D., Director

The institute provides a nexus for ongoing scholarly exploration of communication topics critically important to religion and society. The institute enhances the University's and the College's sustained leadership in fostering open, clear communication between religious institutions and the broader public. The institute enriches and engages the public by hosting scholarly panels, organizing curriculum development workshops, and conducting outcomes-based research. The University's tradition of an ongoing commitment to ecumenical and interreligious dialogue uniquely positions the institute to serve as a powerful conveyer for this purpose.

Institute for International Business

Larry McCarthy, Ph.D., Director

The Institute for International Business 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 of 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 of Business. 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 is also 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 declaration by the Second Vatican Council on "The Church's Bond with the Jewish People" (*Nostra Aetate*). The institute also produces the radio program "The Kinship of Catholics and Jews", which airs on the University's radio station WSOU 89.5 FM.

The institute began a graduate program in Jewish-Christian studies in Fall 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/go/judaeo-christian

www.facebook.com/JudaeoChristianStudies

Institute of Museum Ethics

Gregory Stevens, M.A.T., 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, IME received a three-year Museum Professionals Grant from the Institute of Museum and Library Services.

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 University 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 partnered with the American Alliance of Museums to conduct a national forecasting exercise on museum ethics in the 21st century.

IME 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 about museum ethics. It produces new models of teaching museum ethics for students and museum professionals. Initiatives include a web portal; two national conferences and publication of the proceedings; an international conference and 'conversation' on "Hide/Seek": Difference and Desire in American Portraiture"; and ongoing workshops and public lectures. For more information, please visit www.museumethics.org or email museumethics@shu.edu.

Institute of NeuroImmune Pharmacology

Sulie L. Chang, Ph.D., Director

The Institute of NeuroImmune Pharmacology (I-NIP) is a research institute that was established at Seton Hall University in 2007 with Dr. Sulie L. Chang as the founding Director. The I-NIP is fully funded by the National Institute of Health (NIH) grants. The institute is located on the third floor of the Science and Technology Center (McNulty Hall), Rooms 309, 319 and 320. It is the home for all active and pending federal grants of the scientists affiliated with the Institute. The I-NIP is committed to bringing knowledge of neuroimmune pharmacology to life via research, teaching, and community service.

The INIP has continuously focused its research on the bi-directional interaction between substance abuse and microbial infection, including HIV, in the central nervous system. The Institute organizes and/or sponsors numerous symposia exploring the theory that HIV infection and neuroHIV can lead to the use of addictive substances including alcohol, morphine, methamphetamine and nicotine. Ongoing research projects include molecular mechanisms underlying nicotine's modulatory effects on learning behavior in the presence of HIV-1 viral proteins; age-dependent developmental changes in the neurotransmitter systems in the brain; alcohol related behavior disorders in the adolescent; and aging in the brain immunity of HIV positive individuals.

The I-NIP participates in the formal curricula and Academic Exposition at Seton Hall as well as the teaching and learning workshops at the NeuroImmune Pharmacology Colloquia. The I-NIP cultivates research among and between the basic and social sciences and prides itself on fostering translational research from the laboratory bench to the community. The I-NIP trains all its members in scientific and academic integrity and honesty, and has implemented a contractual agreement entitled, "The I-NIP Proper Laboratory Conduct Contract" in response to its ongoing mission of scientific excellence. The institute as well as its predecessors, has sponsored research for both faculty and students and their travels to national and international research presentations. The I-NIP has also facilitated the international collaboration of the College of Arts and Sciences at Seton Hall including agreements with China Medical University's College of Pharmacy in Taiwan in 2008 and the Third Institute of Oceanography (TIO) of State Oceanic Administration in China in 2014 to coordinate education, training and faculty research building upon each school's areas of expertise.

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

Joseph A. Unanue Latino Institute

Diana Alvarez-Amell Ph.D., Director

The Joseph A. Unanue Latino Institute is dedicated to inspire, educate and transform our students into the next generation of servant leaders in our ever changing global

society.

The Institute was created through a generous gift from our benefactors Mr. and Mrs. Joseph and Carmen Ana Unanue. Built on a rich legacy of service to the Seton Hall Latino community, the Joseph A. Latino Institute had its genesis as the Puerto Rican Institute, founded in the early 1970s

Then and now, the Joseph A. Unanue Latino Institute provides scholarships to students who need it most; it also promotes intellectual growth by inviting scholars and Latino leaders to campus; encourages our students to take on leadership roles guided by "Éxito" mentoring program; creates outreach programs designed for at-risk high schools students, and develops students as humanitarians both locally and in Latin America.

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.

In connection with the Latin American and Latino/Latina Studies Program, the Latino Institute offers wide-ranging cultural programming. The interdisciplinary Latin American and Latino/Latina Studies major and minor combine our assets in the areas of modern languages, sociology, anthropology, religious studies, history and political science. For more information about the Latin American and Latino/Latina Studies Program, please e-mail Dr. Matthew Escobar at matthew.escobar@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.

Lay Centre at Foyer Unitas

Dianne M. Traflet, J.D., S.T.D., Liaison and Board Member The Lay Centre at Foyer Unitas, Rome, and Immaculate Conception Seminary School of Theology (ICSST), launched a formal partnership in 2018. The collaboration provides the Lay Centre with administrative support, financial oversight, programmatic synergies, and a more established presence in the United States. It gives ICSST a presence in Rome to help deacons, seminarians, and laity understand more deeply the universal Catholic Church, especially through summer programs, and to encourage professors from ICSST to conduct research in Rome during the academic year. The Lay Centre, founded in 1986, is dedicated to the formation of the laity and the development of their vocation in the Church and in the world.

LLC Global Learning Center

Michael Stone, M.A., M.B.A., Director

The LLC Global Learning Center in the College of Arts and Sciences is committed to facilitating a teaching and learning environment where students, faculty and staff have the

opportunity to explore language and culture in a technology-enhanced setting. In 2007, the College of Arts and Sciences, in conjunction with the Department of Languages, Literatures and Cultures and the Teaching, Learning and Technology Center, extensively renovated the LLC Global Learning 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 LLC Global Learning Center also provides information on assessment and placement exams, as well as careers for language learners. For information about the LLC Global Learning Center, visit Fahy Hall, Room 202, or email lrc@shu.edu.

Market Research Center

Adam Warner, M.B.A., Director

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

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

Our programs are seamlessly integrated into many courses at the Stillman School of Business. However, to be better prepared to enter the profession, please explore our Market Research Certificate option.

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

Micah Institute for Business and Economics

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

Through its programs and projects, namely the Micah Business Leadership Project, the Woodstock Business Conference/Seton Hall Chapter, the Ethics and Economics Forum 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 a more just economy, and how well we prepare people, particularly the next generation, to build a more just and equitable society. The Micah Institute led to the development of the Micah Center for Business Ethics in the Stillman School of Business.

For more information, call (973) 275-2525 or visit www.shu.edu/go/ccs.

Nonprofit Sector Resource Institute

The Nonprofit Sector Resource Institute (NSRI) serves to build the capacity of the nonprofit sector in New Jersey and nationally by training leaders in the areas of board leadership, financial fluency and nonprofit governance, by utilizing the resources of the Seton Hall University community in collaboration with recognized specialists in the nonprofit sector and business partners who are committed to bettering their communities.

The NSRI has developed a series of well-regarded programs serving both the nonprofit and corporate sectors over the years, including formal training sessions contracted with corporations and nonprofit groups, as well as workshops to share best practices and promote discussion and networking among sector participants.

Ruth Sharkey Academic Resource Center

Evin Deschamps, M.A., Director

The Ruth Sharkey Academic Resource Center (ARC) is located in Arts and Sciences Hall. The ARC is a resource for all Seton Hall students who wish to maximize their academic potential by engaging with a learning community that consists of peers, graduate teaching assistants, faculty and administrators.

All students are encouraged to take advantage of the ARC's free tutorial services, which are designated to supplement classroom instruction and improve academic achievement and performance. ARC tutoring programs offer students the option to schedule appointments in advance, drop in for assistance, or attend group review sessions. Tutoring is available in disciplines such as business, education, humanities, mathematics, nursing, science and modern languages. Schedules and announcements are accessible on the ARC web pages. The ARC also provides skill-building workshops, academic success coaching, online resources, and tutoring events to further support student success.

The ARC is also responsible for managing the University early alert system, which allows faculty and staff to notify their students, academic advisers, and campus resources when a student is either facing academic or personal challenges, or

demonstrating strong performance. Increased communication between faculty and staff is a proven strategy for increasing student success and completion.

For more information, please call (973) 761-9108, send an email to arc@shu.edu or visit the ARC's website at www.shu.edu/offices/arc.

Seton Center for Community and Population Health

Anne M. Hewitt, Ph.D., Director

The Seton Center for Community and Population Health (SCCPH) 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 Interprofessional Health Sciences and Health Administration, in the School of Health and Medical Sciences 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 the Master of Healthcare Administration (M.H.A.) and other health-related SHU graduate programs. The SCCPH serves as an academic link and resource to local and regional nonprofit, health service agencies.

Seton Hall Sports Poll Conducted by the Sharkey Institute

Richard Gentile, B.A., Director

The Seton Hall Sports Poll conducted by the Sharkey Institute, an initiative of the Center for Sport Management within the Stillman School of Business, officially launched in the Fall 2006 semester. The institute serves 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 is strictly focused on current sport issues. 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 also impacts the broader curriculum within the Stillman School of Business and throughout the University. Among the numerous educational opportunities, marketing courses have the benefit of a live market research center, and students in their core statistics classes analyze real-time data. Management students develop planning and organizing competencies required to run a polling center, and students in communication have the opportunity to craft news

releases.

Sister Rose Thering Fund for Jewish-Christian Studies

Msgr. Anthony Ziccardi, S.T.D., S.S.L., Interim Executive Director

TBA, Program Director

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

The fund advances the legacy of Sister Rose by fostering understanding and cooperation among Jews, Christians and people of other religious traditions through advocacy and education; provides tuition assistance for teachers in public, private and parochial schools for graduate courses in Jewish-Christian and Holocaust Studies at Seton Hall University; and allows teachers to enroll as students for up to 12 credits and receive a certificate of completion. Teachers may also enroll in the Master of Arts in Jewish-Christian Studies degree program with financial assistance from the Institute for Judaeo-Christian Studies.

The Sister Rose Thering fund allows both educators and members of the community to explore lessons of lasting social significance, countering the destructive power of prejudice, anti-Semitism, ethnocentrism and bigotry born of ignorance, through workshops, lectures and travel programs. More than 300 teachers, K-12 have received Sister Rose Thering Fund scholarships since its inception and have reached over 160,000 students in their classrooms. This program supports teacher education to implement the Mandate of the State of New Jersey to teach about Genocides and 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 fund office at, (973) 761-9006, sending an email to srtf@shu.edu, or visiting www.shu.edu/go/srtf.

Pre-Major Advising Office

Advisor:

Mooney Hall, Room 14

(973) 275-2105

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

Our Pre-major Advising Office is designed to help our students who remain undeclared after their first year. The Pre-major Advising Office provides resources, guidance and

academic advising, especially for students who are still unsure about a major or who have changed their minds about their career goals. Students in transition will find a home for their second year and beyond by visiting the Pre-major Advising Office.

Transfer Student Center

Brittany White, M.A., Director
Mooney Hall, Room 15

Providing individual consultations, workshops and academic coaching, the Transfer Student Center serves as an important resource for undergraduate transfer students.

The Transfer Student Center provides:

- Academic advising for transfer students
- Assistance to transfer students with their degree audits, credits evaluations, course substitutions, etc.
- Assistance to students transitioning from one major to another
- Referrals to academic departments and campus resources

Writing Center

Arundhati Sanyal, Ph.D., Director

Part of the Ruth Sharkey Academic Resource Center is 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. 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 grammar. Located in Arts and Sciences Hall, Room 206, the center is open during the academic year Monday through Thursday, 10 a.m. – 7 p.m., and Friday, 10 a.m. – 3 p.m. Grammar tutoring for L2 students is offered on Wednesday, 10 a.m. - 12 p.m., and Friday 10 a.m. - 11 a.m. Students may drop in or make an appointment online by going to their “Success Network” in Starfish, available through Blackboard, choosing “Services” and then clicking on a day in the calendar on which they would like to be seen. For special accommodations, finals week and Summer Session hours, call (973) 761-9000, ext. 7501 or (973) 275-2183, or visit the Writing Center website at

www.shu.edu/academics/artsci/writing-center.

Seton Hall’s Online Writing Lab (OWL) is also 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. The web address for the OWL is academic.shu.edu/owl/.

Cultural and Community Programs

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

community.

Archbishop Peter L. Gerety Lecture Series

Through a grant received from Archbishop Emeritus Peter L. Gerety, the Immaculate Conception Seminary School of Theology sponsors a lecture series in Church history, broadly defined. These lectures 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 at (973) 761-9575 or by visiting www.shu.edu/theology/gerety-lectures.cfm.

Chamber Choir

Jason Tramm, D.M.A., Director

The Seton Hall University Chamber Choir is a select group of Seton Hall’s most advanced vocalists. The group rehearses and performs repertoire for small ensemble and gives concerts twice annually at the South Orange Performing Arts Center. Additionally, the group often participates in concert performances at other venues. A short audition is required.

Classical Concert Series

Dena Levine, D.M.A., Director

For more than 30 years, Seton Hall’s Arts Council has sponsored the Arts Council Classical Concert Series, presenting top-flight artists and ensembles from around the globe in performance on campus and at the South Orange Performing Arts Center, and in workshops and clinics for students and the general public.

Students, faculty and audiences 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, violist; Janos Starker and Nina Kotova, cellists; the Romeros, Sharon Isbin and the Assad Brothers, guitarists; Fusako Yoshido, koto player; and many others.

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

Concert Band

Charles Yassky, M.S., Director

The Seton Hall University Concert Band offers students with ensemble performing experience as a credited course offering. Students with intermediate to advanced skill levels in band instruments (woodwinds, brass, percussion) are encouraged to participate. A wide range of music is performed of diverse styles and different musical periods. Students have the unique opportunity to perform with faculty and

professionals within the Concert Band in the fall and spring concerts at SOPAC.

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) 275-2746 or email artscouncil@shu.edu.

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.

Orchestra

Jason Tramm, D.M.A., Director

The Seton Hall Orchestra offers students an orchestral performing experience as a credited course offering. Students with intermediate to advanced skill levels on all orchestral instruments (strings, woodwind, 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. A short audition is required.

Poetry-in-the-Round

Cara Adams, M.F.A., Director

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

Seton Hall Arts Council

Christopher Aurilio, M.A., Co-ordinator

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

The Arts Council serves as the umbrella organization for the Arts Council Classical Concert Series, Jazz 'n the Hall, Joseph A. Unanue Latino Institute, Poetry-in-the-Round, and 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.

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

Visit www.shu.edu/arts-council or call (908) 510-3339 for event information.

Seton Hall Theatre

Peter Reader, M.F.A., Director

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

For more information, call (973) 275-2790, or visit www.shu.edu/academics/artsci/seton-hall-theatre/.

Seton Hall University Choir

Jason Tramm, D.M.A., Director

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

Seton Hall University Gospel Choir

Reverend Forrest Pritchett, Ph.D., Program Director

The Seton Hall University Gospel Choir started in 1972 as a

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

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

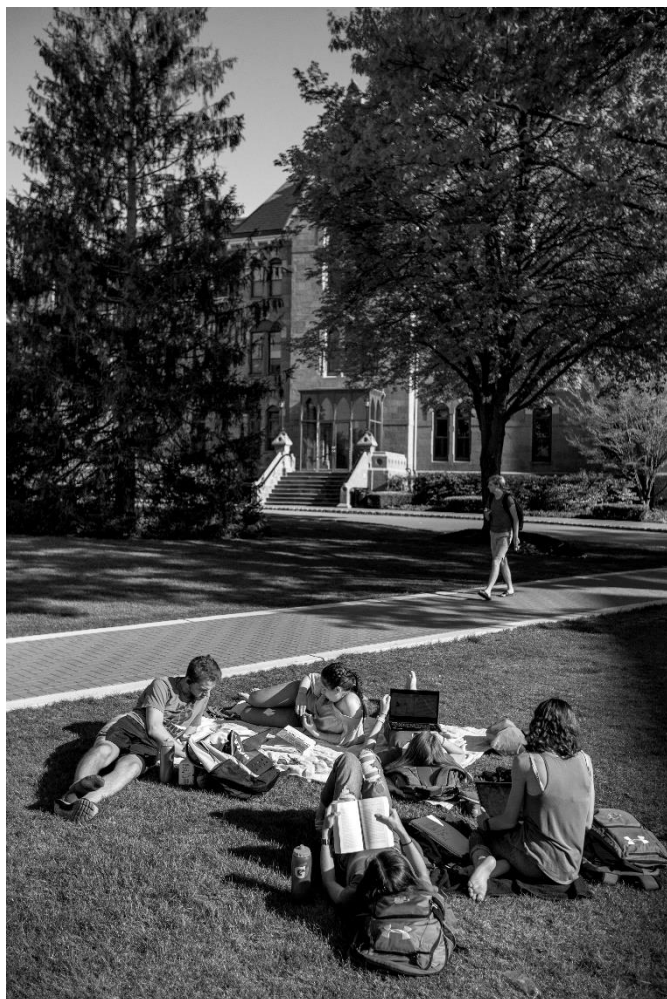
For more information, please contact Reverend Forrest Pritchett, Program Director, at (973) 275-2760, or email forrest.pritchett@shu.edu

Walsh Gallery

Jeanne Brasile, M.A., Director

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

Enrollment Services



Provost and Executive Vice President:
Katia Passerini, Ph.D.

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

Associate Provost Academic and Graduate Affairs, and Institutional Research
Christopher Cuccia, Ed.D.

Enrollment Services

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

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

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

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

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

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

Office of Graduate Affairs

Please contact the Office of Graduate Affairs by phone at (973) 275-2892 or via email at shugrad@shu.edu for any additional questions.

Apply online at <https://www.shu.edu/graduate-affairs/apply.cfm>.

Classification of Graduate Students

Degree Students

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

Nonmatriculated Graduate Students

Students who usually fall into one of the following categories:

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

Full-Time Graduate Student

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

Part-Time Graduate Student

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

Graduate Auditors

Those who are enrolled in specific courses taken on an audit (noncredit) basis. Students may be admitted to auditor

status by proving to the department chair that they can profit from class discussion and by filing an audit declaration. Applicants seeking to audit a course through the Stillman School of Business may only do so if there are seats available in the classroom. Audit applicants are the last to register for any class.

Qualifications for Admission

Among the minimum criteria that are generally applied in determining eligibility for admission to graduate studies are evidence of a baccalaureate degree from an accredited college or university; a satisfactory undergraduate scholastic average in appropriate coursework from an accredited college or university; satisfactory scores on any entrance examinations required by the department to which the candidate has applied; and interviews, appropriate references and any other assessment procedures when requested. All original and official transcripts pertaining to all previous study and/or academic credentials earned, including entrance examinations results, must be submitted to the University by the issuing agency or institution. Graduate students must meet the course and credit requirements of the department in which they intend to study.

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

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

College of Arts and Sciences

July 1	Fall Semester
November 1	Spring Semester
May 1	Summer Session
Rolling Admission	Public Administration Graduate Certificate Programs
March 15	Master of Social Work, Fall Semester

College of Communication and the Arts

May 1*	Fall Semester
November 1*	Spring Semester

* Priority deadline to be considered for any available College-level scholarships. Applications are considered until August 1 and December 1 for the Fall and Spring semesters, respectively. Please refer to the College of Communication and the Arts section of the Graduate Catalogue for program-specific details.

Stillman School of Business

Rolling Admission (see School of Business section)

College of Education and Human Services

Please check with the department to which you wish to apply as deadlines vary by program.

School of Diplomacy and International Relations

Preferred Deadline for Spring Admission - October 1

Preferred Deadline for Fall Admission - March 31

Applications received after the aforementioned dates will be considered based on space availability.

School of Health and Medical Sciences

Master of Science in Athletic Training – early review deadline is January 15 for the following Summer Session; regular review deadline is March 15

Master of Healthcare Administration (On-Campus) August 1 for Fall admission; December 1 for Spring admission

Master of Healthcare Administration (Online) – July 1 for Fall admission

Ph.D. in Health Sciences – November 1 for Spring admission and April 1 for Fall and Summer admission (*not accepting students for Fall 2021*)

Master of Science in Occupational Therapy – December 1 for the following Fall class

Doctor of Physical Therapy – Mid-October deadline for the following Fall class

Master of Science in Physician Assistant – Applications for general admission are accepted from June 15 through a deadline of December 15.

Master of Science in Speech-Language Pathology – January 15 for the following Fall class

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

College of Nursing

M.S.N. Clinical Nurse Leader (program for non-nurses with bachelor's degree) - April 15 for fall admission

M.S.N. June 15 for fall admission and October 30 for spring admission

Ph.D. and D.N.P. – May 1 for fall admission and December 1 for spring admission

Applicants for the Nursing Ph.D. and D.N.P. programs received on a space available basis.

Immaculate Conception Seminary School of Theology

July 15 – Fall Admission

November 15 – Spring Admission

Rolling Admission – Summer Admission

Advanced Standing (Transfer Students)

Graduate credits earned recently at another accredited college or university, and not applied toward a prior degree, may be accepted in partial fulfillment of graduate degree credit requirements at Seton Hall. The courses taken should be similar to required or elective courses approved for the curriculum concerned. The grades earned must not be lower

than a “B.” In general, a total of 6 credits may be approved for master’s degree programs and 30 credits for the doctoral program. Graduate students applying for transfer of credit should contact their adviser in the appropriate college/school, requesting advanced standing on the basis of official transcripts, and present the catalogue description(s) of the graduate course(s) for which transfer credit or advanced standing is requested. Stillman School of Business only accepts transfer credits from an AACSB accredited school.

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

Admission Information

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

General Graduate Information

Students or applicants with general questions or in need of assistance on next steps may contact the Office of Graduate Affairs at (973) 275-2892.

Stillman School of Business

Colleen Fuller, M.S.
Director of Graduate Admissions
Colleen.fuller@shu.edu, (973) 761-9262

College of Communication and the Arts

Ryan Hudes, Ph.D.
Assistant Dean of Graduate Studies and Administration
ryan.hudes@shu.edu, (973) 275-4832

School of Diplomacy and International Relations

Daniel Kristo, M.A., M.S.
Assistant Dean of Graduate Enrollment Management
daniel.kristo@shu.edu, (973) 275-2142

College of Education and Human Services

Diana Minakakis, M.A.
Assistant Dean of Graduate Enrollment Management
diana.minakakis@shu.edu, (973) 275-2824

College of Nursing

Gabriele Zengewald, M.A.
Director of Admissions and Compliance
gabriele.zenewald@shu.edu, (973) 761-9583

College of Arts and Sciences

Michael Dooney, Ph.D.
Assistant Dean of Graduate Programs
michael.dooney@shu.edu, (973) 275-2155

School of Health and Medical Sciences

Patrick McDermott, M.A.
Assistant Dean of Graduate Enrollment and Student Affairs
patrick.mcdermott@shu.edu, (973) 275-2062

Athletic Training

Vicci Hill-Lombardi, Ed.D., ATC, Chair
Vicci.lombardi@shu.edu, (973) 275-2826

Ph.D. in Health Sciences

Anne Hewitt, Ph.D., Acting Chair
anne.hewitt@shu.edu, (973) 275-2076

Master in Healthcare Administration

Nalin Johri, Ph.D., Acting Program Director
nalini.johri@shu.edu, (973) 275-2884

Physician Assistant

Christopher Hanifin, Ed.D., PA-C, Chair
christopher.hanifin@shu.edu, (973) 275-2596

Occupational Therapy

Ruth Segal, Ph.D., OTR, Chair
ruth.segal@shu.edu, (973) 761-7145

Physical Therapy

(973) 275-2051

Speech-Language Pathology

Vikram N. Dayalu, Ph.D., CCC-SLP, Chair
vikram.dayalu@shu.edu, (973) 275-2825

Immaculate Conception Seminary School of Theology

Reverend Christopher M. Ciccarino, S.S.L., S.T.D.
Associate Dean for Seminary and Academic Studies
christopher.ciccarino@shu.edu, (973) 761-9576

Dianne M. Traflet, J.D., S.T.D.

Associate Dean for Graduate Studies and Administration
dianne.traflet@shu.edu, (973) 761-9353

Application Procedures

Degree-seeking Graduate Students

Students applying for admission to graduate courses leading to a degree must submit the following items:

- completed application form;
- application fee;

- official transcripts of all academic work completed beyond high school; and
- other application materials as required by the College or School to which they have applied.

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

Nonmatriculated Graduate Students

Not all graduate courses are available to non-matriculated students. Applicants are advised to reach out to specific academic departments to determine if non-matriculated graduate study is permitted prior to applying. To enroll in graduate courses on a non-matriculated basis, the student must complete an “Application for Non-matriculated Graduate Studies” at the time of the initial registration. This application can be found online at www.shu.edu/graduate-affairs/apply.cfm. Evidence of receipt of an undergraduate degree, or graduate degree for doctoral non-matriculated study, must be submitted to the office at that time. The maximum number of credits non-matriculated students may earn before matriculation is 12, with a maximum of only 6 credits during any one semester. The College of Nursing is more restrictive – students may only complete a maximum of 6 graduate nursing credits in total on a non-matriculated basis.

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

International Graduate Student Applications

Seton Hall University welcomes applications from international students for admission into full-time, on-campus graduate degree programs, as well as online graduate degree programs. Students who wish to pursue an on-campus graduate degree program must apply for, or already have, a valid visa status that permits full-time study in the United States. For students applying for the F1 visa status, the Office of International Programs (OIP) provides counseling and support for all student visa and immigration issues, and also assists international students in becoming active members of the University and surrounding communities, including a variety of services and social/cultural activities for this purpose. For additional information from the Office of International Programs call (973) 761-9072, email oiip@shu.edu, or visit <https://www.shu.edu/international-programs/>.

All graduate international student applicants to Immaculate Conception Seminary School of Theology are advised to contact the School of Theology directly at (973) 761-7491. Prospective international applicants seeking admission to one of the College of Communication and the Arts’ graduate programs may be required to participate in a video conference, as requested.

Academic transcripts from institutions outside of the United States or Canada must undergo a course-by-course evaluation conducted by an independent credential evaluation agency. These agencies must be members of the National Association of Credential Evaluation Services (NACES). Applicants are free to select any NACES member. While the University does not endorse any specific NACES member, Seton Hall has worked with World Educational Services, a non-profit organization that provides research about international education and trends and offers expert credential evaluation services.

The evaluation process can be lengthy. Therefore, we encourage all international applicants to begin this process well in advance of their application deadline to ensure timely receipt and review of all documents. All evaluations must be done on a course-by-course basis, as confirmation of course level and degree equivalency. Applications submitted without credential evaluations will not be considered for admission or transfer credit evaluation. Students are responsible for all costs associated with credential evaluations. International students with an F1 visa are subject to a one-time fee of \$400. This fee is assessed in the first semester of attendance.

All applicants whose first language is not English, including those currently enrolled in U.S. institutions, must present evidence of their ability to successfully conduct and complete their studies in English. Qualifying applicants must take, and submit official scores attained on, either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), in accordance with the admission requirements set forth by the department or college to which the applicant has applied. An applicant that has received instruction in English in her or his primary or secondary schools, or received a degree from an institution in the United States, you may be eligible for a waiver of the English proficiency exam requirement by the College to which you are applying. Requests for such waivers should be directed to the department or college to which the applicant has applied.

Student Visa

International students requiring a student visa must be accepted to an academic program and have completed their I-20 application by July 25 for Fall admission and December 1 for Spring admission. The Student Exchange Visitor Program (SEVP) under the Department of Homeland Security requires international students to obtain an I-20, which is used to apply for an F-1 student visa. Upon admission to the University, the Office of International Programs (OIP) will review the I-20 application and determine if the documents are sufficient to issue an I-20, which is used to apply for an F-1 student visa. Additionally, applicants to the School of Theology’s programs must adhere to the School of Theology’s admissions deadlines (July 15 for Fall admission; November 15 for Spring admission).

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

- Application for an I-20, which may be found at the Office of International Programs website:
<https://www.shu.edu/international-programs/f1-international-students.cfm>.
- Proof of ability to pay for the cost of education
- Proof of passport
- Students currently studying in the United States on an F1 visa must also fill out the Transfer of Visa Sponsorship Form and have their current institution transfer their SEVIS record to Seton Hall.

All F-1 visa international students are required to enroll full-time (at least 9 credits for graduate students) and comply with all other requirements of maintaining visa status. The international student's F-1 visa status must be kept valid at all times. It is the responsibility of each international student to familiarize him/herself with and abide by immigration regulations. Please see the section on Dissertation/Thesis Research - International Students that appears in this catalogue.

The OIP serves to counsel students on these issues as well as report immigration matters to USCIS through SEVIS (the federal immigration database). Questions about initial I-20 issuance or maintaining visa status should be directed to the OIP in Presidents Hall room 009 or by email at oip@shu.edu or by phone at (973) 761-9072. Please also visit the OIP website at <https://www.shu.edu/international-programs/> for immigration regulations and details about documents required for I-20 issuance. All graduate international student applicants to Immaculate Conception Seminary School of Theology, please contact the School of Theology at (973) 761-7491.

Acceptance

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

Deferment of Application

Applicants for admission to a graduate program may request a deferment. Such requests may be made regardless of whether all other required, supporting documents (e.g. transcripts, credential evaluations, etc.) have been received. Requests for deferment may be made at any time prior to the application deadline for the semester to which the applicant wishes to defer a previously submitted application. Please note that applications will be deferred for no more than the immediately subsequent two semesters (fall or spring) beyond the semester for which the applicant initially submitted an application. Beyond that two-semester period of time, applicants are required to re-apply to the academic program of their choosing. Requests for deferment must be submitted in writing to the academic department to which the initial application was submitted. In no case may applicants defer an application after receiving an unfavorable admission decision.

Duplicate Degrees

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

Readmission

Seton Hall University welcomes students who were previously enrolled in a graduate program at Seton Hall to apply for readmission. The readmission policy applies to graduate students whose matriculation at Seton Hall University lapsed without their having taken a leave of absence, or whose leave of absence exceeds that which is permissible. Students seeking an official withdrawal for a limited period should refer to the Leave of Absence policy that appears in this catalogue.

To be eligible for readmission to a graduate program in which a student was previously enrolled, students must meet the following conditions:

- Successful completion of at least one semester at the University in the academic program;
- No enrollment in another college or university subsequent to the student's most recent enrollment at Seton Hall;
- Good academic standing at the point of application for readmission.

In cases where active student status has lapsed and an individual wishes to resume graduate studies, readmission to a University graduate program is required. Readmission is not guaranteed, and such decisions are at the discretion of the college/school and department to which the student is reapplying. Furthermore, the college/school and academic department may add conditions or restrictions to the student's readmission (e.g., course grades older than a specified number of years may not be included in the degree plan).

Students seeking readmission following a medical leave of absence may be required to meet certain conditions before returning. These conditions normally include, but are not limited to, providing documentation from a medical provider that the student is ready to resume studies, and meeting with Seton Hall University staff for assessment and review of applicable University services.

Students whose registration status has been inactive for no longer than one calendar year without an official leave of absence having been approved will be required to provide their most current demographic information (e.g. home address, phone number, etc.) and may have their prior application reactivated, pending the approval of the appropriate college/school and academic department.

Students whose registration status has been inactive for more than one calendar year will be required to reapply to the University and may request an application fee waiver from their college/school and academic department.

To initiate the graduate readmission process at Seton Hall University, students are advised to submit a written request to the college or school to which they are seeking readmission. The written request should include their name, current address, phone, and personal e-mail address, as well as the proposed date of return and confirmation that the student has not studied at another institution during the intervening period. Academic departments will forward approvals of such requests to the Office of the Registrar. Please note that requests for readmission should be submitted at least six weeks prior to the start of the semester during which the student wishes to resume his/her studies.

For additional assistance, students may also contact the Office of Graduate Affairs at shugrad@shu.edu or (973) 275-2892.

Financial Aid

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

University Graduate Assistant Program

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

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

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

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

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

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

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

International Students

Financial aid for international students is limited.

International students are eligible to apply for graduate assistantships and graduate scholarships on an equal basis

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

Graduate Educational Opportunity Fund Program

Graduate Educational Opportunity Fund (EOF) grants are available to eligible students in the amount of \$2,650 (maximum grant for the 2020-2021 academic year). Students must be full-time, matriculated students and must document financial eligibility as determined by the students' gross income.

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

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

Federal Assistance Programs

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

Veterans' Benefits

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

Federal Direct Loans

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

The Office of Financial Aid processes applications for the Stafford Loan. As of July 1, 2012, the Federal Government has ended subsidized loans for graduate and professional students. Students attending graduate school or professional school can borrow up to \$20,500 per year in direct unsubsidized loans. The aggregate (cumulative) loan limit is

\$138,500, including undergraduate debt (and no more than \$65,500 in direct subsidized loans). A master promissory note (MPN) must be electronically completed and filed with the Department of Education before the loan proceeds can be credited to a student's account. Once you have accepted your loan award, you will receive a notification with instructions on how to complete the Federal Direct Loan MPN. The MPN and the requisite entrance interview may be completed at www.studentloans.gov.

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

Interest rates for Federal loans are set annually by the United States Department of Education. More information about these loan programs may be obtained from the Office of Financial Aid or from the United States Department of Education at <http://studentaid.ed.gov>.

Student Eligibility

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

- have financial need as determined by the FAFSA;
- be enrolled at least half-time at Seton Hall in a degree granting program;
- be a U.S. citizen or eligible noncitizen;
- be making satisfactory academic progress toward a degree (the following section provides details);
- not be in default of a federal loan or owe a repayment of a federal grant; or have exceeded the loan aggregate for a graduate student;
- comply with the terms of the Anti-Drug Abuse Act;
- certify registration with selective service if required;
- certify that information reported on the Student Aid Report (SAR) is accurate if selected for Federal Verification.

Requirements to Maintain Eligibility for Federal Aid

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

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

Satisfactory Academic Progress Guidelines

General Considerations

- Federal Regulations (General Provision CFR 668.43) require the Seton Hall University Office of Financial Aid to review the academic progress of students who apply for and/or receive financial assistance. This regulation applies to each financial aid applicant whether a previous recipient or not.
- Satisfactory Academic Progress evaluation cannot take place until final grades have been posted each year. Therefore, any financial assistance awarded prior to the annual academic evaluation is subject to cancellation if the minimum standards are not met.
- Deficiency with the quantitative and qualitative Satisfactory Academic Progress Guidelines will result in the denial of financial assistance. Applicants denied financial assistance because of inadequate Satisfactory Academic Progress will be granted the option of appealing their aid denial. Appeals must be based on "special or unusual circumstances."

Grade Point Average

- Graduate students must maintain a cumulative GPA of 3.00, consistent with Seton Hall University standards;
- Students whose cumulative GPA does not meet the minimum requirements are automatically placed on probation for the current semester.

Number of Credits Completed - Full-Time

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

Repeat Coursework Regulations

The Department of Education has implemented new regulations governing repeated coursework. The regulations have been implemented to improve the pace of graduation for students, which in turn should reduce loan indebtedness and preserve grant funding levels. This only affects Federal aid and the full policy can be found at:

<https://www.shu.edu/financial-aid/repeat-coursework-regulations.cfm>.

Disbursement of Financial Aid

All Financial Aid is initially awarded on a full-time basis. After the Add/Drop period, Cost of Attendance budgets are recalculated to ensure that the most up-to-date costs are being considered. Awards may be adjusted if students are actually taking credits less than full-time. Any other awards will be

adjusted to reflect true costs.

Students must certify their attendance in class prior to any federal funds being disbursed to their account. The certification is attesting that you have begun attendance in all classes that you are registered for. Failure to complete this may result in the loss of your eligibility for that term.

Determination of Award Amounts

To be considered for financial aid, a student must complete the Free Application for Federal Student Aid (FAFSA). The federal government will then process the information and send it to the colleges indicated and to the appropriate state agencies. Students should make sure that Seton Hall University is listed on the FAFSA using Seton Hall's Title IV Code 002632. The website to apply online is www.fafsa.gov. To e-sign the FAFSA, students will need a FSA ID. To apply for a FSA ID, visit <https://fsaid.ed.gov/npas/index.htm>.

Student Loans: Rights and Responsibilities

Before incurring any loan, students should know the terms and conditions of the loan, as well as their rights and responsibilities as student borrowers.

A loan is money that is borrowed and paid back with interest. The specific sum of money borrowed is called the principal. Interest is a percentage of the principal that the student pays as a fee for borrowing. Students usually pay back the loan in monthly installments until the entire amount of the loan (principal and interest) is repaid. In some cases, students may postpone or defer payment of the loan, but a deferment must be approved by the loan servicer. If students fail to repay their loan (or defaults), the government may impose a penalty and may withhold money from paychecks and tax refunds. In addition, students will be ineligible to receive any future federal aid and their credit ratings will be negatively affected. The exact terms and conditions of a student loan may be obtained in detail from the loan servicer.

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

Rights

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

- students must receive a copy of the promissory note that legally binds them to repay the loan;
- students have the right to a "grace period" before the repayment period begins;
- students must be given a list of deferment conditions;
- students must be informed of the full amount of the loan, the interest rate and when repayment begins;
- students must be informed of the effect borrowing will

have on eligibility for other aid;

- students must be aware of any charges to them by the federal government;
- students must know the maximum yearly and total loan amounts, as well as the maximum and minimum repayment periods;
- students must be informed of their expected total debt and what their monthly repayments will be;
- students must be aware of what default is and its consequences;
- students must be informed of refinancing and consolidation options; and
- students must be notified if their loan is transferred to a different holder.

Responsibilities

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

Student Loans

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

Repayment Policy

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

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

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.

(based on the request). When the student is coded as half-time or full-time, federal loan eligibility is still intact and the deferment clock does not start ticking.

Tuition and Fees

The most recent information on tuition and fees can be found at <https://www.shu.edu/bursar/tuition-and-fees.cfm>.

Payment

Seton Hall University utilizes electronic billing as the official means of distributing student bills. Students are required to monitor their accounts through the online self-service access and make on-time payments. (Pre-registration is required of continuing students.) Charges are assessed for all course reservations, regardless of class attendance. Courses must be officially dropped online or in the Office of

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

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

Students in Dissertation

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

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

the Registrar before the applicable due dates. Details are available online at <https://www.shu.edu/registrar/financial-implications-of-withdrawing-from-the-university.cfm>. All checks and money orders should be made payable to Seton Hall University. Payments made by mail should be sent to the address listed on the eBill. The University encourages online payments through the student PirateNet portal. Electronic checks, echecks, are accepted with no charge. Credit card payments can only be made online, and a 2.75% convenience fee is applied to the amount paid.

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

Payment Plan

Seton Hall University offers plans designed to provide students and their families no interest payment plans at a nominal fee. Please visit the site <http://www.shu.edu/bursar/billing-and->

[paymentsfaq.cfm#paymentplans](#) or call 800-222-7183 for more information. Payment plans are not available for summer sessions or past due charges.

Late Fees and Collection Costs

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

Tuition Discounts

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

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

Withdrawal from the University

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

Returned Check Policy

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

Withdrawal from the University

General University policy for refund/credit of tuition for registered students who wish to withdraw from the University

is based on prorated charges keyed to the date of actual withdrawal subsequent to the end of the add-drop period:

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

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

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

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

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

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

Any refund that is necessary as a result of withdrawal from the University will be made only by mail. This policy is separate from the Return of Title IV Policy for students who withdraw and have Federal Aid for that term. The Return of Title IV Policy can be found on the Financial Aid Office website.

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

Charges for Course Changes

Course schedules may be modified through the online student self-service or with an Adjustment to Schedule Form through the add-drop deadline. Payment for additional tuition incurred by a student as a result of such a change is due upon the execution of this schedule change. Students are required to monitor their accounts through the online self-service access and make on-time payments.

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

Academic Policies and Procedures



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

Degree Requirements

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

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

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

Student Educational Records: Access and Privacy

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

All educational records are considered confidential. Their release is regulated by University policy in keeping with the provisions of Public Law 93-380, Family Educational Rights and Privacy Act of 1974, as amended. The University policy is fully detailed in the Student Handbook available at <https://www.shu.edu/policies/ferpa-family-educational-rights-and-privacy-act.cfm>.

Students who wish to inspect information or records may

do so by requesting a Right of Access form from the office or department in which a specific record is kept and filing it with that office. Right of Access forms also are available from the Office of the Registrar. Within 10 days of receipt of the Right of Access form, the office or department will notify the student about the date, time and location the record will be available for inspection.

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

Academic Integrity

Faculty, students, administrators and staff of Seton Hall University both recognize and cherish academic integrity as the cornerstone of our shared academic enterprise. As a Catholic institution, we are particularly bound to personal values and self-discipline and seek to combine that reality within the context of a trusting and caring academic community. All individuals in the University community have an obligation to attend to the highest degree of personal integrity while in the pursuit of knowledge and the service of one another.

In particular, the pursuit of knowledge requires honesty. Students must do their own work. A student who hands in work that is not his or her own, or who cheats on a test, or who plagiarizes an academic assignment is doing harm to himself or herself and taking advantage of others. Any dishonesty threatens the individual standards of the person committing the act and the other members of the Seton Hall community as well.

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

Class Attendance

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

Recording of Class Sessions

Class sessions may be recorded, which includes any student participation. These recordings may be made available, but only to students enrolled in the particular class section. Under such circumstances, if a student continues to participate in the

class after being notified that the class is being recorded, the student's consent to being recorded will be implied. All recordings will become unavailable one (1) year after the last class session. Students with questions or concerns should contact the Dean's Office of their primary major. Students with questions or concerns regarding the recording of class sessions as an accommodation should contact the Office of Disability Support Services.

Change of Program

After admission to a graduate program in one department, students who wish to change to another program in the same department must request this change online within PirateNet after consulting with program personnel. Students who complete one graduate degree may not use the Curriculum Adjustment Form or the online Change of Program form to enter another degree program; in this case, the student must file a new Application for Admission and forward all required documentation to the Office of Graduate Affairs. Students accepted into a degree program in one college or department must file a new application for graduate study to qualify for admission to a different college and/or program. In all cases, applicants must satisfy all admission requirements before they qualify for admission.

Course Requirements

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

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

Comprehensive Examination

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

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

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

Transfer Credit Policy for Active Graduate Students

Graduate students may not take graduate courses at any

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

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

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

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

Students may not transfer graduate courses which have applied to a prior degree earned at another institution.

Thesis

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

Continuity

Students enrolled in a degree program are required to register each Fall and Spring semester until all requirements for the degree are satisfied. Failure to register without being granted a leave of absence is interpreted as a resignation from the program. Students in cohort programs that include a summer component in the curriculum sequence are expected to register for required summer courses.

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

Doctoral students must register for dissertation advisement and research courses in keeping with departmental curriculum requirements until they have successfully completed their

research. Doctoral students who have scheduled their dissertation defense and do not need to register for any other courses to fulfill their degree requirements will register for THCN 8999 for the first term of Thesis Continuation, and for THCN 9000 for any subsequent terms. Only fees are charged for the first semester of thesis continuation; thereafter, thesis continuation and fees are assessed.

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

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

Dissertation, Thesis, & Final Project Submission Process

The University Libraries have put in place a process with the Registrar to insure that theses and dissertations are deposited in acceptable, final form in both our Electronic Theses and Dissertations (ETD) Repository, and with ProQuest Dissertations & Theses Global (the international Dissertation registry) before the degree goes on the transcript or the diploma is released.

All graduate dissertations, theses, and final projects must now be submitted electronically in PDF format to the university institutional repository.

Dissertation and Theses Submission Deadlines:

- Summer 2020: August 3
- Fall 2020: December 4
- Spring 2021: May 4

Details on requirements and procedures for submission are as follows:

- Master's Students: <http://library.shu.edu/dissertations-services/thesis>
- Doctoral Students: <http://library.shu.edu/dissertations-services/dissertations>
- DNP Students: <http://library.shu.edu/dissertations-services/dnp>

Complete information about the University Libraries' Dissertations and Theses Services may be found here <http://library.shu.edu/dissertations-services>.

Dissertation/Thesis Research – International Students

International graduate students who have completed all credit hour and curricular requirements except completion of the thesis or dissertation may register for Thesis Continuation or Dissertation Advisement to maintain matriculation status according to the academic policies of the individual school or college. In each case, a school official would make an individual determination through consultation with the

student's academic adviser as to whether or not the international graduate student is pursuing a full course of study as defined in the federal regulations (8 CFR 214.2 [f] Graduate students who have completed formal coursework).

Leave of Absence

A student who is unable to attend the University during a regular semester because of illness, family emergency, extraordinary job requirements, military service or other factors may be granted a leave of absence without penalty. When a student has been officially granted a leave of absence, that period of authorized leave shall not be counted toward the degree time limit.

The student must submit a written request for a leave to their program director and to the Office of the Registrar. Except in the case of military service, a leave of absence will be limited to one year. In exceptional circumstances, a student may request, and the department may extend, the leave of absence to an additional semester. Students must submit accompanying documentation, as appropriate.

Students who are granted a leave of absence must apply for reactivation by the following dates:

- July 1 for the Fall Semester
- December 1 for the Spring Semester
- May 1 for the Summer Session

Students whose leave exceeds one year must reapply to the University through the Office of Graduate Affairs. Students whose leave of absence is less than one year will be required to provide their most current demographic information (e.g. home address, phone number, etc.) to the Office of the Registrar and may have their prior application reactivated.

For additional information and details regarding the Leave of Absence policy, students are advised to contact the college or school to which they are returning. For additional assistance, students may also contact the Office of Graduate Affairs at shugrad@shu.edu or (973) 275-2892.

Time Limit for Master's Degree Students

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

Doctoral degree time limits vary by program.

Application for Degree

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

Programs for specific deadlines.

Eligibility for Degree

Students must be formally accepted as candidates for a specific degree with a declared major in order to be eligible for that degree. Only when the department chair/program director officially advises the Office of the Registrar that all requirements have been satisfied will the student's record be updated to reflect the award of the graduate degree. A minimum GPA of 3.0 is required for degree eligibility. Degrees for students in joint graduate programs must be awarded in the same semester. If a student completes one program before the second, the first degree will not be awarded until the student has established eligibility for both degrees. Doctoral degree candidates must successfully complete the online dissertation submission process with University Libraries by the semester deadline in order to be eligible for their degree as of that semester.

Student Policy and Procedure

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

Registration

Registration for New Students

Students are expected to register for courses offered during the semester for which they have been accepted. Requests to defer new graduate student enrollment must be made in writing directly to the graduate program director. Please note that new student enrollment will be deferred for no more than the immediately subsequent two semesters (fall or spring) beyond the semester for which the applicant initially submitted an application. The University will not retain applications and supporting documents of those who do not register within a two-year period.

Students are expected to register on the published registration date.

Graduate Adviser

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

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

about academic regulations and procedures, is also available on this site.

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

Personal Identification Number (PIN)

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

Registration

Active students who plan to continue their studies in the following semester may register for courses in March-April for the Fall term and in November for the Spring term. Doing so affords continuing students first priority in course selection. Failure to register in a timely manner may compromise a student's ability to enroll in courses for which they were advised, and/or may result in late fees or other financial penalties. Details regarding registration procedures appear online within the student portal.

Academic and Financial Responsibility

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

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

Students who register during the Registration or Late Registration periods incur academic and financial responsibility for their courses and must submit payment by the due date that appears on the bill. These students are liable for tuition charges and fees, unless they officially drop their courses before the end of the add/drop period, in which case they are responsible for fees only. Withdrawal after the end of the add/drop period will result in the assessment of prorated tuition charges and full fees as delineated under "Charges for Course Changes" in the Tuition and Fees section of this catalogue.

The University reserves the right to drop from classes any students who are in default of their payment. The University

may also require students with a prior balance to prepay the tuition/fees for the semester prior to being allowed to register.

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

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

Independent Study

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

Schedule Changes

Adjustments to the semester schedule are permitted through the end of the add/drop period. For Fall and Spring semesters, the add/drop period ends at midnight on the next occurring day of the week within which classes begin. For example, if the semester begins on Monday, then the add/drop period ends at midnight of the following Monday. This pattern is altered if the end date falls on a University holiday in which case the end of the period would be midnight on the next occurring business day. For Summer courses, the add/drop period ends on the day of the second class meeting. To add or drop a course, the student under advisement must complete the schedule adjustment process by the add/drop deadline. When students properly drop a course, the course is removed from the semester schedule.

In no case will students be allowed to add or drop a course after the end of the add/drop period. For students whose courses are offered during parts of term, each part-of-term will have a defined drop period that allows one week for a student to add or drop a course. For example, a student may register for a 'Part-of-Term A' and/or a 'Part-of-Term B' course.

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

Semester Credit Load

Full-time status at the graduate level is 9 credits. Normally, a full-time graduate student will not exceed 18 credits in a given semester; graduate students in the Stillman School of Business may not exceed 15 credits without special

permission. Halftime status is considered 5 credits. Students registered at the part-time level will be registered for fewer than 9 credits.

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

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

Refund Policy

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

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

Summary of Procedures for Graduate Programs

Procedure	Responsibility of	Final Date
File appropriate application for admission to graduate studies; International students who require an F-1 Visa must also apply for an I-20 Form through the Office of International Programs	Student	For U.S. citizens with degrees from U.S. institutions, six weeks prior to deadline; Well in advance of deadline for international students
File Application for Language Examination	Student	After completion of 12 credits; consult department*
Record change of name or personal data	Student	When appropriate, file in Office of the Registrar, Students may update address and other information online using Student Self-Service
Record change of major/concentration using Program change option within Banner Student Self-Service	Student, adviser, receiving department	When appropriate
To obtain advanced standing, forward to appropriate graduate office transcript showing courses requested for transfer	Student	When appropriate
Complete Transfer of Credit form	Student, adviser	When appropriate
File Application for Comprehensive Examination	Student, adviser	October 1 for Fall, February 1 for Spring, June 1 for Summer
Schedule oral examination (for Asian language students only)	Student	See departmental adviser
Successful defense of doctoral dissertation	Student, mentor	November 1 for Fall, March 15 for Spring, June 15 for Summer
Submission of final copy of doctoral Dissertation to the Student University eRepository and to ProQuest	Student	Two weeks prior to degree date
File a minimum of three/four copies of a thesis with a mentor (where applicable). File approved copies with the department office for binding and pick up student's copy	Student	One week prior to degree date. See schedule involved.
File online Application for Graduate Degree with the Office of the Registrar	Student	Summer: March 1 – May 25 Fall: March 15 – August 31 Spring: November 1 – January 25

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

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

Graduate Grading System

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

Letter Grade		Quality Point Weight
A	Superior	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Satisfactory	2.00
C-	(School of Business/Theology)	1.67
D+	(School of Business/Theology)	1.33
D	Poor but Passing (School of Business/Theology)	1.00
F	Failure	0.00
FSA	Failure - Stopped Attending	0.00
I	Incomplete	0.00
AU	Audit	0.00
NA	Never Attended/Never Participated	0.00
NR	No Record/Not Reported	0.00
NSA	No basis for grading-Stopped Attending	0.00
IW	Incomplete Withdrawal	0.00
WD	Withdrawal	0.00
FI	Failure-Unresolved Incomplete	0.00
Some Graduate Seminars Only		
S	Acceptable	0.00
U	Unacceptable	0.00
IP	In Progress	0.00

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

I – Incomplete: Indicates noncompletion of assignment(s) or failure to take the examination for a course. Students must obtain written permission to receive an incomplete by submitting a Course Adjustment Form to the professor before the officially scheduled final examination. The professor will indicate on this form the amount of time allowed for completion of this work, up to a maximum of 12 months or by the time the student has graduated (whichever comes first). If the missing course requirements are completed within this time period, the professor must file an online change of grade in Banner Self-Service 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.” In extenuating circumstances a written request for a limited time extension to complete course requirements may be submitted in advance of the one-year deadline by the student to the professor and dean of the college in which the course was offered, with a copy to the Office of the Registrar for approval. The grade “I” is not counted in determining class standing, eligibility or grade point average. An unresolved “I” grade will count in the

calculation of the grade point average when it changes to “FI” after the one year period.

Although a student’s GPA is not affected by an “I” grade, the fact that the student receives no credit for the course may impact academic eligibility and, as a consequence, the student’s eligibility for financial aid. An unresolved “I” grade may also impact the student’s eligibility for financial aid and academic standing when it changes to an “FI” grade, as an “FI” grade affects both the grade point average and the credit completion ratio.

An “incomplete” grade cannot be given when a student does not complete any course requirements or fails to attend class meetings. A student who receives an “I” grade may not attend class meetings in a future semester in order to make up outstanding requirements. Students who must attend all class meetings to complete requirements for an “I” in a course must register for the course. Full tuition is due in this circumstance.

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

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

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

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

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

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

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

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

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

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

AU – Audit Option (no credit): Students who register as auditors are expected to attend class regularly but are not obligated to take tests or comply with any other course requirements. *Please note: There are two audit options available:*

Audit Declaration at Registration: Students who declare an audit option at the time of registration by filing an Audit Declaration are assessed tuition of \$600 per credit plus fees. Audit declaration is restricted to open courses at in-person registration sessions immediately prior to the beginning of a semester. Audit declaration is not allowed in computer, computer-based, laboratory, graphic arts, applied art, applied music, independent study, thesis or dissertation, online or off-campus courses. Audit declaration also is not allowed in closed courses.

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

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

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

U – Unsatisfactory: When students receive a “U” grade in

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

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

FSA Failure – Stopped Attending: The FSA grade indicates that student stopped attending the class without officially withdrawing and any work submitted was not sufficient to pass the class. The student receives no academic credit or quality points for the course. For the purposes of GPA calculation, this grade is equivalent to an F.

NA – Never Attended/Never Participated: An NA grade indicates that an enrolled student has never attended (or never participated in an online class). An NA grade is not reversible. It is not factored into the GPA.

NR – No Record: When a faculty member does not enter a grade for student, the Registrar will enter an NR grade for the student. The NR grade indicated that the faculty member has not graded the student for the course. This grade is not factored into the GPA.

NSA – No Basis for Grading-Stopped Attending: The NSA grade indicates that a student stopped attending a class without officially withdrawing and submitted no meaningful work, resulting in no basis for grading. This grade is not factored into the GPA.

Grade Point Average

To calculate weighted averages, the quality points assigned to grades are multiplied by the number of credits assigned to the course in which the grade is received. For example, a grade of “B+” in a 2-credit course represents 6.66 quality points; a grade of “A” in a 3-credit course equals 12 quality points and so forth. The sum of the quality points that the student has earned then is divided by the sum of credits attempted which re-graded “A” through “F.” The resulting figure when truncated to four decimal places is then rounded by adding .0005 and truncating all but three digits to the right of the decimal.

Seton Hall University calculates grade point averages by student level. So, a student who has completed a graduate degree and then begins study for a second degree in another academic area will have a single GPA which is cumulative and calculated on an ongoing basis. It will include all graduate course grades. Similarly, a student who begins studies in one academic area and then changes to a new program will have a cumulative graduate GPA which includes all undergraduate courses taken at Seton Hall.

Academic Good Standing

A grade point average of 3.0 is considered the minimum standard for satisfactory completion of coursework. Students

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

Dismissal/Suspension

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

Repeated Courses

A student may repeat a course in order to earn a higher grade. Any time a course is repeated, associated charges (tuition and fees) will be applied. The student must repeat the course at Seton Hall; no statistical adjustment is made when a student repeats a course at another institution. No credit is awarded when a student retakes at another institution a course for which he or she has earned credit at Seton Hall. When a course taken at Seton Hall is repeated at Seton Hall, only the higher grade is used in the calculation of the GPA. In this case, the lower grade will remain on the transcript with the designation “E” to denote its exclusion from the GPA. Credit (if any) attached to the lower grade is rescinded; only the credit attached to the higher grade is applied to the student’s record. This statistical adjustment will be made only when the student repeats the exact course with the identical course number.

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

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

Financial aid regulation limit funding for course repeats under certain circumstances.

Grade Change Requests

A request for a grade change must be made in writing to the instructor no later than four months from the date of the submission of the final grade in the course. (Incompletes are not final grades and are governed by stated University

policies.) If the matter is not resolved within 10 class days from the submission of the request for change, the student has recourse to use the University grievance policy. If the dean’s office determines that extraordinary circumstances warrant a waiver of the grade change deadlines, that office can so certify to the Office of the Registrar to arrange for grade change processing.

Grade Changes and Graduation

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

Commencement

Commencement takes place once a year in May when degrees for the preceding Summer and Fall terms also are awarded. Participation in Commencement Exercises is restricted to those graduates who completed degree requirements in the prior Summer and Fall semesters and to confirmed degree candidates completing requirements as of May. The Office of the Registrar determines eligibility to participate in Commencement.

Diploma Policy

Diplomas are normally available three months following the degree completion date. A student’s name appears on his or her diploma exactly as it appears on the University’s computerized database. Students must file a name change request in the Office of the Registrar by the appropriate deadline in order to have their diploma reflect that change. Changes in first or last name require official documentation (e.g., marriage certificate or court order). The addition of a middle name or initial does not require supporting documentation. When a student files his or her online Application for Graduation, the student may make changes in middle name online; changes in first or last name must be requested separately.

Diplomas are released upon determination of academic eligibility and financial clearance. Graduates who have an unresolved financial obligation to the University will not receive their diplomas until cleared by Student Financial Services. Graduate students whose program requires the completion of a thesis or dissertation will not receive their diploma until the thesis/dissertation is submitted for binding.

Transcripts

Transcript requests should be filed well in advance of any deadline. Normal processing time for transcripts ranges from 48 to 72 business hours. Transcripts reflecting the award of a graduate degree will not be available until the Office of the Registrar has confirmed the eligibility of the candidate for the degree.

Current students may order transcripts online via Banner Student Self-Service, using the PirateNet portal. Former

students may order transcripts online, using the link on the Registrar's home page. The transcript fee is \$6.00 per copy.

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

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

Name and Address Change

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

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

Students may update their personal information, including address, telephone, personal email and emergency contact online within Banner Self-Service.

Seton Hall Student Identification Number (SHU ID)

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



Student Life



Bishop Dougherty University Center
(973) 761-9075

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

Interim Vice President for Student Services:

Monica Burnett, Ph.D.

Associate Vice President and Dean of Students:

Karen Van Norman, M.Ed.

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

The Division of Student Services directs and informs students concerning the various services and programs available to them.

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

Department of Housing and Residence Life

Director: Jessica Proano, M.A.

Duffy Hall, Room 68

(973) 761-9172

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

Email: shuhousing@shu.edu

<https://www.shu.edu/housing/index.cfm>

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

Seton Hall is "home" to approximately 2,500 students – nearly 45 percent of the undergraduate population. There are six on campus residence halls for undergraduate students and two University owned and operated 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 living-learning clusters within residence halls.

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 both wireless high-speed data connections. All rooms are air conditioned. All students have full access to SHUFLY, the campus shuttle service. No-cost 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. Two assistant directors and a housing coordinator are responsible for housing operations and marketing, staff supervision and programming, the residential student experience, and training and development.

In addition, each residence hall and apartment building have its own staff, 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 who live in the first-year halls and conduct programs aimed at promoting academic support and student success.

GPA Expectation for On-Campus Living

Residents are expected 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 Mass, room blessings, individual/group prayer and other celebrations.

Dining on Campus

Bishop Dougherty University Center
(973) 761-9559

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

Email: shu@gourmetdiningllc.com

<https://www.shudining.com/>

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

The hours of operations for both areas can be found:

<http://www.gourmetdiningllc.com/campus/shu/>.

Full Service Menu is located in Walsh Library.

Seton Hall University's Meal Plan Program provides for unlimited meals in the Pirate Dining Room for students living in residence halls. Students residing in Ora and Turrell may choose an unlimited meal plan or a 40-meal/week plan.

Information concerning current Resident Meal Plans can be found at <https://www.shudining.com/meal-plan-information/> or by calling (973) 761-9559.

Public Safety and Security

Associate Vice President/Director:

Patrick P. Linfante, M.A.

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

(973) 761-9328

24-hour Security Service

Security Building, (973) 761-9300

Email: security.request@shu.edu

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

The Department of Public Safety and Security at Seton Hall University provides 24-hour security services throughout the campus and at our off-campus facilities. Our staff conducts security patrols on foot, in cars, and on bicycles and is responsible for monitoring our state-of-the-art burglar alarm and fire safety systems. We also provide access control to our residence halls from 12:00 a.m. until 8:00 a.m. daily and provide 24 hour on-campus escort services when requested. Seton Hall University Public Safety works closely with the

South Orange Police Department and we employ off-duty police officers to patrol our campus each evening. Our administrative staff provides an array of security services for the University community including event management, emergency management training and response, parking services, investigations and lost and found. The Department of Public Safety and Security also oversees Parking Services and The Campus ID Office. More information about the Department of Public Safety and Security can be obtained by calling (973) 761-9328.

Parking Services

Manager: Ann Szipszky, M.A.E.

Duffy Hall, Room 63

(973) 761-9329

8 a.m. – 4:45 p.m. (Monday-Friday)

Email: parkingservices@shu.edu

<https://www.shu.edu/parking-services/index.cfm>

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

Students (including those studying part-time) must register with parking services to park on campus.

SHUFLY

The SHUFLY shuttle operates seven days a week and is a safe and convenient way for all Seton Hall University community members to travel in and around the Village of South Orange, as well as weekend trips to the Livingston Mall and Target. The SHUFLY is free for all Seton Hall community members. SHUFLY can be tracked online at shuflyshuttle.com or on your mobile device at shuflyshuttle.com/m.

SHU Safe Ride

In an effort to enhance the off-campus safety of our community members, the Department of Public Safety offers an important transportation alternative called SHU Safe Ride. This service operates from 5:00 p.m. until 3:00 a.m. seven days per week and provides free on-demand van service to and from locations within the immediate Safe Ride Zone (which can be found at <https://www.shu.edu/public-safety/safe-ride.cfm>) that are not on the SHUFLY shuttle route. Service to these locations from campus originates at the Public Safety building near the Ward Gate. Service to campus from these locations is obtained by using the Tap Ride application (<https://www13.shu.edu/offices/public-safety/tapride.cfm>) or calling the Public Safety dispatcher at (973) 761-7550.

Campus ID Office

Manager: Ibiyemi Adesanya, M.S.

Duffy Hall, Room 63

(973) 761-9771

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

Email: CampusID@shu.edu

<https://www.shu.edu/campus-id-office/>

Identification Cards/Card Access

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

Pirate's Gold

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

A list of merchants accepting Pirate's Gold can be found at the following link: www.shu.edu/offices/campus-id-index.cfm

Campus Ministry

Director: Reverend Colin Kay

Associate Director: Reverend Nicholas Figurelli, M.Div, M.A.

South Boland Hall

(973) 761-9545

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

Email: colin.kay@shu.edu

nicholas.figurelli@shu.edu

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

Campus Ministry provides a pastoral presence on campus and seeks to evangelize and empower all, by the prompting of the Holy Spirit, to become dedicated members of God's family. Campus Ministry seeks to bring the Church's general mission to higher education; namely, to preach the Gospel of Jesus Christ, by creating an environment that allows for spiritual, moral, liturgical, and sacramental development, as well as nurturing students intellectually, socially and physically. The 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. Eucharistic Adoration takes place on Tuesdays, Wednesdays and Thursdays from 12:30 until 4:45 p.m. Confessions are heard Monday – Friday at 11:30 a.m. and Wednesday at 10 p.m. and by appointment.

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

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

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

- Mass of the Holy Spirit in September
- Eucharistic Days and Holy Hours
- Sacrament of Reconciliation Day each semester during Advent and Lent
- A Christmas Tree Lighting and blessing of the manger
- Lenten liturgies
- Baccalaureate liturgical celebrations

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

Catechetics

The Rite of Christian Initiation for Adults (RCIA) is a process that prepares students for reception into the Catholic church. Students learn to understand the teaching, worship, formation and community that comprise the Church. It is also a catechetical program for baptized Catholics who desire full membership in the Catholic Church through the sacraments of Confirmation and the Eucharist. RCIA meets weekly in both the Fall and Spring semesters. Students attend the RCIA retreat and field trips to the Cathedral Basilica of the Sacred Heart, the Immaculate Conception Seminary School of Theology, Latin Rite masses and Eastern Catholic churches. Students celebrate all the rites in the RCIA program and receive the Sacraments of Initiation at the Immaculate Conception Chapel.

Pirates for Life is the pro-life student organization recognized by the Student Government Association (SGA) and advised and sponsored by Campus Ministry. Pirates for Life hosts pro-life awareness activities throughout the year.

Spiritual Renewal

Retreat experiences are offered each semester, both on and off campus. Campus Ministry also provides opportunities for bible study and other small groups, 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.

The brothers and sisters of the Community of St. John, **FOCUS** (Fellowship of Catholic University Students), and **SPO** (St. Paul's Outreach) are present on Seton Hall University's campus as a resource for students desiring to learn more about their faith and how to apply it to every facet of their lives. Discussions of life's important issues relevant to college students, hiking with reflections, Bible studies, Praise and Worship are available on campus for all students, as well as other various activities and opportunities.

Social Awareness

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

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

The Career Center

Director: Reesa Greenwald, M.A.

Bayley Hall, Suite 209

(973) 761-9355

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

Email: careers@shu.edu

PirateNet - Click on Career Center or visit

www.shu.edu/go/careers

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

Career-based Experiential Learning

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

The Career Center supports students' preparation for all career-based Experiential Learning programs and manages the University Internship Program for the College of Arts and Sciences, the College of Communication and the Arts, and the Stillman School of Business.

Internships

Seton Hall's Internship program integrates substantive work experience with intentional learning and academic goals. All internships are approved and monitored. Career Center professionals work closely with employers to ensure that students have a meaningful learning and work experience.

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

To be eligible to participate in an internship, students must have completed 30 credits and be in good academic standing at the University. Students who elect to earn academic credit for their internship experience must obtain approval from an internship faculty advisor. Internship faculty advisors work closely with the Career Center to help students articulate learning objectives and evaluate and grade the academic component of the experience. Students are asked to reflect on what was learned during the internship. Academic departments may have additional requirements for credit-bearing internships.

Students not interested in obtaining academic credit for the experience will work closely with a career adviser from the Career Center. A prerequisite of sophomore standing (30 credits) is recommended. Students interested in obtaining an internship, should make an appointment with an adviser at the

Career Center.

Career Counseling and Assessment

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

Career Workshops

Each year, more than 2,500 students and alumni attend career education seminars. These hands-on workshops help students prepare them for their internship and professional career searches or the graduate school application process. Workshops include résumé and cover letter writing, interviewing techniques, preparing personal/career statements, using social media to network, and tips on networking and negotiating an offer.

Employer/Alumni Networking Events

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

Career events target specific industry areas and include: the Finance Networking Forum, the Marketing Networking Forum, the Education Career Fair, the Science and Healthcare Professions Networking Forum, the Sports and Media Network Forum and the Nursing Recruiting Forum. The Career Center also hosts two large all-industry career fairs and participates in the annual Big East Career Networking Fair in New York City.

Online Career Resources

The Career Center's online system provides access to employment postings (i.e., internships, fellowships, part-time jobs and full-time professional employment opportunities). The Career Center tab within PirateNet offers access to this and other career tools and services including Career Shift, Candid Careers, Liquid Compass, Big Interview, and the "Career Guide." Students also have access to career webinars and a résumé writing and interview preparation system.

Alumni

The Career Center provides career transition guidance to alumni and invites their involvement in professional networking events. As members of the Seton Hall University community, alumni stay involved by serving as industry

experts at various career forums and recruiting students for internships and full-time professional employment opportunities. The Pirate Mentoring Program also offers alumni an opportunity to stay connected to students and fellow alumni by serving as career mentors.

Department of Athletics and Recreational Services

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

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

Email: athletics@shu.edu

www.shupirates.com

Mission Statement

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

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

Athletics

The Department of Athletics and Recreational Services organizes, manages and promotes all intercollegiate and recreational sports activities at Seton Hall University, with the objective of enriching the educational experience of every involved student. On an intercollegiate level, the University competes in 14 sports, with approximately 230 student-athletes participating. Seton Hall is a charter member of the prestigious BIG EAST Conference, and competes on the NCAA Division I level in all sports.

Pirate athletics has enjoyed a rich tradition. The men's basketball team has made thirteen NCAA Tournament appearances and advanced to four Sweet Sixteens two Elite Eights and the 1989 National Championship game. The program has also captured three BIG EAST regular season championships and three conference tournament titles. The women's basketball team competed in the NCAA Tournament in 1994, 1995, 2015 and 2016, advancing to the Sweet Sixteen in 1994. The baseball, golf, men's and women's golf, men's soccer, softball, men's swimming and diving, and volleyball teams all have won BIG EAST titles.

Seton Hall student-athletes have been recognized for their athletic and academic achievements by being named to All-America, Academic All-America and All-BIG EAST Academic teams. Several athletes have been awarded post-graduate scholarships for their outstanding academic and athletic accomplishments. In 2008, Seton Hall's first Rhodes Scholarship was awarded to a former student-athlete. Seton Hall also has had a substantial impact in international competition. The University has been well-represented in recent Olympic Games, as coaches and athletes from the University participated in the 1992, 1996, 2000, 2008 and 2012 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, soccer, road races and more.

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

Monday – Friday	7 a.m. – 10 p.m.
Saturday – Sunday	8 a.m. – 10 p.m.

Dean of Students

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.
Email: deanofstudents@shu.edu

Student Code of Conduct

Seton Hall seeks to create a community 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 it expects each person to take seriously his or her role in establishing such an environment. For details about the University's community standards and process, please consult the Student Code of Conduct available on the website: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>

Department of Student Engagement

Associate Dean: Colleen Dallavalle, M.A.
Bishop Dougherty University Center, Room 227
(973) 275-2937

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

Email: colleen.dallavalle@shu.edu

<https://www.shu.edu/student-life/index.cfm>

The Department of Student Engagement partners with students to develop and promote opportunities that celebrate community. The department provides educational, social and leadership opportunities for all students and encourages them 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) 275-2937.

Leadership Development

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

The department also provides an engaging program of opportunities for individuals and groups to develop and enhance this leadership skills in a variety of forums throughout the year. These opportunities are available to ALL students and are an invaluable enhancement to the academic experience.

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 and allocating monies to clubs. Elected representatives from the schools/colleges of the University make up the Student Senate. Student senators are elected to the University Senate, which addresses all legislative matters pertinent to the University. The executive branch is responsible for managing the student government and its organizations.

Student Activities Board (SAB)

The Student Activities Board is the central programming body that plans all major 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 120 student clubs 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 Student Life section of the University's website.

Counseling and Psychological Services (CAPS)

Director: Diane Aguero-Trotter, Ph.D.

Mooney Hall, Rm 27

(973) 761-9500

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

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

Counseling and Psychological Services (CAPS) promotes student well-being by helping students overcome obstacles that may otherwise prevent them from attaining academic, personal and professional goals. Toward this mission, our trained professional staff of licensed and license-eligible staff psychologists and our psychiatrist provide a variety of psychological services as well as education, and general support to the campus community. All services are free and strictly confidential. CAPS is accredited by the International Association of Counseling Services. Services are consistent with the University's Catholic mission.

Crisis Services

After hours and on weekends, students experiencing a psychological emergency should call CAPS at (973) 761-9500 to speak directly with a professional mental health counselor.

Therapeutic Services

Psychological services are available to all enrolled undergraduate, graduate, seminary and law students. Services offered include – but are not limited to – the following: short-term individual counseling, group counseling, crisis intervention, psychiatric consultation, psychological evaluation and assessment, and sexual assault/trauma survivor support services. Referrals for longer term treatment in the larger community are also provided. The office is open from 8:45 a.m. to 4:45 p.m., Monday through Friday. To make an appointment, call (973) 761-9500 or come to CAPS

on the second floor of Mooney Hall, room 27. Usually students will have their first appointment within a few days of when they call or come in. Students in crisis are seen immediately. After the initial interview, regular appointments can be conveniently scheduled. All services are free and strictly confidential.

Group Counseling and Therapy

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

Health Services

Director: Diane Lynch, M.S.N., FNP, BC

303 Centre Street

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

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

(appointments recommended)

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

Health Services is a campus medical facility that is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). The Health Services staff assists students in achieving and maintaining optimal health. The staff provides primary medical care emphasizing health education.

The office provides a full range of primary care services, including assessment and treatment of acute illness, laboratory tests, allergy injections, treatment for sports injuries, men's and women's health care and immunizations. Commonly prescribed medicines are available for purchase. Referrals to specialists are available as necessary. Health Services supports the larger University community by serving as a clinical placement site for the School of Health and Medical Sciences and the College of Nursing.

Required Health Records and Immunizations

Health Services complies with New Jersey laws, the recommendations of the Centers for Disease Control and University policy by requiring all matriculated students to meet specified health requirements. Required online documents can be accessed through PirateNet in the Student Health Portal. The department website also provides a link to the Student Health Portal. Failure to submit required health history and vaccine data will result in a registration hold.

Mandatory Health Insurance

All full-time students must carry health insurance. Full-time students who do not submit an electronic waiver form (located on PirateNet) will be automatically enrolled in the

University-Sponsored Student Health Insurance Plan. For plan information and waiver deadlines, please review information on the website. Contact Student Services (973) 761-9075 if further information is needed.

Disability Support Services

Director: Carolyn Corbran, Ph.D., MS.Ed.

Duffy Hall, Rm 67

(973) 313-6003

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

Email: DSS@SHU.edu

<https://www.shu.edu/disability-support-services/>

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

Academic Accommodations

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

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

Further information and specifics for all of these items are contained within the DSS website:

<https://www.shu.edu/disability-support-services/>

WSOU-FM

General Manager: Mark Maben

Recreation Center

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

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

WSOU General Manager: (973) 761-9546

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

General Information E-mail:

wsoustationmanager@gmail.com

<https://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 over 100,000 listeners with a mix of modern active rock, Seton Hall athletics, and public affairs and community cultural programming.

WSOU, which is housed in the College of Arts and Sciences, is operated by Seton Hall students, under the supervision of a professional general manager. Although a noncommercial station, WSOU's management and staff structure is modeled on commercial radio, which provides students with enriching career-oriented educational experiences right on campus. Opportunities for student staff members include on-air hosting (DJ), production, promotion, newscasting, sportscasting, programming, sales and marketing, and engineering. WSOU draws students from all university colleges and programs, including communication, business, biology, education, nursing, sports management and diplomacy. WSOU also operates a 24/7 Catholic program service, available to anyone with an HD-Radio.

WSOU staff members benefit from working in WSOU's state-of-the-art facilities. The station's studios provide hands-on learning experiences with industry standard equipment. WSOU celebrated 65 years of broadcasting on April 13, 2013.

WSOU has been nationally recognized for its programming by the New York International Radio Festival, College Broadcasters, Inc., the Garden State Journalists Association, The Clarion Awards, the *College Music Journal* (CMJ), the Associated Press, *Billboard Magazine*, *Rolling Stone* and *Guitar Magazine*, among others. The station has received 50 platinum record awards for its role in the music industry. WSOU is administered by the College of Arts and Sciences, and the general manager reports to the dean of the College. A council consisting of alumni, friends, students and University administrators serves as an advisory body. For more information, visit the WSOU web site:

<http://www.wsou.net> or the station's Facebook page:

<https://www.facebook.com/WSOUFM>

Student Complaint Procedure and Designated Consumer Officials

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

Student (or prospective students) complaints should be filed to the respective office/department or through the

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

Physical Address:

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

Academic Affairs:

Katia Passerini, Provost and Executive Vice President,
Presidents Hall, (973) 761-9656

Enrollment Services:

Alyssa McCloud, Vice President for Enrollment
Management, Bayley Hall, (973) 761-9107

Student Records:

Autumn Bucior, University Registrar,
Bayley Hall, (973) 275-2259

Student Services:

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

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

Accrediting Agency

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

Licensing Authority

Ms. Rochelle Hendricks
Secretary of Higher Education

Mailing Address:

NJ Higher Education
P.O. Box 542
Trenton, NJ 08608-0542

College of Arts and Sciences



Fahy Hall, Room 118 and 130
(973) 761-9022, Main
(973) 275-2564, Graduate
artsci@shu.edu
www.shu.edu/academics/artsci

Dean: Georita M. Frierson, Ph.D.

Associate Dean for Academic Affairs:
Jeffrey Togman, Ph.D.

Associate Dean for Faculty and Research
Tin-Chun Chu, Ph.D.

**Associate Dean for Undergraduate Academic Affairs,
Enrollment Management, and Donor Relations:**
Christopher A. Kaiser, Ed.D.

Assistant Dean for Graduate Programs:
Michael Dooney, Ph.D.

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

Project Acceleration and University Scholarships:
Francesca Phillippy, M.A.

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

**Associate Director of the Louis and Vivienne Gentile Arts
and Sciences Leadership Center:**
Christopher Kaiser, Ed.D.

Departments and Chairs

Biological Sciences: Heping Zhou, Ph.D.

Chemistry and Biochemistry: Stephen Kelty, Ph.D.

English: Angela Weisl, Ph.D.

History: Nathaniel Knight, Ph.D.

Languages, Literatures and Cultures:
Diana Álvarez-Amell, Ph.D.

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

Philosophy: Abe Zakhem, Ph.D.

Physics: M. Alper Sahiner, Ph.D.

Political Science and Public Affairs: W. King Mott, Ph.D.

Psychology: Kelly Goedert, Ph.D.

Religion: K.C. Choi, Ph.D.

Sociology, Anthropology and Social Work:
Rhonda Quinn, Ph.D.

Interdisciplinary Programs

Gerontology: Christine Heer, J.D., L.C.S.W.

The College of Arts and Sciences, the oldest school of the University, was established as Seton Hall College in 1856. The College comprises the departments of Biological Sciences; Chemistry and Biochemistry; English; History; Languages, Literatures and Cultures; Mathematics and

Computer Science; Physics; Political Science and Public Affairs; Psychology; Religion; and Sociology, Anthropology and Social Work.

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

Graduate Programs of Study in the College of Arts and Sciences

Doctoral Programs (Ph.D.)

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

Master of Arts Programs (M.A.)

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

[not accepting students for Fall 2021]

English (including tracks in Literature, Writing, and Creative Writing)

History (including tracks in United States History, European History, Global History and Catholic History)

[not accepting students for Fall 2021]

Jewish-Christian Studies

Master of Science Programs (M.S.)

Biology (with optional Neuroscience track or Business Administration minor)

Chemistry (with optional minor in Business Administration)

Data Science

Experimental Psychology

(no longer accepting students as of Fall 2021)

Microbiology

Physics

(no longer accepting students as of Fall 2021)

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

Includes the following concentrations:

Public Service: Leadership, Governance and Policy

Nonprofit Organization Management

Health Policy and Management

Data Analytics and Visualization

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

Master of Social Work (M.S.W.)

Includes the following concentrations:

Behavioral Health (online)

Forensic Social Work (traditional classroom)

Dual Degree Programs

M.A. Asian Studies/M.A. Diplomacy and International Relations *(not accepting students for Fall 2021)*

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

Accelerated Programs

B.A./M.A. English

B.A./M.A. History *(not accepting students for Fall 2021)*

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

B.A. in Political Science/J.D. Seton Hall University School of Law

B.A. in Psychology/M.S. in Experimental Psychology *(no longer accepting students as of Fall 2021)*

B.S. in Psychology/M.S. in Experimental Psychology *(no longer accepting students as of Fall 2021)*

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

B.A. in Religion/Master of Public Administration

B.A. in Sociology/Master of Public Administration

B.S./B.A. with Mathematics Minor/M.S. in Data Science

B.S./B.A. with Applied Scientific Mathematics Minor/M.S. in Data Science

B.S. in Mathematics/M.S. in Data Science

Certificate Programs

Data Analytics

Jewish-Christian Studies

Nonprofit Organization Management

Application and Admission

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

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

Degree Requirements

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

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

Foreign Language Requirement

Some departments in the College of Arts and Sciences

require candidates to demonstrate ability to read material pertinent to their fields in one foreign language. See individual program descriptions for further information.

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

Comprehensive Examination

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

Department of Biological Sciences

Science and Technology Center (McNulty Hall)

(973) 761-9044

www.shu.edu/academics/artsci/biology

Faculty: Bitsaktsis; Chang; Chu; Cottrell; Gantar; Hill; Klaus; Ko; Moldow (*Director of Health Professions*); Nichols (*Director of Graduate Studies*); Pettit; Zhou (*Chair*)

Faculty Associates: Rabacchi; Ranasinghe; Tall

Faculty Retired and Emeritus: Ahmad*; Blake; Glenn*; Hsu*; Katz*; Krause*

Programs of Study

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

The master's degree in biology has three programs of study: Plan A, with research thesis, and Plans B and C, with library thesis. Plan A is recommended for students who intend to continue their studies at the doctoral level or pursue a career in research; Plan B is primarily a degree program; Plan C, with a component in business administration courses, is for students who are interested in acquiring knowledge about the technical aspects as well as the business aspects of the biological and pharmaceutical industries.

The master's degree in microbiology has two programs of study: Plan D, with research thesis, and Plan E, with library thesis. Plan D is recommended for students who intend to continue their studies in microbiology/biotechnology at the doctoral level or pursue a career in research; Plan E is primarily for students pursuing a degree program.

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

degree option.

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

General Academic Requirements

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

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

General Admission for Biology Graduate Programs

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

Graduate Record Examination scores (minimum 50th percentile, general exam) are required for (i) all applicants whose degrees were earned at institutions outside the U.S., (ii) all Ph.D. program applicants. For applicants to the M.S. programs, a request for waiver of the GRE may be submitted if the undergraduate GPA (B.S. biological science) from a U.S. institution was 3.0 or better, on a 4.0 = A scale.

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

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

Three letters of recommendation are required.

Seminar Requirements

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

General Degree Requirements

Students must maintain a minimum 3.0 GPA for all coursework toward the doctoral degree and master's degree taken at Seton Hall University. For Ph.D. Students, if a

student receives a grade of B- or lower in a required course, the student must repeat the course with a satisfactory grade of B or better. Students with an overall GPA below 3.0 will be placed on probation for one year to regain acceptable status. The student who is unable to meet these remedial measures or has an overall GPA of 2.0 or below will not continue in the program.

M.S. in Biology Program [AS_BIOL_MS]

Degree Requirements for M.S. in Biology Program

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

Plan A – With Research Thesis

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

11 credits:

- BIOL 6113 Biostatistics
- BIOL 8201 Biology Seminar for M.S. Students I
- BIOL 8202 Biology Seminar for M.S. Students II
- BIOL 8601-8605 Research for Master's Thesis I-V

(Two thesis courses are required for the degree.

However, the student may register for more than two, as needed.)

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

2. Make an oral presentation of thesis at the Graduate Biology Seminar
3. Submit an acceptable thesis based on laboratory research three months before the expected degree completion date with an oral defense two weeks before the expected degree completion date.

Plan B – With Library Thesis

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

5 credits:

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

1 credit from any Selected Topics course

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

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

Plan C – With Library Thesis (Minor in Business Administration)

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

5 credits:

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

1 credit from any Selected Topics course

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

16 credits of additional coursework from the Stillman School of Business.

The courses should be from the following areas:

information technology, management, accounting, finance, marketing social responsibility, and international business.

The student should consult with the Director of Graduate Studies to identify acceptable courses offered by the Stillman School of Business.

In addition, consistent with the Master of Business Administration (M.B.A.) program policy, to enroll in specific core courses students must

either complete the required Pre-Qualification (PQ) courses or obtain a waiver of specific courses based on

prior business coursework, or by examination. Biology students would be waived from the requirement to take the

Statistics PQ upon successful completion of BIOL 6113 Biostatistics.

2. Prepare a library research paper in conjunction with a Selected Topics course.
 3. Make an oral presentation of the library research results at the Graduate Biology Seminar.
- *Graduate biology courses may be taken from the biology or microbiology course list.*

M.S. in Microbiology Program [AS_MIBI_MS]

General Admission for M.S. in Microbiology Program

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

Degree Requirements for Microbiology Program

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

Plan D – With Research Thesis

1. Complete a total of 31 credits as follows:

11 credits:

- BIOL 6113 Biostatistics
- BIOL 8201 Biology Seminar for M.S. Students I
- BIOL 8202 Biology Seminar for M.S. Students II
- BIOL 8601-8605 Research for Master's Thesis I-V

(Two thesis courses are required for the degree.

However, the student may register for more than two, as needed.)

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

3 credits from the following courses:

BIOL 6231 Molecular Biology
BIOL 6233 Biochemistry of Metabolism
CHEM 6501 General Biochemistry I

2 credits from either Microbiology Course Group or Biology Course Group

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

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

Plan E – With Library Thesis

1. Complete a total of 34 credits as follows:

5 credits:

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

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

1 credit from the following:

BIOL 7491 Selected Topics in Microbiology

3 credits from the following:

BIOL 6231 Molecular Biology
BIOL 6233 Biochemistry of Metabolism
CHEM 6501 General Biochemistry I

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

2. Prepare a library research paper in conjunction with a Selected Topics course.

3. Make an oral presentation of the library research results at the Graduate Biology Seminar.

M.S. in Biology with Neuroscience Track

[AS_BIOL_MS concentration=BIN]

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

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

Plan F - With Research Thesis

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

Group I - Core Requirements (14 credits):

BIOL 6115 Fundamentals of Neuroscience 3

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

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

BIOL 6113 Biostatistics 3
BIOL 6233 Biochemistry of Metabolism 3
BIOL 6242 Immunology 3
BIOL 6243 Immunology Lab 2
BIOL 6323 Neuroendocrinology 3
BIOL 6326 Vertebrate Physiology 4
BIOL 6333 Cell Culture Techniques 3
BIOL 6334 Developmental Biology 3
BIOL 6369 Cancer Biology 3
BIOL 6412 Molecular Virology 3
BIOL 7226 Signal Transduction 3
BIOL 7228 Fundamentals of Toxicology 3
BIOL 7291 Selected Topics in Molecular Biology 1
BIOL 7493 Selected Topics in Neuroscience 1

Group III – Thesis (6 credits):

BIOL 8601-8605 Research for Master's Thesis I-V 6
(Two thesis courses are required for the degree.

However, the student may register for more than two, as needed.)

2. Oral presentation of thesis at the Graduate Biology Symposium

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

Plan G – With Library Thesis

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

Group I - Core Requirements (14 credits):

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

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

BIOL 6113 Biostatistics 3
BIOL 6233 Biochemistry of Metabolism 3
BIOL 6242 Immunology 3
BIOL 6243 Immunology Lab 2
BIOL 6323 Neuroendocrinology 3
BIOL 6326 Vertebrate Physiology 4
BIOL 6333 Cell Culture Techniques 3
BIOL 6334 Developmental Biology 3
BIOL 6369 Cancer Biology 3
BIOL 6412 Molecular Virology 3
BIOL 7226 Signal Transduction 3

BIOL 7228	Fundamentals of Toxicology	3
BIOL 9091	Special Topic in Biology Research	2

Group III – Library Thesis (1 credit):

BIOL 7493	Selected Topics in Neuroscience	1
-----------	---------------------------------	---

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

2. Prepare a library research paper in conjunction with a Selected Topics course.
3. Make an oral presentation of the library research results at the Graduate Biology Seminar.

The Doctoral Degree in Molecular Bioscience [AS_MOBS_PHD]

General Admission for the Ph.D. Program

The doctoral program in Molecular Bioscience follows the general University requirements for admission to graduate studies and admission to the graduate programs in the Department of Biological Sciences. All Ph.D. program applicants are required to submit their GRE scores.

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

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

Degree Requirements

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

Students must complete a total of 72 credits, including 57-59 required credits in coursework (21 credits in required courses, 36-38 credits in thesis and seminar courses) and 13 - 15 credits of elective courses. The required courses will provide the student with a strong foundation in subject content and training in research techniques. Electives will provide breadth to the students' training in the various subdisciplines of Molecular Bioscience.

Both full-time and part-time students are eligible to enroll in the doctoral program at Seton Hall University. Full time students will carry at least 9 credits per semester in the Fall and Spring semesters.

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

Students must maintain a minimum 3.0 GPA for all

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

Students must pass a comprehensive or qualifying examination after completion of the 21 credits of required courses with B or above.

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

Required Courses (21 credits)

BIOL 6113	Biostatistics	3
BIOL 6216	Recombinant DNA Technology	3
BIOL 6231	Molecular Biology	3
BIOL 6333	Cell Culture Techniques	3
BIOL 7226	Signal Transduction	3
ENGL 6414	Scientific and Technical Writing	3
GMHS 7603	Biomedical Ethics	3

Required thesis and seminars (36 - 38 credits)

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

Note: Four thesis courses are required for the degree.

Electives (13 - 15 credits)

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

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

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

BIOL 6113 Biostatistics

Elementary statistical methods as applied to experimental

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

BIOL 6115 Fundamentals of Neuroscience

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

BIOL 6216 Recombinant DNA Technology**

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

BIOL 6231 Molecular Biology**

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

BIOL 6233 Biochemistry of Metabolism**

Synthesis and degradation of organic molecules in living systems, especially humans. Dietary, medical and genetic aspects of metabolism. Integration and regulation of pathways. Includes metabolic activities restricted to plants and microorganisms; representative antibiotics, toxins and drugs. Lecture only. (Formerly Metabolic Pathways in Living Systems) *3 credits*

BIOL 6242 Immunology**

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

BIOL 6243 Immunology Laboratory**

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

BIOL 6323 Neuroendocrinology

Role of hormones in coordinating homeostasis. Emphasis on neuroendocrinology, including functional neuroanatomy and neuro-chemistry. Study of the mechanism of action of hormones at the cellular and molecular levels. Review and analysis of current literature. *3 credits*

BIOL 6326 Vertebrate Physiology

A comprehensive coverage of the physiology of cells, organs and organ systems with emphasis on the underlying biophysical and biochemical principles of function. Organ systems including nerve, muscle, cardiovascular, respiratory and renal are examined from the standpoint of their regulation and role in maintenance of homeostasis. Lab fee TBA. *4 credits*

BIOL 6333 Cell Culture Techniques**

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

BIOL 6334 Developmental Biology

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

BIOL 6335 Methods in Neuroscience

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

BIOL 6369 Cancer Biology**

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

BIOL 6411 Advanced Imaging

Students will gain an understanding of (1) the physical design of the compound light microscope and its relationship to image formation; (2) the physics of image formation; and (3) selected biological microscopic imaging techniques. Students will gain mastery of (1) the hands-on use of the compound light microscope, (2) basic sample preparation, (3)

quantitative image analysis, and (4) the production of publication-quality images. Students will gain experience in the use of specific biological imaging techniques including wide-field fluorescence and confocal imaging, time-lapse imaging, and three-dimensional volume reconstruction. Lab fee TBA. *3 credits*.

BIOL 6412 Molecular Virology**

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

BIOL 6421 Microbial Physiology**

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

BIOL 6422 Microbial Physiology Lab**

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

BIOL 6431 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 related to microorganisms. *3 credits*.

BIOL 7112 Introduction to Bioinformatics**

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

BIOL 7226 Signal Transduction**

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

BIOL 7227 Research Ethics: Responsible Conduct of Research

This course is designed to introduce future scientists to topics in research ethics. Emphasis on foundational principles

underlying scientific integrity and their application to a range of issues, including data management, animal and human subjects, collaboration, mentoring, peer review, and the ethical implications in different forms of scientific research. *3 credits*

BIOL 7228 Fundamentals of Toxicology**

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

BIOL 7291 Selected Topics in Molecular Biology

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

BIOL 7491 Selected Topics in Microbiology**

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

BIOL 7493 Selected Topics in Neuroscience

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

BIOL 8201-8202 Biology Seminar for MS Students

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

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

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

BIOL 9011-9013 Readings in Molecular Biosciences I-III

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

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

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

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

Mandatory for all students. Students are required to attend seminar for a minimum of eight semesters. All students are required to present at least one seminar during this period. Students must register for this course in the semester they present a seminar based on their dissertation research. *1 credit each*

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

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

Department of Chemistry and Biochemistry

Science and Technology Center (McNulty Hall)

(973) 761-9414

chemistry@shu.edu

<https://www.shu.edu/chemistry/>

Faculty: Antonacci; Badillo; Buonpane; Fadeev; Goldsmith; Gorun (Director, Graduate Studies); Hanson; Kazakevich; Kelty (*Chair*); Khan; Laviska; Marzabadi; Murphy; Sabatino; Snow; Wiedman

Faculty Retired and Emeritus: Augustine; Celiano; Huchital

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

Programs of Study

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

Students may choose to be admitted to the Ph.D. or one of the M.S. programs. In addition, part-time students may choose to initiate graduate study on a non-matriculated basis. Non-matriculated students can transfer up to four graduate courses to a matriculated program. Students interested in this option may choose it when creating their graduate application account. Transfer into a matriculated program can be initiated

at any time. Descriptions of the programs of study including current course offerings with detailed descriptions for the upcoming two year period, faculty biographies and research interests, and other pertinent information can be accessed from the departmental webpage at

www.shu.edu/academics/artsci/graduate-chemistry-programs.cfm

Admission

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

- a minimum of 30 credits in chemistry, including a two-semester course in physical chemistry;
- a one-year course in physics;
- mathematics through differential and integral calculus; and
- three letters of recommendation from individuals competent to evaluate the applicant's scientific ability; and
- applicants for whom English is not their native language must submit TOEFL score results. The department requires a minimum total score of 550 on the paper based test (PBT) or 100 on the Internet test (IBT) with at least a 22 in the speaking skill component in order to be considered for admission. Transcript evaluations are accepted from WES and ECE.

Dates for submission of completed applications to graduate programs are:

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

Late applicants may be admitted as special students pending evaluation.

Applications may be obtained online from the College of Arts and Sciences' webpage <https://www.shu.edu/arts-sciences/apply.cfm>. If submitting an online application, the applicant must also submit the special application form from the department, available from the department web page. <https://www.shu.edu/chemistry/upload/Chemistry-Supplemental-Form.pdf>.

Leaves of Absence and Readmission

Students requiring a leave of absence for any reason must submit a written request to the Director of Graduate Studies and the University Registrar. For further details regarding leaves of absence, please see the Graduate Catalogue section covering this topic. Upon readmission to the program, any new degree requirements instituted by the department during the students' leave will be required for graduation.

Financial Aid

The Department of Chemistry and Biochemistry offers teaching assistantships for students in the Ph.D. program to provide teaching and research support for Ph.D. degree candidates. A number of research fellowships also are available to students at the beginning of their second year of

graduate study. Details are available from the department.

Distribution Requirement

Each student must take at least one course in each of the following groups:

Analytical Chemistry: CHEM 6203, 6204, 6205, 6206
 Organic Chemistry: CHEM 6301, 6303
 Physical Chemistry: CHEM 6401, 6403, 6404, 6405
 Biochemistry: CHEM 6501, 6502
 Inorganic Chemistry: CHEM 6601

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

Evaluations

After the course distribution requirements are completed, each student's performance in courses and seminar is evaluated by the faculty.

The student is then:

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

Students may be evaluated earlier if their records so warrant.

Seminar Requirement

A departmental seminar is held each week of the academic year. All full-time and part-time students are required to register for and attend this seminar series each semester prior to completion of the degree requirements. Students should sign up for CHEM 6710 each semester until they graduate unless they are presenting their formal seminar. This usually occurs during the second year of full-time study or its equivalent. When presenting their formal seminar, students should enroll in CHEM 6712. In this semester they will receive a grade from faculty members. In addition, those students who have initiated a research program (M.S. Plans A and B, or Ph.D. program) and who have not otherwise presented a formal seminar during the current year, are required to present a poster on their research activities at the Petersheim Academic Exposition, usually held in April.

Prizes and Awards

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

Laboratories

The research facilities of the Department of Chemistry and Biochemistry are housed in the Science and Technology Center (McNulty Hall) which is shared with the physics and biological sciences departments. Within the department are the Center for Applied Catalysis and Green Chemistry, the Center for Computational Research and the Center for Functional materials. The department maintains a comprehensive array of experimental and computational instrumentation. Please see the department web page for additional pages.

The Master of Science Degree (M.S.) [AS_CHEM_MS]

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

Plan A – With Thesis

1. Complete 30 credits from the following:
18 credits (minimum) in approved courses, including 15 credits in the distribution requirement.
1 credit in CHEM 6712
11 credits (maximum) in CHEM 8831-8840
2. Present an acceptable thesis based on research performed at the University.
3. Present a satisfactory oral defense of the thesis to the committee approved by the Graduate Advisory Committee for this purpose.

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

1. Complete 30 credits from the following:
29 credits (minimum) in approved courses, including the 15 credit distribution requirement and other courses for the doctorate approved by the research mentor and the Graduate Advisory Committee. Any number of courses in the CHEM 8831-8840 sequence may be included in these approved courses, provided that an acceptable written research report is filed with the research mentor at the conclusion of this work
1 credit in CHEM 6712.
2. Pass the matriculation examination for the Ph.D.

Plan C – Without Thesis

Complete 34 credits from the following:
15 credits in the distribution requirement.
18 credits (minimum) in additional approved graduate-level chemistry courses; up to 6 credits in the CHEM 8831-8840 sequence may be included in these approved courses provided that the Graduate Advisory Committee is notified of this intention before this research is initiated and that an acceptable written research report is filed with the research supervisor at the conclusion of

this work
1 credit in CHEM 6711/6712.

Plan D – Without Thesis (Minor in Business Administration)

Complete 34 credits (minimum) from the following:

- 15 credits in the distribution requirement
- 3 credits (minimum) in additional approved graduate-level chemistry courses (excluding CHEM 8831 - 8840).
- 1 credit in CHEM 6712.

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

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

The Doctor of Philosophy Degree (Ph.D.) [AS_CHEM_PHD]

Matriculation

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

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

Cumulative Examinations

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

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

Seminar Requirements

As part of the annual seminar requirement, all doctoral candidates present a full seminar during their final year on the subject of their research contributions in addition to the formal seminar presented in their second year of study.

Additional Degree Requirements

To fulfill the requirements for the doctoral degree, in

addition to seminar and cumulative examination requirements described previously, the student must:

1. complete 70 credits distributed among research, course work and seminar. Students who enter the program with the M.S. degree shall be required to earn at least 40 additional credits before being granted the Ph.D. degree;
2. complete nine consecutive months of full-time enrollment after matriculation. This time should be used primarily to perform research. Part-time students must secure the approval of the Graduate Advisory Committee before beginning residency;
3. petition the Dissertation Committee, which is comprised of the mentor and two members of the Matriculation Committee approved by the Graduate Advisory Committee, for permission to write a dissertation. Details concerning the granting of this permission are available from the department; and
4. present a dissertation based on the chosen research problem to the Dissertation Committee for its approval. For details, consult regulations available from the department

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

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

Analytical Chemistry

CHEM 6203 Electrochemical Methods of Analysis

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

CHEM 6204 Spectrochemical Methods of Analysis

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

CHEM 6205 Modern Separation Techniques

Principles and practice of chemical and physical separation methods, gas and liquid chromatography, electrophoresis, membrane separation methods, extraction, distillation.

Theory, instrumentation and applications of each technique. 3 credits

CHEM 6206 Chemical Methods of Analysis

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

CHEM 6212 Statistics and Applied Analytical Chemistry

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

CHEM 7299 Special Topics in Analytical Chemistry

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

Organic Chemistry**CHEM 6301 Theoretical Organic Chemistry I**

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

CHEM 6303 Synthetic Organic Chemistry

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

CHEM 7312 Theoretical Organic Chemistry II

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

CHEM 7399 Selected Topics in Organic Chemistry

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

Physical Chemistry**CHEM 6401 Chemical Thermodynamics**

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

CHEM 6403 Quantum Chemistry

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

CHEM 6404 Surface Chemistry and Materials

Surface chemistry is a highly interdisciplinary and rapidly growing research area at the junction of Chemistry and

Materials Science. The focus of this research is amazingly diverse ranging from super-hydrophobic, stimuli-responsive and smart surfaces to nanoparticles and nanotubes, ordered mesoporous solids, chromatographic stationary phases, heterogeneous catalysts and sensors. In the course, we will cover main chemical approaches for covalent functionalization of solid surfaces and review recent developments in the materials design for various applications. *3 credits*

CHEM 6405 Principles of Colloids and Interface Chemistry

The course will introduce the fundamentals of colloid and interface chemistry. The main topics include: surfaces of solids and liquids, excess surface energy and surface tension, flat and curved interfaces, capillarity, molecular and surface forces, phenomena of adsorption and wetting, monolayers and thin films, properties of dispersed and porous solids, and stability of colloidal systems. An overview of surface characterization methods and applications of colloids and surfaces in industry, research, and everyday life will be provided. *3 credits*

CHEM 6411 Introduction to Polymer Chemistry

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

CHEM 6423 Computational Chemistry

Theoretical chemistry applied to modern classical, semi-empirical, and quantum mechanical methods. Hands-on experience is gained through guided example projects. *3 credits*

CHEM 7499 Special Topics in Physical Chemistry

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

Biochemistry**CHEM 6501 General Biochemistry I**

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

CHEM 6502 Bioorganic Chemistry

This course covers synthetic methods in organic chemistry applied to the major classes of biological molecules and their derivatives, such as those belonging to the: carbohydrates, amino acids, peptides, proteins, nucleic acids, terpenes, lipids and natural products. Emphasis will be dedicated to the reactions and mechanisms that contribute to their applications in biological systems. *3 credits*

CHEM 6518 Food Chemistry

This course presents a comprehensive overview of the

chemical and physical properties of major and minor food components and their changes during processing, handling, and storage. The approach is largely from a cellular and molecular level. The following food components will be covered: water, proteins, carbohydrates, lipids, minerals, vitamins, and enzymes, as well as food/color additives and contaminants. Food flavor, color, and texture, and the basis of the regulatory control of food, food composition and quality will also be addressed. Current issues in food product development will be presented. *3 credits*

CHEM 7512 General Biochemistry II

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

CHEM 7599 Special Topics in Biochemistry

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

Inorganic Chemistry

CHEM 6601 Advanced Inorganic Chemistry I

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

CHEM 7699 Special Topics in Inorganic Chemistry

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

Interdisciplinary

CHEM 6710 Chemistry Seminar

Discussion of current literature topics by staff and students. *0 credits*

CHEM 6712 Chemistry Seminar

Discussion of current literature topics by staff, students and outside speakers with presentation of a formal seminar by the enrollee. *1 credit*

CHEM 7991-7996 Advanced Topics in Chemistry

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

CHEM 8701 Matriculation Exam

Examination used to qualify graduate students into the doctoral program. The matriculation exam is an oral evaluation of the student's research project for the Ph.D. degree. It is administered by the matriculation committee which is composed of the mentor and four faculty members

approved by the Graduate Advisory Committee. *0 credits*

CHEM 8702 Cumulative Exam

Examination used to evaluate matriculated doctoral students on their mastery of the current research literature and topics. The cumulative exams are written and test the student's knowledge directly related to the research area of interest. The final examination consists of an original research proposal unrelated to the student's research project for the Ph.D. degree. *0 credits*

CHEM 8703 Permission to Write

When nearing the completion of the requirements for the Ph.D. degree, the student will petition the Dissertation Committee and the Graduate Advisory Committee for permission to write a dissertation. *0 credits*

CHEM 8704 Ph.D. Seminar

Seminar presentation for doctoral students based on their research progress. The Ph.D. seminar consists of a research presentation given by doctoral students approaching the completion of their research project. *0 credits*

CHEM 8831-8840 Introduction to Research

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

CHEM 9931-9940 Research for Doctorate

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

Department of English

Fahy Hall, 4th Floor

(973) 761-9388

www.shu.edu/academics/artsci/english

Faculty: Adams (*Director of Poetry-in-the-Round*); Alexander; Balkun (*Director of Faculty Development*); Carpentier; Enright (*Director of the University Core*); Farina (*Director of Graduate Studies*); Gevirtz; Oates (*Director of Undergraduate Writing Studies*); Sbriglia (*Director of Undergraduate Literature Studies*); Shea (*Director of First-Year Writing*); Sherman; Senvold; Wargacki; Weisl (*Chair; Coordinator, Medieval and Renaissance Studies Minor*)

Faculty Retired or Emeriti: Byrnes; Gray; Grieco; McPhee; Paris

M.A. in English [AS_ENGL_MA]

Programs of Study

The Department of English offers graduate courses in British literature, American literature and critical theory, as well as writing, leading to the Master of Arts. A master's degree in English provides the basis for a wide range of career and professional choices. At Seton Hall, the M.A. in

English serves as preparation for a doctoral degree program in literature, the Master of Fine Arts in Writing, and for professional degrees in law or business, as well as for careers in creative writing, secondary education, publishing, and professional writing. The diversity of student goals and interests is accommodated through a choice of four programs of study, as outlined below. Students should consult the Director of Graduate Studies for details of these programs and for guidance in selecting the programs and courses best suited to their needs.

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

General Admission

In addition to the general University requirements for admission to graduate studies, the Department of English requires at least 18 undergraduate credits in English and American literature and/or writing. Applicants must also submit GRE scores.

Degree Requirements

In addition to the general University and College requirements, the Department of English requires a reading knowledge of French, German, Italian or Spanish as attested by the Department of Modern Languages. Subject to approval, Latin, Greek or another language may be substituted. Reading knowledge will be demonstrated through a foreign language translation examination. Students who cannot pass the language exam may take the Rapid Reading and Translation course, offered in the Spring, in its place. This course is offered in French or Spanish every other year.

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

Hub and Spoke Program

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

Hub (12 credits)

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

Literature Spoke (18 credits)

Choose one from the following:

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

plus:

Three literature electives

One 7000-level Seminar

ENGL 7010 Thesis

Writing Spoke (18 credits)

Choose three from the following:

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

plus:

Two literature electives

7000-level Seminar (or students may elect to take ENGL 7010 with departmental approval.)

Creative Writing Spoke (18 credits)

Electives - 12 credits

9 credits of Writing Workshops

(Students may take any of the workshops twice.)

ENGL 6411	Poetry Workshop
ENGL 6413	Fiction Workshop
ENGL 6421	Non-Fiction Workshop

plus:

Literature elective at the 6000- or 7000-level

plus:

Advanced Requirements - 6 credits

ENGL 7410 Advanced Creative Writing Workshop

ENGL 7010 Thesis

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

General Spoke (18 credits)

Any combination of literature and writing courses, excluding ENGL 7010 Thesis

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

B.A./M.A. Dual Degree

English majors can complete a Master of Arts (M.A.) in one year beyond their B.A. Students who qualify for admission to the dual degree program will take 12 credits of graduate-level English courses during their senior year. (English/Education majors should see the English Department chairperson or director of graduate studies about exceptions to this policy.) These will apply toward the 36 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 3.5 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.

Poetry-in-the-Round

Director: Cara Blue Adams, M.F.A.
Cara.Adams@shu.edu

The Writing Center

Director: Arundhati Sanyal, Ph.D.
Arundhati.Sanyal@shu.edu

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

ENGL 0900 Rapid Reading and Translation

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

ENGL 6010 Introduction to Literary Research

Introduces students to the major schools of critical theory and prepares them to use the resources of the library, pursue different types of research in language and literature and write effective papers embodying their findings. *3 credits*

ENGL 6114 Shakespeare I

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

ENGL 6123 Eighteenth Century Literature

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

ENGL 6124 The Age of Romanticism

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

ENGL 6125 Victorian Poetry and Prose

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

ENGL 6126 Major British Writers: 1900-1945

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

ENGL 6127 Major British Writers from 1945

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

ENGL 6211 Early American Literature

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

ENGL 6212 American Romanticism

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

ENGL 6213 Nineteenth Century American Literature

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

ENGL 6214 Major American Writers: 1900-1945

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

ENGL 6215 Major American Writers from 1945

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

Course Descriptions

ENGL 6216 American Poetry

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

ENGL 6217 African-American Literature

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

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

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

ENGL 6313 Modern British Drama

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

ENGL 6410 Advanced Business Writing

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

ENGL 6411 Poetry Workshop

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

ENGL 6412 Modern Rhetoric and Writing

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

ENGL 6413 Fiction Workshop

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

ENGL 6414 Scientific and Technical Writing

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

ENGL 6415 Composition Theory and Practice

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

ENGL 6420 Linguistic History of English

History of the language emphasizing cultural backgrounds as well as modern linguistic approaches. Concludes with a

discussion of issues affecting English today. 3 credits

ENGL 6421 Non-Fiction Workshop

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

ENGL 6511 Approaches to British Literature

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

ENGL 6512 Approaches to American Literature

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

ENGL 6513 Composition for Teachers

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

Seminars

ENGL 7010 Thesis

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

ENGL 7011 Studies in Criticism

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

ENGL 7012 Studies in Medieval Literature

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

ENGL 7013 Studies in Renaissance Literature

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

ENGL 7014 Studies in the Long 18th Century

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

ENGL 7015 Studies in Romanticism

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

ENGL 7016 Studies in Victorian Literature

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

ENGL 7017 Studies in 20th Century British Literature

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

ENGL 7018 Studies in American Literature

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

ENGL 7019-7021 Seminar: Special Topics

Topics to be announced by the instructor. 3 credits each

ENGL 7410 Advanced Creative Writing Workshop

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

3 credits

ENGL 7425 Literary Editing and Publishing

This course will focus on literary editing and publishing, including the role of the literary magazine, the book editor and publisher, and the agent in the creative writing industry. Readings will include literary magazines and essays by leading professionals in the field, and students will learn how to prepare their own work for submission to a literary magazine. Students will also produce an issue of Corner Pocket, our campus literary magazine, to gain professional experience. 3 credits

Department of History

Fahy Hall, Room 339

(973) 275-2984

historydept@shu.edu

www.shu.edu/academics/artsci/history

Faculty: Connell (*LaMotta Chair*); Fieldston; Giblin-Gedacht; Greene; Harvey; Hoffer; Knight (*Chair*); Matusевич; May; Molesky; Quinn (*Director, Graduate Studies*); Rekabtalaei; Rzeznik; Schultz; Wangerin

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

Program Description

(As of Fall 2021, the M.A. in History is not accepting new students.)

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

Degree Requirements

The Master of Arts (M.A.) in History is a 10 course (30

credits) program with two tracks:

- Thesis Track
- Examination Track

All students must take HIST 6190 The Historian's Craft and at least one Graduate Seminar (GS) course (HIST 7221-7550). These Graduate Seminars involve intensive reading and are intended to familiarize students with major historiographical trends in specific fields of historical inquiry.

The Thesis Track requires successful completion of a two-semester sequence, Thesis I and Thesis II (6 credits). Those wishing to pursue doctoral studies in other institutions are strongly urged to complete a thesis.

The Examination Track requires successful completion of a comprehensive examination with written and oral elements in the final semester of study. Students opting for the Examination Track must also complete another 3 credit elective to fulfill their 30 credit degree requirement.

In addition to the Director of Graduate Studies, all students must work with a designated departmental adviser who will act as a mentor for his or her program of studies. This adviser will be assigned to the student in consultation with the Department Chair, the Director of Graduate Studies, and the Faculty member in question.

The graduate program requires all students to pass a foreign language translation exam (proving reading knowledge), or demonstrate mastery of advanced statistical methods. Students are expected to be, or to become, familiar with the major databases used to access historical materials. Mastery of foreign languages and statistical methods is expected to the extent necessary for students to complete their program of study.

Capstone: Thesis and Oral/Written Examination Options

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

Options within the Degree Programs/Admission Requirements

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

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

This study option is designed to allow for completion of both the undergraduate (B.A.) and graduate (M.A.) degrees in

a total of 10 semesters (five years of study). After having completed 75 credits toward a B.A. with at least 21 credits in history, students may apply for admission to this joint degree program. Accepted candidates will normally be expected to enroll in two approved graduate-level history courses each semester of their senior year of study for a total of 12 credits. During the fifth year of study, students will be expected to enroll in a total of three approved graduate-level courses each semester for a total of 18 credits.

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

M.A. Degree Option [AS_HIST_MA]

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

Students accepted directly into the M.A. degree program will have completed a baccalaureate degree prior to beginning course work in the M.A. degree program, preferably in history or a history-related field such as political science, geography, or economics. Students who have majored in other fields may be asked to take up to four undergraduate courses in history. During the application process, applicants will be asked to produce a statement of intent outlining their reasons for pursuing the M.A. in history at Seton Hall; official transcripts documenting all academic work undertaken; three letters of recommendation; official Graduate Record Examination (GRE) scores; and a writing sample demonstrating the student's academic potential.

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

HIST 6190 The Historian's Craft

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

HIST 6211 World War I

Surveys the diplomatic, military and geopolitical aspects of the First World War from its preliminaries to its conclusion, giving special consideration to its causes and consequences. *3 credits*

HIST 6212 World War II

Surveys the diplomatic, military and geopolitical aspects of the Second World War from its preliminaries to its conclusion, giving special consideration to causes and consequences. *3 credits*

HIST 6234 Medieval Italy

Treats the history of Italy from the early Middle Ages to the Council of Trent. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. *3 credits*

HIST 6235 Modern Italy

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

HIST 6240 Renaissance and Reformation

Beginning of modern Europe as the renewal of trade is followed by rediscovery of the ancient world, discovery of the New World, changes in art, literature and thought and the division of Christianity by the Protestant movement. *3 credits*

HIST 6242 French Revolution

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

HIST 6243 Britain I

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

HIST 6246 Kievan Rus' and Muscovy

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

HIST 6253 Britain II

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

HIST 6254 Early Modern Ireland

Political, economic, and social history of Ireland from the Treaty of Limerick in 1691 to the Great Famine of the 1840s. *3 credits*

HIST 6256 Imperial Russia

Historical legacy of the Russian imperial period from the reign of Peter the Great to Russia's entry into World War I. *3 credits*

HIST 6257 East Central Europe

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

HIST 6264 Modern Ireland

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

HIST 6265 Germany 1848 to Present

Comprehensive survey of Germany beginning with its political and economic modernization, through the world wars of the 20th century to the present. *3 credits*

HIST 6266 20th Century Russia

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

HIST 6319 New Jersey History

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

HIST 6341 Colonial America

This graduate course covers the first centuries of European colonization of North America, focusing primarily on the English Colonies in the seventeenth and eighteenth centuries. Major themes include intercultural exchange among Europeans, Indians, and Africans; the development of diverse colonial societies; the economic and cultural currents of an Atlantic world; and imperial competition and war. *3 credits*

HIST 6342 Revolutionary America

This graduate course explores 1763-1789. Major themes include colonies' place in the British Empire; resistance and its effects on colonial society; the War for Independence as anti-colonial struggle, civil war, Indian war, and slave rebellion; the struggle to create a republican society and functioning confederation. The course concludes with debates over ratification of the Constitution, which advocates promised would fulfill revolutionary promise and opponents claimed would establish a new form of tyranny. *3 credits*

HIST 6351 Inventing a Nation: The United States, 1789-1824

This graduate course examines the period between ratification of the Constitution and economic and political crises around 1820. Major themes include the ideals and political practices

of the "founding fathers" and ordinary people; the emergence of the two-party system and debates about democracy, citizenship, and the meaning of the Revolution; Indian dispossession and territorial expansion; economic development and U.S. vulnerability in the revolutionary Atlantic world, which culminated in the War of 1812. The course closes with conflicts around economic depression and the expansion over slavery around 1820. *3 credits*

HIST 6352 Democracy, Slavery, and Manifest Destiny: The United States, 1824-1850

This graduate course examines the period between 1820 and 1850, the "Jacksonian Era." Major themes include: new political parties; the spread of capitalism and slavery; evangelical Christianity and moral reform movements; Indian removal; revolutions in transportation and communication; and parallel processes of democratization and starker lines of race, sex, class, and region. The course will end with an examination of the U.S.-Mexican War and the dramatic sectional conflict in unleashed, which led to the Civil War. *3 credits*

HIST 6353 Civil War and Reconstruction

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

HIST 6354 Frontier America: History and Myth

This course explores the histories of colonization and western migration in North America from the seventeenth century to the nineteenth centuries, with particular focus on intercultural exchange, violence, community formation, economic development, and the creation of international borders in settings stretching from New England to California, the Great Lakes to Texas. Besides examining these histories, we will also study how they have been represented in popular culture. *3 credits*

HIST 6355 The Age of Industry and Progressive Reform

This course will explore the major social, political, economic, and cultural developments that shaped the United States in the transformative years between the 1870s and the 1920s. It will examine the rise of industrial capitalism and progressive reform, and engage scholarly debates over what counts as "progressive" reform and just how "progressive" the era was. *3 credits*

HIST 6363 America Since 1945

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

HIST 6365 Italian American History

Overview of Italian American history from the European voyages of exploration to the present. The course studies historical change in a community established by immigrants that has developed in significant ways through four centuries. *3 credits*

HIST 6370 Diplomatic History I

American foreign relations from the Declaration of Independence to U.S. entry into World War I. This course deals with the winning of the peace in 1783, the failure of a policy of neutrality resulting in the War of 1812, the Monroe Doctrine, Manifest Destiny and its early results, relations between the U.S. and various Latin American and European countries during the latter half of the 19th century, American imperialism, the Open Door policy, Dollar Diplomacy, and U.S. entry into World War I. *3 credits*

HIST 6371 Diplomatic History II

The foreign relations of the United States during a century of conflict and change. This course deals with American diplomacy at the end of World War I, isolation, the Good Neighbor policy, the challenges to the dictators, the response to World War II, atomic diplomacy, the Cold War, détente, American global hegemony and the challenges to it. *3 credits*

HIST 6372 Economic History of the U.S.

Economic development of the United States from colonial origins to contemporary position as a world power. *3 credits*

HIST 6374 Immigrant in American Life

This course will examine both the experience of newly arrived immigrants in America as well as the political discussion of those immigrants. We will begin in the mid-nineteenth century in the era of mass immigration and end as close to the present day as possible. We will consider how race, class, and gender shaped policymakers' ideas about who was "fit" to be an American citizen, how policymakers went about constructing and defending national borders, and how ethnic identities shaped American identity. *3 credits*

HIST 6375 African-American History

The interaction between black and white society in the United States and the nature of black society and culture. *3 credits*

HIST 6384 American Legal History

The development of law in the United States from the colonial period to the present. *3 credits*

HIST 6387 Catholic Church in the U.S.

Role of Catholics and the Church in the United States from colonial beginnings to the recent past, focusing on internal developments and on relations with the wider society. *3 credits*

HIST 6430 Women and Gender in Latin America

This course examines the historical experiences of women and the ways in which people in Latin America have defined gender differences in society, politics, culture, and the economy from the 16th through the 20th centuries. *3 credits*

HIST 6525 Oil and Turmoil in the Middle East and North Africa

This course traces the history of oil in the Middle East and North Africa from the 19th century to the present. Special attention will be placed on the extraction and export of oil, its role in modernity and modernization, and its implications for social and political developments in the region, especially in Iran, Iraq, and Saudi Arabia. The course will explore the political arrangements surrounding the first oil concessions in

the Gulf region, and then examine the social and environmental impacts of oil, and its bearing on crises, conflicts, and wars in the region. Students will investigate the multi-faceted role that oil has played in the transformations of everyday life, politics, and society in the region. *3 credits*

HIST 6535 Youth Culture in the Middle East and North Africa

This course introduces students to new understandings of youth in the Middle East and investigates how social change in the Middle East is linked to youth. Covering a large geographical area in the Middle East and North Africa, it draws on films, music, and graphic novels to explore the values, norms, and practices of youth in the MENA region. It further investigates the ways in which youth use art, fashion, music, film, and dance, to counter governmental policies, and change the status quo according to their demands and interests. *3 credits*

HIST 6621 (ASIA 6121) History and Culture: Japan I

This course covers the history and culture of Japan from earliest times to 1600. It emphasizes the political and religious issues in Japanese civilization. *3 credits*

HIST 6622 (ASIA 6122) History and Culture: Japan II

This course covers the history and culture of Japan from the Edo Period through WWII. It emphasizes the importance of modernization and cultural/political issues on Japanese traditions. *3 credits*

HIST 6624 (ASIA 6624) Age of the Samurai

The term 'samurai' is synonymous with Japan, but just who were the samurai? Over the course of the past millennium, intellectuals have described samurai as being honorable warriors, glorified rent-a-cops, and/or boring bureaucrats. In Age of the Samurai, we will explore the rise, fall, and afterlives of Japan's legendary bushi, or samurai, class. Specifically, we will focus on how these men and women ruled the Japanese state, articulated the ideological underpinnings of their class consciousness, and rationalized their changing position in society over seven-hundred years. Finally, we will end our investigation in the modern period where this widely-misunderstood historical category became, both at home and abroad, a foundational part of Japanese national identity. *3 credits*

HIST 6625 (ASIA 6625) Japan and the Pacific Empire

This course will explore the rise and fall of the Japanese Empire starting with the Meiji Restoration of 1868 through to the end of the Pacific War and beyond. Examining the implications of empire, we will discover the domestic impact of imperialism on Japanese society at home as well as how the experience of Japanese colonization shaped countries abroad. Countries covered will include Japan, Korea, Taiwan, Manchuria, Micronesia, and multiple nations in Southeast Asia including the Philippines and Indonesia. Finally, we will turn our attention to the continued question of empire in the Pacific after WWII in the form of US occupation, cold war

politics, and cultural imperialism. *3 credits*

HIST 6629 (ASIA 6129) History Republican China

History and political developments in China from the Republican Revolution of 1911 to 1949. *3 credits*

HIST 6630 (ASIA 6130) History Contemporary China

The course traces the history of Communist China from the founding of the Chinese Communist Party to the present day. *3 credits*

HIST 6645 (ASIA 6145) Modern East Asia

Covering the modern period between 1800 and 1945, this course deals with East Asia's modern transformation and important aspects of political, economic, social and cultural developments in China, Japan, and Korea. *3 credits*

HIST 6711 (ARMS 7800) Museum Internship

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

HIST 6712-6715 Special Topics in History *3 credits*

HIST 7211 Graduate Seminar (GS) in European History
Through a set of directed readings, this course will introduce students to the major historiographical issues that have arisen in the secondary literature relating to a specific topic in European History. *3 credits*

HIST 7351 Graduate Seminar (GS) in American History
Through a set of directed readings, this course will introduce students to the major historiographical issues that have arisen in the secondary literature relating to a specific topic in American History. *3 credits*

HIST 7490 Graduate Seminar (GS) in Global History
Through a set of directed readings, this course will introduce students to the major historiographical issues that have arisen in the secondary literature relating to a specific topic in Global History. *3 credits*

HIST 7550 Graduate Seminar (GS) in Catholic History
Through a set of directed readings, this course will introduce students to the major historiographical issues that have arisen in the secondary literature relating to a specific topic in Catholic History. *3 credits*

HIST 9110 Examinations Readings

Independent study designed to help student, through readings, prepare for the MA examination. For students taking the non-thesis option. *3 credits*

HIST 9111-9112 Thesis I-II

Independent study during which the student will write the M.A. thesis. *3 credits*

Department of Languages, Literatures and Cultures

Fahy Hall

(973) 761-9464

www.shu.edu/go/asian-studies

Faculty: Chen (*Director of Graduate Studies and Asian*

Studies); Osuka; Rice

Faculty Emeriti: Blakeley; Brown; Kikuoka; Leung; Ma

The Department of Languages, Literatures and Cultures offers graduate courses leading to the Master of Arts (M.A.) in Asian Studies degree. The Teaching Chinese Language and Culture Track prepares aspiring Chinese language teachers to meet the language content requirement for the New Jersey Chinese Language Teaching Certificate of Eligibility (CE). In addition, the department offers a dual master's degree program with the School of Diplomacy and International Relations. Students have the option to also earn a certificate in International Business offered by the Stillman School of Business, by following these requirements as well as applying some of the International Business courses to the M.A. in Asian Studies as electives. Please refer to the information about the certificate in International Business, which may be found in the Stillman School of Business section of this catalogue.

The department also offers a limited number of teaching assistantships in Chinese and Japanese languages.

General Admission

In addition to the general University requirements for admission to graduate studies, candidates for admission to the M.A. program of the Department of Languages, Literatures and Cultures should show a strong background in Asian studies or other disciplines in which the department offers courses. The candidate should also submit a statement of purpose in the application, together with two letters of recommendation. For the dual master's degree program, students must apply independently to each degree program, preferably indicating at the time of application that they intend to follow the joint Asian Studies/Diplomacy program when admitted.

M.A. in Asian Studies [AS_ASIA_MA]

(not accepting students for the Fall 2021 semester)

Degree Requirements

In addition to the general University and College requirements, the Department of Languages, Literatures and Cultures requires candidates to complete the following:

I. Required Core Courses

ASIA 6140	Survey of Chinese Civilization	3
and one of the following:		
ASIA 6141 OR	Foundations of Chinese Civilization	
ASIA 6142 OR	Development of Chinese Civilization	
ASIA 6143	Maturity of Chinese Civilization	3
ASIA 6121	History and Culture of Japan I	3
ASIA 6122	History and Culture of Japan II	3
ASIA 6145	Modern East Asia	3
ASIA 6146	Contemporary East Asia	3
ASIA 9111	Research Methods in Asian Studies	3

Total: 21

II. Elective Courses

Elective courses are chosen from the department's course offerings by the student, in consultation with the graduate adviser, to achieve an integrated program of study.

Thesis Option: Students requesting faculty recommendations for Ph.D. studies are required to write a thesis. Such students shall register for ASIA 9200 Thesis Research (3 credits) under the guidance of a thesis mentor.

Thesis option electives: 15 credits

Non-thesis option electives: 18 credits

Total

Thesis option: 30 credits plus 3 credits Thesis Research

Non-thesis option: 33 credits

M.A. in Asian Studies with a Track in Teaching Chinese Language and Culture [AS_ASIA_MA]

The Department of Languages, Literatures and Cultures offers a graduate component in the Master of Arts (M.A.) with a concentration in Teaching Chinese Language and Culture. The program will prepare students to meet the Chinese content area requirement for a New Jersey Certificate of Eligibility (CE). The curriculum includes courses in the Chinese language, literature, history, civilization, Chinese linguistics, applied linguistics, and teaching methods. Upon successful completion of 33 credits (without thesis) or 30 credits (with thesis), students will receive a Master of Arts in Asian Studies degree from Seton Hall University, and be qualified to enter an alternate route program. Upon completion of the alternate route program, students will receive a New Jersey Certificate as a teacher of Chinese.

I. Required Core Courses

Credits

ASIA 6115 OR	Classical Chinese Literature	3
ASIA 6116	Modern Chinese Literature	
ASIA 6128 OR	History of Ch'ing China	
ASIA 6129 OR	History of Republican China	
ASIA 6130	History of Contemporary China	3
ASIA 6140	Survey of Chinese Civilization	3
ASIA 6141 OR	Foundations of Chinese Civilization	
ASIA 6142 OR	Development of Chinese Civilization	
ASIA 6143	Maturity of Chinese Civilization	3
ASIA 7113 OR	Chinese Linguistics I	
ASIA 7114 OR	Chinese Linguistics II	
ASIA 7116	Applied Linguistics	
ASIA 7118	Supervised Teaching of Chinese and Japanese	3
ASIA 7124	Methods of Teaching Chinese and Japanese	3
ASIA 9111	Research Methods in Asian Studies	3
ASIA 9190	Directed Studies: Internship	3
CHIN 6124 OR	20th Century Chinese Literature	3

CHIN 6125 Readings in 20th Century Chinese Literature

3

Total: 27

II. Elective Courses

Elective courses are chosen from the department's course offerings by the student, in consultation with the graduate adviser, to achieve an integrated program of study.

Thesis Option: Students requesting faculty recommendations for Ph.D. studies are required to write a thesis. Such students shall register for ASIA 9200 Thesis Research (3 credits) under the guidance of a thesis mentor.

Thesis option electives: 12 credits

Non-thesis option electives: 15 credits

Total

Thesis option: 36 credits plus 3 credits Thesis Research

Non-thesis option: 39 credits

Admission

In addition to the general University requirements for admission to graduate studies, candidates for admission to the M.A. in Asian Studies with a concentration in Teaching Chinese Language and Culture should show a strong proficiency in both English and Chinese. All non-native speakers of Chinese are required to take the Hanyu Shuiping Kaoshi (HSK), a national standard Chinese language proficiency test. International students and those who have received their baccalaureate degrees from universities outside the United States are required to submit official TOEFL scores.

For more information, please contact the Director of Graduate Studies in the Department of Languages, Literatures and Cultures at (973) 761-9465 or send an email to dongdong.chen@shu.edu.

Dual Program with the School of Diplomacy and International Relations

See the Diplomacy and International Relations section of this catalogue.

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

Asian Affairs, History, Culture and Literature

ASIA 6111 Asian Religions and Ecumenical Dialogue

Contrary to assertions that Asian religions and so-called Western religions build on a set of radically different presuppositions about the nature of human life and spirituality, this course will examine the ways in which “common ground” exists among different religious traditions and particularly focus on the ways in which the perceived differences between religions open up perspectives about how one may approach questions of a religious and cultural nature. It will lay out the possibilities and practical steps for an ecumenical dialogue between religions indigenous to Asia and those which have their origins elsewhere. *3 credits*

ASIA 6113 Philosophical-Spiritual Probing of China

The intellectual and spiritual foundations of China are explored. Confucius, Lao Tzu, Chuang Tzu, Chu Hsi, and Wang Yang-Ming are studied in depth. *3 credits*

ASIA 6114 Chinese and Japanese Buddhism

The Mahayana experience, from its Indian origins through its development in China and Japan. The Ten Schools and the various Japanese forms, with emphasis on Ch’an-Zen and Amidism. Buddhist influence on art and culture. *3 credits*

ASIA 6115 Classical Chinese Literature

Knowledge of Chinese is not required. Surveys the Chinese literary tradition in translation from the Confucian classics to the Sung Dynasty. *3 credits*

ASIA 6121 (HIST 6621) History and Culture of Japan I

This course covers the history and culture of Japan from earliest times to 1600. It emphasizes the political and religious issues in Japanese civilization. *3 credits*

ASIA 6122 (HIST 6622) History and Culture of Japan II

This course covers the history and culture of Japan from the Edo Period through WWII. It emphasizes the importance of modernization and cultural/political issues on Japanese traditions. *3 credits*

ASIA 6129 (HIST 6629) History of Republican China

History and political developments in China from the Republican Revolution of 1911 to 1949. *3 credits*

ASIA 6130 (HIST 6630) History of Contemporary China

The course traces the history of Communist China from the founding of the Chinese Communist Party to the present day. *3 credits*

ASIA 6140 Survey of Chinese Civilization

General overview of the major trends in the development of Chinese culture, from the beginning to A.D. 1800. *3 credits*

ASIA 6141 Foundations of Chinese Civilization

In-depth consideration, through lecture, reading and discussion, of the formulation of the central features of Chinese culture, from the Neolithic period through the Han Dynasty. *3 credits*

ASIA 6142 Development of Chinese Civilization

In-depth consideration of the changes in Chinese culture,

from the period of Disunion through the Sung period.

Lecture, reading and discussion. *3 credits*

ASIA 6143 Maturity of Chinese Civilization

In-depth consideration of the changes in and the solidification of Chinese culture from the Yuan period to ca. A.D. 1800.

Lecture, reading and discussion. *3 credits*

ASIA 6145 (HIST 6645) Modern East Asia

Covering the modern period between 1800 and 1945, this course deals with East Asia’s modern transformation and important aspects of political, economic, social and cultural developments in China, Japan, and Korea. *3 credits*

ASIA 6146 Contemporary East Asia

Covering the contemporary period since the end of World War II, this interdisciplinary course deals with important aspects of political, economic, social, and cultural developments in East Asia and its changing roles in international politics and economics. *3 credits*

ASIA 6212 Management of Foreign Operations

The special circumstances under which an American firm operates abroad: social customs, political environment, and linguistic and cultural problems. Economic, financial, legal, and management issues peculiar to foreign operations.

Analysis of problems in foreign exchange, international finance and marketing, and human resources management.

The management of foreign investment, joint ventures and foreign subsidiaries. Technology transfer, foreign trade operations, and protection of intellectual property abroad.

International economic policy, international corporate financial management, and variations in the organizational structure of multinational corporations. Selected international business cases are discussed. *3 credits*

ASIA 6225 (HIST 6625) Japan and Pacific Empire

This course will explore the rise and fall of the Japanese Empire starting with the Meiji Restoration of 1868 through to the end of the Pacific War and beyond. Examining the implications of empire, we will discover the domestic impact of imperialism on Japanese society at home as well as how the experience of Japanese colonization shaped countries abroad. Finally, we will turn our attention to the continued question of empire in the Pacific after WWII in the form of US occupation, cold war politics, and cultural imperialism. *3 credits*

ASIA 6233 June in China

Using China as a big classroom, students will be exposed to the old, traditional culture and the new transformations following the Open Door Policy and the Olympic Games.

Field trips will enable students to gain a more in-depth understanding of the old and the new China and the Chinese people. The course will be taught in the format of lectures, class discussion, field trips and written assignments. *3 credits*

ASIA 6624 (HIST 6624) Age of the Samurai

This course explores the rise, fall, and afterlives of Japan’s legendary *bushi*, or samurai, class. It focuses on how these men and women ruled the Japanese state, articulated the ideological underpinnings of their class consciousness, and

rationalized their changing position in society over 700 years. The investigation ends in the modern period where this widely-misunderstood historical category became, both at home and abroad, a foundational part of Japanese national identity. *3 credits*

Linguistics and Teaching Methods

ASIA 7113-7114 Chinese Linguistics I-II

Study of Chinese sounds, system of sounds, word formation, combination of words into sentences and beyond. Communicative functions of the Chinese language. The relationship between Chinese linguistics and teaching Chinese as a second/foreign language; contrastive and error analyses and ESL; Chinese bilingual education. *3 credits each*

ASIA 7116 Applied Linguistics

Application of discoveries from theoretical, psycho-, neuro- and socio-linguistics to first and second language learning and teaching, and to bilingual education. *3 credits*

ASIA 7118 Supervised Teaching of Chinese and Japanese

Student teaching of Chinese or Japanese under faculty supervision. Emphasis on teaching methods and critical discussion of performance. *3 credits*

ASIA 7124 Methods of Teaching Chinese and Japanese

Trends in methodology, basic theories concerning language and its teaching. Aims to develop the skills and special techniques necessary for good teaching and the use of the language laboratory. *3 credits*

Research and Directed Studies

ASIA 9111 Research Methods in Asian Studies

Research methodology. Evaluation of sources and other problems involved in the preparation of the master's thesis. *3 credits*

ASIA 9112-9119 Selected Topics in Asian Studies

Advanced research (seminar or pro-seminar) on focused topics in Asian Studies. *3 credits each*

ASIA 9190-9199 Directed Graduate Asian Studies

Readings under faculty supervision. *3 credits each*

ASIA 9200 Thesis Research

Designed to help students develop research capabilities in order to write masters theses under the supervision of mentors. This course provides research supervision to those engaged in thesis writing on an individual basis. Not a lecture course. *3 credits*

ASIA 9211 Topics: China in Revolt

This course covers the revolutionary period in modern China from the mid-19th Century to the 20th Century. *3 credits*

Chinese Language

CHIN 6111-6114 Chinese Conversation and Composition I-IV

Advanced conversation practice and an introduction to composition and translation with emphasis on practice and exercise. *3 credits each*

CHIN 6115-6116 Readings in Classical Chinese I-II

Introduction to classical Chinese through selected readings with emphasis on classical grammar and syntax. *3 credits each*

CHIN 6117-6118 Readings in Modern Chinese I-II

Advanced readings in modern Chinese with emphasis on the social sciences and humanities. *3 credits each*

CHIN 6120-6121 Chinese Newspaper Readings I-II

Selected readings in journalistic writings, including materials from newspapers and magazines. *3 credits each*

CHIN 6124 20th Century Chinese Literature

Surveys Chinese literature of the 20th Century. Knowledge of Chinese is required. *3 credits*

CHIN 6125 Readings in 20th Century Chinese Literature

Selected readings from 20th-century Chinese literature, including prose, poetry, drama and fiction. *3 credits*

Japanese Language

JAPN 6111-6112 Graduate Modern Japanese I-II

Advanced reading and discussion of modern written Japanese in the various disciplines such as literature, history, sociology and political science. *3 credits each*

JAPN 6113-6114 Japanese Newspaper Readings I-II

Readings in Japanese newspapers with a mastery of 1,000 highest-frequency character-compounds. *3 credits each*

Department of Mathematics and Computer Science

McQuaid Hall, Rm 212B

(973) 761-9466

dasc@shu.edu

www.shu.edu/academics/ms-in-data-science.cfm

Faculty: Kahl; Minimair (*Program Director*); Saccoman (*Chair*); Wachsmuth

Senior Faculty Associate: Sethi

Lecturer: Reynolds

Term Faculty: TBD

Adjunct Faculty: Abayomi

Master of Science in Data Science (M.S.) – Online Program [AS_DASV_MS]

Data science comprises the concepts, techniques, tools and body of knowledge supporting Big Data, the acquisition, management, analysis and display of large, rapidly changing, and varied sets of information. It supports the extraction of actionable knowledge directly from data through a process of discovery, or hypothesis formulation and hypothesis testing. Data science encompasses activities ranging from collecting the raw data, processing and extracting knowledge from the data, to decision making based on the data, implementing a

solution. The data science field presents career entry, advancement and transition opportunities for practitioners and researchers in industry, government and academia at various levels of expertise.

A data scientist is a practitioner who has extensive knowledge in the overlapping realms of business needs, domain knowledge, analytical skills, and software and systems engineering to manage the end-to-end data processes in the data life cycle. Such a practitioner is skilled in data management and processing, analyzing business and scientific processes, and communicating findings for effective decision making.

The Master of Science in Data Science Online Program equips students with the knowledge and competencies required to become data science and analytics professionals. Applying tools and methods such as probability theory, statistical analysis and computing, and exploring subjects such as data collection, manipulation, processing, analysis and visualization, the students learn how to solve data-driven problems and practice analytics-driven decision making. Furthermore, students learn how to automate these activities by cloud computing and machine learning platforms as the amount of accumulated data grows immensely.

M.S. in Data Science Degree Requirements

Total number of credits for both capstone and thesis track: 30 credits

Required Courses (12 credits)

DASC 6911	Big Data Analytics	3
DASC 8211	Machine Learning	3
DASC 6010	Data Mining	3
DASC 7000	Data Visualization	3
DASC 6811	Statistics for Data Science	3

Elective Courses (12 credits)

DASC 8212	Deep Learning	3
DASC 8222	Data Engineering	3
DASC 8801-2	Special Topics in Data Science*	1-2
DASC 8811-2	Special Topics in Data Science*	1-2
DASC 8803	Special Topics in Data Science	3
DASC 8813	Special Topics in Data Science	3
DASC 7111	Text Mining	3
DASC 7521	Operations Research	3
DASC 8011	Internship in Visual Analytics	3
DASC 7211	Network Analysis	3
PSMA 7800	Ethical Challenges of Big Data	3
PSYC 7214	Cognition for Visualization	3

*DASC 8801-2 and DASC 8811-2 represent one and two credit special topics courses that may be scheduled in three-credit course sequences.

Choose a Specialization: Capstone or M.S. Thesis Tracks (6 credits)

Capstone:

Elective		3
DASC 9311	Data Science Project	3

or

M.S. Thesis:

DASC 9412	M.S. Research	3
DASC 9413	M.S. Thesis	3

General Admission Requirements

Applicants must submit the following materials (please note that an application will not be reviewed until all required materials have been submitted):

- Completed Graduate Application with Fee
- Résumé
- Personal Statement
- Three Letters of Recommendation
- Transcript(s)
- GRE General Exam Scores (maybe waived according to academic record of candidate, please contact the Director of Graduate Studies to request a waiver)

Admission Requirements for International Applicants

In addition to the general admission requirements for the M.S. in Data Science program, international applicants must submit the Test of English as a Foreign Language (TOEFL) OR International English Language Testing System (IELTS) scores.

Accelerated 3+2 Mathematics Minor with M.S. in Data Science

Program (3+2) for B.S./B.A. students with Mathematics Minor and M.S. in Data Science. The accelerated curriculum can be completed in five years to obtain the M.S. in Data Science degree within one additional year after completing the B.S./B.A. and the Mathematics Minor programs. The M.S. in Data Science graduate courses are offered online only. The students take one graduate course during the summer preceding the senior year and two additional graduate courses during the senior year. Subsequently, the students complete the requirements for the M.S. in Data Science within one year. The accelerated program applies 9-12 graduate credits for undergraduate courses.

Requirements for Program Admission and Continuation

- Submit an application for the M.S. in Data Science program during the Spring semester of Junior Year
- Meet the M.S. in Data Science admission requirements, except having completed the undergraduate degree program, with undergraduate GPA of at least 2.75
- Have Senior status (earned at least 90 credits) before taking graduate courses
- Have at least a 3.0 GPA in the undergraduate Mathematics Minor program before taking graduate courses from the Data Science curriculum

- Before taking graduate courses during the fifth year, fulfill all the requirements for admission to the M.S. in Data Science, including having earned the undergraduate degree.

Accelerated Curriculum

- By the end of Spring of Junior Year:
 - Take MATH 2711 Introduction to Probability and Statistics as the first elective course of the Mathematics Minor.
 - Complete the courses of the Mathematics Minor, except the second elective course.
- Summer between the Junior and Senior Years:
 - Take the graduate course DASC 7521 Operations Research that shall count as the second required elective courses for the Mathematics Minor.
- Senior Year:
 - Take DASC 6010 Data Mining and DASC 7111 Text Mining. DASC 6010 and DASC 7111 replace the undergraduate courses DAVA 3010 and DASC 3111. Optionally, students may additionally take DASC 7000 Data Visualization which replaces the undergraduate course DASC 3000
- Graduate Year:
 - Fall Semester: Take DASC 6811 Statistics for Data Science and DASC 7000 Data Visualization (if not yet taken).
 - Spring Semester: Take DASC 6911 Big Data Analytics and two elective graduate courses from the M.S. in Data Science curriculum.
 - Summer Session: Take DASC 9311 Data Science Project and one elective graduate course from the M.S. in Data Science curriculum.

Accelerated 3+2 Applied Scientific Mathematics Minor with M.S. in Data Science

Program (3+2) for B.S./B.A. students with Applied Scientific Mathematics Minor and M.S. in Data Science. The accelerated curriculum can be completed in five years to obtain the M.S. in Data Science degree within one additional year after completing the B.S./B.A. and the Mathematics Minor programs. The M.S. in Data science graduate courses are offered online only. The students take one graduate course during the summer preceding the senior year and two additional graduate courses during the senior year. Subsequently, the students complete the requirements for the M.S. in Data Science within one year. The accelerated program applies 9-12 graduate credits for undergraduate courses.

Requirements for Program Admission and Continuation

- Submit an application for the M.S. in Data Science program

- during the Spring semester of Junior Year
- Meet the M.S. in Data Science admission requirements, except having completed the undergraduate degree program, with undergraduate GPA of at least 2.75
- Have Senior status (earned at least 90 credits) before taking graduate courses
- Have at least a 3.0 GPA in the undergraduate Applied Scientific Mathematics Minor program before taking graduate courses from the Data Science curriculum
- Before taking graduate courses during the fifth year, fulfill all the requirements for admission to the M.S. in Data Science, including having earned the undergraduate degree

Accelerated Curriculum

- By the end of Spring of Junior Year
 - Take MATH 2814 Linear Algebra and Computational Mathematics or MATH 2813 Linear Algebra as the first elective course for the Applied Scientific Mathematics Minor
 - Complete the courses of the Applied Scientific Mathematics Minor, except the second elective course
- Summer between the Junior and Senior Years
 - Take the graduate course DASC 7521 Operations Research that shall count as the second required elective courses for the Applied Scientific Mathematics Minor
- Senior Year
 - Take DASC 6010 Data Mining and DASC 7111 Text Mining. DASC 6010 and DASC 7111 replace the undergraduate courses DASC 3010 and ASC 3111. Optionally, students may additionally take DASC 7000 Data Visualization which replaces the undergraduate course DASC 3000
- Graduate Year
 - Fall Semester: Take DASC 6811 Statistics for Data Science and DASC 7000 Data Visualization (if not yet taken)
 - Spring Semester: Take DASC 6911 Big Data Analytics and two elective graduate courses from the M.S. in Data Science curriculum
 - Summer Session: Take DASC 9311 Data Science Project and one elective graduate course from the M.S. in Data Science curriculum.

Accelerated 3+2 B.S. in Mathematics with MS in Data Science

The accelerated curriculum can be completed in five years to obtain the B.S. in Mathematics after four years and the M.S. in Data Science within one additional year. The curriculum for the B.S. in Mathematics is a traditional on-campus program whereas the M.S. in Data science graduate courses are offered online only. The students take one graduate course during the summer preceding the senior year

and two additional graduate courses during the senior year. Subsequently, the students complete the requirements for the M.S. in Data Science within one year. The accelerated program applies 9-12 graduate credits for undergraduate courses.

Requirements for Program Admission and Continuation

- Submit an application for the M.S. in Data Science program during the Spring semester of Junior Year
- Meet the M.S. in Data Science admission requirements, except having completed the undergraduate degree program, with undergraduate GPA of at least 2.75
- Have Senior status (earned at least 90 credits) before taking graduate courses
- Have at least a 3.0 GPA in the undergraduate Mathematics curriculum before taking graduate courses from the Data Science curriculum
- Before taking graduate courses during the fifth year, fulfill all the requirements for admission to the M.S. in Data Science, including having earned the undergraduate degree

Accelerated Curriculum

- Summer between the Junior and Senior Years
 - Take the graduate course DASC 7521 Operations Research that shall count as one of the required elective courses for the B.S. in Mathematics
- Senior Year
 - Take DASC 6010 Data Mining and DASC 7111 Text Mining. DASC 6010 and DASC 7111 replace the undergraduate courses DASC 3010 and DASC 3111. Optionally, students may additionally take DASC 7000 Data Visualization which replaces the undergraduate course DASC 3000
- Graduate Year
 - Fall Semester: Take DASC 6811 Statistics for Data Science and DASC 7000 Data Visualization (if not yet taken)
 - Spring Semester: Take DASC 6911 Big Data Analytics and two elective graduate courses from the M.S. in Data Science curriculum
 - Summer Session: Take DASC 9311 Data Science Project and one elective graduate course from the M.S. in Data Science curriculum.

Data Analytics Certificate [AS_DAVA_NM]

McQuiad Hall, Room 212A

(973) 761-9466

dava@shu.edu

www.shu.edu/academics/graduate-certificate-data-visualization-analysis.cfm

Director: Manfred Minimair, Ph.D.

The program is offered by the Department of Mathematics and Computer Science and the Department of Psychology.

This program provides the skills and knowledge that data analysts need to succeed. The students learn how to analyze and visualize complex data with industry-standard applications, including Tableau, and programming languages such as R and Python. The program trains the students to communicate information clearly and effectively through graphic depictions that stimulate and encourage viewer engagement. The students practice preparing real-world data for storing in databases, analyzing data with statistics and machine-learning tools, and using visualization to explore data and present findings. The program is an online program. Students are not required to be present on campus.

Prerequisites

- Minimum undergraduate GPA: 2.75
- Graduate admission to Seton Hall University

Credits for Graduate Programs:

The graduate certificate provides credits for three graduate programs in the College of Arts and Sciences, M.S. in Data Science, Masters in Public Administration and M.S. in Experimental Psychology. Nine credits count equally for all programs and the remaining credits depend on the statistics course.

- **M.S. in Data Science:** total of 12 credits towards the curriculum if DASC 6811 is taken
- **Masters in Public Administration:** total of 12 credits towards the curriculum if PSMA 6002 or DASC 6811 is taken

Graduate Curriculum: Certificate in Data Analytics (12 credit)

The updated curriculum consists of three required courses (9 credits) and one elective course (3 credits). The program is 100% online.

Required Courses (9 credits)

DASC 7000, Data Visualization, 3

DASC 6010, Data Mining, 3 *credits*

Statistics, 3 *credits*

PSMA 6002, Research Methods and Statistical Analysis, 3 *credits*

DASC 6811 Statistics for Data Science, 3 *credits*

(for students who demonstrate the required competencies from undergraduate Calculus 1 and 2 and Statistics)

or BIOL 6113, CHEM 6212, GMHS 7500 and 7508, HCAD 6002, PSYC 6100 and 6200 (for majors with these courses)

Elective Course (choose one of the following 3-credit courses)

DASC 7111, Text Mining, 3 *credits*

DASC 8211, Machine Learning, 3 *credits* - (for students who meet three conditions: (1) have earned at least a B- in DASC 6010 Data Mining, (2) have passed an undergraduate statistics course or have earned at least a B- in one of the required

graduate statistics courses, and (3) have passed undergraduate Calculus I or demonstrate the required skills)

PSMA 7800, Ethical Challenges of Big Data, *3 credits*

PSYC 7214, Cognition for Visualization, *3 credits*

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

The following listing includes courses with DASC and MATH prefix. For courses with other prefix, see the corresponding sections in the graduate catalogue.

DASC 6911 Big Data Analytics

This course is a graduate tour of techniques for processing big data that aims at future Data Scientists. It covers algorithms and software frameworks that are used for automating data analysis of big data. The course topics include Python for data science, big data stack, data analytics architecture, MapReduce, Hadoop and case studies such as recommendation engines. The course teaches practical skills in implementing big data analytics using industry-standard software, such as Python and MapReduce, and cloud computing services. *3 credits*

DASC 6010 Data Mining

This course introduces the foundations of applied data mining. There is a need for extracting useful information from raw data in fields such as social and health sciences, business, the natural sciences and engineering. This course covers the fundamental ideas and algorithms of data mining. Furthermore, it teaches applying data mining techniques in order to extract useful information from data. Standard software for data mining will be used. The course is intended for any student desiring an introduction to data mining. Prerequisites: B.A. or B.S. undergraduate degree with GPA of at least 2.75. *3 credits*

DASC 7000 Data Visualization

Visualization is crucial for understanding complex information and for enabling humans to act on information appropriately. For example, visualization is used in many application areas such as social and health sciences, business, the natural sciences and engineering. This course introduces the foundations of information visualization rooted in cognitive psychology and perception. This course also teaches retrieving information from data sources, such as data bases and the internet, preparing data for processing, as well as creating and presenting information visualizations using

standard software. *3 credits*

DASC 7111 Text Mining

A majority of data collected today is unstructured and therefore not immediately accessible to standard data mining techniques. Much of that unstructured data comes in the form of text. Analyzing textual data requires a specialized suite of tools, tools which collectively constitute the field of text mining. This course introduces the foundations of text mining, and provides techniques and ideas that demonstrate how text mining can be used to extract useful information from a large text corpus. Applications include examples in the humanities, law, business, and the sciences. Text processing and analysis will be carried out using standard software for text mining. The course is intended for any student desiring an introduction to text mining. *3 credits*

DASC 7211 Network Analysis

Networks have long served as a model of interactions and behaviors of complex systems. This course will discuss what a network is, distinguish among the various types of networks, develop criteria to determine which networks are "better" than the others, and determine which algorithms best aid in this analysis. Software to aid in the analysis, such as Mathematica, will be used. Prerequisites: MATH 6811 or permission by instructor; Prerequisite Knowledge for Dual-Degree Undergraduate Students: Undergraduate students taking the course as part of a dual degree program must demonstrate knowledge in statistics, comparable to MATH 2111 or MATH 2711 or permission of the instructor. *3 credits*

DASC 8011 Intern in Visual Analytics

This course provides credit for students participating in an internship experience through the Career Center. As part of the requirements, students are required to give a presentation about their experience in the departmental seminar. Students interested in the internship experience are required to consult the departmental internship adviser. Prerequisites: DASC 7000 and PSYC 7214 are prerequisites with an average 2.5 GPA on each. Corequisites: DASC 6010 and PSMA 6002 (or equivalent). *3 credits*

DASC 8021 Project in Visual Analytics

Students participate in a project in visualization and data analysis under the guidance of a faculty member in the Departments of Mathematics and Computer Science. The topic of the project is closely integrated with the learning experience in the prerequisite course on visualization and in the corequisite courses on data mining and on statistics. The topic is chosen in consultation with faculty guiding the project. Prerequisites: DASC 7000 and PSYC 7214 with an average 2.5 GPA on each. Corequisites: DASC 6010 and PSMA 6002 (or equivalent). *3 credits*

DASC 8211 Machine Learning

This course introduces the fundamental concepts and techniques for machine learning. It will explain a cross-section of algorithms to demonstrate the following topics: supervised learning and predictive modeling for classification

and regression (decision trees, neural networks, ensemble methods), probabilistic models, unsupervised learning, clustering, and dimensionality reduction. Students will work on real use-cases that demonstrate the various aspects in the machine learning process; ranging from data preparation and feature representation to model selection and optimization.

Prerequisite: DASC 6010. **3 credits**

DASC 8212 Deep Learning

This course introduces essential topics from deep learning research, with an emphasis on training convolutional neural networks, recurrent neural networks and generative neural networks. The use of regularization techniques will be presented, and nature-inspired algorithms for global optimization. Students will be exposed to the process of building and optimizing deep neural networks, with high dimensional and disparate data, using various deep learning infrastructure. Prerequisite: DASC 8211. **3 credits**

DASC 8801-3, 8811-3 Special Topics in Data Science

This course covers areas of current interest in Data Science. **1-3 credits**

DASC 9311 Data Science Project

This course requires completing the capstone project for the Data Science curriculum under the supervision of the instructor. Groups of students solve a data science challenge synthesizing the knowledge and skills obtained from the other courses in the curriculum. **3 credits**

DASC 9412 M.S. Research

Cross-listed with DASC 9311. **3 credits**

DASC 9413 M.S. Thesis

This course represents the second phase completing the M.S. thesis research. Each student prepares an M.S. thesis based on the work conducted in the preceding course (first phase). The M.S. thesis expands the ideas developed during the first phase, thoroughly reviews the relevant literature, and presents any novel ideas and findings in the context of the literature. The student chooses an M.S. thesis committee of experts and presents the thesis to the committee. Prerequisites: DASC 9412 or DASC 9311, either course with a grade of at least B+. **3 credits**

DASC 7521 Operations Research

A tour of modern Deterministic Operations Research, mainly Linear Programming, aimed at future 'Data Scientists', with a flavor of Experimental Design. It covers topics such as foundations of linear programming for applied scientists, modeling with a linear programming language, network models and integer programming. The course teaches practical skills in operations research with an industry-standard linear programming language, such as LINDO. Prerequisites: MATH 6811. **3 credits**

DASC 6811 Statistics for Data Science

This course is a graduate tour of modern statistical theory that aims at future Data Scientists, prefaced by the probability theory necessary to develop statistical intuition. It covers topics such as elementary probability, random variable models, estimation, linear models, Bayesian methods and

statistical machine learning. The course teaches practical skills in data analytics using industry-standard statistical software such as R. **3 credits**

Department of Physics

Science and Technology Center (McNulty Hall)

(973) 761-9050

physics@shu.edu

www.shu.edu/academics/ms-physics.cfm

Faculty: Lopez (*Director of Graduate Studies*); Sahiner (*Chair*); Shojania-Feizabadi; Troha; Wang

Term Faculty: Morales; Hettiarachchilage

Adjunct Faculty: Freilich; LeBlanc; Schoene; Yurko

Master of Science in Physics (M.S.)

[AS_PHYS_MS]

(As of Fall 2020, the M.S. in Physics is not accepting new students)

The Master of Science in Physics program is designed to meet the demands of modern industry for young researchers with a basic knowledge of advanced physics and interests in laser and x-ray spectroscopy, condensed matter physics, advanced materials synthesis and characterization, photovoltaics, plasma physics, biophysics, and surface physics. The Department of Physics has a number of exciting research projects that graduate students can become involved with, in the areas of solid-state physics, plasma processing, and biophysical materials. Students will have individualized attention from our energetic, experienced and research-oriented faculty and will be prepared for positions within both industry and academia. With an M.S. degree, graduates be desirable candidates for industrial or research labs (government or industry) and be better prepared for Ph.D. programs in physics and allied fields.

The M.S. in Physics program offers two degree tracks with personalized advisement and mentorship from Departmental faculty tailored accordingly to the student's professional goals. The M.S. in Physics through coursework track is designed for those seeking career advancement or enhanced opportunities in the high-technology sector and additionally in secondary or post-secondary science, technology, engineering or mathematics education. The M.S. in Physics with Thesis track is ideal for individuals seeking basic science and applied research experience appropriate for professional careers in research and development (R&D) or seeking to be fully prepared for advancement into doctoral (Ph.D. or Ed.D.) graduate programs in physics, engineering, mathematics or allied technical or educational fields.

MS in Physics Degree Requirements

Number of Credits: 30 with thesis (Plan A) and 33 without thesis (Plan B).

An MS in Physics degree will require of 30 credits resulting in an MS thesis (Plan A) 33 credits without a thesis (Plan B): 16 credits in graduate-level required + 6 (9 for Plan B) credits in elective courses + 8 research Credits, Required and Elective Courses for MS in Physics Degree:

Required Core Courses		Credits
PHYS 6002	Literature Seminar	0
PHYS 6121	Advanced Mechanics	3
[Pre-requisites: PHYS 3122; PHYS 3119]]		
PHYS 6186		
(PHYS 3186)	Electricity and Magnetism II	3
PHYS 6212		
(PHYS 4412)	Quantum Mechanics II	3
PHYS 6219		
(PHYS 4219)	Statistical Physics	3
PHYS 6511	Advanced Quantum Mechanics	3
Research Courses		
Colloquium (attendance only) 8 research credits,		
(PHYS 4290-1, PHYS 6101-4) 2cr each 3 thesis credits.		
PHYS 6100	Literature Sem – Thesis	1
Electives		
PHYS 6221	Solid State Physics	3
[Co-requisite: (PHYS 4211)]		
PHYS 6211	Mathematical Methods for Scientists I	4
PHYS 6212	Mathematical Methods for Scientists II	4
PHYS 6001	Research Methodology	3
PHYS 6227	Plasma and Gas Discharge Physics	3
PHYS 6228	Plasma Processing	3

The student's advisory committee should consist of the faculty mentor (Physics) and other Physics faculty, the collaborating faculty member (Chemistry, Biology), a reader (from within the University) and an outside reader (external to the University).

General Admission Requirements

Applicants must submit the following materials (please note that an application will not be reviewed until all required materials have been submitted):

- Completed Graduate Application with Fee
- Résumé
- Personal Statement
- Three Letters of Recommendation
- Transcript(s)
- GRE General Exam Scores (maybe waived according to academic record of candidate, please contact the Director of Graduate Studies to request a waiver)

Admission Requirements for International Applicants

In addition to the general admission requirements for the M.S. in Physics program, international applicants must submit the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores.

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

PHYS 6001 Research Methodology

Advanced research methods in physics and related disciplines, literature survey, research laboratory logs, research report writings. *3 credits*

PHYS 6002 Literature Seminar Colloquium (attendance only)

Colloquium, seminars on Physics related subjects by departmental or guest speakers. *0 credit*

PHYS 6101-4 Research in Physics I-IV 2 credits each

PHYS 6121 Advanced Mechanics

Graduate level Classical Mechanics course, variational principles, Lagrange's Equations, Hamiltonian equations of motion, rigid body and oscillations, classical chaos.

Prerequisite: PHYS 3122, 3119. *3 credits each*

PHYS 6186 (PHYS 3186) Electricity and Magnetism II

Maxwell's equations in differential form; time-dependent fields; electromagnetic radiation, plasma physics.

Prerequisite: PHYS 3185. *3 credits*

PHYS 6211 Mathematical Methods for Scientists I

Graduate level mathematical methods course covering ordinary differential equations, integral transforms, complex variables, Fourier series, Sturm-Loiusville theory. *4 credits*

PHYS 6212 Mathematical Methods for Scientists II

Graduate level mathematical methods course second (level) semester course covering special functions such as Legendre functions, Laguerre functions, partial differential equations, integral equations, tensor analysis, group theory, numerical methods. *4 credits*

PHYS 6219 (PHYS 4219) Statistical Physics

Graduate level Statistical Physics course, probability theory, phase space, partition functions, entropy, thermodynamics laws, harmonic oscillators, quantum gas, Bose-Einstein condensation, ferromagnetism, critical exponents. *3 credits each*

PHYS 6221 Solid State Physics

Graduate level Solid State Physics course covering crystal structures, diffraction and reciprocal lattice, elastic constants, phonons and lattice vibrations Brillouin zones, inelastic scattering, Debye and Einstein Models, Free Electron Fermi Gas, energy bands, Fermi surfaces, semiconductors, and metals, superconductivity and magnetism. Corequisite: PHYS 6211. *3 credits each*

PHYS 6227 Plasma and Gas Discharge Physics

Graduate level Plasma Physics course, charged particle motion in electric and magnetic fields; electron and ion emission; ion-surface interaction; electrical breakdown in gases; dark discharges and DC glow discharges; confined discharge; AC, RF, and microwave discharges; arc discharges, sparks, and corona discharges; non-thermal gas discharges at atmospheric pressure; and discharge and low-temperature plasma generation. *3 credits*

PHYS 6228 Plasma Processing

Graduate level Plasma Physics course, the course commences by reviewing basic plasma physics, some atomic processes, and plasma diagnostics. The course then delves into plasma production using DC glow discharges and RF glow discharges such as magnetron discharges. Broad topics studied in detail are plasma-surface interaction; sputter deposition of thin films; reactive ion etching, ion milling, and texturing; electron beam-assisted chemical vapor deposition; and ion implantation. Further, the topics of sputtering systems, ion sources, electron sources, and ion beam handling will be covered in the course. *3 credits*

PHYS 6412 (PHYS 4212) Quantum Mechanics 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*

PHYS 6511 Advanced Quantum Mechanics

Graduate level quantum mechanics course covering quantum theory of radiation, relativistic quantum mechanics, covariant perturbation theory. *3 credits*

Department of Political Science and Public Affairs

Jubilee Hall, Room 567

(973) 761-9383

matthew.hale@shu.edu

www.shu.edu/academics/artsci/political-science-public-affairs

Faculty: Fisher; Formicola; Hale (*Director of Graduate Studies, M.P.A. Program*); Harris; Mirabella; Mott (*Chair*); Pallitto; Taylor; Teo; Togman; Upton (*Pre-Law Advisor*); Wish

Adjunct Faculty: Gabloff; Riccardelli; Torpey; Williams

The Department of Political Science and Public Affairs offers a traditional face-to-face Masters in Public Administration. Students working toward this M.P.A. choose one of four concentrations - public service: leadership, governance and policy; nonprofit organization management; health policy and management or data visualization and analytics. This M.P.A. degree requires 39 graduate credits and follows a traditional semester schedule. In addition, the Department offers an Online Master of Public Administration.

The Online M.P.A. requires 39 graduate credits. Students in this M.P.A. program take one online class approximately every 8 weeks.

The department also offers a graduate certificate in nonprofit management. The nonprofit management certificate program requires 15 credits. Students can complete the certificate in nonprofit management entirely online, entirely face-to-face or a combination of the two modalities. Students who complete the certificate program with a 3.0 GPA or higher can apply all earned credits toward either M.P.A. degree if they wish to continue their education. Face-to-face courses are offered in the late afternoons and evenings, on alternate Saturdays, and online to accommodate the schedules of working professionals.

The department offers a number of dual degree programs with other academic units. The department offers a 60-credit dual degree program with the School of Diplomacy and International Relations leading to both M.A. and M.P.A. degrees. The department offers a five-year B.A./M.P.A. degree programs for well qualified Seton Hall undergraduate majors in:

- Political Science
- Sociology
- Religious Studies
- Biology
- Africana Studies
- Social and Behavioral Sciences (Policy, Justice and Administration Track)
- Catholic Studies

Seton Hall undergraduate students from other majors may petition the Department faculty for early admission into the M.P.A. program.

The M.P.A. is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and a member of the Nonprofit Academic Centers Council (NACC).

The Center for Public Service

Director: Naomi Wish, Ph.D.

Naomi.Wish@shu.edu

The Nonprofit Sector Resource Institute

Master of Public Administration Degree (M.P.A.) [AS_PSMA_MPA]

The M.P.A. degree serves students interested in careers in the public and nonprofit sectors. The program is professional in nature, and stresses development of managerial and analytical skills, as well as ethical and professional values. All courses are scheduled for the convenience of working students, and the program is offered throughout the year. Many students in this program have 5-10 years of

professional experience. However, prior work experience is not a requirement for admission to the program or necessarily an indicator of success in it. The program is also appropriate for students wishing to transition from private to public or nonprofit sector careers. The three M.P.A. concentration areas are as follow:

- **Public Service: Leadership, Governance and Policy** - for students interested in learning to manage complex public policy issues in a global society, and craft creative solutions to public sector issues.
- **Nonprofit Organization Management** - for those seeking an understanding of the nonprofit and philanthropic sector and skill development in areas such as board staff relations, fundraising, volunteer management, financial management, and grantsmanship.
- **Health Policy and Management** - for students interested in an understanding of healthcare-related administration and healthcare policy issues and in particular the relationship between healthcare delivery by the nonprofit and public sectors.
- **Data Visualization and Analytics** – for students interested in understanding the ways that data sciences interact with and influence the public and nonprofit sectors.

For more information, please visit www.shu.edu/go/mpa.

Program of Study and Degree Requirements

The 39-credit M.P.A. degree program includes the following:

Core Courses (18 credits)

All M.P.A. degree students are required to successfully complete 18 credits in fundamental public administration courses.

PSMA 6001	The Environment of Public Service Management
PSMA 6002	Research Methods and Statistical Analysis
PSMA 6004	The Economic Environment of Public Service Management
PSMA 6005	Financial Management and Control
PSMA 6009	Managerial Decision Making
PSMA 6010	Managing Human Resources in Public Service Organizations

Concentration Requirements (12 credits)

Students must select an area of concentration and complete the 12 required credits for that concentration which are listed below.

Public Service: Leadership, Governance and Policy

PSMA 6003	Public Policy Process, Analysis and Evaluation
PSMA 7122	Strategic Management of Collaborative Governance
PSMA 7124	Finance and Budgeting for Effective Governance
PSMA 7715	Ethics in Public Service

Data Visualization & Analytics

DAVA 6010	Data Mining
DAVA 7000	Data Visualization
PSMA 7800	Ethical Challenges with Big Data Management
PSYC 7214	Cognition for Visualization

Nonprofit Organization Management

PSMA 6003	Public Policy Process, Analysis and Evaluation
PSMA 7311	Foundations of the Nonprofit Sector
PSMA 7312	Leadership and Management in Nonprofit Organizations
PSMA 7715	Ethics in Public Service

Health Policy and Management

HCAD 7519	Population Health Management
HCAD 7520	Healthcare Data Analytics
HCAD 8530	Emergency Management for Health Professionals
PSMA 7514	Healthcare Financial Management and Accounting
PSMA or HCAD 7517	Healthcare Economics
PSMA 7518	Managing Community Health Systems
PSMA 8517	Strategic Planning and Marketing in Healthcare Operations
PSMA or HCAD 8518	Legal and Human Resources in Healthcare
PSMA 8520, 8522, 8524-29	Topics in Health Management and Policy
PSMA or HCAD 8521	Quality Management and Risk Management

Electives (6 credits)

Each student must take two additional M.P.A. elective courses, including any of the following additional electives.*

PSMA 6007	Organizational Theory
PSMA 7121	Public Service Leadership: Involving Groups and Communities in Decision Making
PSMA 7313	Resources Development (Fundraising)
PSMA 7314	Financial Management of Nonprofit Organizations
PSMA 7315	Managing Volunteers in Nonprofit Organizations
PSMA 7321	Grantsmanship
PSMA 7712	Program Evaluation Methods: Outcome Assessment
PSMA 7715	Ethics in Public Service
PSMA 8111-29	Topics in Public Service: Leadership, Governance and Policy
PSMA 8311-29	Topics in Nonprofit Management
PSMA 8312	Nonprofit Advocacy and Lobbying
PSMA 8313	Legal Issues in Nonprofit Organizations
PSMA 8317	Nonprofit Marketing and Public Relations

PSMA 8711 Topics in Management and Policy Science: Leadership Institute

**MPA students in the Health Policy and Management concentration may also take a number of HCAD elective courses. These courses are listed in the School of Health and Medical Sciences section of the catalogue.*

Applied Research and Practice (Capstone) Experience (3 credits)

Students must complete a 3-credit Applied Research and Practice (Capstone) experience towards the end of their course of study. The requirements depend on the student's managerial experience. The three options are an internship/field placement (PSMA 7991), the practicum (PSMA 7992), and the research seminar (PSMA 7993).

Students who have completed all degree requirements except the research seminar (PSMA 7993) must register for Thesis Continuation (THCN 7999) for the first semester subsequent to the research seminar (PSMA 7993) registration, and THCN 8000 from the second subsequent semester until the completion and presentation of the culminating research project.

Admission Requirements for the M.P.A. Program

Anyone with a baccalaureate degree from an accredited college or university is eligible to apply for admission to the M.P.A. program. In general, applicants with the following credentials are admitted: a cumulative GPA of 3.0 or better, a well written essay, and three strong letters of recommendation. Standardized test scores are optional for the M.P.A. Program. M.P.A. applicants may be asked to complete a personal interview.

International applicants are strongly encouraged to apply. However, it is important to note that the University requires confirmation of undergraduate degree standards by World Educational Services program (see <https://www.wes.org/>). In addition, the M.P.A. program generally requires a TOEFL score of greater than 90 for students with undergraduate degrees awarded outside the United States.

Applicants who are confident that they are ready to succeed in a graduate program but do not meet the M.P.A. admissions criteria may be offered conditional acceptance. Candidates granted conditional acceptance must achieve a cumulative GPA of 3.0 in their first four graduate courses at Seton Hall.

Application Procedures for the M.P.A. Program

Applicants must complete a College of Arts and Sciences Application for Admissions to Graduate Study (self-managed application packet) that includes:

- a 750-1,000 word essay outlined in the application;
- official sealed transcript from each college and/or university attended;
- three letters of recommendation;
- current résumé;
- official copy of Test of English as a Foreign Language (TOEFL) scores if applicant is an international candidate.

The M.P.A. program requires a minimum TOEFL score of 90; and

- a completed application with the \$50 application fee (payable to Seton Hall University).

Financial Aid

Seton Hall University and the Department of Political Science and Public Affairs offer a variety of financial aid options to assist students in paying for their graduate education. These include:

- Graduate and Research Assistantships
- Partial Tuition Scholarships
- Paid Internships and Fellowships
- External Scholarships
- Loan and Installment Payment Programs
- Employer Tuition Remission Programs

Graduate and Research Assistantships

Graduate assistants receive full tuition remission up to a maximum of 12 credits per semester and a monthly stipend in exchange for 20 hours of work per week in the administrative office of the department, or in other offices on campus.

Research assistants receive full tuition remission and a monthly stipend in exchange for 20 hours of work per week assisting department faculty on various research projects.

Graduate and research assistantships are available to full-time students only.

M.P.A. Program Tuition Scholarships

The M.P.A. program has a number of department-based scholarship opportunities.

These competitive, merit-based scholarships provide partial and possibly full tuition remission for selected courses in nonprofit organization management and public service leadership.

Both full and part-time students in the M.P.A. on-campus programs are eligible. Graduate certificate students are also eligible for these scholarships.

M.P.A. scholarships are awarded on a competitive basis; therefore, students who plan to apply for any or all of these funding opportunities should submit their applications for admission prior to March 1st. For information on M.P.A. scholarship opportunities, please visit <http://www.shu.edu/academics/artsci/mpa/advantages.cfm>.

For further information, including application deadline information and to receive application materials, contact the department at (973) 761-9510 or the program director at matthew.hale@shu.edu.

Paid Internships and Fellowships

Internships are required for all pre-service students and are an option for in-service students. The department, working closely with the University's Career Center, assists students in finding internships and maintains information on the availability of paid internships. Information on paid

fellowships is also made available to students.

External Scholarships

The department makes information on external scholarships available to M.P.A. and graduate certificate students through a bi-weekly newsletter.

Loans and Installment Payment Programs

Several types of loan programs and installment payment programs are available to assist students with tuition and other expenses. Loans through FAFSA and Sallie Mae are available to M.P.A. students. Contact Enrollment Services at (973) 761-9332 for further information and application materials.

Online Master of Public Administration Degree (M.P.A.) [AS_NPRV_MPA]

The Online M.P.A. degree serves students primarily interested in careers in the nonprofit and public/governmental sectors. The program is professional in nature, and stresses development of the managerial, analytic, ethical and advocacy skills to successfully lead social change nonprofit organizations and socially conscious public sector organizations. All courses are online and each course is designed to last eight weeks. Students take one course every eight weeks and can start the program in the fall, summer or spring semesters. The program is also appropriate for students wishing to transition from private or public sector to the nonprofit sector.

For more information, please visit <https://online.shu.edu/mpa>.

Program of Study and Degree Requirements

The 39-credit Online M.P.A. degree program includes the following:

Core Courses (15 credits)

All M.P.A. degree students are required to successfully complete 18 credits in fundamental public administration courses.

PSMA 6001	The Environment of Public Service Management
PSMA 6002	Research Methods and Statistical Analysis
PSMA 6004	The Economic Environment of Public Service Management
PSMA 6011	Cross Sector Collaboration and Cooperation
PSMA 7715	Ethics in Public Service

Concentration Requirements (21 credits)

Students must complete the 21 required credits for that concentration which are listed below.

PSMA 6012	Nonprofit Human Resource & Volunteer Management
PSMA 7303	Nonprofits & Public Policy

PSMA 7311	Foundations of the Nonprofit Sector
PSMA 7312	Leadership and Management in Nonprofit Organizations
PSMA 7314	Financial Management of Nonprofit Organizations
PSMA 7301	Nonprofit Fundraising, Development & Grant Writing
PSMA 8312	Nonprofit Advocacy & Social Change

Applied Research and Practice (Capstone) Experience (3 credits)

Students must complete a 3-credit Applied Research and Practice (Capstone) experience towards the end of their course of study. The requirements depend on the student's managerial experience. The three options are an internship/field placement (PSMA 7991), the practicum (PSMA 7992), and the research seminar (PSMA 7993).

Students who have completed all degree requirements except the research seminar (PSMA 7993) must register for Thesis Continuation (THCN 7999) for the first semester subsequent to the research seminar (PSMA 7993) registration, and THCN 8000 from the second subsequent semester until the completion and presentation of the culminating research project.

Graduate Certificate Program

The Department of Political Science and Public Affairs offers a graduate certificate program in nonprofit organization management.

This graduate certificate is designed for individuals who (1) want to explore a career in one of the nonprofit areas, (2) possess a graduate degree and need to develop specific nonprofit management skills, or (3) want to take some graduate courses without applying to the M.P.A. degree program.

Admissions Requirements for Graduate Certificate

Anyone with a baccalaureate degree from an accredited college or university is eligible to apply for admission to the graduate certificate program. In general, applicants with a GPA of 2.75 or better and a well-written essay are admitted into the graduate certificate program.

Applicants who are confident that they are ready to succeed in a graduate program but do not meet the graduate certificate admissions criteria may consider enrolling as non-matriculating students-who are allowed to take two MPA courses (PSMA 6002 and 6005) prior to applying for the M.P.A. degree program.

Admissions Procedures

Individuals applying for admission to the graduate certificate program must submit the following:

- official transcript(s) showing successful completion of a baccalaureate degree from an accredited college or

- university;
 - current résumé; and
 - graduate certificate application.
- Application materials may be obtained by contacting the department at (973) 761-9510.

Academic Credit

Graduate certificates are awarded for the successful completion of 15 graduate credits as designated. These graduate credits can be applied toward the M.P.A. degree, provided the student attains a 3.0 GPA or higher in the certificate program and satisfies the admission requirements for the M.P.A. program.

Graduate Certificate in Nonprofit Organization Management [AS_PSNP_NM]

Curriculum (15 credits)

The Graduate Certificate in Nonprofit Organization Management is earned by successfully completing three required and two elective courses.

Required Courses (9 credits)

PSMA 6003	Public Policy Process, Analysis and Evaluation
PSMA 7311	Foundations of the Nonprofit Sector
PSMA 7312	Leadership and Management of Nonprofit Organizations

Elective Courses (6 credits)

Complete any two of the following list of courses:

PSMA 6001	Environment of Public Service Management
PSMA 6005	Financial Management and Control
PSMA 6012	Nonprofit Human Resource & Volunteer Management
PSMA 7121	Public Service Leadership
PSMA 7122	Strategic Management of Collaborative Governance
PSMA 7301	Nonprofit Fundraising, Development & Grant Writing
PSMA 7303	Nonprofits & Public Policy
PSMA 7313	Resource Development (Fundraising)
PSMA 7314	Management of Fiscal Resources in Nonprofit Organizations
PSMA 7315	Managing Volunteers in Nonprofit Organizations
PSMA 7321	Grantsmanship
PSMA 7712	Program Evaluation Methods: Outcome Assessment
PSMA 8311	Nongovernmental Organizations
PSMA 8312	Nonprofit Policy Issues: Advocacy and Lobbying
PSMA 8313	Topics: Nonprofit Legal issues

PSMA 8317	Nonprofit Marketing and Public Relations
PSMA 8320-8329	Topics in Nonprofit Organization Management

Dual Degree Programs

M.A./M.P.A. in Diplomacy and International Relations and Public Administration

Seton Hall University's College of Arts and Sciences and School of Diplomacy and International Relations offer a 60-credit dual degree program that combines the Master of Arts in Diplomacy and International Relations with the Master in Public Administration in Nonprofit Organization Management; Public Service: Leadership, Governance and Policy; or Health Policy and Management.

The joint degree takes advantage of the similarity in the goals of the two programs for preparing professionals equipped to respond to the challenges of public sector administration in a global environment.

The Master of Arts in Diplomacy and International Relations combines global studies in cultural, organizational and economic issues with international management and leadership training, internships and a research project or thesis. The Master of Public Administration is a professional degree for those employed or seeking management positions in the public and nonprofit sectors. The program stresses development of managerial and analytic skills, as well as ethical and professional values.

Admissions Requirements

Students must apply independently to each degree program, preferably indicating at the time of application that they intend to follow the joint M.A./M.P.A. program if admitted. Only one application fee for the two programs is required.

Students may also apply for admission to the dual degree program after admission to either of the two separate programs, but some loss of credits may result from such late admission.

Diplomacy and International Relations Courses (21 credits)

DIPL 6000	Introduction to International Relations Theory and Practice	3
DIPL 6001 or DIPL 6180	Politics of Cultural and Ethnic Pluralism	3
DIPL 6002 or DIPL 6005	Comparative Foreign Policy	3
DIPL 6105 or DIPL 6155	International Organizations	3
DIPL Electives	Public International Law	3
	International Political Economy	3
	Advanced Economic Aspects of International Relations	3
	Three M.A.D.I.R. electives	9

Research and Capstone Courses (9 credits)

DIPL 6310 or Research Methods and Policy Analysis
 PSMA 6002 Research Methods and Statistical Analysis³

Choose two of the following:

DIPL 7111 or
 PSMA 7991 Internship/Field Placement 3
 DIPL 6311,
 PSMA 7992 or
 PSMA 7993 Research Project/Applied Practicum 3

Public Administration Courses (30 credits)

Core Courses:

PSMA 6001 Environment of Public Service Management 3
 PSMA 6004 Economic Environment of Public Service Management 3
 PSMA 6005 Financial Management and Control 3
 PSMA 6009 Managerial Decision Making 3
 PSMA 6010 Managing Human Resources in Public Service Organizations 3

Concentration Courses:

Four courses in one of the following concentrations: 12

- Public Service: Leadership, Governance and Policy
- Nonprofit Organization Management
- Health Policy and Management
- Data Visualization & Analytics

Elective:

One additional M.P.A. elective 3

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

The Departments of Political Science and Public Affairs, Biology, Sociology, Anthropology and Social Work, Social and Behavioral Sciences and the programs in Religious Studies, Catholic Studies and Africana Studies at Seton Hall University offer dual degree program that leads to two degrees completed in a five-year span: an undergraduate Bachelor of Arts degree in Political Science, Biology, Sociology, Social and Behavioral Studies (Policy, Justice and Administrative Track), Religious Studies, Catholic Studies and Africana Studies, and a Master of Public Administration degree.

The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one's undergraduate major and to permit students to earn a Master of Public Administration degree within the time frame of five years.

Students accepted into this program follow the academic program prescribed by their majors in consultation with their advisers (including the core requirements in the College of Arts and Sciences and the requirements of their majors) during the first three years.

If accepted into this program, students may take a maximum of four M.P.A. courses (12 credits) during their senior year which count toward the completion of the bachelor's degree. Students interested in this option should

consult carefully with their undergraduate adviser, the Director of Graduate Studies for the M.P.A. program, and the University's Financial Aid Office prior to applying so that they are aware of the cost structure of the program. Students apply through the regular admission procedure for the M.P.A. program and are encourage to apply prior to reaching senior academic status.

At the end of the fourth year and upon completion of 120 credits, students in the program receive a Bachelor of Arts degree.

If the student wants to complete the Five-Year B.A./M.P.A. degree, 12 of those credits must come from the core courses of the graduate public administration program. During the fifth year, 27 additional M.P.A. credits, including a 3-credit Summer internship, must be completed.

For further information, contact the Department of Political Science and Public Affairs, Biology, Sociology, Anthropology and Social Work, Social and Behavioral Sciences and the programs in Religious Studies, Catholic Studies and Africana Studies or the Director of Graduate Studies for the M.P.A. Seton Hall students who come from different majors may apply to the Department's faculty for early admission to the M.P.A. program.

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

PSMA 6001 The Environment of Public Service Management

Political, social, legal and ethical realities affecting managers in public and nonprofit organizations such as government agencies, churches, schools, museums and community service organizations. Theoretical as well as operational perspectives, particularly as they distinguish public administration from business administration. The power of the public service professional and values of public service systems. Political processes, legal factors and other mechanisms of accountability are emphasized. *3 credits*

PSMA 6002 Research Methods and Statistical Analysis

Introduces both quantitative and qualitative research methodologies. Topics include descriptive and inferential statistics, issues in sampling and hypothesis testing, analysis of variance, regression and time series analysis, as well as survey design. Computer software is used for statistical analysis. *3 credits*

PSMA 6003 Public Policy Process, Analysis and Evaluation

The administration of public policy depends on knowledge of the policy process. This course focuses on those stages of the policy process of most interest to public administrators, specifically policy formation, implementation and evaluation. Among the questions to be addressed: How are programs designed? What happens after a policy is made? What methods are used to measure and assess public policy outcomes? What are the methodological, theoretical, political, administrative and ethical problems encountered in policy analysis? The course draws on a variety of substantive policy areas for illustration purposes. Students are encouraged to relate the general material of the course to their specific policy interests. *3 credits*

PSMA 6004 The Economic Environment of Public Service Management

Economic system as the setting within which nonprofit, healthcare, arts and public service organizations function. Introduction to microeconomic principles, with some coverage of fiscal, monetary and regulatory policies, as well as public goods and problems of market failure. Economic concepts and tools as they relate to the management of public service organizations. *3 credits*

PSMA 6005 Financial Management and Control

An introduction to basic financial, budgetary and accounting concepts, processes and techniques relevant to public service and healthcare managers; how and why financial decisions are made; how they affect healthcare operations; use of financial documents and analysis. *3 credits*

PSMA 6007 Organizational Theory

Course is designed to introduce students to the conceptual and practical perspectives and tools for perceiving and managing organizational phenomena. Explores formal and informal realities in organizations, including group dynamics, power, and organizational culture, organizational change and resistance; and external environmental factors such as turbulence and shifting priorities. Cases and simulation exercises are incorporated to familiarize the students with practical applications of theoretical concepts. *3 credits*

PSMA 6009 Managerial Decision Making

Introductory course in applied decision and game theory. Introduces students to decision trees, Nash equilibria, winning strategies, tit-for-tat, auction theory and end-games. Competitive scenarios are an intrinsic part of the course, as are problem sets and simulations. *3 credits*

PSMA 6010 Managing Human Resources in Public Service Organizations

Examines the strategies used to manage human resources effectively in public service organizations. The best human resource practices of public and other service organizations are discussed, including workforce legal issues, teams, performance assessment and leadership. Additional topics covered include management strategies for encouraging positive, interpersonal relationships, managing conflict and

creative thinking approaches to human resource issues. *3 credits*

PSMA 6011 Cross Sector Collaboration and Cooperation

Addressing public issues increasingly requires leaders in all three sectors – public, private and nonprofit –to work collaboratively across sector boundaries. This course will explore current practices in cross-sector collaborations and partnerships, drawing on theoretical frameworks developed for collaborative governance. As the boundaries between sectors blur, approaches of one sector are often adopted and employed by another. We will explore the management challenges arising from sector blurring, particularly those arising from the increased adoption of marketized and managerial forms emerging from the neoliberal frame. *3 credits*

PSMA 6012 Nonprofit Human Resource Management

This course examines the strategies and best practices used to manage human resources effectively in non-profit organizations. Topics include managing workforce legal issues, performance assessment, leadership, strategies for encouraging interpersonal relationships, managing conflict and crisis, ethics and professionalism, and managing diverse workforces. *3 credits*

PSMA 7121 Public Service Leadership: Involving Groups and Communities in Decision Making

This course examines techniques of effective leadership, including defining purpose, mobilizing external support and leading stakeholders that have been successfully developed for use by servant leaders in our communities. Particular emphasis is placed on mobilizing communities for social change. Students will investigate the applicability of course concepts to their own experiences and community settings. This course will foster the skills necessary for effective collaborative leadership within a civil society. *3 credits*

PSMA 7122 Strategic Management of Collaborative Governance

Explores the theoretical and practical tools available for strategically managing collaborative governance and planning. An emphasis will be placed on planning efforts across sectors (public, private and nonprofit) and among citizens and organizations alike. The historic origins of collaborative governance are explored. *3 credits*

PSMA 7124 Finance and Budgeting for Effective Governance

Successful managers must be able to forge relationships among partners while effectively managing complex financial and budgetary issues. This course introduces students to the fiscal pressures and budgetary constraints facing leaders in our society and provides them with the tools and knowledge necessary to manage these issues in an era of increasingly scarce resources. An overview of the budget process and the policy implications of this process is included as well. *3 credits*

PSMA 7301 Nonprofit Fundraising

Nonprofit Fundraising, Development and Grant writing is a

course for students completing the MPA in Nonprofit Management. The course will examine the principles, techniques, and issues surrounding resource development in nonprofit organizations. We will examine various fundraising strategies for resource development from private sources, including individuals, corporations, and foundation, including the annual fund, capital campaigns, and endowment support. Additional topics covered are the role of the board in resource development, ethical issues in fundraising, and government regulations. Through development of a grant for a nonprofit organization, this course will also provide a hands-on approach to grant writing and grants management. Students will be guided through the entire grant submission process including proposal development, locating funding sources, and the reviewer evaluation. The course also includes a section on effective grants management, i.e., steering a grant through successful completion from the time of the grant award through completion of the grant evaluation.

PSMA 7303 Nonprofits and Public Policy

This course focuses on the interaction between public policy and the nonprofit sector. We discuss how nonprofits influence and are influenced by public decision-making. The topics covered include models of government-nonprofit relations, public policies, policy advocacy, legislative lobbying, contracting out and other forms of government financing of nonprofit service provision. *3 credits*

PSMA 7311 Foundations of the Nonprofit Sector

Promotes a thorough understanding of the nature of nonprofit organizations and the nonprofit sector as a whole. Explores size, scope and dimensions of the sector as well as its history, the various perspectives of philanthropy and the changing role of the nonprofit sector in contemporary society. *3 credits*

PSMA 7312 Leadership and Management in Nonprofit Organizations

Explores various areas of responsibility in leading and managing nonprofit organizations with particular emphasis on the relationship and interaction between the chief executive and the board of directors. Course is intended as a follow-up to and extension of PSMA 7311. *3 credits*

PSMA 7313 Resource Development in Nonprofit Organizations

Examines principles, techniques and issues surrounding resource development in nonprofit organizations. Focuses on raising funds from private sources, including individuals, corporations and foundations. Annual funds, capital campaigns and endowment support are among topics covered. The board's role in resource development, ethical issues and government regulations is discussed. *3 credits*

PSMA 7314 Financial Management of Nonprofit Organizations

Addresses particular financial, budgetary and accounting issues in tax-exempt organizations. Assumes some knowledge of finance and budgeting. *3 credits*

PSMA 7315 Managing Volunteers in Nonprofit Organizations

Volunteers provide the lifeblood of many nonprofit organizations. Course covers topics of volunteer administration - planning, marketing, recruitment, screening and selection, training, supervision, evaluation and recognition. Understanding legal issues surrounding the use of volunteers and designing effective volunteer policies are also discussed. *3 credits*

PSMA 7321 Grantsmanship

Provides students with a comprehensive overview of grants and contracts from the perspective of furthering the mission of the nonprofit or governmental agency. Trends in grantmaking, grant writing, funding source identification, and relationship development with funders are among the topics covered. *3 credits*

PSMA 7712 Program Evaluation Methods: Outcome Assessment

A review of the approaches to program evaluation focusing on evaluation methodology, design, interpretation and formal report development and presentation. Methods for developing and using standards, indicators and measurements for ascertaining impacts and outcomes will be covered. Provides a special focus on assessing program appropriateness, effectiveness, adequacy, efficiency and cost benefit. Students will be required to complete a program evaluation during the semester. *3 credits*

PSMA 7715 Ethics in Public Service

Probes the ethical realities faced by professionals in government, healthcare, religious, educational and other nonprofit organizations. Designed to develop and broaden awareness and appreciation of the power wielded by the public service professional, of the values public service professionals are expected to maintain, and of the ethical dimensions of public service management. The course is geared to developing operational skills for ethical analysis and action. *3 credits*

PSMA 7800 Ethical Challenges in Big Data Management

Across the public, private and nonprofit sectors we are seeing an enormous increase in the use of "Big Data" or more generally the use of complex data analytics in the managerial decision making process. Many view this as a positive trend by making claims that finally "data" and therefore "empirical facts" will form the basis of the decision making process. *3 credits*

PSMA 8111-8129 Topics in Public Service: Leadership, Governance and Policy

Designed to meet special needs and interests that are not addressed in other courses and in which faculty expertise exists. Topics include information management for public service, sustainable development, grantsmanship, advocacy and legal issues. *3 credits*

PSMA 8311-8329 Topics in Nonprofit Management

Selected topics in nonprofit management chosen by the instructor. *3 credits*

PSMA 8312 Nonprofit Advocacy and Lobbying

In addition to their role in service delivery to the community, nonprofits serve an important function as advocacy organizations, providing information to policy makers on their particular areas of expertise, lobbying government for change, and providing information on particular policy positions. This course provides students with an overview to the nonprofit functions of advocacy and lobbying, examining ways that nonprofits may and may not become involved in the public policy process. The role of advocacy in advancing issues of democracy and social justice are explored, as well as strategies to build social capital within communities.

International case studies of innovative and successful advocacy campaigns will be introduced as examples of advocacy strategies that worked and why. The interdisciplinary curriculum draws on theories from sociology, political science, organization theory and social work. *3 credits*

PSMA 8313 Legal Issues in Nonprofit Organizations

This course helps current and future managers of nonprofit organizations understand the legal issues facing them as leaders in the nonprofit sector. Thorough understanding of the legal issues requires not only a firm grasp of the letter and application of the law but also recognition of the context in which the law arose and in which it currently is implemented. This course promotes a deep understanding of nonprofit organizations and their activities and the environments in which they exist, all as illustrated by the ever more complex legal issues that provide the framework within which all nonprofits must operate. *3 credits*

Applied Research and Practice Experience

Pre-service students are required to take PSMA 7991. Other students are required to take PSMA 7991, PSMA 7992, or PSMA 7993, to be decided in consultation with a faculty adviser.

PSMA 7991 Internship

Designed for pre-service students or for those with fewer than two years of management experience, this course affords students an opportunity to learn management skills through onsite experience. The students must complete a minimum of 300 hours of managerial or administrative work under the tutelage of a public service, nonprofit, arts or healthcare administrator and complete all assignments given by the professor of the seminar associated with the internship. *3 credits*

PSMA 7992 Practicum

Consists of a 3-credit, group-consulting project related to an area of public service, nonprofit, arts or healthcare administration or management. The practicum typically requires the writing of a management report and the delivery of an oral presentation for the subject organization. All work is completed under faculty supervision. *3 credits*

PSMA 7993 Research Seminar

Designed for students currently working full time on a

supervisory or management level in the healthcare, nonprofit, or public sector, as well as in the arts, this course gives each individual the opportunity to design and conduct a research project that focuses on a management or policy problem at his/her place of employment or in the public arena. The student presents methodology, results and recommendations both as a written capstone project and as an oral presentation. Students who have completed all degree requirements except the research seminar (PSMA 7993) must register for Thesis Continuation (THCN 7999) for the first semester subsequent to the research seminar (PSMA 7993) registration, and THCN 8000 from the second subsequent semester until the completion and presentation of the culminating research project. *3 credits*

PSMA 7997 Project Completion

This course is an independent study of some aspect of healthcare delivery, administration or policy. With the assistance of the instructor, the topic is of the student's own choosing. The course provides an excellent opportunity for the student to delve more deeply into an area of healthcare which he or she has not previously studied. The intended result of the project is for the student to make a contribution to his or her organization or profession. *3 credits*

PSMA 8517

Study of the role, functions and application of strategic planning and marketing in healthcare organizations. Emphasis on the process of strategy assessment, development and implementation and the unique aspects of healthcare services and service design/performance as they interact with marketing plans. Prerequisites: HCAD 6005, 7513, 7521 and 8514 or permission of instructor. *3 credits*

PSMA 8518

Overview of legal issues associated with the delivery of healthcare and the legal pitfalls surrounding everyday practice and administration. Explores legal aspects of human resource administration in healthcare, as well as issues of liability and corporate responsibility. Prerequisites: HCAD 7521, 7513 or permission of instructor. *3 credits*

PSMA 8521

Overview of quality improvement and information management systems for health care leaders. Quality performance management models, approaches, tools and techniques are presented in the context of organizational culture and leadership. Management techniques applicable to the use of health information systems are discussed along with QI/QM applications and topics – computerized records, order entry systems, and electronic healthcare applications. Reviews current ethical, legal and policy implications and regulations. Recommended prerequisite: HCAD 6002. *3 credits*

Department of Psychology

Jubilee Hall, Room 339

(973) 761-9484

psych@shu.edu

www.shu.edu/psychology

Faculty: Burton; Fisher (*Director of Psychology Honors Program; Internship Adviser*); Goedert (Chair); Hunter; Jia; Joh (*Director of Graduate Studies*); Lloyd; Nolan; Podchaski; Simon; Teague; Vigorito

Retired and Emeritus: Hovancik; Levy; Shannon

Programs of Study

(As of Fall 2021, the *M.S. in Experimental Psychology* is not accepting new students).

The Department of Psychology offers the Master of Science (M.S.) degree in Experimental Psychology. The program trains students in the scientific methods of psychology in preparation for entry into a Ph.D. program or for direct entry into research-intensive careers (e.g., pharmaceutical or market research, science writing, data analytics). The program offers five areas of concentration across two separate tracks for admission: 1) the M.S. in Experimental Psychology, which requires 36 credits of coursework and 2) the MS in Experimental Psychology-Thesis, which requires 36 credits of coursework plus completion of an empirical thesis. For both, the degree is typically completed in two years of full-time enrollment (9 credits per semester).

M.S. in Experimental Psychology

- A. Data Visualization and Analysis Concentration
- B. Psychological Science, General Concentration

M.S. in Experimental Psychology-Thesis

- A. Behavioral Neuroscience Concentration
- B. Cognitive Neuroscience Concentration
- C. Behavioral Sciences Concentration

Admission

In addition to the general University requirements for graduate admission, the Department requires the following:

- Applicants must indicate whether they are applying for the M.S. in Experimental Psychology or the M.S. in Experimental Psychology-Thesis.
- Applicants must have a baccalaureate degree and completed a minimum of 18 credits in psychology with at least a 3.0 grade point average. Applicants must have completed Introduction to Psychology, Psychological Statistics, and Research Methods. Additionally, it is preferred that applicants considering a concentration in Behavioral Neuroscience have taken Biological Psychology or the equivalent.
- Official transcripts of all previous academic work.
- Official scores for the General Aptitude Test of the Graduate Record Examination (GRE).
- International students must submit an acceptable Test of English as a Foreign Language (TOEFL) score.
- Three letters of recommendation from individuals familiar with the applicant's academic and research ability.
- A personal statement of 500-700 words outlining the

applicant's academic achievements, research interests, and career goals.

Master of Science Degree in Experimental Psychology: Thesis [AS_PSEP_MS]

12 courses (36 total credits)

This program is particularly geared towards preparing students for admission to doctoral programs in the field of psychology, including all aspects of experimental psychology (biological, social, developmental, cognitive, perception) and neuroscience, as well as scientist/practitioner programs in clinical psychology. Degree conferral requires successful completion of 12 courses (36 total credits) and successful defense of an empirical thesis project. For the thesis, students design, execute, analyze, and write up an empirical study. The project culminates with an oral defense.

Students must select a concentration:

- A. Behavioral Neuroscience Concentration
- B. Cognitive Neuroscience Concentration
- C. Behavioral Sciences Concentration

Regardless of concentration, students complete the following two sets of requirements:

Essentials of Research Requirement (9 credits)		Credits
PSYC 6100	Research Design and Analysis I	3
PSYC 6200	Research Design and Analysis II	3
PSYC 7200	Graduate Seminar	3
Thesis Research Requirement (9 credits)		Credits
PSYC 7202	Independent Research II	3
PSYC 7203	Independent Research III	3
PSYC 8001	Thesis	3

The concentrations involve selections among sets of elective courses:

Behavioral Neuroscience Concentration		Credits
<i>Choose two of the following three courses (6 credits):</i>		
PSYC 7102	Cognition	3
PSYC 7103	Perception	3
PSYC 7106	Cognitive Neuroscience	3
<i>Complete all of the following courses (9 credits):</i>		
PSYC 7101	Conditioning and Behavior	3
PSYC 7104	Psychopharmacology	3
PSYC 7105	Behavioral Neuroscience	3
<i>Complete one elective course from the list of Experimental Psychology Electives below (3 credits).</i>		

Cognitive Neuroscience Concentration		Credits
<i>Choose one of the following two courses (3 credits):</i>		
PSYC 7101	Conditioning and Behavior	3
PSYC 7104	Psychopharmacology	3
<i>Complete all of the following courses (12 credits):</i>		
PSYC 7102	Cognition	3

PSYC 7103	Perception	3
PSYC 7105	Behavioral Neuroscience	3
PSYC 7106	Cognitive Neuroscience	3

Complete one elective course from the list of Experimental Psychology Electives below (3 credits).

Behavioral Sciences Concentration **Credits**

Choose one of the following two courses (3 credits):

PSYC 7102	Cognition	3
PSYC 7106	Cognitive Neuroscience	3

Choose one of the following three courses (3 credits):

CPSY 6102	Developmental Psychology	3
CPSY 6103	Abnormal Psychology	3
CPSY 7515	Social Psychology	3

Complete four elective courses from the list of Experimental Psychology Electives below (12 credits).

A maximum of 9 CPSY credits may be applied towards the degree.

Experimental Psychology Electives	Credits
CPSY 6001	Tests and Measurement 3
CPSY 6102	Developmental Psychology 3
CPSY 6103	Abnormal Psychology 3
CPSY 7515	Social Psychology 3
CPSY 8521	Foundations of Neuropsychology 3
DAVA 6010	Data Mining 3
DAVA 7000	Data Visualization 3
DAVA 8011	Internship in Visual Analytics 3
DAVA 8021	Project in Visual Analytics 3
PSYC 6211/	Principles of Learning and Behavior 3
CPSY 6505	Modification 3
PSYC 7101	Conditioning and Behavior 3
PSYC 7102	Cognition 3
PSYC 7103	Perception 3
PSYC 7104	Psychopharmacology 3
PSYC 7105 or	Behavioral Neuroscience* 3
CPSY 6105	Biological Bases of Behavior* 3
PSYC 7106	Cognitive Neuroscience 3
PSYC 7214	Cognition for Visualization 3

*Note: *Students may apply either PSYC 7105 or CPSY 6105 to their degree, but not both. Choice of which one to take should be made in consultation with the student's adviser. Students must attend to any/all prerequisite requirements for each class, and should discuss concerns with the Director of Graduate Studies as soon as possible to avoid delays in coursework completion.*

Master of Science Degree in Experimental Psychology [AS_PSEP_MS]

(The M.S. in Experimental Psychology is no longer accepting students as of Fall 2021)
12 courses (36 total credits)

This program is particularly geared towards preparing students for direct entry into fields requiring strong data analysis and research skills. Degree conferral requires successful completion of 12 courses (36 total credits). Students must select a concentration:

- A. Data Visualization and Analysis Concentration
- B. Psychological Science, General Concentration

Concentration: Data Visualization and Analysis (DAVA)

By fulfilling this concentration, students satisfy the requirements for the DAVA certificate

Essentials of Research Requirement (12 credits) Credits

PSYC 6100	Research Design and Analysis I	3
PSYC 6200	Research Design and Analysis II	3
PSYC 7111	Independent Laboratory Research I	3
PSYC 7200	Graduate Seminar	3

Data Visualization and Analysis Requirements (9 credits)

DAVA 6010	Data Mining	3
DAVA 7000	Data Visualization	3
PSYC 7214	Cognition for Visualization*	3

**PSYC 7103 Perception may be substituted for PSYC 7214 for students admitted to the M.S. program with an undergraduate survey course in cognitive psychology.*

Choose One Presentation Course (3 credits)

COST 7220	Effective Presentations	3
-----------	-------------------------	---

Choose One Scientific Writing Course (3 credits)

GMHS 7503	Scientific Inquiry/Writing	3
ENGL 6414	Scientific and Technical Writing	3

Choose One DAVA Experiential Requirement (3 credits)

DAVA 8011	Internship in Visual Analytics	3
DAVA 8021	Project in Visual Analytics	3

Choose Two Electives from the Experimental Psychology Electives Listed Below (6 credits)

At least one of these electives must be a PSYC course.

Concentration: Psychological Science, General

Essentials of Research Requirement (12 credits) Credits

PSYC 6100	Research Design and Analysis I	3
PSYC 6200	Research Design and Analysis II	3
PSYC 7200	Graduate Seminar	3
PSYC 8002	Literature Review Writing	3

Research and Writing Requirement (6 credits)

Choose Option A or Option B for fulfilling this requirement:

Option A: Choose Two Research Courses

PSYC 7202	Independent Research II	3
PSYC 7203	Independent Research III	3
PSYC 7111	Independent Laboratory Research I	3
PSYC 7112	Independent Laboratory Research II	3

Option B: Complete One Research Course and One Writing Course

1. Research Courses

PSYC 7202	Independent Research II	3
PSYC 7203	Independent Research III	3
PSYC 7111	Independent Laboratory Research I	3
PSYC 7112	Independent Laboratory Research II	3

2. Writing Courses

GMHS 7503	Scientific Inquiry/Writing	3
ENGL 6414	Scientific and Technical Writing	3

Choose Six Electives from the Experimental Psychology Electives List Below (6 credits)

A maximum of 9 CPSY credits may be applied towards the degree.

Experimental Psychology Electives

CPSY 6001	Tests and Measurement	3
CPSY 6102	Developmental Psychology	3
CPSY 6103	Abnormal Psychology	3
CPSY 7515	Social Psychology	3
CPSY 8521	Foundations of Neuropsychology	3
DAVA 6010	Data Mining	3
DAVA 7000	Data Visualization	3
DAVA 8011	Internship in Visual Analytics	3
DAVA 8021	Project in Visual Analytics	3
PSYC 6211/	Principles of Learning and Behavior	
CPSY 6505	Modification	3
PSYC 7101	Conditioning and Behavior	3
PSYC 7102	Cognition	3
PSYC 7103	Perception	3
PSYC 7104	Psychopharmacology	3
PSYC 7105 or	Behavioral Neuroscience*	3
CPSY 6105	Biological Bases of Behavior*	3
PSYC 7106	Cognitive Neuroscience	3
PSYC 7214	Cognition for Visualization	3

*Note: *Students may apply either PSYC 7105 or CPSY 6105 to their degree, but not both. Choice of which one to take should be made in consultation with the student's advisor. Students must attend to any/all prerequisite requirements for each class, and should discuss concerns with the Director of Graduate Studies as soon as possible to avoid delays in coursework completion.*

B.A. Psychology/M.S. Experimental Psychology and B.S. Psychology / M.S. Experimental Psychology (3+2) Dual Degree Programs

(The M.S. in Experimental Psychology is no longer accepting students as of Fall 2021)

The Department of Psychology offers two dual degree programs: one leading to a Bachelor of Arts (B.A.) in Psychology with a Master of Science (M.S.) in Experimental Psychology and one leading to a Bachelor of Science (B.S.) in Psychology with a Master of Science (M.S.) in Experimental Psychology. In these five-year programs, students take twelve Psychology graduate credits during their senior year (two courses in the fall and two in the spring), which count as elective credits in the corresponding

undergraduate Psychology major (B.A. or B.S.). Thus, these 12 graduate credits count towards both the undergraduate and graduate degrees. Students need an additional 24 graduate credits to earn the M.S. degree. These are typically taken in the 5th year and summers: 9 credits during the fall and spring semesters and 3 elective credits in the summers before and after the fifth year. Students apply to the program in the second semester of their junior year. When applying, students must indicate whether they would like to be considered for the M.S. in Experimental Psychology or the M.S. in Experimental Psychology – Thesis, which requires the completion of an empirical master's thesis in addition to the 36 credits of graduate coursework. Please see the Director of Graduate Studies in the Department of Psychology for advising.

Requirements for Program Admission:

- Have senior status (90 credits) by the time courses begin (apply in the second semester of junior year)
- Submit College of Arts and Sciences graduate application (available online)
- Overall undergraduate GPA of 3.0 or higher; Psychology GPA of 3.2 or higher
- Official scores for the General Aptitude Test of the Graduate Record Examination (GRE).
- Letters of recommendation from major adviser or other Psychology faculty members familiar with the student's academic potential
- 500-700 words outlining the applicant's academic achievements, research interests, and career goals

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

Course descriptions for all CPSY courses can be found under the Department of Professional Psychology and Family Therapy in the College of Education and Human Services section of this catalogue.

PSYC 6100 Research Design and Analysis I

Students will develop an understanding of basic statistical theory and research design with special emphasis on research designs that use analysis of variance (ANOVA) and related analyses. Students will learn to choose the appropriate statistical techniques for a range of situations, and compute the statistics both by hand and with standard statistical

software packages. *3 credits*

PSYC 6200 Research Design and Analysis II

This course introduces students to basic behavioral science research in psychology, with special emphasis on research designs that use various types of regression analyses. The course will help students read, understand, and interpret published literature as well as translate their ideas into practical research designs. *3 credits*

PSYC 6211 (CPSY 6505) Principles of Learning and Behavior Modification

Basic and applied research from which current behavior modification techniques have been derived. Theoretical and ethical issues that have been raised by their application. Topics include classical and instrumental conditioning, observational learning and cognitive behavior modification. *3 credits*

PSYC 7101 Conditioning and Behavior

The primary research literature will be read to investigate traditional and contemporary views of conditioning. Emphasis is placed on how classical and instrumental conditioning procedures are used to examine how animals and humans learn, process, and remember information. How experience interacts with pre-organized, elicited behaviors will also be considered. *3 credits*

PSYC 7102 Cognition

The main theoretical models that explain how the mind works will be discussed and reviewed in light of the supporting/disconfirming data. The models discussed are the product of the interaction and integration of several areas of investigation: experimental psychology, neuropsychology, computer science, neurobiology and philosophy. The specific contribution of each area will be discussed. Also, some of the most recent studies on memory will be the topic of in-depth examination and discussion. *3 credits*

PSYC 7103 Perception

Covers the major theoretical perspectives on perception, particularly the dispute over the adequacy or inadequacy of physical information for perception, and how learning, genetic factors, biological and neural factors, and physical dynamics also provide constraints on ultimate perception. Philosophical issues, and cases and implications of impaired perception are also considered. *3 credits*

PSYC 7104 Psychopharmacology

A comprehensive examination of the mechanisms by which drugs interact with the brain and behavior, with emphasis on the role of neurotransmitters systems. Prerequisite: CPSY 6105 or PSYC 7105. *3 credits*

PSYC 7105 Behavioral Neuroscience

This course provides a comprehensive introduction to the biological basis of normal behavior, cognition, and emotion in animals and humans. The application of experimental findings to neurological and psychological disorders is also considered. *3 credits*

PSYC 7106 Cognitive Neuroscience

The course is a comprehensive introduction to how higher-

level cognitive functions are carried out in the healthy brain, including voluntary action, spatial processing, attention, language, numeracy, memory, and executive function. The course provides extensive treatment of the conceptual and methodological issues facing basic research in this area, including coverage of behavioral, neuroimaging, electrophysiological, and neuropsychological methods. *3 credits*

PSYC 7111 Independent Laboratory Research I

Hands-on experience working on empirical research in the laboratory of a faculty member. May perform multiple tasks such as guiding human participants through an experiment, coding data, working in an animal laboratory and/or assisting in administrative tasks. Can be taken once under each course number. *3 credits*

PSYC 7112 Independent Laboratory Research II

Hands-on experience working on empirical research in the laboratory of a faculty member. May perform multiple tasks such as guiding human participants through an experiment, coding data, working in an animal laboratory and/or assisting in administrative tasks. Can be taken once under each course number. *3 credits*

PSYC 7200 Graduate Seminar

This course is the first in a series of formal research courses and is to be taken in the first semester of enrollment in the program. The course provides an introduction to the research conducted by faculty members in the Department of Psychology and an introduction to issues in the ethical conduct of psychological research. By the end of the course students will have identified a faculty adviser with whom to pursue either their thesis or their independent laboratory work. *3 credits*

PSYC 7201 Independent Research I

This course may be taken as an alternative to PSYC 7200. Working closely with a faculty adviser, students will identify an area of study, formulate a research question, and begin a literature review of relevant research and theory. This work will serve as a foundation for students' thesis development. Graded pass/fail. Prerequisite: Permission of the Director of Graduate Studies. *3 credits*

PSYC 7202 Independent Research II

This course is the second in a series of four formal research courses, and is to be taken in the second semester of enrollment in the program. Students will complete literature reviews and refine their research questions. Students will also develop a written thesis proposal, to be approved by the adviser and a departmental committee. Upon departmental approval of the project, students will submit an application to the Institutional Review Board, or the Institutional Animal Care and Use Committee. Graded pass/fail. Prerequisite: PSYC 7200 or 7201. *3 credits*

PSYC 7203 Independent Research III

This course is the third in a series of four formal research courses, and is to be taken in the third semester of enrollment in the program. Upon approval of the Institutional Review

Board or the Institutional Animal Care and Use Committee, students will commence data collection for their thesis projects. Students will create a database in preparation for conducting analyses. Graded pass/fail. Prerequisite: PSYC 7202. *3 credits*

PSYC 7214 Cognition for Visualization

An essential element of being able to create optimal visual displays of data is an understanding of the human cognitive system. What are its limitations? What are the data formats that it finds easiest to interpret? This course will survey basic and applied research on cognition with the goal of understanding how humans process information. Topics include attention, perception, memory, reasoning and decision making. This research will be applied to the design of visual displays of data that minimize cognitive processing load and maximize comprehension. Prerequisite: C- or better in PSYC 1101. *3 credits*

PSYC 8001 Thesis

This course is the fourth in a series of four formal research courses, and is to be taken in the final semester of enrollment in the program. Students will finalize data analyses, write results and discussion sections, and complete the required oral defense of their theses. Graded pass/fail. Prerequisite: PSYC 7203. *3 credits*

PSYC 8002 Literature Review Writing

This course is to be taken in the final semester of enrollment in the MS program in Experimental Psychology (non-thesis track) and involves the writing of a cumulative paper. Students take part in this course after having comprised reading lists and bibliographies (annotated) in consultation with an adviser. The purpose of the course is to facilitate independent non-empirical research by a student. Reviewing and critiquing the literature is a core skill for Masters-level students; competence demonstrates sound critical and scientific skills within a domain of experimental psychology. In order to receive credit for this course, students must obtain an acceptable grade from an adviser. Students should be prepared to revise and resubmit papers based on feedback from the adviser. Prerequisite: GMHS 7503 or ENGL 6414. *3 credits*

Department of Religion

Fahy Hall, Room 322
(973) 761-9480

www.shu.edu/academics/artsci/ma-jewish-christian-studies

Jewish-Christian Studies Graduate Faculty: Brill (*Cooperman/Ross Endowed Chair of Jewish-Christian Studies*); Choi (*Chair*); Frizzell (*Director, Institute of Judaeo-Christian Studies and Director of Graduate Studies*)

Faculty Emeriti: Bossman, Finkel

The Department of Religion offers a Master of Arts degree in Jewish-Christian Studies, a Bachelor of Arts degree and minor in religious studies, as well as select graduate courses in religious studies.

Jewish-Christian Studies

Fahy Hall
(973) 761-9751

The Department of Religion awards the Master of Arts degree (36 credits) and graduate certificate (12 credits) in Jewish-Christian Studies. The curriculum covers all aspects of the relationship between Jews and Christians - their respective values and traditions.

Studies build critical academic bases for understanding Christians and Jews historically and phenomenologically. A Jewish-Christian critical awareness will equip graduates for many facets of interreligious and multicultural encounters.

Courses are rooted in the study of sacred texts in their historical and socio-religious world context, utilizing critical methods to promote an honest and in depth analysis of the individuals and communities that produced them. Courses examine the religious, ethical and social issues that are central for understanding Christians and Jews today through cross-cultural studies and dynamic analysis.

The program is ideally suited for teachers in public, private and parochial schools; education and ecumenical administrators; clergy and seminarians; as well as generalists who seek the means to explore Jewish and Christian studies. Visit the website at www.shu.edu/academics/artsci/ma-jewish-christian-studies.

The Foundation for Judaeo-Christian Studies

The Foundation for Judaeo-Christian Studies has supported the Master of Arts program in Jewish-Christian Studies since its inception in 1975. In addition to support for the administrative services of the program and an endowment for Walsh Library to purchase educational materials in the field, the Foundation sponsors the H. Suzanne Jobert Scholarship Fund which offers full or partial tuition assistance for matriculated students. Applications may be made to the program director. In addition to a commitment to complete the M.A. program and demonstrated financial need, the student should present an essay explaining how his or her participation in this program will lead to some contribution toward understanding and amity between Christians and Jews. Because funding is limited, the three criteria for acceptance are evaluated carefully by the scholarship committee.

The Sister Rose Thering Fund for Education in Jewish-Christian Studies

Interim Executive Director: Anthony Sciglitano, Ph.D.
Program Director: TBA

Cooperman/Ross Endowed Chair of Jewish-Christian Studies

The Cooperman/Ross Endowed Chair of Jewish-Christian Studies in honor of Sister Rose Thering was created in 2007. The endowed chair allows the Department of Religion to

increase its course offerings in the modern period of Jewish history and Jewish-Christian relations. It is held by Rabbi Alan Brill, Ph.D.

Admission

In addition to the general University requirements for admission, the department strongly recommends an interview or suitable correspondence with the Program Director to determine the objectives of the student in relation to the resources of the Program.

Students working for a degree normally gain an elementary knowledge of Hebrew early in the program, allowing them to enter the Hebrew mind-set of the Biblical writers.

With the approval of the department chair, professional, graduate and sufficiently advanced undergraduate students may take individual courses without fulfilling the above requirements. Participating auditors will be accepted for most courses.

M.A. in Jewish-Christian Studies [AS_JCST_MA]

Degree Requirements

For the Master of Arts degree in Jewish-Christian Studies, the department requires a selection from either of two programs of study in consultation with an adviser.

Required Course (3 credits)

JCST 6001 Christian Jewish Encounter

Thesis Program

Students in the thesis program are expected to complete 27 credits offered by the Department of Religion and 6 credits in the reading of Hebrew texts. Approval of the adviser must be obtained for all courses chosen. Three credits must be completed in JCST 9001 Thesis (with the topic approved by the Thesis Committee). The thesis must make a contribution to continuing research in some aspect of Jewish-Christian studies.

After consultation with the faculty, students with a strong background in research may choose to do a more extensive investigation of an approved topic and produce a thesis for 6 credits (JCST 9002).

Non-Thesis Program

Students in the non-thesis program will complete 36 credits in Jewish-Christian studies, selecting courses with the approval of the departmental adviser. Students must demonstrate a basic knowledge of biblical Hebrew.

Certificate in Jewish-Christian Studies [AS_JWCC_NM]

Required Course (3 credits)

JCST 6001 Christian Jewish Encounter

Electives (9 credits)

Select three other courses in consultation with the Director of Graduate Studies.

Total: 12

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

JCST 6001 Christian-Jewish Encounter

Historical review of Christian origins and Jewish-Christian relations. Heritage of Christian faith and practice draws upon Jewish sources. The Vatican II Declaration on Non-Christian Religions and other pertinent documents. Tasks and challenges for the coming decades. *3 credits*

JCST 6005, 6006, 6009 Readings in Hebrew Bible I-III

Complementing JCST 6010, selections from prose and poetry of the Hebrew Scriptures are studied grammatically, with an emphasis on their literary, historical and theological content. Examinations of the Hebrew world of thought as a vehicle for faith-expression. *2 credits each*

JCST 6007 Readings in Qumran Literature

Investigation of the major Hebrew texts peculiar to the Qumran community. Comparison with the grammar and vocabulary of the Biblical period. Implications of these works for contemporary Jewish history and theology. *2 credits*

JCST 6010 Biblical Thought I: The Hebrew Scriptures

Course in three main parts: Hebrew thought contrasted with myths of the ancient Middle East, evaluating the basic themes and their presentation; the experience, nature and message of Hebrew prophecy; comparative study of Old Testament theology, analyzing the models and experiential hermeneutics of Judaism and Christianity. *3 credits*

JCST 6011 Biblical Thought II: Paul and John

Early Christian understanding of the mystery of God's life as shared with the people He has chosen. Integration of election, covenant and Torah into new perspectives. Use of the Hebrew Bible and the Jewish liturgy by the writers in their reflection on the person of Jesus and the nature of the Church. Letters of Paul and the Gospel according to John studied in detail. *3 credits*

JCST 6013 Hebrews and Catholic Epistles

The investigation of New Testament texts, the Epistle to the

Hebrews and the seven Catholic (general) Epistles, explores early Christian understanding of the faith in Jesus and moral life and its relation to the Jewish Scriptures and the Jewish people. *3 credits*

JCST 6014 Lessons from the Holocaust

Personal and societal impact of prejudice and hatred; exclusionary and destructive societal practices relating to race, gender, religion, sexual orientation, ethnicity and political views; institutionalized anti-semitism in Germany under the Nazis; social world conditions that minimize personal freedoms and lead to genocidal behavior; probing alternative educational models. *3 credits*

JCST 6015 Cross-Cultural Analysis for Jewish-Christian Studies

Examination of social science models for studying the circum-Mediterranean world as the context for Jewish/Christian symbols and values; comparative study of Jews and Christians as distinct but related traditions in various social world contexts; the causes and effects of anti-semitism; impact of individualism on Judaism and Christianity in a pluralistic society. *3 credits*

JCST 6016 Values for a Pluralistic Society

A study of pluralism as a system along with its concomitant social values: civil rights and responsibilities, individualism and diversity, separation of church and state, community building and prejudice reduction. Deriving resources from a cross-cultural study of Jewish and Christian sources, the course will examine various societal models for values-formation and practical guides for communicating values in a pluralistic socio-religious setting. *3 credits*

JCST 6017 Jewish and Christian Foundations for Social Service

This course will examine the biblical and theological foundations in Judaism and Christianity for promoting social services. It will study notable examples of such services through history and explore various agencies today that continue this tradition. The focus of the course will be on an understanding of the rationale as well as a motivational base for responding to social needs. The course is particularly suited to teachers seeking to foster social consciousness among students in public, private and parochial schools. *3 credits*

JCST 6020 Jewish History I: Bible to Talmud

Survey of the dispersion of the Jewish people in the circum-Mediterranean world during the Second Temple period to the formation of the rabbinic canon; contextual reading of relevant ancient texts; examination of sects and factions within the House of Israel; the influences of Hellenism and Rome; effects of the break-off of Christianity; diversity among Jewish communities. *3 credits*

JCST 6021 Jewish History II: Medieval to Modern

Investigation of selected post-Talmudic developments and variations within Judaism: the Jews in Muslim lands; political and economic circumstances of Jews in Medieval, Renaissance and Enlightenment Europe; the rise of Hasidism

and Zionism in Eastern Europe; the Holocaust; the State of Israel; Jews in pluralistic America. *3 credits*

JCST 6022 Judaism in the Second Temple Period

Development of Jewish spirituality and theology from 300 B.C.E. until the destruction of Jerusalem. Various interpretations of the Hebrew Scriptures. Deuterocanonical (apocryphal), pseudepigraphical works and Qumran scrolls assessed for their contribution to Judaism of the time. *3 credits*

JCST 6023 (RELS 3300) Christian Theological Views of Judaism

This course studies the different ways in which Christian thinkers from early and modern Christianity understand Judaism in relation to both Christianity and to their surrounding cultural milieu, including religious, mythological and philosophical discourses. Of particular interest will be how Christians think of themes such as covenant, law, freedom, revelation, religion, God, and history in relation to Judaism and how Christians define themselves in continuity and discontinuity with the Jewish people. *3 credits*

JCST 6024 Medieval Jewish Thinkers

Review of Jewish religious philosophy, beginning with Philo and the rabbis and continued with the appearance of the major medieval works. Comparative study with neo-Platonism, Aristotelianism and Kalam. Contribution of Jewish thinkers like Saadia Gaon, Bahya Ibn Paquda, Judah Halevi, Abraham Ibn Daud and Moses ben Maimon. *3 credits*

JCST 6028 Modern Jewish Thinkers

Evaluates the works of Moses Mendelssohn, Samson Raphael Hirsch, Hermann Cohen, Leo Baeck, Franz Rosenzweig, Martin Buber, Achad Haam, Aaron David Gordon, Abraham Isaac Kook, Kaufman Kohler, Mordecai Kaplan, Abraham J. Heschel, Joseph Soloveitchik. *3 credits*

JCST 6029 The Holocaust: History and Interpretation

Uniqueness of the tragedy. Historical background of anti-semitism and racism (Gobineau and H.S. Chamberlain). Manner and method of genocide: boycott, burning of synagogues, concentration camps and gas chambers. Those involved and the "onlookers." Jewish and Christian reactions to the moral and theological issues. Literature concerning the Holocaust. Implications for Jewish-Christian dialogue. *3 credits*

JCST 7030 Law and Ethics: Jewish and Christian Perspectives

Covenant and Torah in ancient Israel; Law and ethics in the wisdom tradition; Torah and commandments in the literature of the Second Temple period. Sadducees and the Qumran community; the Pharisaic teaching concerning written and oral Torah. Approaches of the New Testament writers and the Rabbis to Covenant, law and ethics. Great legal codes of Medieval Jewry; canon law; law versus Gospel in Luther's thought; Calvin's reverence for law. Ethics concerning the family and sanctity of life in modern thought. Structures in society as opposed to nihilism and terrorism. *3 credits*

JCST 7031 Jewish Mysticism

Course traces the major themes of the Jewish mystical tradition from Biblical through Rabbinic, Kabbalistic and Hasidic epochs, using translations of classical sources. Approach is both phenomenological and historic, with comparison between Jewish mystical thought and other mystical systems explored. *3 credits*

JCST 7035 Jewish Philosophy of Education

Important contributions of Jews to every area of western culture, studied in the context of the integrated approach to education from the Biblical and Rabbinic periods. Themes in ancient literature followed into medieval and modern times as related to philosophy and practice. *3 credits*

JCST 7036 Peace and War in Bible and Jewish Tradition

Review of biblical tradition (including New Testament) and rabbinic literature (such as Pereq Hashalom) on the dynamic meaning and application of peace in the transpersonal and interpersonal realms. Study of war and violence and the vision of universal peace in Jewish thought, from early times to the modern period. *3 credits*

JCST 7041 Jewish Roots of Christian Spirituality

Christian faith and prayer (liturgical and personal) are rooted in the Biblical heritage as experienced by the Jewish community. The challenge of early Christian adaptation to cultures of the Mediterranean and north Europe forms a background to a discussion of inculturation of liturgy of the Sacraments in modern society. *3 credits*

JCST 7043 Jewish and Early Christian Prayer

Jewish prayer and worship in their intrinsic worth and as matrix of the Christian liturgy. Structure and meaning of the early tradition of prayer with reference to Temple, synagogue and home, as well as to calendar and celebration. Particular attention to early Christian prayers and symbols. *3 credits*

JCST 7044 Rabbinic Thought

Introduction to criticisms, structure and literary history of Rabbinic material. Evaluation of the legal and value concepts of the Rabbinic mind in light of various examples of the tradition. Current developments in the study of Rabbinic Judaism. *3 credits*

JCST 7045 Jerusalem's Fall: Jewish and Christian Interpretations

Themes of land, Jerusalem and Temple as related to God and His people in the Hebrew Bible as part of both Jewish and Christian thought. Assesses the interpretative development of the destruction of Jerusalem and the Temple through the different strata of early tradition, focusing on specific prophetic motifs for evaluating the issue of theodicy. *3 credits*

JCST 7046 Teachings of Jesus

Critical and exegetical introduction to selected texts and themes illustrating the principal characteristics of the teachings of Jesus. Explanation of their significance in the Jewish context of that time and their impact on the disciples and the early Church, with a view of the socioreligious and experiential settings. *3 credits*

JCST 7047 Philosophic Perspectives on the Shoah

This course seeks to engage students in a critical consideration of the moral, religious and theological implications of the Holocaust. This course will start with the classic positions of Fackenheim, Greenberg, Berkovits, and Rubenstein. It will then move to the thought of the last two decades, incorporating both Jewish and Christian thinkers, including: Levinas, Hauerwas, Tracy, and Jonas. We also look at a variety of contemporary religious positions. Topics covered will include challenges to religion, lessons for preventing future genocide, and possibility of forgiveness, the need for ethics and bioethics. *3 credits*

JCST 7511 Special Topics 3 credits**JCST 7520, 7525 Independent Study 3-4 credits****JCST 9001-9002 Thesis 3 credits and 6 credits respectively**

Department of Sociology, Anthropology, and Social Work, and Criminal Justice

Arts and Sciences Hall, Room 126

(973) 761-9470

www.shu.edu/sociology-anthropology-social-work/

Director: Rios

Faculty: Corrigan; Gladstone; Heer; Nico (*Director, MSW Field Education*); Nicola

Master of Social Work [AS_SOWK_MSW]

Program of study

The Master of Social Work (M.S.W.) prepares social work practitioners for advanced practice with individuals, families and groups in the areas of behavioral health practice and forensic social work. Graduates will be prepared to practice in a variety of behavioral health, substance abuse, or forensic settings.

The M.S.W. program is designed to help students achieve their maximum potential through a carefully structured curriculum of foundation and advanced courses. Students without an accredited undergraduate degree in social work are admitted to the regular 60 semester hour program that may be completed in four semesters.

Advanced standing is available to applicants who have graduated from an undergraduate accredited social work program within the past five years. Applicants for advanced standing must have earned a minimum 2.5 grade point average on the last 120 credits that appear on their bachelor's degree transcript, as well as a 3.0 on all social work courses.

Prerequisites for Admissions

Students seeking admission to the M.S.W. program must

demonstrate that they:

- Hold a baccalaureate degree from a regionally accredited college or university.
- Have completed a broad liberal arts background with a minimum of 24 credit hours including at least one course in sociology, psychology, English, political science or history, statistics, and human biology. A course in introductory statistics is required. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed prior to admission, except statistics and human biology, which must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
- Have earned a minimum of a 2.75 grade point average on the last 120 graded credits that appear on their bachelor's degree transcript, with no more than two C's in social work courses
- Meet the requirements for advanced standing if the applicant seeks admission to the Advanced Standing Program. Applicants for advanced standing must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last five years. See additional requirements below.
- Have submitted transcripts of any completed graduate courses.
- Submit three letters of recommendation. The three professional letters of recommendation are usually from persons such as professors, employers, supervisors, professional colleagues and community associates. Only one reference may be from a Seton Hall University Social Work program faculty member. Applicants who have been employed in a social service agency should request a recommendation from a recent employer or supervisor. Student applicants should provide a recommendation from a faculty advisor or instructor.
- Submit a 3-5 page Personal Statement that includes the following: your reasons for applying to the Seton Hall University's Social Work Program; your personal values, philosophy, knowledge of social issues, and the professional and community experiences that have influenced your decision to enter the Social Work profession; your skills, strengths and weaknesses; and your plans for a career in social work. See next page for suggested Personal Statement Guidelines.

Provisional Admission

Provisional admission may be granted to applicants to the M.S.W. program who have a GPA below 2.75 on the last 120 graded credits that appear on their bachelor's degree transcript and have an otherwise strong application. Provisionally admitted applicants must complete one semester of graduate courses (at least two courses) with a GPA of 3.0.

Transfer Applicants

Under certain circumstances, students may receive a maximum of 30 semester hours for work completed not more than five years prior to first registration from a CSWE-accredited graduate school of social work and for which a grade of at least a B was received. No course, including any transfer course, may be counted toward a degree if it was completed more than seven full calendar years prior to the date of graduation.

Students must complete a minimum of 30 credits in the Seton Hall University Social Work program, to be eligible for the M.S.W.

Students currently or previously enrolled in another accredited master's level social work degree program who are seeking admission as a transfer students are required to submit the following additional materials directly to the Social Work Program Director via mail or email:

- A brief written statement describing the reasons why they are requesting a transfer.
- A copy of practicum/field work evaluation(s), if applicable.
- One of the three recommendations must be from a faculty member or field supervisor affiliated with the program.

Any student registered in the program who wants to take a course at another university and transfer credit toward the Seton Hall University Social Work M.S.W. (i.e., a summer course) must receive approval from the Social Work Program Director.

Advanced Standing

Applicants for advanced standing must submit the following material in addition to the usual application requirements:

- Transcripts documenting eligibility for advanced standing.
- Recommendation for advanced standing from the Social Work Department chair/director of the school in which they completed their Bachelor of Social Work.
- A detailed evaluation of their field instruction experience and performance by the agency supervisor or an evaluation of their field performance from the field department.

Progression Requirements

Students in the M.S.W. program may graduate with no more than six credits (typically two courses) in which they earn a C (three credits for advanced standing students). Students in the 60 credit M.S.W. program are allowed to repeat two courses one time during their program to improve their grade. Students who have begun the concentration curriculum may not repeat a foundation course. Advanced standing students may repeat one course one time. Students who fail field courses must meet the Academic Standing Committee to discuss progression in the program. Students who have exceeded their allowable C credits and who have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Students who

receive any grade below a C and have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Upon appeal, the Program Director may modify these constraints in exceptional circumstances.

In addition, students in the M.S.W. program must maintain a cumulative grade point average of 3.0. If the GPA falls below 3.0, the student is placed on academic probation according to University policy.

Additional policies are found in the M.S.W. Graduate Student Handbook.

Life Experience Statement

No credit will be given for work or life experience.

Pending Legal Action and Conviction Statement

Persons who indicate on the application that they have pending legal action or convictions will be asked to supply documentation on the nature of the offense and the disposition. All students upon admission into field education are required to have background checks prior to client content.

Individuals admitted to the program who are facing pending legal action or convictions may have restrictions placed on the area of study and field placements they may pursue. In addition, some field placement agencies require a criminal background check.

Applicants are also advised that the Professional Standards Committee in their state of residence may refuse to issue a license or certificate of registration to any person who has been convicted of any crime in this or any other state. Applicants may be denied admission, or if enrolled, terminated, from the program if they have not been truthful or provided inaccurate information in the application.

Course of Study

The expected course of study for the regular full-time program requires two years of coursework and field education.

Students in the regular part-time program are expected to complete their course work and field education in four years. The expected course of study for full-time advanced standing students is one year of course-work and field education or two years for part-time advanced standing students. Admission occurs in the Fall semester for both full and part-time students and in the Spring semester for part-time students.

Incoming advanced standing students will be required to take a three-credit intensive course on the philosophical and ethical foundations of social work practice at the beginning of regular classes.

A grade point average of 3.0 is required for graduation.

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses. Students in the regular program must complete two different field placements.

Eligible students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are required to apply for non-matriculated status (this option is available on the standard graduate application) and may schedule up to three approved Foundation Level courses.

These students may have official transcripts sent to the Admissions Office from the baccalaureate granting institution and all institutions attended for graduate study and register for classes with the Registrar's Office.

Curriculum

Regular Full-Time Curriculum

Foundation Year I Fall		Credits
SOWK 6201	Social Problems and Programs	3
SOWK 6511	Human Behavior in the Social Environment I	3
SOWK 6611	Social Work Practice: Engagement	3
SOWK 6901	Social Work Practice: Assessment and Methods	3
SOWK 6811	Field I	3
Total:		15

Foundation Year I Spring

SOWK 6301	Social Policy Analysis	3
SOWK 6512	Human Behavior in the Social Environment II	3
SOWK 6812	Field II	3
SOWK 6910	Research Methods	3
SOWK 6912	Social Work Practice: Interventions and Models	3
Total:		15

Concentration Year- Fall – Behavioral Health

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7512	Theories and Models of Addiction	3
SOWK 7811	Field III	3
SOWK 7910	Practice Evaluation	3
SOWK 7911	Social Work Practice in Addiction	3
Total:		15

Concentration Year- Spring – Behavioral Health

SOWK 7201	Administration and Supervision	3
SOWK 7513	Diversity and Oppression	3
SOWK 7812	Field IV	3
SOWK 7912	Prevention Theory	3
SOWK 7913	Wellness and Behavioral Health	3
Total:		15

Concentration Year- Fall – Forensic

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7611	Theory and Practice in Forensic Social Work	3
SOWK 7612	Forensic Social Work in the Criminal Justice System	3
SOWK 7811	Field III	3
SOWK 7910	Practice Evaluation	3
Total:		15

Concentration Year- Spring - Forensic

SOWK 7201	Administration and Supervision	3
SOWK 7513	Diversity and Oppression	3
SOWK 7714	Forensic Social Work and the Family	3
SOWK 7715	Forensic Social Work in the Civil Courts	3
SOWK 7812	Field IV	3

Total: 15*Regular Part-Time Curriculum***Foundation Year 1 – Fall**

SOWK 6201	Social Problems and Programs	3
SOWK 6511	Human Behavior in the Social Environment I	3

Total: 6**Foundation Year 1 – Spring**

SOWK 6301	Social Policy Analysis	3
SOWK 6512	Human Behavior in the Social Environment II	3

Total: 6**Foundation Year 2 – Fall**

SOWK 6611	Social Work Practice: Engagement	3
SOWK 6811	Field I	3
SOWK 6901	Social Work Practice: Assessment and Methods	3

Total: 9**Foundation Year 2 – Spring**

SOWK 6812	Field II	3
SOWK 6910	Research Methods	3
SOWK 6912	Social Work Practice: Interventions and Models	3

Total: 9**Concentration Year 1 – Fall**

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7910	Practice Evaluation	3

Total: 6**Concentration Year 2 – Spring**

SOWK 7201	Administration and Supervision	3
SOWK 7513	Diversity and Oppression	3

Total: 6**Concentration Year 2 – Fall – Behavioral Health**

SOWK 7512	Theories and Models of Addiction	3
SOWK 7811	Field III	3
SOWK 7911	Social Work Practice in Addiction	3

Total: 9**Concentration Year 2 – Spring – Behavioral Health**

SOWK 7812	Field IV	3
SOWK 7912	Prevention Theory	3
SOWK 7913	Wellness and Behavioral Health	3

Total: 9**Concentration Year 2 – Fall – Forensic**

SOWK 7611	Theory and Practice in Forensic Social Work	3
SOWK 7612	Forensic Social Work in the Criminal Justice System	3
SOWK 7811	Field III	3

Concentration Year 2 – Spring – Forensic

SOWK 7714	Forensic Social Work and the Family	3
SOWK 7715	Forensic Social Work in the Civil Courts	3
SOWK 7812	Field IV	3

Total: 9*Advanced Standing Full-time Curriculum***Summer**

SOWK 7000	Advanced Standing Seminar	3
-----------	---------------------------	---

Total: 3**Fall – Behavioral Health**

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7512	Theories and Models of Addiction	3
SOWK 7811	Field III	3
SOWK 7910	Practice Evaluation	3
SOWK 7911	Social Work Practice of Addiction	3

Total: 15**Spring – Behavioral Health**

SOWK 7201	Administration & Supervision	3
SOWK 7513	Diversity and Oppression	3
SOWK 7812	Field IV	3
SOWK 7912	Prevention Theory	3
SOWK 7913	Wellness and Behavioral Health	3

Total: 15**Fall – Forensic**

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7611	Theory and Practice in Forensic Social Work	3
SOWK 7612	Forensic Social Work in the Criminal Justice System	3
SOWK 7811	Field III	3
SOWK 7910	Practice Evaluation	3

Total: 15**Spring - Forensic**

SOWK 7201	Administration and Supervision	3
SOWK 7513	Diversity and Oppression	3
SOWK 7714	Forensic Social Work and the Family	3
SOWK 7715	Forensic Social Work in the Civil Courts	3
SOWK 7812	Field IV	3

Total: 15*Advanced Standing Part Time Curriculum***Year 1 - Summer**

SOWK 7000	Advanced Standing Seminar	3
-----------	---------------------------	---

Total: 3**Year 1 - Fall**

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7910	Practice Evaluation	3

Total: 6**Year 1 - Spring**

SOWK 7201	Administration & Supervision	3
SOWK 7513	Diversity and Oppression	3

Total: 6

Year 2 – Fall – Behavioral Health

SOWK 7512	Theories and Models of Addiction	3
SOWK 7811	Field III	3
SOWK 7911	Social Work Practice in Addiction	3
Total: 9		

Year 2 – Spring – Behavioral Health

SOWK 7812	Field IV	3
SOWK 7912	Prevention Theory	3
SOWK 7913	Wellness and Behavioral Health	3
Total: 9		

Year 2 – Fall - Forensic

SOWK 7611	Theory and Practice in Forensic Social Work	3
SOWK 7612	Forensic Social Work in the Criminal Justice System	3
SOWK 7811	Field III	3
Total: 9		

Year 2 – Spring - Forensic

SOWK 7714	Forensic Social Work and the Family	3
SOWK 7715	Forensic Social Work in the Civil Courts	3
SOWK 7812	Field IV	3
Total: 9		

Spring Admission Curriculum – Part-time to Full time

Foundation Year I Spring		Credits
SOWK 6201	Social Problems and Programs	3
SOWK 6512	Human Behavior in the Social Environment II	3
Total: 6		

Foundation Year 2 – Fall

SOWK 6301	Social Policy Analysis	3
SOWK 6511	Human Behavior in the Social Environment I	3
SOWK 6611	Social Work Practice: Engagement	3
SOWK 6811	Field I	3
SOWK 6901	Social Work Practice: Assessment and Methods	3
Total: 15		

Foundation Year 2 – Spring

SOWK 6812	Field II	3
SOWK 6912	Social Work Practice: Interventions and Models	3
SOWK 6910	Research Methods	3
SOWK 7513	Diversity and Oppression	3
Total: 12		

Concentration Year 3 – Fall – Behavioral Health

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7512	Theories and Models of Addiction	3
SOWK 7811	Field III	3
SOWK 7910	Practice Evaluation	3
SOWK 7911	Social Work Practice in Addiction	3
Total: 15		

Concentration Year 3 – Spring – Behavioral Health

SOWK 7201	Administration & Supervision	3
SOWK 7812	Field IV	3

SOWK 7912	Prevention Theory	3
SOWK 7913	Wellness and Behavioral Health	3
Total: 12		

Concentration Year 3 – Fall – Forensic

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7611	Theory and Practice in Forensic Social Work	3
SOWK 7612	Forensic Social Work in the Criminal Justice System	3
SOWK 7811	Field III	3
SOWK 7910	Practice Evaluation	3
Total: 15		

Concentration Year 3 – Spring – Forensic

SOWK 7201	Administration & Supervision	3
SOWK 7714	Forensic Social Work and the Family	3
SOWK 7715	Forensic Social Work in the Civil Courts	3
SOWK 7812	Field IV	3
Total: 12		

Spring Admission Curriculum – Part-time only

Foundation Year 1 Spring		Credits
SOWK 6201	Social Problems and Programs	3
SOWK 6512	Human Behavior in the Social Environment II	3
Total: 6		

Foundation Year 2 – Fall

SOWK 6301	Social Policy Analysis	3
SOWK 6511	Human Behavior in the Social Environment I	3
Total: 6		

Foundation Year 2 – Spring

SOWK 6910	Research Methods	3
SOWK 7513	Diversity and Oppression	3
Total: 6		

Foundation Year 3 – Fall

SOWK 6611	Social Work Practice: Engagement	3
SOWK 6811	Field I	3
SOWK 6901	Social Work Practice: Assessment and Methods	3
Total: 9		

Foundation Year 4 – Spring

SOWK 6812	Field II	3
SOWK 6912	Social Work Practice: Interventions and Models	3
Total: 6		

Concentration Year 4 – Fall – Both Tracks

SOWK 7511	Clinical Assessment and Diagnosis	3
SOWK 7910	Practice Evaluation	3
Total: 6		

Concentration Year 4 – Spring – Both Tracks

SOWK 7201	Administration & Supervision	3
SOWK 7912	Prevention Theory	3
Total: 6		

Concentration Year 5 – Fall – Behavioral Health

SOWK 7512	Theories and Models of Addiction	3
-----------	----------------------------------	---

SOWK 7811	Field III	3
SOWK 7911	Social Work Practice in Addiction	3
		Total: 9

Concentration Year 5 – Spring – Behavioral Health

SOWK 7812	Field IV	3
SOWK 7913	Wellness and Behavioral Health	3
		Total: 6

Concentration Year 5 – Fall - Forensic

SOWK 7611	Theory and Practice in Forensic Social Work	3
SOWK 7612	Forensic Social Work in the Criminal Justice System	3
SOWK 7811	Field III	3
		Total: 9

Concentration Year 5 – Spring - Forensic

SOWK 7714	Forensic Social Work and the Family	3
SOWK 7715	Forensic Social Work in the Civil Courts	3
SOWK 7812	Field IV	3
		Total: 9

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

Foundation Curriculum

SOWK 6201 Social Problems and Programs

This course 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. This course is designed to further inform students of the history and operation of social welfare programs as responses to social problems. The course focuses on history within the contexts of politics, economics, and social values at respective points in time, up to the present. This course focuses upon learning about understanding social justice; advocacy for human rights; and advancing social and economic justice by means of learning about social welfare programs as a response to social problems. *3 credits*

SOWK 6301 Social Policy Analysis

This course 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 6511 Human Behavior in the Social Environment I

This course features the study of the interactions/transactions among human biological, psychological, social and spiritual systems and their transactions with environmental systems both social and physical. Individual and families interactions with the environment are emphasized during each phase of the life cycle: infancy and early childhood, adolescence and young adulthood, middle adulthood, and the later years. *3 credits*

SOWK 6512 Human Behavior in the Social Environment II

This course provides an overview of the major human behavioral theories used to guide social work practice with individuals, families, small groups, and organizations. The course examines a different theoretical approach in each section, from its historical and conceptual origins to its relevance to social work and clinical applications. Each section draws on a theoretical approach to foster understanding of normative individual human development and the etiology of dysfunctional behavior, as well as to provide guidance in the application of social work intervention. *3 credits*

SOWK 6611 Social Work Practice: Engagement

This course introduces and analyzes the helping process and provides theoretical and practical learning experiences for the comprehension and application of specific competencies of the helping process. This course is also designed to help students to understand and develop a professional identity, as they will analyze their personal values and assess their compatibility with social work values and principles. This course is a journey to further student’s “affective learning”- self-awareness and self- reflection- which are essential to professional development. *3 credits*

SOWK 6811-6812 Field I-I and Integrated Seminar

The purpose of the field practicum is to facilitate the integration of social work theories and specific skills that students will apply in the field practice experience. Students complete 400 hours under the supervision of a qualified Field Instructor. See field manual for full details and expectations for field placement. The seminar, which will run concurrently with the field practicum, will facilitate student’s understanding of the field/class learning experience utilizing critical reflection. It is also intended to provide guidance concerning practical issues that the student may encounter in the field experience. The discussion of experiences and situations students may come across during the different stages of the internship will help to maximize their learning experience. Required readings and assignments provide additional content on topics presented in the seminar. *3 credits*

SOWK 6901 Social Work Practice: Assessment and Methods

One purpose in this generalist practice course is to help students understand the interviewing process. Students will

develop skills for interviewing persons who are similar and different from oneself in terms of value systems, ages, diverse racial/ethnic, age, gender, sexual orientation, and socioeconomic and disability statuses. A second purpose is for students to learn the fundamental concepts and skills of the strengths and problem solving perspectives in terms of interviewing for assessment, data collection and bio-psychosocial recording. *3 credits*

SOWK 6910 Research Methods in Social Work

This course introduces students to social work research. Topics include: working with human research subjects; problem selection and conceptualization; formulating research hypotheses; research design; sampling; survey instrument construction; collecting quantitative and qualitative data; data treatment and analysis procedures. *3 credits*

SOWK 6912 Social Work Practice: Interventions and Models

Course materials emphasize how the nature (function and structure) of the agency gives focus and direction to the process in which social workers and clients mutually engage in meeting identified needs. Issues of access to resources and social and economic justice as they impact on clients' needs are addressed. Clinical assessment and intervention are taught from a bio-psychosocial perspective within the ecological/systemic conceptual framework and the NASW code of professional values and ethics. *3 credits*

Concentration Curriculum

SOWK 7000 Advanced Standing Seminar

This is a hybrid/blended course which will use Blackboard to access the online portion. This course facilitates students' transition from baccalaureate programs to the Advanced Standing M.S.W. Program. The course will review and integrate selective core baccalaureate content in practice, human behavior, social policy and research. This seminar reflects the focus of the M.S.W. curriculum which includes: commitment to critical analysis of social work practice, theory, and research and self-directed learning/personal integration of prior learning. *3 credits*

SOWK 7201 Administration and Supervision

This is an online course which will use Blackboard to access the online portion. This practice course provides students with theories and skills needed for direct supervision of line workers, and middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key skills needed to perform the functions of supervision and administration in complex organizations. *3 credits*

SOWK 7511 Clinical Assessment and Diagnosis

This online course will use assigned and student selected readings; instructor instructional comments (found under Content); videos (found under Content or otherwise signaled herein); case studies, e-mail communication; and Discussion Board Forums as the primary learning venues. The course is

designed for learning about what the course title implies: mental health and psychopathology (also referred to in practice as mental health disorders; also contemporary nomenclature in practice typically uses the phrase "behavioral health"). This course covers a broad range of human behavior and feelings and presents information, theories, and diagnostics from the text, student and instructor provided learning materials, videos, and learning derived from required reading of the Diagnostic and Statistical Manual (DSM5) that is the current classification and descriptive tool in use for psychotherapeutic assessments) and subsequently, application to models of intervention applicable to non-normative mental/behavioral health functioning. This course is designed such that all five dimensions of mental illness (organized dimensions of information), referred to in practice as "axes" are introduced and will lead to capabilities for assessing mental disorders and concomitant methodologies of treatment, that are linked to each of the specific axes. *3 credits*

SOWK 7512 Theories and Models of Addiction

This is an online course which will use Blackboard to access the online portion. This course will introduce students to the history of substance abuse and treatment and the basic physiology of substance abuse. The course will examine theories of chemical dependency, models of substance abuse therapy, and how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed.

Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed. *3 credits*

SOWK 7513 Diversity and Oppression

This is an online course which will use Blackboard to access the online portion. This course is designed to introduce students to advanced level cultural competencies in cultural awareness, knowledge acquisition, and skills development. The course incorporates the knowledge, attitudes, and skills model of cultural competency as outlined by Lum (2011). Students will be introduced to knowledge, attitudes and skills for practice with diverse populations that are part of our communities: First Nation people, European Americans, African American, Latino American, Asian American, Muslim American, Women, People with disabilities, Gay, Lesbian, Bisexual and Transgender persons, and older adults. This course emphasizes cultural competence as dialogical process to assist students' engagement in conversations aimed to increase self and others awareness, promote acceptance and understanding. In addition, students will have the opportunity to learn and practice skills necessary to advocate for social justice and client's rights. *3 credits*

SOWK 7611 Theory and Practice in Forensic Social Work

In this course students will learn the history of Forensic

Social work, how to find and read legal cases and scholarly materials, the culture of the legal practice settings and the skills required to practice forensic social work in those settings. Students will also learn about inter-professional collaboration with other systems such as the legal profession, the courts, child welfare and corrections. The knowledge and skills gained in this course will be the basis for other topic specific forensic social work courses in the concentration. *3 credits*

SOWK 7612 Forensic Social Work in the Criminal Justice System

This course will prepare the social work student for practicing within or collaborating with criminal courts, probation and parole services, victim services and correctional programs. Students will learn about the contribution of a Social worker can make to the administration of justice by working with and within the court systems, working with the accused and convicted offenders and assisting victims of crime. *3 credits*

SOWK 7714 Forensic Social Work and the Family

This course will prepare the social work student for practicing within or collaborating with criminal courts, probation and parole services, victim services and correctional programs. *3 credits*

SOWK 7715 Forensic Social Work in the Civil Courts

This course will prepare the social work student for practicing within or collaborating with criminal courts, probation and parole services, victim services and correctional programs. *3 credits*

SOWK 7811-7812 Field III-IV and Integrated Seminar

The purpose of the field practicum is to facilitate the integration of social work theories and specific skills that students will apply in the field practice experience. Students complete 400 hours under the supervision of a qualified Field Instructor. See field manual for full details and expectations for field placement. The seminar, which will run concurrently with the field practicum, will facilitate student's understanding of the field/class learning experience utilizing critical reflection. It is also intended to provide guidance concerning practical issues that the student may encounter in the field experience. The discussion of experiences and situations students may come across during the different stages of the internship will help to maximize their learning experience. Required readings and assignments provide additional content on topics presented in the seminar. *3 credits*

SOWK 7910 Practice Evaluation

This is an online course which will use Blackboard to access the online portion. The course is a study of practice-outcome research. The course focuses on single case designs, needs assessment and program evaluation; recording methods; behavioral and standardized measures; and applications of evaluation methods to work with individuals, families, groups, programs, communities. The process of evidence-based practice is covered in this course. This course trains

social work students on methods of evaluation for individual clinical practice and group practice. *3 credits*

SOWK 7911 Social Work Practice in Addiction

This is an online course which will use Blackboard to access the online portion. This course will provide students with a foundation in basic and advanced techniques of counseling the substance abuse population. Student will receive a comprehensive overview of chemical dependency treatment and explore various counselor intervention methods. The qualities and professional skills necessary for competent and effective practice will also be thoroughly examined, specifically focusing upon evidenced-based practices, including: motivational interviewing, Screening, Brief Intervention, and Referral to Treatment (SBIRT), Cognitive Behavioral Therapy (CBT), and Community Reinforcement Approach (CRA). *3 credits*

SOWK 7912 Prevention Theory

This is an online course which will use Blackboard to access the online portion. This course will introduce students to the basic theories and principles of substance abuse prevention. The Social Development Model of human development, and its application through the Communities That Care prevention framework will be covered. The course also includes the impacts of substance abuse upon families and relapse prevention techniques. *3 credits*

SOWK 7913 Wellness and Behavioral Health

This is an online course which will use Blackboard to access the online portion. This is an advanced social work class, and the material presented in this class is at an advanced level. This course will focus on current and emerging health behavior theory, research, and practice specific to a variety of health related settings and to populations diverse on gender, age, ethnicity, sexual orientation and health status. The content of the course will also include information about the major chronic diseases identified as the leading cause of death in the US. This course will examine disparities in health outcomes as a function of access to and quality of care for persons disadvantaged by income, ethnicity, sexual orientation, and other factors. Theories of behavior change will be related to research and practice across micro, mezzo, and macro practice arenas. *3 credits*

College of Communication and the Arts



Office of the Dean
Arts and Sciences Hall, Room 202
(973) 275-4871, Office of the Dean
(973) 761-9474, Undergraduate Studies
(973) 761-9490, Graduate Studies
<http://www.shu.edu/communication-arts/>

Office of the Dean

Dean: Deirdre Yates, M.F.A.

Assistant Dean: Ryan Hudes, Ph.D.

Director, CASE/Undergraduate Administration:
Amanda Carcione, M.S.

Director, CASE/Graduate Administration:
Brittany Scoles, M.A.

Administrative Assistant: Stacey Anderson

Administrative Assistant: Sherry Mahfouz

Department and Chair

Communication and the Arts: Renee Robinson, Ph.D.

The College of Communication and the Arts fosters academic interdisciplinarity and engaging curriculum that primes students to launch careers or to pursue advanced degrees. Currently offering seven undergraduate (Bachelor of Arts) programs, two graduate (Master of Arts) programs, as well as several minors and dual-degree options, all

Communication and the Arts students benefit from one-on-one advising, experiential learning opportunities, and the flexibility to explore various disciplines and still be focused to succeed.

Mission Statement

The College of Communication and the Arts at Seton Hall University is dedicated to enabling innovative, genuine, and professional interaction in academic, social, artistic, and technological settings. Our programs challenge students to lead, create, and communicate with responsibility, passion, and excellence.

Vision Statement

The College of Communication and the Arts is a dynamic community that provides students opportunities to learn from and thrive alongside scholars, artists, theorists, critics, practitioners, and professionals. Our diverse program offerings are anchored in the humanities, infused with technology, and provide purposeful and meaningful interdisciplinary collaborations among programs. Students graduate as creative, skilled, ethical, and excellent communicators.

Core Values

Seton Hall's College of Communication and the Arts not only affirms and strives for, but works to instill in its students,

the following core values that symbolize and are representative of the University's mission:

- Catholicity
- Academic excellence and intellectual rigor
- Social stewardship, civic-mindedness, and servant leadership
- Global awareness and cultural sensitivity
- Aesthetic, intellectual, and technological innovation and creativity
- Joy in searching for, discovering, and sharing knowledge
- Interdisciplinarity and collaboration

Graduate Studies in the College of Communication and the Arts

Arts and Sciences Hall

(973) 761-9490

CGS@shu.edu

www.shu.edu/commarts-graduate-studies

Graduate Studies within the College of Communication and the Arts includes two Master of Arts degree in Communication and Museum Professions. Each of these programs provides students with dynamic learning experiences involving theoretical frameworks and practical components that permit students to recognize, test, and translate course material into academic, professional, and workplace settings required of a complicated and highly interactive world. Upon degree completion, students are prepared to contribute to their careers and organizations of interest in meaningful ways with the likelihood of enhanced success.

Graduate Studies also offers four certificates: Intercultural Communication; Organizational Communication; Public Relations; and Strategic Communication and Leadership. For qualified undergraduate students, the Graduate Studies includes two Five-Year Dual Degree Programs (B.A./M.A.) in Communication and Museum Professions.

For information about applying to any of our programs, please review the forthcoming Standards for Admission details within the Communication and the Arts (CASE) forthcoming section in this document.

Programs of Study

Master of Arts Programs (M.A.)

- Communication
- Museum Professions

Dual Degree Programs

- M.A. Communication/M.A. Diplomacy and International Relations
- B.A./M.A. Communication
- B.A./M.A. Museum Professions

Certificate Programs

- Intercultural Communication
- Public Relations
- Organizational Communication

- Strategic Communication and Leadership

Communication and Arts Student Engagement (CASE)

Director (UG): Amanda Carcione, M.S.

Director (GR): Brittany Scoles, M.A.

Through the Communication and the Arts student Engagement (CASE) initiatives, the Office of the Dean provides both Undergraduate and Graduate students with the support needed to successfully transition into the College. Using various high impact practices including, but not limited to, academic advising, professional mentorship, academic monitoring and fostering involvement in co-curricular activities, the CASE initiative seeks to elevate student success and increase student retention and persistence to degree completion.

Standards for Admission

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

Candidates for admission to any of the College's two-degree programs are required to submit a complete application and all supporting materials by the appropriate deadline. Graduate Studies requires an online application and the following supplemental material be submitted and received in order to be considered for admission:

- a personal statement/letter of intent;
- a current resume;
- a baccalaureate degree from an accredited college or university;
- official transcripts from all institutions attended;
- GRE General Test (GRE) or MAT official score report (waiver criteria and process outlined below); and
- Two letters of recommendation (from academic and professional sources).

GRE or MAT Waiver Requests

Applicants may request a waiver of the GRE or MAT requirement if one of the following conditions is satisfied –

- overall undergraduate grade point average (GPA) is 3.4 (on a 4-point scale) or higher; or
- applicant has completed a M.A. degree from an accredited institution and received a 3.0 or higher graduate GPA (on a 4-point scale).

For priority consideration (including the availability of College-level scholarship opportunities), complete applications and all supporting materials should be received by May 1 for the Fall semester and November 1 for the Spring semester. Applications are reviewed on a rolling basis once received.

Please note, the Fall semester begins in late-August and the Spring semester begins in early-January. Consequently, applications are not considered after August 1 or December 1,

for the Fall and Spring semesters, respectively.

For more information about graduate admissions within the College of Communication and the Arts, visit www.shu.edu/commarts-graduate-studies/graduate-admissions-requirements.cfm or contact Ms. Brittany Scoles, via email at brittany.scoles@shu.edu.

International Applicants

In addition to the above admissions-related materials, international applicants must satisfy the following requirements:

- course-by-course transcript evaluation from an accredited transcript evaluation agency;
- TOEFL or IELTS official score report – if English is not an applicant's native language; and
- Video conference, as requested.

For international applicants that require a student visa, the Office of International Programs will evaluate an applicant's materials to determine if they are sufficient to issue an I-20. An I-20 is used to apply for an F-1 student visa.

Academic Advising

Full-time faculty and administrators within the College of Communication and the Arts serve as advisers to support students who have declared majors within the College of Communication and the Arts in order to enhance the quality of the student experience and plan coursework in alignment with prescribed curricula.

Academic Advising within the College is a partnership between student and adviser where both the adviser and student are engaged in the process. Through this partnership, advisers within the College help students articulate their educational and career goals, understand University policy and procedures and connect with campus resources to support their transition.

During the academic year students are expected to meet with their academic adviser at least once per semester in order to give the student the opportunity to discuss appropriate course selection, academic progress, curricular and co-curricular programs, and the full range of services and opportunities available for all Seton Hall students.

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

CHAMP – CommArts Honor Alumni Mentor Partners

A partnership between The Career Center and the College of Communication and the Arts, CHAMP is a mentorship program that pairs students with alumni mentors who are top level executives in various Communication and the Arts fields. This initiative helps students gain a competitive edge by learning about career opportunities directly from alumni who

have graduated and moved on to achieve professional success. Student selected to participate the CHAMP program are also enrolled in a 1-credit academic course during the Spring semester. The course provides students the opportunity to reflect on the mentorship experience and learn more about the career development process

Interventional Advising

The College of Communication and the Arts uses Compass to support students from the first year through to graduation. Through the use of early alerts and progress reports, faculty provide feedback on student performance. Alerts are monitored by the CASE Director to allow for appropriate outreach to students who may need additional support. By meeting with the CASE Director, students receive necessary interventions early in the semester allowing problems to be solved before they escalate. Students who fail to meet academic requirements set forth by the University meet regularly with the CASE Director and will develop an academic success plan as part of their advising experience. During strategic check-ins throughout the semester students can adjust their plans, reflect on their progress during the semester and get referrals to appropriate campus support. While the CASE Director will make initial outreach to students, it is up to the student to schedule and attend regular meetings.

Internships

Internships are offered as part of the Museum Professions program and are designed to integrate classroom study with supervised learning through productive work experiences. Additional details regarding the internship requirement are articulated in the ARMS 7800 Internship course description.

Course Identification

The course numbering system used throughout the University is described in the Academic Policies and Procedures section of this catalogue. The abbreviations and course subject code used within Graduate Studies within the College of Communication and the Arts include: ARMS, COMM, COPR, and COTC.

Degree Requirements

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

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

Comprehensive Examination

The successful completion of a comprehensive examination

may be required in some programs of the College of Communication and the Arts. University regulations concerning this examination are detailed in “The Comprehensive Examination” and “Continuity” in the Academic Policies and Procedures section of this catalogue.

Master’s Project/Thesis Continuation

With approval from an academic adviser, master’s degree students who have completed all degree requirements except the master’s project and/or thesis are required to register for THCN 7999 Thesis Continuation (Master’s) as their first thesis continuation. Thereafter, students will register for THCN 8000 Thesis Continuation (Master’s). Thesis continuation and fees are accessed for THCN 8000.

Centers and Institutes

The Lloyd A. McBride Communication and the Arts Leadership Center

Associate Director: Mark Maben

Seton Hall is excited to launch what is one of the few undergraduate leadership programs in the country for students planning a career in communication and the arts. In addition to receiving a foundational understanding of leadership under the university’s umbrella Leadership Institute, students in the College of Communication and the Arts at Seton Hall will receive leadership development specific to their profession and taught by leaders in their field.

In addition to the academic and experiential understanding of what it means to be a leader in communication and the arts, students in the program will also have access to information and a network specifically designed to give them a leg up on their counterparts as they embark on their new careers. Not only will they have a built-in network of senior and junior professionals to learn from and engage with, but they will have insight into which thought leaders, podcasts, and blogs will enhance their professional development in the field.

The Lloyd A. McBride Communication and the Arts Leadership Center is responsible for the leadership pillar of courageous communication.

For specific questions regarding the center, please contact the College’s CASE Office by phone at (973) 275-4871.

Institute for Communication and Religion

Director: Jon Radwan, Ph.D.

The Institute for Communication and Religion (ICR) provides a nexus for ongoing scholarly exploration of communication topics critically important to religion and society.

Designed to enhance the University’s and the College’s sustained leadership in fostering open, clear dialogue and study between religious believers and the broader public, the Institute serves to enrich the community by hosting scholarly panels, organizing curriculum development workshops, and conducting outcomes-based research.

Institute of Museum Ethics

Director: Gregory Stevens, M.A.T.

The Institute of Museum Ethics (IME) promotes accountability, responsibility, and sustainability in museums by convening conversations about critical ethical issues facing museums today, and creating a physical and virtual community of emerging and practicing museum professionals and museum studies faculty who can use our resources to make informed decisions about ethical matters.

Affiliated Units

Arts Council

Executive Director: Christopher Aurilio, M.A.

The Arts Council is home to the College of Communication and the Arts’ Classical Concert Series, Jazz ‘n the Hall, Seton Hall Theatre, Choral and Orchestral Activities, as well as the Walsh Gallery exhibitions. The Arts Council is committed to increasing the visibility of the arts both on and off-campus, and to contributing to the cultural vitality of the campus and to the University’s role in the greater community by fostering and promoting the visual, and performing arts, enhancing communication and collaboration among artists. All events offered under the Arts Council are free of charge to Seton Hall University students.

Brownson Speech and Debate Team

Director: Catherine Zizik, M.F.A.

Head Coach: Sam Ohrenberger-Hopkins, M.A.

Assistant Coach/Dramaturge: Angela Kotsonis, M.A.

Assistant Coach: Noel Fielder

The Brownson Speech and Debate Team flourishes as a competitive, academic, co-curricular activity dedicated to the advancement of logic, argumentative skills, advocacy, creativity, rhetorical excellence and performance artistry through undergraduate intercollegiate forensics. The team travels across the United States to compete in a wide variety of speaking events. This enriching activity spans the growth of leadership, determination, hard work and effective communication. Members of the Debate Team increase their awareness and critical evaluation of current political, social, economic and cultural issues.

Classical Concert Series

Director: Dena Levine, D.M.A

The Classical Concert series brings world-class soloists and ensembles from around the globe to South Orange. From pianists to quartets, soloists to concert bands, the series blends education with artistry, often offering preconcert lectures and workshops featuring faculty and guest artists alike.

Jazz 'n the Hall

Director: Gloria Thurmond, D.Min.

The Jazz 'n the Hall series brings a variety of jazz musicians and ensembles to the Seton Hall community. World renown jazz musicians, alumni jazz ensembles as well as Seton Hall faculty jazz groups visit the stage of South Orange Performing Arts Center to bring this popular genre of music to the Seton Hall community.

Television Studio

Manager: Albin Wicki

Engineering Support Technician: Paul Libassi

The College of Communication and the Arts' television studio, located in Fahy Hall, is exclusively dedicated to student use. The studio features a full production floor and elevated control booth. Equipment used by and available to students includes television and film cameras, audio and lighting equipment, green screens, and various sets. The control booth features multiple stations to view, playback and edit programming. The studio is utilized heavily by the Visual and Sound Media program, allowing faculty to teach students in a hands-on setting, and allowing students record and produce in a professional studio. The television studio is also home to PirateTV, a student-run organization that produces and distributes real-time broadcasts to the Seton Hall community.

WSOU 89.5 FM

General Manager: Mark Maben

Chief Engineer: Frank Scafidi

Underwriting & Marketing Manager: Jennifer Kajzer
WSOU 89.5 FM is the award-winning, student-run radio station of the College and Seton Hall University. Since its inception in 1948, WSOU broadcasts from the University's South Orange campus, reaching all five boroughs of New York City, Southern Westchester and Rockland Counties of N.Y., and much of the northern and central parts of New Jersey. WSOU has programmed a hard rock format, developing a local and national reputation as an industry leader in breaking new bands. WSOU gave the first area airtime, and in some cases the first-ever airplay, to bands such as Pearl Jam, Smashing Pumpkins, Rage Against the Machine, and My Chemical Romance, among many others. WSOU is also the broadcast home for Seton Hall Athletics and additionally airs religious, public affairs, news and ethnic programming.

Student Organizations

AIGA The Creative Types

Advisers: Christine Lhowe, M.F.A. and Cristine Krus, M.S.

The Creative Types is a community of students inspired by art and design. Formed in 2005 as a student-run agency, the organization fosters professional growth through its recent

affiliation with the New York City chapter of American Institute for Graphic Arts (AIGA). Members advance their portfolios by contributing to pro bono design projects and participate in collaborative meetings that cultivate esteem for the creative arts. Students become members of AIGA, which provide them with benefits including access to chapter events in New York, job postings by top agencies, the ability to share their creative work digitally with over 25,000 members, and the opportunity to volunteer at national conferences.

Communication and the Arts Graduate Student Association

Adviser: Brittany Scales, M.A.

Formed in Fall 2017, the Communication and the Arts Graduate Student Association (CAGSA) works to facilitate a fellowship of students who share solidarity in the common endeavor of earning a graduate degree in the communication- and arts-related disciplines. To that end, the CAGSA serves all Seton Hall Communication and the Arts graduate students with three essential foci: Social, Academic and Networking. Membership in the Communication and the Arts Student Association (CAGSA) is open to all graduate students in the existing programs within Graduate Studies, including students in the Dual-Degree programs. Members are expected to be in good academic standing to participate.

Gentlemen of the Hall

Adviser: TBD

The Gentlemen of the Hall is the all-male collegiate a cappella singing ensemble of Seton Hall University. Founded in the spring of 2013, the Gentlemen have served as the University's finest a cappella ensemble ever since. The Gents' most notable performances include singing at the Prudential Center and performing the National Anthem for the New York Mets at Citi Field.

Intercollegiate Ethics Bowl

Adviser: Catherine Zizik, M.F.A. and Abe Zakhem, Ph.D.

The Intercollegiate Ethics Bowl Team provides students opportunities to participate on the national stage, presenting and defending their moral assessments of current ethical issues, including nuclear proliferation, big pharma and the opioid addiction epidemic, ethical issues concerning the NCAA and student athletes, environmental ethics, and the ethics of voting.

Lambda Pi Eta

Adviser: Ann Bollinger, M.A.

Lambda Pi Eta (LPH) is the National Communication Association's official honor society at four-year colleges and universities. The goals of LPH are to recognize, foster and reward outstanding scholastic achievement in Communication

Studies; stimulate interest in the field of Communication; promote and encourage professional development among Communication majors; provide an opportunity to discuss and exchange ideas in the field; establish and maintain closer relationships between faculty and students; and explore options for graduate education in Communication Studies.

Litore Agency

Advisers: Kathryn Lancioni, M.S. and McKenna Schray, Ph.D.

The Litore Agency is Seton Hall University's student-led strategic public relations and communications firm. The student-led firm was founded in 1995 by Joan Bosisio, emeritus director for the Public Relations Society of America (PRSA) New Jersey Chapter. With origins in South Orange, N.J., we have provided expert advice and service to organizations on and off campus for over 20 years. Members of Litore conduct real-life public relations work to meet their client's needs and goals. The agency has aided in providing strategic service for a multitude of diverse clientele ranging from beauty, entertainment, our university's departments, local South Orange businesses and more. Some of our clients include Dress for Success, Seton Hall University's School of Diplomacy and International Relations, and the Vanguard Theatre Company.

Pirate Television

Adviser: William Pace, M.F.A.

Pirate Television (Pirate TV) is the student-run and student-managed news station of the College and Seton Hall University. It is the only broadcast network on campus created *by the students and for the students*. Pirate TV provides students with first-hand experience in creating a professional-grade news product on both sides of the camera. Pirate TV develops skills outside the classroom, preparing students to produce broadcast work in real-time. Pirate TV actively reports content every week. Pirate TV is open to all students, regardless of major. After completing orientation, students learn the layout of the program and can specify which areas they would like to learn more about. Students can experience different positions, easily discovering their broadcast niche.

Public Relations Student Society of America

Advisers: Kathryn Lancioni, M.S. and McKenna Schray, Ph.D.

Public Relations Student Society of America (PRSSA) is an organization for any student interested in public relations and communications. The PRSSA helps students gain experience in the field by providing expert advice and service to organizations on campus and within the community. The chapter is dedicated to helping students find their passion for PR and network with Seton Hall University alumni and professionals in the field.

Society of Professional Journalists

Adviser: Ann Bollinger, M.A.

The Society of Professional Journalists (SPJ) works to inspire and educate current and future journalists through professional development, highlighting the importance of high standards and ethical journalism. SPJ strives to create a climate in which journalism can be practiced more freely and fully.

Student Board

Adviser: Amanda Carcione, M.S.

The CommArts Student Board is a partnership between the Office of the Dean and the various student organizations of the College of Communication and the Arts whose goal is to foster collaboration and community among the CommArts students. The Student Board coordinates events and philanthropic initiatives in alignment with the College's goals and that further promote the mission of the University.

Student Ensembles

The College of Communication and the Arts offers an array of musical ensembles for students, including:

Chamber Choir

Director: Jason Tramm, D.M.A.

The Seton Hall University Chamber Choir is a select group of Seton Hall's most advanced vocalists. The group rehearses and performs repertoire for small ensemble and gives concerts twice annually at the South Orange Performing Arts Center. Additionally, the group often participates in concert performances at other venues. A short audition is required.

Chorus

Director: Jason Tramm, D.M.A.

The Seton Hall University Chorus is the largest choir at Seton Hall University. It features over 60 members comprised of Seton Hall University undergraduate students, alumni, community members and faculty. It has achieved high distinction and recognition from numerous organizations due to its continuing efforts. Concerts are given each semester at the South Orange Performing Arts Center, and the group frequently sings at other concert venues. A short audition is required.

Concert Band

Director: Charles Yassky, M.S.

The Seton Hall University Concert Band offers students with ensemble performing experience as a credited course offering. Students with intermediate to advanced skill levels in band instruments (woodwinds, brass, percussion) are encouraged to participate. A wide range of music is performed of diverse styles and different musical periods. Students have the unique opportunity to perform with faculty and professionals within the Concert Band in the fall and spring concerts at SOPAC. The Concert Band meets once weekly for a 90-minute

rehearsal and presents a concert performance at the end of each semester.

Jazz Ensemble

Director: Carol Hamersma, M.A.

In the Seton Hall Jazz Ensemble, students rehearse a variety of jazz styles in small combo setting to be performed in various venues throughout the term. Repertoire includes the blues, swing, Latin, modal, and fusion in varied grooves and tempos. The ensemble repertoire always includes material accessible to the beginning improviser. Students learn ensemble skills including phrasing, dynamics, and terminology, and are given opportunities for improvisation. All are encouraged to improvise regardless of prior experience and will be coached on their improvisation. Rehearsals are run by the instructor, but students are encouraged to contribute their ideas for arrangements. While a background in jazz is helpful, it is not required. Students must however have a degree of playing facility and music reading experience on their instrument.

Orchestra

Director: Jason Tramm, D.M.A.

The Seton Hall Orchestra offers students an orchestral performing experience as a credited course offering. Students with intermediate to advanced skill levels on all orchestral instruments (strings, woodwind, 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. A short audition is required.

Pep Band

Director: Deborah Sfraga, M.A.

The Seton Hall University Pep Band is an integral part of the men's and women's basketball games, providing entertainment and spirit. The band plays prior to all home games and during time-outs, leading the students with musical cheers and adding their own cheers as well. The pep band is made up of woodwind, brass and percussion instruments. There are no electric instruments, i.e. bass and guitar in the band. Pep Band is open to all students who can play their instrument at least a 3rd year of high school proficiency and who want to make the commitment needed to be a member. The music is standard marching band charts of medium to advanced levels of difficulty. Students use University percussion and sousaphones, and some other instruments (i.e. tenor sax, baritone saxophone, mellophones, etc) are available, but it is recommended that students bring their own instruments to play. The University provides music and a uniform.

Seton Hall Theatre

Director: Peter Reader, M.F.A.

Tech Facilitator: Christopher Aurilio, M.A.,
Seton Hall Theatre offers a wide variety of theatrical opportunities for students including the four annual faculty and guest directed main-stage productions, as well as productions produced by the Theatre Council. Seton Hall Theatre performs in two locations, at the South Orange Performing Arts Center (SOPAC) and on-campus in the Theatre-in-the-Round, a performance space in the Bishop Dougherty Student Center. All Seton Hall students, regardless of major, are invited to audition for productions or volunteer with backstage and scene shop activities.

Theatre Council

Advisers: Gretchen Hall, M.F.A. and Peter Reader, M.F.A.

Tech Facilitator: Christopher Aurilio, M.A.

Seton Hall University Theatre Council is a student run organization, which acts as a liaison between the student body and the College of Communication and the Arts Theatre Program. The program's goal is to create performances and leadership opportunities, allowing students to produce theatrical entertainment for the student body to enjoy. Theatre Council is open to all students, regardless of major. The club meets throughout the school year for events, parties, and meetings. It also hosts a variety of annual events including Broadway Flea Market, Halloween Haunted House, One Act Festival and Cabaret.

Department of Communication and the Arts

Chair: Renee Robinson, Ph.D.

Directors of Graduate Studies

Communication: Renee Robinson, Ph.D.

Museum Professions: Gregory Stevens, M.A.T.

Faculty

Communication (GR): Robinson; Schray; Tsuria

Museum Professions: Stevens

Faculty Emeritus: Cate; Chu; Leshnoff

Retired Faculty: Kuchon, Mahon

Communication

Arts and Sciences Hall

(973) 761-9490

CGS@shu.edu

www.shu.edu/academics/ma-communication.cfm

Faculty: Robinson, Schray, Tsuria

Master of Arts in Communication

[CA_COMM_MA]

Program Director: Renee Robinson, Ph.D.

The Master of Arts in Communication is a 36-credit on-campus program in which students develop critical communication skills associated with human interaction and research practices in ways that are grounded in theory and can be immediately applied in practice. Students are challenged to think creatively, apply state-of-the-art technology, and sharpen their communication competencies and knowledge base in a dynamic and highly interactive environment reflecting real world scenarios. A unique *Communication Portfolio* course assists students in transitioning from their graduate studies to an employment opportunity or toward further study.

The program currently offers three areas of study.

- **Digital Communication and Communication Technologies** focuses on communication technologies in corporations, organization and human relations including device usage, adoptions and applications.
- **Communication in Organizations** teaches students to enhance workplace communication capabilities by focusing on decision making and problem solving within employee relations, management communication and digital interaction.
- **Public Relations** teaches students to develop strategic messages for diverse audiences and build mutually beneficial relationships by focusing on the unique management function of the discipline and examining advanced concepts, theories, and methods through a global framework.

Curriculum Requirements

The Master of Arts in Communication requires 36 credits distributed as follows:

I. 9 credits of communication coursework, including the following required courses:

COTC 7110	Communication Research	3
COMM 8000	Communication Research Methods	3
COMM 8500	Communication Portfolio	3

II. 12 credits in a track of the student's choice:

Track 1: Digital Communication/Communication Technologies

COMM 7002	New Media, Organizations, and Institutions	3
COMM 7551	The Internet and Communication	3
COMM 7775	Theory and Practice of Digital Communication	3
COTC 8110	Seminar in Communication Technologies Ethics	3

Or

Track 2: Communication in Organizations

COTC 6100	Introduction to Organizational Communication	3
COMM 7413	Training & Development	3
COMM 7503	Organizational Culture	3
COMM 7763	Employee Relations	3

Or

Track 3: Public Relations

COPR 6000	PR Research and Reporting	3
COPR 6002	Global Perspectives	3
COPR 6003	Theory and Principles of PR	3
COPR 8003	Strategic Planning and Practical Application	3

III. 9 credits in approved Communication elective courses.

IV. 6 credits of thesis-related coursework, including the following required courses:

COMM 8199	Master's Project I	3
COMM 8200	Master's Project II	3

For more information about this program, visit <https://www.shu.edu/academics/ma-communication.cfm> or contact Ms. Brittany Scoles, via email at brittany.scoles@shu.edu.

Museum Professions

Arts and Sciences Hall/Arts Center

(973) 761-7966

CGS@shu.edu

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

Faculty: Stevens

Master of Arts in Museum Professions

[CA_ARMS_MA]

Program Director: Gregory Stevens, M.A.T.

Graduate Studies within the College of Communication and the Arts offers a Master of Arts (M.A.) degree in Museum Professions. This 39-credit program prepares students for careers in museums and other cultural institutions through challenging coursework and concrete experience, melding the theoretical with the practical, with an emphasis on ongoing assessment of student learning. A hallmark of the Museum Professions program is its career-focused experiential, social, and constructivist pedagogy; grounding in the professional and scholarly literature; discourse about current issues impacting the museum field and society; emphasis on the broad spectrum of diversity, equity, and inclusion; regular interaction with museum practitioners; and career guidance. After completing this program, students will be able to design compelling education programs or exhibitions for diverse audiences, manage collections based on standards and best practices, and serve as persuasive museum leaders and change agents.

Program of Study

The Master of Arts in Museum Professions provides students with the resources they need to build and demonstrate mastery of museum generalist knowledge and skills, museum specialist knowledge and skills focused on visitor experience and engagement or collections stewardship, and core competencies for professional roles in museums and other fields. Students enrolled in this 39-credit program engage in the following course of study:

- I. **Foundations.** Students build generalist knowledge and skills in foundations courses exploring the history, function, and future of museums as mission-driven public institutions focused on collecting, communicating, and advocating for the essential and diverse stories about the world in which we live.
- II. **Areas of Advanced Study:** Students build knowledge and skills through courses related to their respective disciplines. Areas of advanced study offer fluidity and flexibility within and across areas of study. Students enroll in courses under the direction of faculty and advisers that best align with their professional goals, while also considering other courses that may broaden their competencies in a competitive job market.
- III. **Capstone Experiences.** Students demonstrate growth and mastery through robust capstone experiences, including master's thesis, professional portfolio, and/or museum internship. Collectively, these experiences provide students with immersive opportunities to apply, test, reflect on, and refine their growing knowledge and skills inside and outside the classroom setting and into professional museum environments.

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

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

Curriculum Requirements

A total of 39 credits is required.

Core Courses (12 credits)		Credits
ARMS 6000	Anatomy of a Museum	3
ARMS 6505	History and Theory of Museums	3
ARMS 7800	Internship	3
ARMS 8000	Master's Thesis	3

Areas of Advanced Study (select one: 15 credits each)**Track I. Museum Education**

ARMS 6813	Museum Education I	3
-----------	--------------------	---

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

Track II. Museum Registration

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

Track III. Museum Management

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

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

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

Track IV. Exhibition Development

ARMS 6803	Museum Registration I	3
ARMS 6805	Legal and Ethical Issues in Museums	3
ARMS 6814	Museum Education II	3
ARMS 7001	Museum Exhibitions A-Z I	3
ARMS 7002	Producing an Exhibition	3

Electives (12 credits)

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

ARMS 6816	Writing for Museums	3
ARMS 7005	Museum Technologies	3
ARMS 6604, 6606, 6608, 6609, 6610	Seminars Abroad	3
ARMS 7006-09	Special Topics in Museum Professions	3

OR any course in any track other than the one the student has chosen

For more information about this program, visit <http://www.shu.edu/academics/ma-museum-professions.cfm> or contact Dr. Ryan Hudes, via email at ryan.hudes@shu.edu.

Dual Degree Programs**Dual M.A. Communication/M.A. Diplomacy and International Relations**

The dual master's program with the School of Diplomacy and International Relations is an on-campus program that combines the curricula and resources of the College of

Communication and the Arts and the School of Diplomacy and International Relations in a cross-disciplinary course of study.

Each student's program is developed with an academic adviser to meet individual academic and professional goals. Students earn both the Master of Arts in Communication and the Master of Arts in Diplomacy and International Relations at the completion of this program.

Curriculum Requirements

The Dual M.A. Communication/M.A. Diplomacy and International Relations requires 57 credits distributed as follows:

I. 9 credits in communication coursework, including the following required courses:

COTC 6100	Introduction to Organizational Communication	3
-----------	----------------------------------------------	---

COTC 7110	Communication Research	3
-----------	------------------------	---

COMM 8000	Communication Research Methods	3
-----------	--------------------------------	---

II. 12 credits in additional electives (from the communication course inventory)

III. 21 credits in M.A. Diplomacy and International Relations courses

IV. DIPL 7111	Internship I	3
---------------	--------------	---

V. 6 credits in capstone-related courses in either program:

DIPL 6310	Research Methods in Policy Analysis	3
-----------	-------------------------------------	---

DIPL 6311	Master's Research Project	3
-----------	---------------------------	---

or

COMM 8199	Master's Project I	3
-----------	--------------------	---

COMM 8200	Master's Project II	3
-----------	---------------------	---

VI. 6 credits in free elective courses in either program

For more information about the Dual Program with the School of Diplomacy and International Relations, visit www.shu.edu/academics/masc-ma-diplomacy.cfm or contact Ms. Brittany Scoles, via email at brittany.scoles@shu.edu.

Accelerated Dual Degree Programs (B.A./M.A. Communication or Museum Professions)

The College of Communication and the Arts offers two accelerated dual B.A./M.A. degree programs:

- B.A./M.A. in Communication
- B.A./M.A. in Museum Professions

Each student's program is unique and crafted in consultation with both an undergraduate and graduate academic adviser. Timeline varies based on academic progress and completed coursework.

Qualified students are considered for admission to the B.A./M.A. dual degree program either: (1) as an incoming freshman or (2) following application after the completion of at least 45 undergraduate credits. Students may apply for admission to the dual degree program with additional credits,

but no later than the end of junior year (i.e. 90 credits).

For all students, eligibility for admission will be confirmed upon completion of at least 45 undergraduate credits (with a minimum GPA of 3.0 or higher) and submission and review at the graduate-level of the following materials:

- Online graduate application;
- Resume or CV;
- Personal statement;
- Transcript from any postsecondary institution attended (other than Seton Hall);
- Two (2) letters of recommendation; and
- GRE or Miller Analogies Test (MAT) scores*

* *The GRE or Miller Analogies Test (MAT) should be taken during the student's senior year. Submission of test scores is considered a degree requirement. An applicant may request a waiver of the standardized test requirement if their GPA is a 3.4 or higher at the time of graduate application review. Waiver requests should be emailed to Ms. Brittany Scoles at brittany.scoles@shu.edu.*

Admission is based on earning a 3.0 minimum GPA and all submitted application items. Students from all undergraduate degree programs are welcome to apply, assuming they have completed four undergraduate courses in art history before completing their baccalaureate degree.

Dual B.A./M.A. Communication

This accelerated dual degree option allows qualified undergraduate students to complete 12 graduate credits during their junior and senior years. The 12 completed credits are applied to both the B.A. and the M.A. degrees. Following the completion of baccalaureate degree requirements, students then complete the remaining 24 credits to earn their degree.

Model Program

Complete up to 12 credits of the following courses during undergraduate studies:

Program Core (9 credits)

COMM 7110	Communication Research
COMM 8000	Communication Research Methods
COMM 8500	Communication Portfolio

Area of Study (12 credits)

Reference M.A. Communication portion of Catalogue

Approved Electives (9 credits)

Reference M.A. Communication portion of Catalogue

When a student has completed all undergraduate degree requirements and earned at least 120 credit hours, the student will be awarded their baccalaureate degree. Upon completion of all remaining M.A. requirements and a minimum of 144 credit hours, the student will be awarded their M.A. degree.

Dual B.A./M.A. 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 the completion of the baccalaureate degree, students complete the remaining 27 credits of the M.A. degree.

Model Program

Complete up to 12 credits of the following courses during undergraduate studies:

Program Core (6 credits)

ARMS 6000 Anatomy of a Museum

ARMS 6505 History and Theory of Museums

Area of Study (15 credits)

Reference M.A. Museum Professions portion of Catalogue

Approved Electives (9 credits)

Reference M.A. Museum Professions portion of Catalogue

When a student has completed all undergraduate degree requirements and earned at least 120 credit hours, the student will be awarded their baccalaureate degree. Upon completion of all remaining M.A. requirements and a minimum of 147 credit hours, the student will be awarded their M.A. degree.

Certificate Programs

Four Communication-related professional certificates are available from within Graduate Studies. Each certificate is comprised of 12 graduate-level credits. Students who pursue and successfully earn a professional certificate will receive a notation on their official transcript. Once earned, professional certificates can be noted on a résumé.

Available Professional Certificates options include:

Intercultural Communication [CA_CCVC_NM]

COMM 8001 Multiculturalism and Leadership:
Communication Perspective

COMM 7410 Cross Cultural Communication

COPR 6002 Global Perspectives

COTC 8110 Seminar in Communication Technologies
and Ethics

Organizational Communication [CA_CCOG_NM]

COTC 6100 Introduction to Organizational
Communication

COPR 6002 Global Perspectives

COPR 6003 Theory and Principles of PR

COMM 7763 Employee Relations and Communication

Public Relations [CA_CCPR_NM]

COPR 6000 PR Research and Reporting

COPR 6002 Global Perspectives

COPR 6003 Theory and Principles of PR

COPR 8003 Strategic Planning and Practical Application

Strategic Communication and Leadership

[CA_CCSL_NM]

COMM 7798 Managerial Communication

COMM 6300 Strategic Organizational Communication

COMM 8001 Multiculturalism and Leadership:
Communication Perspectives

COMM 7779 Crisis Communication

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

Course Inventory by Subject Code

ARMS 6000 Anatomy of a Museum

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

ARMS 6505 History and Theory of Museums

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

ARMS 6600 Managing People & Projects

This course offers a practical view of managing projects and important lessons about the critical role of individuals in the museum workplace. Students will explore organizational behavior, leadership at all levels, and working on or leading teams using project management methodology applied to various museum-related activities, including a strategic planning process, a public-facing program, and exhibition development. *3 credits*

ARMS 6601 Foundations of Museum Education

This course offers a practical view of museum education as a key profession, one with increasing significance in the field. We will explore educational/learning theory, andragogy, and pedagogy as applied to museum programs and activities created for learners of all ages and backgrounds, including children, adults, seniors, family audiences, and visitors with disabilities. Students will examine how demographic trends and audience motivations for museum visitation influence the development of programs, exhibits, community collaborations, and evaluation and assessment. *3 credits*

ARMS 6600-6610 Seminars Abroad

A seminar abroad is offered each year at the end of May. Its purpose is to acquaint students with museums and museum practice outside of the United States. Accompanied by a faculty member, students travel to a major city abroad (past destinations have included Amsterdam, Beijing, Berlin, Paris, and Rome). During the seminar abroad, they visit museums and galleries and meet with local museum professionals.

Students receive a 25% reduction in the tuition for the course, but do need to pay for travel, lodging, and food. *3 credits*

ARMS 6611-6615 Special Topics

Courses on selected special topics in museum studies may be offered on an ad-hoc basis. *3 credits*

ARMS 6802 Object Care for Collection Managers

The course introduces future registrars and collection managers to issues associated with care, preservation (conservation), history, and technique of objects in a wide variety of media. To be considered are works on paper, paintings, sculpture, textiles, photographs, frames, and ethnographic objects. *3 credits*

ARMS 6803 Museum Registration I

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

ARMS 6804 Museum Registration II

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

ARMS 6805 Legal and Ethical Issues in Museums

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

ARMS 6806 Museum Fundraising Fundamentals

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

ARMS 6813 Museum Education I

This course gives an overview of learning theories especially applicable to childhood, then applies these theories to the museum setting. Examples from museums of diverse genres from across the country and around the world will be used to explore how museums can work with school-age audiences, curriculum, and current trends in education and testing in beneficial collaborations. The course will focus on such

questions as: how can museum educators make our exhibits come alive for young learners; and, how can our collections engage students actively and experientially. *3 credits*

ARMS 6814 Museum Education II

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

ARMS 6815 Museums and Communities

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

ARMS 6816 Writing for Museums

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

ARMS 6817 Audience Research and Project Evaluation

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

ARMS 6818 Introduction to Archives Management for Museum Professionals

This course provides a basic introductory overview of archival administration, historical documentation, and the management of historical resources. Students will gain a basic understanding of the archival functions of arrangement, description, collection development, appraisal, preservation, and reference. The class will also discuss current issues, trends, and theories that continue to change the nature of archival management, with an emphasis on the web, electronic

records, digitization, and MPLP. *3 credits*

ARMS 7001 Museum Exhibitions A-Z I

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

ARMS 7002 Producing an Exhibition

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

ARMS 7005 Museum Technologies

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

ARMS 7007 Exhibitions A-Z II

This course is a continuation of ARMS 7001 Exhibitions A-Z I. It is focused more intensely than that course on implementation of exhibitions, including the exhibition design process; working in teams, writing and graphics for exhibits, media and interactivity, participatory exhibitions, and exhibitions as catalysts for social change. *3 credits*

ARMS 7101-7103 Directed Reading

In this course, students, under the supervision of a faculty member, will work independently on a reading project of their choice. The directed reading option will be offered to students who have a special interest in a topic about who receive approval from the program faculty and Graduate Studies administration. *1-3 credits*

ARMS 7800 Internship

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

ARMS 8000 Master's Thesis

The master's thesis is the culminating experience of the

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

COMM 6050 Workplace Communication Technologies

Communication technologies play a significant part in contemporary workplace environments and interactions. This course examines how to utilize digital media such as email, videoconference, project management tools, social media, and other new emerging communication apps and tools, for the betterment of the organization while also assisting students in developing communication competency skills in computer mediated environments utilized by their workplaces. The course is designed to increase students' digital media literacy and critical thinking skills, and involves a hands-on approach to learning. *3 credits*

COMM 6075 Workplace Communication Interaction

This course provides students an opportunity to develop the necessary communication skills required to obtain professional positions in for-profit and nonprofit organizations. The course focuses on three key areas concerning employee success: pre-position messaging, workplace interactions, and employee brand development. Pre-position messaging includes position research in the communication field and developing effective messaging strategies to secure employment. Workplace interactions focuses on interacting with colleagues and supervisors effectively when hired. Employee brand development requires students to create a professional digital media presence coupled with evidence to support that image. *3 credits*

COMM 7002 New Media, Organizations, and Institutions

This course addresses the role of interactive digital media in transforming organizations and institutions around the world from social, ethical, legal, and economic perspectives. Course content includes analysis of the impact of new communication technologies on individuals and groups. Students develop conceptual tools for examining the psychological, political, social, organizational, leadership, and cultural implications of various communication technologies. *3 credits*

COMM 7003 Leadership Communication

This course introduces students to the theory and practice of communication as it applies to organizational leadership. Various leadership styles are examined in relation to communication styles, message construction, task and relational emphasis in interpersonal interactions along with the potential effects of leadership communication practices on employees, stakeholders, and workplace settings. Audience/stakeholder organizational analysis, interpersonal influence, and leadership challenges are explored extensively. *3 credits*

COMM 7410 Cross Cultural Communication Challenges and Opportunities

This course analyzes cultural variability and its impact on interpersonal, inter-group, and inter-organizational

communication. More specifically it examines ethics and gender-based cultural differences within the organization, differences between merging organizational cultures, and cultural issues in the globalization process of the marketplace. Relationships between national and organizational cultures is also investigated. *3 credits*

COMM 7411 Cross Gender Communication

This course provides students with an opportunity to discuss issues associated with communication and gender in media, digital communication, the workplace, and other social environments. It explores questions of theory and practice, power, and resistance. It focuses on the role communication has in shaping gender relationships and how gender norms construct communication. *3 credits*

COMM 7413 Training and Development

This course explores the concepts associated with communication training and development programs in various organizational settings. Students are introduced to the communication and education theories associated with adult learning and the workplace as well as message construction and application of those theories to on- and offline training environments. Additional topics of discussion involve issues associated with creating, designing, implementing, and assessing training programs along with potential positions that require training and development consultants and professionals. *3 credits*

COMM 7503 Organizational Culture

This course examines the development, nature, classifications, and characteristics of organizational culture. Communication theories, models, organizational practices, and structures are investigated as variables influencing organizational culture. Special attention is given to the role that leadership and employees play in creating, maintaining, and changing culture through communication behaviors. *3 credits*

COMM 7551 The Internet and Communication

This course examines the Internet as a tool that promotes human interaction. Students apply communication concepts and theories to understanding the communicative aspects of the Internet for and on users of computer mediated communication. Students investigate the multi-modal nature of computer/mobile devices in relation to message construction and community-building or polarizing communication behaviors in various contexts. Special attention is given to the implications of digital interactions on identity construction, interpersonal and professional interactions and relationships. *3 credits*

COMM 7763 Employee Relations

The relationship of employer-employee is explored in profit and nonprofit organizational contexts. Topics such as supervisor-subordinate communication, leader member exchanges, managerial communication competencies, and organizational structures are examined as influencers of employee relations. Communication channels, directionality, and formality are investigated in relation to employee recruitment, retention, motivation, and supervision. Analysis is placed on identifying communication practices that engage

employers while also assisting organizations in meeting strategic goals. *3 credits*

COMM 7771-7774, 7778, 7781-7783, 7791-7793, 7795-7797, 7799 Special Topics

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

COMM 7775 Theory and Practice of Digital Communication

This course focuses on the definition, adoption, and applications of digital media, as well as its social and cultural aspects. The course examines the relationship between digital communication technology, society, and culture. This course infuses theory with practice, allowing students to explore various scholarly texts, as well as consider real-world developments and applications. *3 credits*

COMM 7798 Management Communication

This class introduces practical and theoretical applications of management communication in organizational settings. The implementation of organizational communication systems, the continuous development of a knowledge-worker population, and the implementation of risk-taking and decision making practices is explored from a communication and analytical perspective. *3 credits*

COMM 7779 Crisis Communication

This course examines the latest theory, practice and approaches for understanding and responding to organizational communications across a range of crisis situations. The course is designed to provide students with insights into the processes, skills, strategies and tactics to be used during a crisis. This course will review and evaluate instructive case studies, common methods and best practices in the field. Topics covered include key theories and principles in crisis communication, which students apply by analyzing actual cases drawn from recent headlines. Students will have the opportunity to apply the concepts learned by responding to real-world situations and crisis communication strategies. *3 credits*

COMM 8000 Communication Research Methods

Research plays an important role in professional fields, such as in broadcasting, journalism, public relations, marketing, and organizational communication, as well as in academia. This course will familiarize students with the various research methods employed in academia and in the communication fields. This course reviews qualitative methods, such as ethnography, textual analysis, interviews, focus groups, descriptive surveys, as well as digital and creative methods. *3 credits*

COMM 8001 Multiculturalism and Leadership: Communication Perspectives

This course explores the qualities of effective leadership in relation to individual characteristics and strategic communications implemented by leaders in a multicultural context. Students examine the many forms of diversity that exist in various communities, organizations, and workplaces

and probe how these differences results in communication patterns, practices, and potential outcomes. A primary goal of this course is to help the student improve their leadership and communication skills so they can increase effectiveness in multicultural settings. *3 credits*

COMM 8199 Master's Project I

This course is one of a two-part culminating academic experience for students and represents his/her ability to apply learned research, writing, and other technical skills related to the field. The course requires students to select a communication research topic of interest, formulate a research question related to that topic, and conduct research on the topic leading to the first three chapters of a research project. Students work closely with an academic adviser as they formulate a final research deliverable resulting in either a project or thesis. Prerequisite: COTC 7110. *3 credits*

COMM 8200 Master's Project II

This is the second culminating academic experience in the program extending from Master's Project I. Based on the topic and deliverable selected, students continue to work with an academic adviser to complete Chapters 4 and 5 of their thesis or project. Regardless of the deliverable, students conduct original research and develop conclusions, recommendations, or solutions to the communication phenomenon explored. Students are required to present their project in the semester's culminating defense. Prerequisite: COMM 8199. *3 credits*

COMM 8500 Communication Portfolio

Assists students in meeting and demonstrating their specific and individual communication goals in personal and professional settings. The course contributes to a program that is theoretical and practical in nature and prepares students for both, professional fields and additional graduate academic endeavors. The portfolio permits students to showcase their communication skills and abilities via an evidence-based set of artifacts that can be shared with potential employers or applications for advanced degree programs that were crafted and curated during their graduate study. *3 credits*

COPR 6000 PR Research and Writing

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

COPR 6002 Global Perspectives

Designed to present the professional principles and practices in public relations for corporate, governmental, and nonprofit organizations in an international framework. The course includes cultural considerations, best practices, and real-world examples so students can increase their inter-cultural competence and learn how to conduct campaigns in countries across the globe. Consideration is given to the level of economic development, prevailing culture, and political variables affecting public relations in an international setting. *3 credits*

COPR 6003 Theory and Principles of PR

This course examines public relations history, theory, trends, tools and tactics, and provides a deep review of the major PR theory and practices. Students will examine how public relations theory has evolved and has become more welcoming of diverse ideas and research methodologies. Students will analyze theories and principles using real-world examples as context for an applied understanding of how and why to plan, implement, and evaluate PR programs. *3 credits*

COPR 8003 Strategic Planning & Practical Application

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

COPR 7550 Nonprofit Communication

This course is designed for those currently working in the nonprofit sector, or who volunteer with nonprofits or would like to embark on a nonprofit career. It provides students with a broad understanding of how effective communication can further the mission and goals of a nonprofit organization and proposes communication strategies and approaches for making this happen. *3 credits*

COPR 8004 Reputation Management

The modern CEO must be familiar with principles of reputation management and public relations. More than 95% hold that executives at any level should have a working knowledge of public relations skills. Through this class, graduate students learn about integrated marketing communication strategies and tools (traditional and digital) that allow businesses to best manage conversations about their brands. *3 credits*

COPR 8201 Master's Project I

This course is one of a two-part culminating academic experience for students and represents their ability to apply learned research, writing, and other technical skills related to the field. The course requires students to select a research topic from practice, formulate a research question related to that topic, and conduct research on the topic leading to the first three chapters of a research project. Students work closely with an academic adviser as they formulate a final research deliverable for their Master's Project. Prerequisite: COPR 8003. *3 credits*

COPR 8200 Master's Project II

Students conduct original research and develop recommendations or solutions to the public relations topic explored. Students continue to work with an academic adviser to complete Chapters 4 and 5 of their project. Students are required to present their project in the semester's culminating defense. Prerequisite: COPR 8201. *3 credits*

COST 7210 Small Group Communication

This course examines small group interaction in workplace

contexts. Observation, interpersonal exchanges, group systems, conflict resolution, decision making, and various processes and procedures that influence group effectiveness are explored. The focus is on practical and theoretical phenomenon in organizational settings that manifest in group contexts to prepare students for engaging, participating in, and understanding the dynamics that occur in group environments.

3 credits

COTC 6100 Introduction to Organizational Communication

Communication contexts and situations within profit and nonprofit organizations are explored to identify common communication techniques, strategies, and patterns of information and influence. Consequently, organizational functions, structures, and systems are analyzed through the lens of various organizational communication theories. An emphasis is placed on organizational communication problem solving as well as identifying and developing effective communication strategies that impact organizational productivity, growth, and values in workplace settings.

3 credits

COTC 7110 Communication Research

This course introduces students to research in the field of Communication. It involves the exploration of communication texts, communication contexts, a survey of research methods with related paradigms, and academic writing in the discipline. Students develop their research vocabulary, advanced writing skills, and research abilities for analyzing and evaluating information in the Communication discipline as it relates to their major area of study. This course is a prerequisite for the Master's Project I and II course sequence.

3 credits

COTC 7111 Communication Consulting

This course explores the theory and practice of communication consulting. An emphasis is placed on identifying professional challenges through projects and discussions, as well as the role and function of a consultant to private and public businesses and organizations. The course provides a practical view of the multiple components of this profession, and offers strategies for success while also examining communication theories at play in consulting contexts.

3 credits

COTC 7120 Communication Law

This class explores practical rules and principles, theory, and analysis of the law as it affects communicators within corporate and public organizations, and as it regulates the business aspects of communication companies. Topics include questions regarding government and communication companies, FCC, cyber-crimes, patent laws, and other intersections between law and communication, preparing students to understand the complex web of regulation and economic drives in communication fields.

3 credits

COTC 8110 Seminar in Communication Technologies and Ethics

The development of professional and personal ethics for communication in the corporate and public sectors is examined in this course. This includes issues such as work communication, journalist and PR codes of ethics, hate-speech

online, media representations, and other ethical issues related to the implementation and use of digital technologies. Students deal with actual case problems in corporate and public communication. *3 credits*

Stillman School of Business



Jubilee Hall, 5th and 6th Floors

(973) 761-9222

business.shu.edu

Dean: Joyce A. Strawser, Ph.D.

Associate Dean of Academics: Steven J. Lorenzet, Ph.D.

Associate Dean of Undergraduate Assessment and

External Relations: Leigh M. Onimus, M.B.A., J.D.

Assistant Dean: Mark D. Schild, M.B.A., CFP®

Director of Graduate Admissions: Colleen M. Fuller, M.S.

Director of Administrative Services: Melody C. Puliti

Mission Statement

The mission of the Stillman School of Business is to enrich each student's life through an ethics-centered education focusing on transforming concepts into business practice.

Programs of Study

Seton Hall University's Stillman School of Business, established in 1950, provides professional education geared toward the complex practical needs of business leaders. The Stillman School maintains professional accreditation from the Association to Advance Collegiate Schools of Business International (AACSB). Seton Hall was the first private university in the state of New Jersey to have earned this distinction, which recognizes that its business programs meet the highest academic and professional standards.

The Stillman School offers a Master of Business Administration (M.B.A.), as well as Master of Science (M.S.) degrees in Accounting, Business Analytics and Professional Accounting.

Dual-degree offerings include the B.A. or B.S./M.B.A. (for non-business majors), the B.S.B. or B.A.B.A./M.B.A. (for business majors) and the B.S.B. or B.A.B.A./M.S. in Business Analytics (for business majors).

Accounting students in the Stillman School's B.S. in Business Administration program are eligible to apply to the combined B.S./M.S. in Professional Accounting program. Joint-degree offerings include the M.B.A./J.D., M.B.A./M.A.D.I.R., M.B.A./M.D. and M.B.A./M.S.N. in Health Systems Administration.

The school offers certificates in several business discipline areas. These include the Certificate in Accounting, Certificate in Advanced Study, Certificate in Business Analytics, Certificate in Entrepreneurial Studies, Certificate in Finance, Certificate in Graduate Business, Certificate in Graduate Taxation, Certificate in Market Research and Certificate in Supply Chain Management. Undergraduate degree programs are also available.

To support and enhance its academic programs, the Stillman School has established the Division of Teaching, Research and Learning, the Center for Sport Management, the Institute for International Business, the Micah Center for Business Ethics, the Market Research Center, the Center for Innovation and Entrepreneurship and the Center for Securities Trading and Business Analytics.

The University's Teaching Learning and Technology Center (TLTC), encourages and supports information technology literacy and application, and provides technology support services. All business students should maintain Seton Hall University email accounts in order to keep abreast of current University activities.

Graduate Business Departments, Centers and Institutes

Department of Accounting and Taxation

Faculty: Abdallah; Easton; Fried; Gelb; Henry; Holtzman (*Chair*); Krevis; Murtuza; Reitemeyer; Strawser

Department of Computing and Decision Sciences

Faculty: Epstein; Liebowitz (*Visiting*); Orenstein; Pearl; Ramnarayanan; Rosenthal (*Chair*); Shim; Sorochuk; Viswanathan; Weitz; Wilamowsky

Department of Economics and Legal Studies

Faculty: Amoroso (*Chair*); Bataille; Grecu; Hunter; Kant; Rothoff; Shannon; Suarez Rocabado; Zanzalari

Department of Finance

Faculty: Cheung; Itzkowitz; Loviscek (*Chair*); Riley; Schild; Schwartz; Tang; Xie; Xu; Yoon

Department of Management

Faculty: Adams; Alexander (*Chair*); Amar; Boroff; Grantham; Lorenzet; McCarthy; McCrea; Modlin; Scherreik; Yin

Department of Marketing

Faculty: Kritz; Ladik; Lozada-Vega; Pirog (*Chair*); Warner; Wisenblit

Center for Innovation and Entrepreneurship

Director: Susan Scherreik, M.B.A.
Susan.Scherreik-Hynes@shu.edu

Center for Securities Trading and Business Analytics

Director: Elven Riley, B.S.

Elven.Riley@shu.edu

Center for Sport Management

Director: Charles Grantham, M.B.A.

Charles.Grantham@shu.edu

Division of Teaching, Research and Learning

Director: Elizabeth McCrea, Ph.D.

Institute for International Business

Director: Héctor R. Lozada, Ph.D.

Hector.Lozada-Vega@shu.edu

Market Research Center

Director: Adam Warner, M.B.A.

Adam.Warner@shu.edu

Micah Center for Business Ethics

Director: Henry Amoroso, J.D.

Henry.Amoroso@shu.edu

The Seton Hall Sports Poll Conducted by The Sharkey Institute

Director: TBA

Finance Honor Society

The Stillman School's Finance Honor Society formally recognizes students who consistently achieve academic excellence and who contribute to community development through their active involvement in finance-related campus activities. The criteria for induction are: (1) overall GPA of at least 3.50; (2) Completion of at least six credit hours of finance courses with a grade no lower than a B; (3) GPA of at least 3.50 in all completed and approved finance courses; (4) Active involvement in finance-related campus activities, such as the Finance Club and the Investment Club, the Stillman Exchange, the CFA Institute Research Challenge, or graduate research assistance.

Graduate Business Programs

General Academic and Professional Objectives

Organizational success depends upon people who deeply understand current practices and interdisciplinary business issues and possess strong leadership, management, decision-making and communication skills.

The Master of Business Administration (M.B.A.) and Master of Science (M.S.) programs serve the needs of their respective constituencies in a variety of ways. Both the M.B.A. and M.S. degrees incorporate practical responses to the rapidly changing business environment including, but not limited to, the effects of technology, diversity and globalization. The M.B.A. provides the comprehensive and

broad-based management skills and knowledge required of today's business leaders in all fields. Each M.S. program focuses on one specific field, providing managers with updated skills and information in their respective areas.

Convenience of Graduate Course Offerings

Coursework in the M.B.A. and M.S. programs is geared in content and format to professionals employed full-time. Most upper-level classes meet one evening per week starting at 6:30 p.m. or later. For added convenience, a number of courses are offered in online or hybrid formats.

Graduate Business Program Admission Requirements

The Stillman School welcomes applicants from business and non-business undergraduate majors and provides candidates with the flexibility to demonstrate their potential for success through a variety of admission options. The Graduate Admissions Committee performs a holistic review by carefully analyzing the applicant's academic records, performance on a graduate-level standardized admission test (e.g., GMAT/GRE/LSAT), personal statement, academic or professional recommendation(s) and work experience in making its admission recommendations.

The Committee may grant a waiver of the requirement to take a graduate-level standardized admission test for applicants who possess:

- An undergraduate GPA of 3.4 or higher;
- A U.S.-recognized professional certification, such as the CPA or CFA;
- A graduate degree from an accredited academic institution; or
- Five or more years of significant managerial, professional, quantitative or entrepreneurial work experience.

Additional admission paths are available to students who choose to begin their studies on a non-matriculated basis and demonstrate their success in completing relevant graduate business coursework. Applicants may contact the Stillman School's Office of Graduate Admissions at (973) 761-9262 for specific information on these options.

Although graduate applications are considered on a rolling basis, the priority application deadlines are May 31 (Fall), October 31 (Spring) and March 31 (Summer).

You can find information pertaining to GMAT dates and locations at www.gmat.com. Another excellent source for that information (and taking "practice tests") is www.mba.com.

Graduate Business Program Application Procedure

The Stillman School utilizes a self-managed application packet that affords the student the opportunity to send all required materials together, or individually as they are acquired. Our online application system allows you to upload your résumé and personal statements with your electronic application. We must receive the following before formally reviewing your application:

- Stillman School application form;

- official transcript from each college and university attended for credit toward all previous degrees;
- official GMAT/GRE/LSAT score (if applicable);
- official TOEFL score or IELTS (international applicants only);
- written 250-500 word personal statement;
- résumé;
- one professional or academic recommendation (three for sport management and Alternate Route applicants);
- copies of relevant professional certificates and licenses;
- full application fee; and
- for international applicants, an official course-by-course evaluation of all transcripts from institutions not accredited in the United States or Canada, as described below under “International Applicants.”

Students applying to our joint degree programs M.B.A./M.S.N. with the College of Nursing, or the M.B.A./M.A.D.I.R. with the School of Diplomacy and International Relations are required to fill out a separate application for each school/college. Candidates applying to the M.B.A./J.D. must submit LSAT scores to Seton Hall Law School and official transcripts to both units. The candidate must meet the admissions standards and be accepted by each school in order to enter the joint program. All joint program applications are subject to the same deadlines as the other graduate business programs offered by the Stillman School.

Students applying to any certificate program offered by the Stillman School of Business must submit a completed application form, official transcripts from all colleges attended, a professional résumé and the full application fee.

Individual programs reserve the right to require additional information or requisites pertinent to their specific areas. To apply, please access the online application at www.shu.edu/go/stillmangrad.

International Applicants

International applicants must hold an undergraduate degree that represents the equivalent of four years of undergraduate study in the United States. Transcripts from institutions not accredited in the United States or Canada must be evaluated by one of the organizations on the NACES website.

All evaluations must be course-by-course evaluations, as confirmation of course level and degree equivalency. We will not consider applications submitted without credential evaluations for admission or transfer credit evaluation. Applicants are responsible for all costs associated with credential evaluations.

In addition to satisfying all the academic criteria for regular admission, international applicants must also meet the standards enforced by the Office of International Programs to be granted an F-1 student visa from Seton Hall University. International applicants must submit additional documentation along with their M.B.A. or M.S. applications. For specific requirements, please consult the website of the University’s Office of International Programs at

www.shu.edu/offices/international-programs.

Study as a Non-matriculated Student

Students may begin their graduate studies at the Stillman School on a non-matriculated basis. Any student holding a 4-year undergraduate degree from an accredited college or university may take up to a maximum of 12 credits within 12 months (no more than 6 credits per semester) in any of our graduate programs. Please consult the Office of Graduate Admissions for procedures and policies relating to study as a non-matriculated student.

Academic Information

Academic Standing

In order to be certified for graduation, students must have a cumulative GPA of 3.0. A student whose GPA falls below 3.0 will be placed on probation. Each student’s academic progress will be reviewed after the completion of 12 additional credits. At that time, if the student’s GPA does not meet the 3.0 requirement, the student will be subject to dismissal from the program.

Leave of Absence

Students unable to register for a regular semester because of illness, extraordinary job requirements, military service or other reasons may be granted a leave of absence without penalty. A leave of absence is ordinarily limited to one year. Requests for a leave of absence must be made in writing to the Stillman School’s Associate Dean of Academic Services. Students who have been granted such leave must apply for reactivation no later than eight weeks prior to the start of the semester in which they plan to return.

To activate an application that has expired or to continue taking classes after a leave of absence longer than one year, a student must contact the Office of Graduate Admissions and submit the following documents: a new letter of recommendation, an updated professional résumé, a new application form and a reapplication fee.

Advanced Standing

Graduate credits earned in an AACSB-accredited business program within the last five years may be accepted in partial satisfaction of degree requirements by the Stillman School. A maximum of 6 credits may be accepted (10 for the M.B.A.) when the grade earned is “B” or higher and the course has not been applied to a prior degree. Students requesting transfer credits should write to the Stillman School’s Associate Dean of Academic Services. Evaluations and transfer of credits are made on the basis of specific courses having substantial similarity of content to courses offered in the respective graduate program. For the M.B.A., all students must complete at least 30 credit hours of coursework at the Stillman School.

Visiting Students

Graduate students in good standing at other universities may be granted permission to register for up to 12 credits at the Stillman School by submitting a letter of authorization from the dean of the graduate school in which they are enrolled and by filing a non-matriculated student application. No visiting student may register for any graduate course in the Stillman School without the approval of the respective program director. For more information regarding this procedure, contact the Office of Graduate Admissions at (973) 761-9262 or visit www.shu.edu/go/stillmangrad.

Time Limit

Candidates for the degree of Master of Business Administration or Master of Science are expected to fulfill all requirements for the degree within five years after they have commenced their studies. Official leaves of absence may be granted by the Associate Dean of Academic Services, and such absences may extend the completion time of the degree to six years.

Graduate Assistantships

The Stillman School awards graduate assistantships each semester to a number of accepted full-time students exhibiting high academic and professional potential. Graduate assistants are assigned a maximum of 20 hours of work per week in support of faculty research and administrative functions. The award consists of a two-semester, renewable appointment with a stipend of \$450 per month and remission of tuition for a maximum of 12 credits per Fall and Spring semesters at the graduate business rate.

Applications for these assistantships must be obtained from the Stillman School's Student Information Office (973) 761-9222, and be submitted, along with a résumé describing technical and administrative skills, by the following priority deadlines:

- Fall Semester - May 31
- Spring Semester - October 31
- Summer Semester - March 31

Seminar for International Students

The Graduate Seminar for International Business Students (BMBA 8500) is a professional development program designed and required for entering first-year international students. The program is a degree requirement for the M.B.A. and M.S. programs for international students. Moreover, to be eligible to receive a GA/RA position or to apply for an academic internship, all first-year international graduate business students must participate in **every course meeting** during the first-year of study. Students who do not successfully complete the Graduate Seminar for International Business Students may not register for subsequent semesters.

Master of Business

Administration [BU_BACC_MBA,

BU_BFIN_MBA, BU_BITM_MBA, BU_BMGN_MBA,
BU_BMKT_MBA, BU_BSCM_MBA, BU_BSPM_MBA]

Adviser: Mark D. Schild, M.B.A.

Degree Requirements

The 40-credit M.B.A. curriculum is designed to provide a strong foundation in accounting, economics, the behavioral and quantitative sciences, and the functional areas of business. All MBA students must complete 15 credits of electives. These electives may be organized as a certificate or concentration.

Currently, concentrations include accounting, business analytics, finance, information technology management, management, marketing, sport management and supply chain management. Students are required to complete 12 credits in their chosen concentration (15 credits for accounting).

The capstone of the program, BMBA 9461 Business Consulting, which is normally taken in the last semester, integrates the knowledge gained in previous courses.

In recognition of the University's mission to mold students as global servant leaders, students are required to complete 20 hours of volunteer work for a community-based organization of their choice (M.B.A. Service Project), with approval of the Corporate Social Responsibility course coordinator. M.B.A. candidates also must participate in an assessment process that includes a comprehensive case analysis and an exit interview.

After completing the program, students will have acquired the necessary background to integrate concepts and techniques from all of the business disciplines.

M.B.A. Curriculum

I. Pre-Qualification Courses

Pre-qualification courses are short, self-paced online courses designed to help students build or refresh their basic business skills. All students must complete the pre-qualification sequence as outlined below, earn a waiver for specific courses based upon prior coursework or pass a related challenge examination. The time required to complete each course generally ranges from 12 to 30 hours. The pre-qualification courses and the M.B.A. core courses for which they are required are:

Accounting:	BMBA 8008 (required for BMBA 9453)
Legal Studies:	BMBA 8009 (required for BMBA 9454)
Economics:	BMBA 8011 (required for BMBA 9459)
Finance:	BMBA 8013 (required for BMBA 9460)
Math:	BMBA 8018 (required for BMBA 9455)
Statistics:	BMBA 8019 (required for BMBA 9455)
ITM:	BMBA 8020 (required for BMBA 9455 and 9458)

Students may be granted waivers of pre-qualification courses on the basis of related coursework completed in the past five years. Students also may request a challenge exam to test out of a pre-qualification course.

II. Core Courses (22 credits)		Credits
BMBA 9450	The Launch Experience	2
BMBA 9451	Corporate Social Responsibility	2
BMBA 9452	International Perspective	2
BMBA 9453	Accounting for Decision Makers	2
BMBA 9454	Legal Environment	2
BMBA 9455	The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456	Management Theory and Practice	2
BMBA 9457	Market Decision Making	2
BMBA 9458	Information Technology Management	2
BMBA 9459	Economics for Managers	2
BMBA 9460	Financial Decision Making	2

Note: Students must complete BMBA 9450- 9460 prior to taking BMBA 9461.

III. Electives (15 Credits)

Students must complete 15 credits of electives. These electives may be organized as a certificate or concentration. Students may earn a concentration in one or more of the following tracks by completing a minimum of 12 credits.

Note: Students may take any elective course as soon as the direct requirements for that course are met (i.e., pre-qualifier(s) and related core course).

Accounting (15 credits)¹
 Business Analytics²
 Finance
 Information Technology Management
 Management
 Marketing
 Sport Management (12 credits)³
 Supply Chain Management

IV. Capstone (3 Credits)

BMBA 9461 Business Consulting	3
Total: 40	

¹ Students are required to take the following courses: BACC 7100, 7114, 7123 and either BACC 7121, 7122 or 7135. To sit for the CPA Exam in New Jersey, applicants must have completed at least 24 credit hours in accounting and taxation and at least 24 credit hours in non-accounting, business courses. These requirements can be satisfied by any combination of undergraduate and graduate credits. However, because the M.B.A. is a broad-based degree, students who wish to prepare for the CPA examination and/or a career in public accounting may obtain more comprehensive preparation through one of our specialized master's in accounting programs. Prospective students should discuss their options with the Director of Graduate Accounting Programs.

² Students are required to complete BSAN 7001, BSAN 7011,

BSAN 7031 and any other BSAN course.

³ Students are required to complete two of the following courses: BSPM 7220, 7401 or 7607 and one 3-credit internship course (BSPM 7591). The requirement to take BSPM 7591 may be waived, at the discretion of the Director, for full-time industry employment or if the student opts to complete a second concentration. Due to specific course sequencing and the internship requirement, it may not be possible to complete the M.B.A. with a Sport Management concentration in 18 months.

Master of Science Programs

The Stillman School's Department of Accounting and Taxation offers Master of Science (M.S.) degrees in accounting and professional accounting.

Note: Program directors must be consulted concerning prerequisite coursework, course sequencing and choice of electives. Students lacking prerequisite knowledge may need to successfully complete additional coursework/credits or part of the M.B.A. Pre-Qualification Sequence in order to fulfill the M.S. requirements. Additional program-specific requirements are included under each degree and are subject to change as required by the Stillman School.

Mission Statement - Department of Accounting and Taxation

We prepare students to be leaders in a dynamic accounting profession. Building on student learning in the University and the Stillman school, we strive to create an engaging educational environment that focuses on knowledge of accounting disciplines, collecting and managing accounting data, problem solving, communications skills, and professional leadership.

Master of Science in Accounting BU_BGAC_MSAC

(30 credits; additional undergraduate or graduate credits may be necessary if prerequisite knowledge requirements are not satisfied.)

Adviser: Daniel Krevis, M.B.A.

Seton Hall's Master of Science (M.S.) in Accounting is geared toward graduates of non-accounting programs. The program is of particular interest to candidates with undergraduate degrees in business. Candidates with degrees in liberal arts, social science, education, nursing or engineering degrees may also want to consider the M.B.A with a concentration in Accounting. Students can earn this academic credential in accounting while preparing for eligibility for such certifications as the CPA, CMA, and CIA. (To sit for the CPA Exam in New Jersey, applicants must have completed at least 24 credit hours in accounting and taxation and at least 24 credit hours in non-accounting, business courses. These

requirements can be satisfied by any combination of undergraduate and graduate credits.)

Degree Requirements

Completion of the M.S. in Accounting requires a minimum of 30 credits of approved coursework, composed of 21 credit hours of required courses and 9 credit hours of accounting or taxation electives.

Three restrictions apply: First, no course may be transferred if it has been applied to a prior degree. Second, a minimum of 24 credit hours of coursework must be completed at the Stillman School. Third, students may not repeat courses taken previously at the graduate or undergraduate level.

As part of the graduation requirements for the M.S. in Accounting, students are required to successfully participate in an assessment panel and complete a post-assessment test, preferably in their last semester before graduation.

Prerequisite Knowledge

Prerequisite requirements include courses in basic financial accounting, managerial accounting and introductory business law. At Seton Hall, these prerequisites may be satisfied by successfully completing the sequence at the undergraduate (BACC 2103, 2104 and BLAW 2301) or graduate (BMBA 8008 and 8009) levels.

Upon acceptance into the program, all students must meet with the program director to draw up a plan of study.

Course Sequence and Program Length

Candidates for the master's degree are expected to fulfill all degree requirements within a maximum of five years after they have begun their studies. The program can be completed in approximately 1.5 academic years (evenings only). Full-time students who begin coursework in the fall semester can complete the program in one year.

M.S./Accounting Curriculum

I. Required Courses (21 credits)		Credits
BACC 7100	Financial Reporting	6
BACC 7114	Cost Accounting	3
BACC 7123	Auditing Standards and Problems	3
BACC 7135	Essentials of Federal Taxation	3
BACC 8001 or	Financial Accounting Seminar	
BTAX 6003	Tax Research	3
BLAW 7314	Commercial Law	3
II. Elective Courses (9 credits)		
Approved Accounting or Taxation electives		9
<i>(Consult program director for approved electives.)</i>		
Total: 30		

Master of Science in Professional Accounting BU_BGAC_MSPA

Adviser: Daniel Krevis, M.B.A.

Seton Hall's Master of Science in Professional Accounting is intended to help students meet the 150-credit hour requirement, which will enable accounting majors to qualify to sit for the CPA exam in the state of New Jersey and several other states. This curriculum, also suited for accountants seeking to upgrade their skills, was developed in collaboration with top-level specialists to provide a practical graduate accounting education.

Degree Requirements

Completion of the M.S. in Professional Accounting requires a minimum of 30 credits of approved coursework, composed of 18 credit hours of accounting and taxation courses and 12 credit hours of graduate business courses.

Three restrictions apply:

- no course may be transferred if it has been applied to a prior degree;
- a minimum of 24 credit hours of coursework must be completed at the Stillman School; and
- students may not repeat courses taken previously at the graduate or undergraduate level.

As part of the graduation requirements for the M.S. in Professional Accounting, students are required to successfully participate in an assessment panel and complete a post-assessment test, preferably in their last semester before graduation.

Prerequisite Knowledge

Bachelor's degree in accounting or equivalent, and the following courses or equivalent:

- 3 credits of taxation of business entities (or essential of taxation)
- 3 credits of auditing
- 3 credits of advanced accounting
- 3 credits of cost accounting
- 3 credits of statistics
- 3 credits of database management

Prerequisites not satisfied before admission can be satisfied with specific accounting/tax or graduate business electives taken as part of the degree program.

Course Sequence and Program Length

Candidates for the master's degree are expected to fulfill all degree requirements within a maximum of five years after they have begun their studies. The program can be completed in approximately one year (evenings only).

M.S./Professional Accounting Curriculum

I. Required Courses (15 credits)		Credits
BACC 7127	Enterprise-Wide Accounting Info Systems II	3
BACC 7136	Big Data, Analytics and Business Impact	3
BACC 8001 OR	Financial Accounting Seminar	
BTAX 6003	Tax Research	3

BLAW 7314	Commercial Law	3
BSAN 7001	Intro to Data Analytics and Business Intelligence	3

II. Accounting and Taxation Electives (9 credits)

Graduate accounting/tax electives that do not duplicate undergraduate courses.

III. Graduate Business Electives (6 credits)

Choose from any approved graduate business courses at the 6000 level or higher. Accounting Internship courses can be taken as graduate business electives.

Total: 30

Master of Science in Business Analytics

BU_BANV_MS

Co-Directors: Jay Liebowitz, D.Sc. and Penina Orenstein, Ph.D.

Adviser: Mark D. Schild, M.B.A.

Seton Hall's M.S. in Business Analytics program empowers professionals who have an analytical bent to make a career in data-driven decision-making. The program creates well-rounded professionals with a solid foundation in business and in analytics. Our graduates will originate innovative ideas and possess the skills and knowledge to follow them through to execution.

Degree Requirements

Completion of the M.S. in Business Analytics requires a minimum of 30 credits of approved coursework, composed of 21 credit hours of required courses and 9 credit hours of approved IT or Quantitative Analysis electives.

Three restrictions apply: First, no course may be transferred if it has been applied to a prior degree. Second, a minimum of 24 credit hours of coursework must be completed at the Stillman School. Third, students may not repeat courses taken previously at the graduate or undergraduate level.

Prerequisite Knowledge

Candidates for the M.S. in Business Analytics should have a quantitative background equivalent to that obtained through a basic course in business statistics as well as strong proficiency in the use of Microsoft Excel.

M.S. in Business Analytics Curriculum

The program balances courses in business processes with courses in exploratory and predictive analytics and covers everything a business decision-maker needs to know – from using R/Python, JSON/ XML and SQL, to examining business processes through data models, to extracting meaning from big, unstructured data.

I. Required Courses (21 Credits)		Credits
BSAN 7001	Intro to Data Analytics and Business Intelligence	3

BSAN 7011	Exploratory Data Analysis and Data Visualization	3
BSAN 7021	Predictive Analytics	3
BSAN 7031	Databases and SQL	3
BSAN 7041	Business Processes and Data Models	3
BSAN 7051	Big Data Analytics	3
BSAN 9000	Capstone Project	3

II. Elective Courses (9 credits)

Approved IT or Quantitative Analysis electives	9
------------------------------------------------	---

Total: 30

Certificate Programs

Certificate in Accounting BU_BCAC_NM

The Certificate in Accounting provides students who already have a business degree with additional accounting credits that can be used to become educationally qualified to sit for the Uniform CPA Examination and ultimately to be licensed as Certified Public Accountants. The certificate consists of the following required courses:

Required courses		Credits
BACC 7100	Financial Reporting	6
BACC 7123	Auditing Standards and Problems	3
BACC 7128	Advanced Accounting	3
BACC 7135	Essentials of Federal Taxation	3

Total: 15

These classes are standard requirements of virtually all accounting programs. Students completing this Certificate in Accounting are eligible to apply to one of our graduate programs in accounting and can use all certificate courses to fulfill applicable degree requirements.

Certificate of Advanced Study BU_BCER_NM

The Certificate of Advanced Study consists of a five-course program of additional graduate education for those business professionals who have already completed a graduate degree in business (or, for the area of Sport Management, a J.D. degree). Students may choose five courses from one of the areas listed below. (*Students may not repeat courses for which they already have earned credit.*)

- Accounting
- Finance
- Information Technology Management
- International Business
- Legal Studies
- Management
- Marketing
- Sport Management
- Taxation

In addition to the aforementioned, students also may develop an individual plan of graduate coursework in consultation with a selected faculty member. This individual study plan may center on a theme, such as portfolio management, entrepreneurship, small business management or international management.

Depending upon the concentration area selected and the specifics of the graduate business degree possessed by the applicant, applicants may be required to take additional core graduate business courses as a prerequisite to the advanced courses. The certificate is awarded when the student completes five approved courses within three years, maintaining a 3.0 GPA. Because the certificate is not a degree, graduates from the certificate program do not participate in University Commencement Exercises.

Certificate in Business Analytics

The Certificate in Business Analytics is designed for students who are seeking to learn data analytics concepts with an emphasis on how those tools can be applied to solve business problems. The Certificate consists of 12 credits of coursework, including three required courses and one elective course.

I. Required Courses (9 credits)

	Credits
BSAN 7001 Intro to Data Analytics and Business Intelligence	3
BSAN 7011 Exploratory Data Analysis and Data Visualization	3
BSAN 7031 Databases and SQL	3

II. Elective Course (3 credits)

Any BSAN course at the 7000-level or above	3
--------------------------------------------	---

Students completing the Certificate in Business Analytics who are subsequently admitted to the M.B.A. program are eligible to apply all certificate courses to fulfill M.B.A. degree elective requirements. Similarly, students who are subsequently admitted to the M.S. in Business Analytics program are eligible to apply all certificate courses to fulfill M.S. in Business Analytics degree requirements.

Because the certificate is not a degree, students who complete the certificate program do not participate in University Commencement Exercises.

Certificate in Entrepreneurial Studies

The Certificate in Entrepreneurial Studies is composed of four, 3-credit courses (12 credits). See below for details. The focus of the Certificate is to provide students with both a theoretical basis and the practical hands-on skills they will need to launch a new business venture and grow that business

venture successfully. This certificate is for graduate students who are interested in (1) studying entrepreneurship to launch their own venture, manage a family business or work for small or medium-sized companies or (2) developing entrepreneurial skills, creative thinking and innovative approaches as career-builders working for large corporations. The Certificate program provides students with an overview of the different stages of the entrepreneurial process and gives them the skills and knowledge they need to succeed at each stage in the process. A student who wishes to earn the Certificate should consult with the faculty and the department chair to ensure that the elective course selected is in line with the student's academic/career objectives.

Because the certificate is not a degree, students who complete solely the certificate program do not participate in University commencement exercises.

In selecting courses, students should consult with the Stillman Student Information Office regarding prerequisites for individual courses and overall degree requirements.

Students are required to take two of the following courses:

(Course offerings change each semester.)

BLAW 7331	Franchising and Leasing	3
BMGT 7540	Entrepreneurship	3
BMGT 7544	Growing a Small Business	3
BMGT 7565	Innovation and Entrepreneurship	3
BMGT 7596	Directed Research (Approval needed)	3
BMGT 9342	Social Entrepreneurship	3

Students select two additional courses from the following:

BLAW 7319	Products Liability	3
BMGT 7524/		
BINT 7524	Doing Business in India	3
BMGT 7536	Negotiation and Dispute Resolution in Sport	3
BMGT 7599	Directed Research	3
BMGT 7945	Leadership Seminar	3
BMGT 7962	Managerial Negotiating	3
BMGT 9320	Managing Knowledge Workers	3
BMKT 7619	Sales Management	3
BMKT 7621	Marketing Channels and Logistics (Supply Chain Management)	3

Certificate in Finance

The Certificate in Finance enables students to enhance their ability to make financial decisions anchored in corporate finance and investments/portfolio analysis, the core areas of the discipline, while supplementing their knowledge with additional complementary electives of their choosing.

I. Required Courses (6 credits)

BFIN 7219 or	Security Analysis	
BFIN 7230	Portfolio Analysis	3
BFIN 7236	Corporate Finance	3

II. Elective Courses (5-6 credits)

BFIN 7101	Financial Statement Analysis	3
-----------	------------------------------	---

BFIN 7222	Financial Institutions	3
BFIN 7225	Mergers and Acquisitions	3
BFIN 7231	Futures, Options and Swaps	3
BFIN 7245	Fixed Income Analysis	3
BFIN 7255	Financial Modeling	3
BMBA 9460	Financial Decision Making	2

Optional: Finance Pre-Qualifier (BMBA 8013) for students who either have no finance background or who feel they need to invigorate their finance backgrounds.

Students completing the Certificate in Finance who are subsequently admitted to the M.B.A. program are eligible to apply all certificate courses to fulfill M.B.A. degree elective requirements.

Because the certificate is not a degree, students who complete the certificate program do not participate in University Commencement Exercises.

Certificate in Graduate Business BU_BCBU_NM

The Certificate in Graduate Business allows students with a 4-year undergraduate degree to obtain a broad-based foundation in business discipline knowledge. To earn the certificate, students must complete 16 credits as follows:

		Credits
I. BMBA 9450	The Launch Experience	2
II. Select three (3) of the following courses:		
BMBA 9453	Accounting for Decision Makers	2
BMBA 9455	The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9458	Information Technology Management	2
BMBA 9459	Economics for Managers	2
BMBA 9460	Financial Decision Making	2
III. Select four (4) of the following courses:		
BMBA 9451	Corporate Social Responsibility	2
BMBA 9452	International Perspective	2
BMBA 9453	Accounting for Decision Makers	2
BMBA 9454	Legal Environment	2
BMBA 9455	The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456	Management Theory and Practice	2
BMBA 9457	Market Decision Making	2
BMBA 9458	Information Technology Management	2
BMBA 9459	Economics for Managers	2
BMBA 9460	Financial Decision Making	2
Total: 16		

Note: Students must complete all prerequisite requirements for the courses selected.

Because the certificate is not a degree, students who complete the certificate program do not participate in University Commencement Exercises.

Students who wish to formally apply to the Stillman School's M.B.A. program upon completion of the certificate can do so if their certificate has been completed within the last

5 years and they earned a GPA of 3.30 or higher. Courses taken for the certificate can be applied directly to the M.B.A. degree. For further details on this admission option, please contact the Office of Graduate Business Admissions.

Certificate in Graduate Taxation BU_BCRT_NM

The Certificate in Graduate Taxation is composed of four 3-credit courses (12 credits): BTAX 6003 - Tax Research and three tax elective courses. The focus of the certificate is to provide students with both a theoretical basis and practical hands-on skills. The certificate is dedicated exclusively to the study of taxation. Admission to the Certificate in Graduate Taxation program requires a baccalaureate degree from an accredited college or university. The completion of the Graduate Management Admission Test (GMAT) is not required.

The program is suitable for practicing accountants, attorneys, and financial planners who do not primarily practice in the field of taxation but who wish to gain a background in that domain. In addition, it is an ideal vehicle for recent accounting and non-accounting graduates who seek a focused and convenient program of study in the area of taxation. This certificate is designed for students who are interested in studying taxation for their own professional practice or a venture in family business as well as for those who are interested in developing tax skills, creative thinking and innovative approaches as a career-builder in working for small or large corporations.

The certificate program provides students with an overview of the different areas of taxation and provides them with the skills and knowledge they need to identify and resolve many tax issues. The curriculum provides an exposure to the basic areas of taxation while permitting students to take courses designed to accommodate their particular interests. Coursework in the certificate program is geared to professionals employed on a full-time basis. Classes meet one evening per week or are offered online. A student who wishes to earn the certificate should consult with the Director of Graduate Tax Programs to ensure that the three taxation elective courses selected are in line with his or her academic/career objectives.

Because the certificate is not a degree, students who complete the certificate program do not participate in University Commencement Exercises.

I. Required Course (3 credits)	Credits
BTAX 6003 Tax Research	3
II. Elective Courses (9 credits)	
<i>Choose three of the following courses:</i>	
BACC 7135 Essentials of Federal Taxation	3
BTAX 6001 or	
BACC 7121 Federal Income Taxation of Individuals	3
BTAX 6005 or	

BACC 7122	Federal Income Taxation of Business	3
BTAX 6009	Tax Accounting	3
BTAX 7012	Federal Income Tax Practice and Procedure	3
Total: 12		

Certificate in Market Research

The Certificate in Market Research is made up of a total of 12-13 credits (12-credit minimum), including two required courses and three electives. The Certificate prepares students for careers in marketing or market research that focus on the collection, analysis, and implementation of market research insights/data to make better business decisions. The different roles of qualitative and quantitative research are explored through a mix of client and application-based projects incorporating the Market Research Center at the Stillman School of Business. Students will gain practical, hands-on market research project experience in addition to an understanding of the conceptual dimensions of the research process.

Required Courses (5 credits)		Credits
BMBA 9457	Market Decision Making	2
	<i>Offered every fall and spring</i>	
BMKT 7611	Marketing Research	3
	<i>Offered every spring</i>	

Elective Courses (Students must complete 7 credits selected from the following courses)

BITM 7744	Business Intelligence	3
	<i>Offered irregularly</i>	
BMKT 7319	Products Liability	3
	<i>Offered occasionally</i>	
BMKT 7599	Directed Research/Marketing	1-3
	<i>(With instructor approval)</i>	
BMKT 7619	Sales Management	3
	<i>Offered every 3rd semester</i>	
BMKT 7621	Marketing Channels and Logistics	3
	<i>Offered every year (Crosslisted with BITM 7739, BQUA 7825)</i>	
BMKT 7634	Marketing Metrics	3
	<i>Offered every 3rd semester</i>	
BMKT 7652	Digital Marketing	3
	<i>Offered every 3rd semester</i>	

Because the certificate is not a degree, students who complete the certificate program only do not participate in University Commencement Exercises.

Certificate in Supply Chain Management BU_BCSC_NM

The Certificate is designed to prepare students to become educationally qualified in Supply Chain Management. Recent studies show that a key part of supply chain performance is the ability to analyze and use supply chain data intelligently. This certificate will enable students to develop critical skills in supply chain analysis.

Required Courses		Credits
BITM 7732	Enterprise Resource Planning Systems	3
BITM 7744	Business Intelligence	3
BQUA 7830	Supply Chain Analytics	3
BQUA 7845	Logistics and Operations in Supply Chain Management	3
Total: 12		

Because the certificate is not a degree, students who complete the certificate program only do not participate in University Commencement Exercises.

Stillman Business Review and Update Certificate BU_BRUC_NM

Any person possessing an undergraduate degree may select all or part of the M.B.A. Pre-Qualification Sequence in order to enhance or update his or her professional skills. The successful completion of at least three segments will result in the award of the Business Review and Update Certificate. Application is made to the Director of Graduate Admissions.

Dual Degree Programs (Undergraduate and Graduate)

B.A. or B.S./M.B.A. Program

(For Non-Business Majors)

Adviser: Mark D. Schild, M.B.A.

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 field 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 to the M.B.A. program. Students must meet all requirements for admission to the M.B.A. program. If accepted, the student takes a mixture of arts and sciences and business courses in the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all undergraduate

degree requirements and a minimum of 120 credit hours, the student receives a bachelor's degree. After completing the M.B.A. requirements and a minimum of 150 total credit hours, the student also receives an M.B.A.

Purpose

The purpose of the program is twofold:

1. Students receive a broad-based undergraduate education. Students major in an arts and sciences discipline to gain a broad perspective in the humanities and social and physical sciences and a comprehensive grasp of one arts and sciences major.
2. Students begin graduate coursework while completing a bachelor's degree. This enables the arts and sciences student to obtain an M.B.A. with one additional year of study.

Basic Principles and Requirements

In offering this program, Seton Hall operates on three basic principles:

1. Students must complete their undergraduate arts and sciences courses and fulfill the requirements for an undergraduate major;
2. Students must apply for and gain admission to the M.B.A. program after the completion of a minimum of 75 credit hours in arts and sciences; and
3. The joint program requires a minimum of 150 credit hours; within this number, a student completes specified arts and sciences requirements, an undergraduate arts and sciences major field, and the specified M.B.A. curriculum.

The total credit hours consist of a minimum of 110 undergraduate credits and 40 graduate business credits. Because the requirements of specific College of Arts and Sciences concentrations may vary greatly, dual-degree candidates should be individually counseled by advisers in both the College of Arts and Sciences and the Stillman School of Business. Graduate course information is available through the Stillman School's Student Information Office, Jubilee Hall, Room 526, (973) 761-9222.

B.A./M.B.A. Curriculum

1. Arts and Sciences Core Requirements
2. Arts and Sciences Major Field Requirements
3. M.B.A. Pre-Qualification Sequence
4. M.B.A. curriculum credit-bearing courses: 25 credits of core coursework and 15 credits of electives.

Consult course descriptions for more details. If these requirements can be met in fewer than 150 credit hours, students may take elective courses to complete the 150 credit-hour minimum.

B.S.B. or B.A.B.A./M.B.A. Program

(For Business Majors)

Adviser: Mark D. Schild, M.B.A.

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 1260 or higher (math and evidence-based reading and writing components). To be eligible to begin graduate coursework (generally after the completion of 90 credits), dual-admissions applicants must have attained a GPA of 3.4 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.

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. Students will receive waivers for all of the M.B.A. Pre-Qualification courses.
3. Students will receive waivers for the following M.B.A. core courses:

		Credits
BMBA 9452	International Perspective	2
BMBA 9453	Accounting for Decision Makers	2
BMBA 9455	The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456	Management Theory and Practice	2
BMBA 9459	Economics for Managers	2
4. Remaining M.B.A. curriculum requirements are fulfilled by taking graduate business courses		

The total credit hours consist of 120 undergraduate credits and 30 graduate business credits. Students must consult their concentration advisers in the Stillman School for specific information. Graduate course information is available through the Stillman School's Student Information Office, Jubilee Hall, Room 526, (973) 761-9222.

B.S.B./M.S.P.A. Program

(For SHU Accounting Majors)

Adviser: Daniel Krevis, M.B.A.

Students pursuing the B.S. in Business Administration with a concentration in accounting have the option to apply to a dual degree program in which they can earn both their bachelor's degree and a Master of Science in Professional Accounting within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.S.P.A. portion of the program during their junior year.

To be offered admission to both programs at the time of initial application, prospective students must have an SAT score of 1260 or higher (math and evidence-based reading and writing components). To be eligible to begin graduate coursework (generally after the completion of 90 credits and BACC 3111), dual-admissions applicants must have attained a GPA of 3.4 or higher.

Seton Hall University undergraduate accounting students who do not apply for dual admission may apply to the dual-degree program after completing 75 credits. Applicants must meet all admission requirements for the M.S. in Professional Accounting Program.

Students are eligible to begin graduate coursework in the dual-degree B.S.B./M.S.P.A. program once they have earned 90 credits and have completed BACC 3111 (Intermediate Accounting II). Students enrolled in the combined program take a mixture of undergraduate and graduate courses during their senior year followed by all graduate work thereafter. After earning 120 undergraduate credits, completing the required accounting concentration courses with an average GPA of 2.0 or higher, and fulfilling all other specific B.S.B. degree requirements, students have the option of receiving their B.S.B. degree. Students in the combined program can satisfy the required courses in Auditing (BACC 3119), Enterprise-Wide Accounting Information Systems II (BACC 4102), and Advanced Accounting (BACC 4113) by taking similar graduate courses. Courses taken at the graduate level cannot be used to satisfy the 120 undergraduate credit hour requirement. After completing all M.S.P.A. requirements and earning 150 credits (120 undergraduate credits and 30 graduate credits), students receive their M.S.P.A. degree.

Joint Degree Programs

M.B.A./M.A.D.I.R.

The M.B.A./M.A.D.I.R. is a joint degree program offered by the faculties of the Stillman School of Business and the School of Diplomacy and International Relations. Completion of the program yields both a Master of Business Administration (M.B.A.) and a Master of Arts in Diplomacy and International Relations (M.A.D.I.R.).

M.B.A. Program Component

I. Pre-Qualification Courses as required (non-credit bearing)

II. Core Courses (20 credits)		Credits
BMBA 9450	The Launch Experience	2
BMBA 9451	Corporate Social Responsibility	2
BMBA 9453	Accounting for Decision Makers	2
BMBA 9454	Legal Environment	2
BMBA 9455	The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456	Management Theory and Practice	2
BMBA 9457	Market Decision Making	2
BMBA 9458	Information Technology Management	2
BMBA 9459	Economics for Managers	2
BMBA 9460	Financial Decision Making	2

III. Elective Courses (10 credits)

Any 6000-level or higher graduate business courses for which the student meets prerequisite requirements.

M.B.A. Total: 30

Diplomacy and International Relations Component

I. Required Diplomacy Core (24 credits)		Credits
DIPL 6000	International Relations Theory	3
DIPL 6001 or	Politics of Cultural and Ethnic Pluralism	3
DIPL 6180	Comparative Foreign Policy	
DIPL 6002 or	International Organizations	3
DIPL 6005	Public International Law	
DIPL 6105 or	International Political Economy	3
DIPL 6155	Advanced Economic Aspects of International Relations	
DIPL 6153 or	Comparative Political Economy Development	3
DIPL 6170	Advanced Topics in Economic Development for International Affairs	
DIPL 6310	Research Methods for Policy Analysis	3
DIPL 6311	Master's Research Project	3
DIPL 7111	Internship	3

II. Diplomacy Electives (6 credits)

Any two Diplomacy courses at the 6000 or 7000 level

Diplomacy Total: 30

Joint Degree Total: 60

Notes:

1. M.B.A./M.A.D.I.R students do not take *International Perspective* (BMBA 9452) or the *Business Consulting Capstone* (BMBA 9461).
2. M.B.A./M.A.D.I.R students must write a *Master's Research Project* under the guidance of a Diplomacy adviser and must satisfy the M.B.A. Service Project requirement.

M.B.A./M.D. Program

The M.B.A./M.D. is a joint degree program offered by the Stillman School of Business and the Hackensack Meridian School of Medicine. Completion of the program yields both a Master of Business Administration (M.B.A.) and a Doctor of

Medicine (M.D.). The M.B.A./M.D. program aims to produce graduates capable of making an impact on the practice of medicine and the business of medicine.

Application Procedure

Applicants to the M.B.A./M.D. dual degree program must be third-year students at Hackensack Meridian School of Medicine. Candidates will complete an abbreviated online M.B.A. application. Requirements include letters of recommendation and good academic standing in the School of Medicine. Candidates must submit a request to Hackensack Meridian School of Medicine to submit the complete American Medical College Application Service (AMCAS) application to Seton Hall University Office of Graduate Affairs. The GMAT will not be required for medical students. Students without an undergraduate background in business will be required to complete necessary online pre-qualifiers or to pass the appropriate challenge exams.

Curriculum Requirements

Students will complete 30 credits within the Stillman School of Business and receive 10 credits (cross credits) from the Hackensack Meridian School of Medicine, fulfilling the 40-credit requirement to earn an MBA.

M.B.A. Program Component

I. Pre-Qualification Courses as required (non-credit bearing)

II. Core Courses (25 credits)		Credits
BMBA 9450	The Launch Experience	2
BMBA 9451	Corporate Social Responsibility	2
BMBA 9452	International Perspective	2
BMBA 9453	Accounting for Decision Makers	2
BMBA 9454	Legal Environment	2
BMBA 9455	The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456	Management Theory and Practice	2
BMBA 9457	Market Decision Making	2
BMBA 9458	Information Technology Management	2
BMBA 9459	Economics for Managers	2
BMBA 9460	Financial Decision Making	2
BMBA 9461	Business Consulting	3

Note: Students must complete BMBA 9450- 9460 and have a cumulative GPA of 3.0 or higher prior to taking BMBA 9461.

III. Elective Courses (5 credits)

Any 7000-level or higher graduate business courses for which the student meets prerequisite requirements.

M.B.A. Total: 30

Hackensack Meridian School of Medicine Component

I. Phase I: Fundamentals

Science/Skills/Reasoning Courses

II. Phase II: Immersion

Clerkships

III. Longitudinal Content Areas

Human Dimension, Health Systems Science, Clinical Skills, and Professional Identity Development

M.B.A./J.D. Program

The Stillman School and the School of Law jointly offer a four-year program leading to the degrees of Master of Business Administration (M.B.A.) and Juris Doctor (J.D.). The program is available only to full-time students and may be completed in four years rather than the five years usually required for the completion of both degrees.

Application to the joint program is open to holders of baccalaureate degrees from accredited colleges or universities who are not enrolled in either the School of Law or the Stillman School or who are full-time students in the first-year program at the School of Law.

Application Procedure

Candidates for admission to this program must complete separate applications for both the School of Law and the Stillman School, identifying on each application that they intend to participate in the joint program. Applications must be filed by the deadline dates specified by the School of Law. Alternatively, students enrolled in the first-year, full-time program at the School of Law may, during that year, apply for admission to the joint program by making application for admission to the Stillman School, identifying themselves as candidates for the joint program and notifying the School of Law of their intent to seek admission to that program.

Admission to the joint program requires that the student be accepted for admission at each of the respective schools and that the student's participation in the joint program be approved separately by the admission committees of both schools.

The M.B.A. admission procedure appears at the beginning of the Stillman School section of this catalogue. Applications for the School of Law are available from the Office of Admissions, Seton Hall University School of Law, One Newark Center, Newark, NJ 07102.

Applicants must take the Law School Admission Test (LSAT). Official transcripts from all colleges and universities attended must be sent to the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 2000, Newton, PA 18940. The LSDAS report containing the LSAT scores should be forwarded to the School of Law at the above address.

Curriculum Requirements

The J.D. degree consists of 88 credits and the M.B.A. degree of 40 credits. A maximum total of 10 credits may be used as cross-credits between the two programs. Only courses specified by the respective schools as eligible for cross-credits may be utilized for this purpose. Under exceptional

circumstances, courses not included on the list of those eligible for cross-credits may be approved for this purpose by the academic deans of the law school and the business school. No required courses at either the School of Law or the Stillman School may be eligible for cross-credits under the joint degree program.

Because of residency requirements and other considerations, the joint degree program can only be completed by students enrolled on a full-time basis. With the joint consent of the academic deans of the School of Law and the Stillman School, and for good cause, a student may be allowed to remain in the program although enrolled on a part-time basis only after the second year of full-time participation in the program. Such approval for part-time status must be renewed every semester. No waiver of full-time status may be granted for the first two years of the program.

A minimum of 30 credit hours must be taken in the M.B.A. program at Seton Hall. No waived credits may be counted toward the completion of the J.D. degree, and the Law School does not permit any waiver of credits for the J.D. degree.

Advising

Students in the joint degree program must have their course schedules approved by the joint program advisers in both the School of Law and the Stillman School. The procedure for such approval will be established by the respective schools, and students in the program should consult the joint program adviser at each school. Where courses with similar content are offered by the two schools, students may complete such courses at either school (except as noted above), but may not take the courses at both schools.

Pattern of Study

Students in the joint degree program spend their first year of study completing the regular first-year curriculum of the School of Law. During the second and subsequent years, students complete the program by taking credits at both the Stillman School and the School of Law.

M.B.A. Program Component

I. Pre-Qualification Courses as required (non-credit bearing)

II. Core Courses (20 credits)

	Credits
BMBA 9450 The Launch Experience	2
BMBA 9451 Corporate Social Responsibility	2
BMBA 9452 International Perspective	2
BMBA 9453 Accounting for Decision Makers	2
BMBA 9455 The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456 Management Theory and Practice	2
BMBA 9457 Market Decision Making	2
BMBA 9458 Information Technology Management	2
BMBA 9459 Economics for Managers	2
BMBA 9460 Financial Decision Making	2

III. Elective Courses (17 credits)

Any 6000-level or higher graduate business courses for which the student meets prerequisite requirements.

IV. Capstone (3 credits)

BMBA 9461 Business Consulting 3

M.B.A. Total (includes cross-credits): 40

J.D. Component

I. Required Courses (44 credits)

	Credits
CORP 7125 Financial Concepts for Lawyers	1
CORP 7131 Business Associations	4
HIPH 7504 Professional Responsibility	2
LAW 5050 Introduction to Lawyering I	2
LAW 5051 Introduction to Lawyering II	2
LAW 6001 Civil Procedure I	2
LAW 6002 Civil Procedure II	2
LAW 6005 Contracts	5
LAW 6008 Torts I	4
LAW 6014 Criminal Law	3
LAW 6015 Constitutional Law	5
LAW 6016 Property	5

II. Appellate Advocacy, Persuasion and Advocacy & Advanced Legal Writing Requirements

III. Elective Courses

Students may cross-credit up to 10 credits between the two programs.

J.D. Total (includes cross-credits): 88

Less: Cross-credit savings 10

Total Joint Degree: 118

M.B.A./M.S.N. in Health Systems Administration

M.B.A. Program Component credits

I. Pre-Qualification Courses as required (non-credit bearing)

II. Core Courses (22 credits)

BMBA 9450 The Launch Experience	2
BMBA 9451 Corporate Social Responsibility	2
BMBA 9452 International Perspective	2
BMBA 9453 Accounting for Decision Makers	2
BMBA 9454 Legal Environment	2
BMBA 9455 The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456 Management Theory and Practice	2
BMBA 9457 Market Decision Making	2
BMBA 9458 Information Technology Management	2
BMBA 9459 Economics for Managers	2
BMBA 9460 Financial Decision Making	2

III. Guided Electives (5 credits)

Any 6000-level or higher graduate business courses for which the student meets prerequisite requirements.

IV. Capstone (3 credits)

BMBA 9461 Business Consulting 3

M.B.A. credits required 30

College of Nursing

MSN College of Nursing Component

Required Courses (25 credits)	
NURS 6123 Theoretical Basis for Advanced Nursing Practice	3
NURS 6124 Forces in Health Care	3
NURS 6224 Nursing and Health Systems Administration	3
NURS 6305 Financial Management of Health Care Systems	3
NURS 7141 Nursing Research I	3
NURS 9919 Utilizing Research for Evidence-Based Practice	3
NURS 7307 Managed Care and Reimbursement Systems*	3
NURS 7600 Executive Internship in Health Systems Administration*	4
* Denotes Clinical Component	
MSN Nursing Degree credits required 25	
Total Credits for MBA/MSN Dual Degree required = 55	

Integrated Concentrations

Supply Chain Management

Supply Chain Management integrates supply and demand management functions within and across companies. Over the past few decades, supply chains have risen in prominence within many companies. This has created a growing need for individuals who can contribute to various parts of the supply chain by means of specializations obtained as part of their education. The ability to stand out in the marketplace has become more acute in view of an economy in which jobs are scarce. Consequently, in all the courses, we emphasize examples from industry and use them to provide illustrations of the concepts in practice. The concentration provides a practical understanding of the principles of supply chain management and helps students develop an understanding of both analytic and technical methods which can be applied to optimize these systems.

Students should take 6 credits from the concentration core and at least 6 credits from the elective areas.

I. Concentration Core Courses (6 credits)		Credits
BQUA 7825	Introduction to Supply Chain Management	3
BQUA 7845	Logistics and Operations in Supply Chain Management	3
II. Concentration Elective Courses (6 credits)		
BITM 7724	Enterprise Systems Information Modeling	3
BITM 7732	Supply Chain Management and SAP	3
BQUA 7830	Supply Chain Analytics	3
BQUA 7840	Procurement Management	3
BSAN 7001	Intro to Data Analytics and Business Intelligence	3
BSAN 7011	Exploratory Data Analysis and Data Visualization	3

BSAN 7045	Project Management	3
-----------	--------------------	---

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

Course descriptions provide information on offerings for the current academic year. All courses are run subject to enrollment and faculty deployment within each department.

Pre-Qualifier Courses

All MBA Pre-qualifier courses are offered every term. Note: Students may be granted waivers of pre-qualification courses on the basis of related coursework completed in the past five years. Students also may request a challenge exam to test out of a pre-qualification course.

BMBA 8008 Accounting Pre-Qualifier

An overview of Financial and Managerial Accounting. Students will obtain an understanding of the financial statements, the accounting cycle, and basic Managerial Accounting concepts. *no credits*

BMBA 8009 Legal Studies Pre-Qualifier

The course provides an overview of the American legal process; an introduction to the relationship between law and business with special emphasis on the law of contracts. *no credits*

BMBA 8011 Economics Pre-Qualifier

The course provides an introduction to or review of both micro and macro economics principles. Topics covered include major economic systems, forces of supply and demand and their effect on equilibrium prices, various markets, government intervention and regulation, fiscal policy and international economic issues. *no credits*

BMBA 8013 Finance Pre-Qualifier

Introduction to the principles of finance for incoming MBA students with very limited finance backgrounds. Topics deal with the terms and tools of basic finance: money and capital markets, time value of money, capital budgeting, asset pricing/portfolio analysis and derivatives. *no credits*

BMBA 8018 Mathematics Pre-Qualifier

The course will review a variety of mathematical concepts and their applications to the business setting. Elementary algebra and calculus techniques will be the primary focus, and special attention will be paid to the manner in which they can be used in the modeling of basic business situations. *no credits*

BMBA 8019 Statistics Pre-Qualifier

The course introduces and develops an understanding of

statistical concepts and methods as tools in the managerial decision making process in the face of uncertainty. Descriptive statistics, probability and probability distributions and statistical inference will be discussed. Linear regression and correlation also will be introduced. Emphasis will be placed on the student's ability to identify appropriate statistical tools for analysis in a variety of business-related problems. *no credits*

BMBA 8020 ITM Pre-Qualifier – Software Personal Productivity Tools

The course familiarizes students with the software productivity tools used in business today. The class focuses on the use of Microsoft Excel. Topics covered include worksheet construction, use of simple equations, creation of graphs and charts and sorting/filtering of data. *no credits*

M.B.A. Core Courses

BMBA 9450 The Launch Experience

This hybrid course begins your Stillman graduate educational journey. Its centerpiece is an intensive residency experience that focuses on the introduction and exploration of the major business disciplines and the fundamental skill sets associated with them. You will apply basic business principles via dynamic, real-world cases that emphasize the integrative nature of business. As part of the residency, you will receive personalized feedback that highlights your strengths and helps you delineate your learning goals. Finally, with guidance from faculty and the Seton Hall University Career Center, you will map out your personal MBA program and write a long-term career plan. Offered: Fall, Spring. *2 credits*

BMBA 9451 Corporate Social Responsibility

The course will examine the relationship of the business enterprise to its stakeholders and raise questions about the social and ethical conduct of the enterprise. Case presentations; discussion of the consequences of enterprise behavior and analysis of the ethical implications of corporate policies and procedures. Offered: Fall, Spring, Summer. *2 credits*

BMBA 9452 International Perspective

This course is designed to introduce the graduate student of business to the world of international business, international trade and political economy. These subjects are approached from the viewpoint of a generalist, offering information and insights from the broad perspectives of business, economics, finance, political and economic geography, risk management, marketing, ethics and international law. Through an introduction to these fields, it is expected that students will gain a core understanding of the concepts, ideas and vocabulary of international business. Offered: Fall, Spring, Summer. *2 credits*

BMBA 9453 Accounting for Decision Makers

This course introduces you to the foundational topics in accounting necessary for a career in business. You will learn the contents of financial statements, accounting for certain common transactions, basic financial statement analysis tools,

and commonly used managerial accounting techniques.

Prerequisite: BMBA 8008. Offered: Fall, Spring. *2 credits*

BMBA 9454 Legal Environment

Managers face a variety of legal challenges that can both help and hinder success. This course will provide a foundation of legal knowledge that will equip students to recognize the legal potholes they will encounter as managers. We will examine legal issues involved in the areas of torts and products liability, antitrust, employment and labor law and a most important area in this knowledge economy, intellectual property. While we will not turn students into lawyers, we will develop the legal knowledge and analytical skills that guide entrepreneurs in a complicated legal environment.

Prerequisite: BMBA 8008. Offered: Fall, Spring. *2 credits*

BMBA 9455 The Role of Quantitative Analysis in Business Decision Making

This course highlights the strategic role of quantitative analysis in the decision-making process in all business-related functional areas. Applications of quantitative concepts and techniques, such as Probability & Statistics, Data Analysis, Simulation, Regression, Modeling, and Sensitivity Analysis et al, to problems from Economics, Finance, Marketing and Law will be used to demonstrate the power of the analytical approach. Prerequisites: BMBA 8018, 8019 and 8020.

Offered: Fall, Spring. *2 credits*

BMBA 9456 Management Theory and Practice

This course covers functional and behavioral aspects of managing organizations, such as planning, organizing, leading, and controlling with special focus on the changing organizational work environment. It will cover the roles managers play, the skills they need, and the processes they use in managing, with reference to context of the large corporation, small-to-medium sized organization, entrepreneurial/start-up, government unit, and the NGO. The course will explore the reasons why individuals, groups, and organizations behave the way they do, and students will learn how to apply their knowledge of organizational behavior in order to increase motivation and organizational effectiveness.

Offered: Fall, Spring. *2 credits*

BMBA 9457 Market Decision Making

This course highlights the strategic role of customer satisfaction and how managers from every department contribute to creating customer value. Fundamental marketing concepts such as the 4Ps, segmentation approaches, product positioning, branding, and product-market lifecycle will be used to solve business problems and discover new opportunities. *2 credits*

BMBA 9458 Information Technology Management

Information technology (IT) has transformed all aspects of 21st century business and everyday life. It is vital that future managers in every area of business have a working knowledge of modern IT, practical experience in its use, and management perspective on how IT is used in organizations. This course introduces information technologies that are critical to modern business, and discuss applications in various aspects of

business operations. Prerequisite: BMBA 8020. Offered: Fall, Spring. *2 credits*

BMBA 9459 Economics for Managers

This course offers managerial perspectives from the viewpoint of Economics. Topics covered include demand and supply analysis, elasticities of demand, competitive positioning, productivity, pricing power, profitability, business cycle developments, and macro-policy responses to them. Offered: Fall, Spring. *2 credits*

BMBA 9460 Financial Decision Making

Anchored in the finance incentives of time and risk, the course offers an introduction to applied finance based on four concepts: time value of money, capital budgeting, asset pricing, including an introduction to portfolio analysis, and derivatives. Part of the course will be motivated by linking topics covered in BMBA 9459, such as revenue generation, costs, competitive structure, and business cycles with financial statements, interest rates, return measurements, risk metrics, and the term structure of interest. This linking will effectively form a “2+2” approach across the disciplines in line with “transforming concepts into business practice,” the core of the Stillman mission. Prerequisite: BMBA 8008, 8013 and 8020. Corequisite: BMBA 9455. Offered: Fall, Spring and Summer. *2 credits*

BMBA 9461 Business Consulting

In this course you will put concepts into practice by advising a local organization on real strategic issues. The organization will provide a context in which to apply the knowledge, skills and abilities (KSAs) you have gained throughout your Stillman educational experience. You will be assigned to a functionally diverse consulting team that will meet with the organization, gather primary and secondary data, analyze the resulting data, define specific challenges or opportunities and then propose appropriate strategies, tactics and actionable recommendations. The issues will likely cover a broad spectrum across multiple disciplines giving you a chance to apply many of the tools and concepts you learned in the MBA program, including ‘soft skills’ like communication, peer coaching, problem solving, critical thinking, adaptability, teamwork, and conflict resolution. *3 credits*

M.B.A. Electives

BMBA 9307 (BMKT 7633) Cases in Strategic Marketing

This course incorporates current developments in marketing strategic thinking to further acquaint students with the present-day challenges of marketing activities. The course provides an opportunity to further develop an understanding of the scope, importance, and process of marketing as a system. Through practical illustrations, the course forwards a deeper understanding of the development and evaluation of marketing plans, strategies and action programs. Prerequisite: BMBA 9457. Offered: Summer. *2 credits*

BMBA 9310-9311 MBA Internships (maximum of 6 credits)

Students obtain positions with companies in order to obtain

hands-on experience in their chosen field. Offered: Fall, Spring, Summer. *3 credits each*

BMBA 9312 MBA Internship (maximum of 6 credits)

Students obtain positions with companies in order to obtain hands-on experience in their chosen field. No prerequisites required. Offered: Fall, Spring, Summer. *2 credits*

BMBA 9317 (BITM 7739/BMKT 7621/BQUA 7825)

Supply Chain Management

Firms in many industries are scrambling to develop innovative ways to move products from raw materials through manufacturing to customers more quickly and efficiently. This course examines many of the recent innovations in this area. Through this course students will (a) recognize salient strategic challenges and opportunities for managing supply chains; (b) learn to use several basic analytical tools to assess performance tradeoffs and support decision making; (c) become familiar with the core supply chain concepts and strategies that have been adopted by leading companies and (d) review emerging supply chain strategies facilitated by internet technology. Prerequisite: BMBA 8019 or permission of the instructor. Offered: Fall. *2 credits*

BMBA 9319 (BMGT 9320) Managing Knowledge Workers

This course covers the emergence and management of a new powerful breed of organizations - knowledge organizations - that thrive on knowledge and human creativity. It provides an in-depth understanding of these organizations and adapts and updates available management principles and techniques to suit them. It exposes students to new and organization-specific practices that are suitable to managing employees who possess special cutting-edge knowledge and the ability to transform it into contemporary marketable goods, processes, and services. It also covers psychological and sociological aspects of managing these employees, in particular those belonging to the new generations. With the help of assessment instruments, students learn how to identify and design knowledge organizations for their efficient operation, as they cannot be managed in the traditional ways. Offered: Fall. May be taken for 3 credits as BMGT 9320. *2 credits*

BMBA 9321 (BLAW 7331) Franchising and Leasing

This course investigates the practical and business aspects of franchising, including legal aspects relating to taxation, business associations, and antitrust (tying arrangements). Issues of quality control, characteristics of franchisers and franchisees, classification of franchises, negotiating and drafting of the franchise contract, the franchise disclosure document, multi-unit franchising, international franchising, and types of leasing arrangements are explored in a lecture/discussion format. Offered: Irregularly. *2 credits*

BMBA 9331 Law in the Media

The course explores the manner in which law, the legal system and important legal issues are portrayed in film. Students will view classic films that have shaped public perceptions about law; they will critique the content of these films and review constitutional law cases related to the legal

issues involved. Offered: Summer. *2 credits*

BMBA 9337 (BLAW 7319/BMKT 7319) Seminar in Products Liability

Intensive review of this specialized area of tort law highlighting its ethics and social responsibility ramifications. Particular emphasis is on the development of products liability and its impact on the business environment. Topics covered include negligence, warranties and strict liability. An analysis of the historical development of the common law and statutory responses to product liability. Offered: Summer. *2/3 credits*

BMBA 9340 (BQUA 7845) Logistics and Operations in Supply Chain Management

This course is about logistics: the design, planning and quality control of supply chains in business. Supply chains extend from raw material suppliers through production to the consumer and there are many logistics problems associated with each stage. Managing the logistics and operation of a supply chain is a demanding task, which requires a mixture of skills. This course is concerned with developing those skills as well as understanding how to efficiently manage the supply chain operation in practice. Prerequisite: BMBA 9455.

Offered: Spring. *2 credits*

BMBA 9341 (BMGT 7541) Knowledge and Innovation Management

This course covers strategic role of corporate knowledge and technology for contemporary organizations requiring specialized management of human, organizational and social capitals. It addresses the issues related to the acquisition and management of knowledge and technology and their conversion to innovation for success in developing products, services, and processes for the contemporary marketplace. Offered: Spring. May be taken for 3 credits as BMGT 7541. *2 credits*

BMBA 9344 (BITM 7744) Business Intelligence

Routine business operations generate huge amounts of data, but much of it goes unused beyond the immediate purpose for which it was gathered. Businesses are becoming increasingly aware of the potential for such data to yield significant insights. This course covers tools and techniques for extracting intelligence from data. The course covers the concepts of exploratory data analysis and uses the R computing environment. Topics include principles of data visualization, using ggplot for data visualization, tidying data, preparing data for analysis and exploring data to identify underlying patterns using the dplyr package. Prerequisite: BMBA 9455. Offered: Spring. *2 credits*

BMBA 9348 (BITM 7732) Enterprise Resource Planning Systems

IT and supply chain management professionals must develop a deep understanding of standard business processes that cut across all organizations. SAP is the industry leading ERP software, and course participants will gain valuable hands-on experience in working with various applications by interacting with the appropriate modules in SAP. The interaction will

exercise modules that companies use to implement supply chain management principles. Many of the course assignments will be done on SAP. Prerequisite BMBA 9458. Offered: Fall. *2 credits*

BMBA 9349 (BMGT 7945) Leadership Seminar

The objective of the Leadership Seminar is to develop the leadership skills and styles of the seminar participants. The seminar is based on certain assumptions: (1) personal integrity is fundamental to effective leadership; (2) leadership in the post-industrial revolution/ the knowledge economy requires effective leadership of knowledge workers (3) effective leadership in a global environment requires managing individuals, teams and organizations for high/peak performance and (4) effective leadership requires self-knowledge and personal insight on the part of the leader.

Offered: Summer. *2 credits*

BMBA 9510-9511 MBA Internships (maximum of 6 credits)

Students obtain positions with companies in order to obtain hands-on experience in their chosen field. No prerequisites required. Offered: Fall, Spring, Summer. *3 credits each*

Department of Accounting and Taxation

Students may take any specialization BACC course as soon as BMBA 9453 Accounting for Decision Makers is completed.

Accounting

BACC 6101 Essentials of Accounting

An overview of Financial and Managerial Accounting. Students will obtain an understanding of the financial statements, the accounting cycle and basic Managerial Accounting concepts. This content of this course is equivalent to BMBA 8008. However, students that register for this course receive a letter grade and earn 3 graduate credits.

Offered: Fall, Spring, Summer. *3 credits*

BACC 7100 Financial Reporting

Comprehensive overview of generally accepted accounting principles. Financial statements for going concerns: measurement, recognition and disclosure requirements of financial reporting. Prerequisite: BACC 6101, BMBA 9453 or the equivalent. Offered: Fall semesters only. *6 credits*

BACC 7101 (BFIN 7101) Financial Statement Analysis

The objective of this course is to provide students with the skills necessary for analyzing financial statements. Topics covered include ratio analysis, cash flows, inventories and off-balance sheet activities. Valuation models, including asset-based as well as discounted cash flow models, are also discussed. Special emphasis is placed on the effect of accounting principles on the reported results of operations, cash flows and ratios. Prerequisites: BMBA 8008 or the equivalent. *3 credits*

BACC 7114 Cost Accounting

Cost systems used in business organizations. Valuation of assets and distribution costs, effective methods of cost

analysis and control. Standard costs. Prerequisite: BMBA 8008 or the equivalent. *3 credits*

BACC 7117 International Accounting

Diverse accounting practices employed by different countries, their causes - rooted in custom, law, tax practices and economics - and their effect on the interpretation of financial statements. Problems of consolidation. Role of accounting in controlled economies. Prerequisites: BMBA 8008 or the equivalent. *3 credits*

BACC 7121 (BTAX 6001) Federal Income Taxation of Individuals

Case study of federal income tax legislation with special attention to preparation of individual returns. Prerequisite: BMBA 8008 or the equivalent. *3 credits*

BACC 7122 (BTAX 6005) Federal Income Taxation of Business

Case study of federal income tax legislation with special attention to preparation of corporate returns. Prerequisite: BMBA 8008 or the equivalent. *3 credits*

BACC 7123 Auditing Standards and Problems

Case study of effective auditing procedures. Detection of fraud by analysis of accounts. Current finds of the American Institute of Certified Public Accountants and the Securities and Exchange Commission. Prerequisite: BACC 7100 or equivalent with a grade of C- or better. Offered: Spring. *3 credits*

BACC 7126 (BITM 7724) Enterprise-Wide Accounting Information Systems I

The course is designed to provide an understanding of accounting information and information technology in the operational and strategic decision-making of the firm. Relational databases, data modeling, SQL and web application development are covered in significant detail. Students will become familiar with several organizational transaction processing subsystems. Students will develop an understanding of internal controls and the impact of information systems on managerial decisions and organizational performance. Prerequisite: BMBA 8008 or equivalent. Offered: Fall. *3 credits*

BACC 7127 (BITM 7127) Enterprise-Wide Accounting Information Systems II

This course will provide participants with a clear understanding of enterprise applications like accounting, materials management, sales and distribution, materials requirement planning and process manufacturing. Each of these applications will be covered through the use of the SAP enterprise systems. In addition, the course will cover security, auditing, evaluation and implementation as applied to information systems. Prerequisites: BACC 4101, 7126, BITM 7724 or equivalent. Offered: Spring. *3 credits*

BACC 7128 Advanced Accounting

Course focuses on accounting for investments, including business combinations, and foreign currency accounting. Foreign currency financial statements, segment reporting and other advanced accounting topics are covered as well.

Prerequisite: BACC 7100 with a grade of C- or better.

Offered: Spring. *3 credits*

BACC 7132 Governmental Accounting

This course is an introduction to accounting for governmental organizations. The main focus of the course is on the development of a thorough understanding of the standards which govern the accounting and reporting for these organizations and on the structure of the financial statements themselves. (Credit will not be given for both this course and BACC 7133.) Prerequisite: BMBA 8008 or equivalent. BACC 7100 recommended. Offered: Spring. *2 credits*

BACC 7133 Governmental and Not-for-Profit Accounting

This course is an introduction to accounting for governmental and not-for-profit organizations. The main focus of the course is on the development of a thorough understanding of the standards which govern the accounting and reporting for these organizations and on the structure of the financial statements themselves. (Credit will not be given for both this course and BACC 7132.) Prerequisite: BACC 6101 or equivalent.

Offered: Spring. *3 credits*

BACC 7135 Essentials of Federal Taxation

This course provides students with an overview and basic understanding of the federal income tax structure with respect to individuals, as well as corporations, partnerships, estates, and trusts domiciled or engaging in business in the United States. The course is an introduction to the basic concepts of federal income taxation with particular emphasis on the concepts of gross income, deductions, exemptions, basis, recognition of gains and losses, and accounting methods and periods. Additional topics addressed include the formation, operation, and liquidation of business enterprises. Federal transfer taxes will also be explored. Offered: Spring. *3 credits*

BACC 7136 (BITM 7136) Big Data, Analytics and Business Impact

This course explores the exponential growth in complex data and information created by business and society. Big Data has become so valuable that the World Economic Forum deemed it a new class of economic asset, like oil. Students will study various applications and analytical tools used to derive insight from big data, and how experts in accounting, finance, and operations utilize big data applications to manage reporting, risk management, and compliance. Students learn how different industries leverage the data to impact the bottom line and create competitive advantage. Prerequisite: BMBA 9455 or equivalent. Offered: Fall. *3 credits*

BACC 7190-7191 Accounting Internship I-II

Prerequisite: permission of accounting chair or program director. May not be taken by students in the M.S. in Accounting program. *3 credits each*

BACC 7210 Forensic Accounting

Students will learn the twin towers of forensic accounting - litigation support and investigative auditing - through classroom lecture and discussion, case studies and stories about the latest financial crimes and schemes, and guest speakers' experiences in this rapidly developing field. We will

discuss how the application of internal controls can deter people from committing fraud. Examine the fraud triangle (the pressures, opportunities, and rationalizations) of occupational and management fraud. This, in turn, can proactively deter theft, concealment and conversion. Review how allegations of fraud should be investigated, evidenced, and resolved.

Prerequisite: BACC 7100, 3110 or equivalent. Offered: Fall. *3 credits*

BACC 8001 Financial Accounting Seminar

A capstone accounting course designed to see how students handle somewhat ambiguous accounting problems. The course is largely a case-study course with students expected to do significant accounting research with many written reports. Prerequisite: BACC 7100 with a grade of C- or better or the equivalent. Offered: Summer. *3 credits*

Taxation

Required Courses

BTAX 6001 (BACC 7121) Federal Income Taxation of Individuals

Case study of federal income tax legislation with special attention to preparation of individual returns. Prerequisites: BMBA 8008 or the equivalent. *3 credits*

BTAX 6003 Tax Research

Study of successful methodology of research in federal taxation applied to the solution of both routine and complex tax problems. Topics include research sources, materials and tools, including court reporters, government documents, IRS rulings, professional periodicals, tax services and citators, and computerized tax research. *3 credits*

BTAX 6005 (BACC 7122) Federal Income Taxation of Business

Case study of federal income tax legislation with special attention to preparation of corporate returns. Prerequisite: BMBA 8008 or the equivalent. *3 credits*

BTAX 6009 Tax Accounting

Deals with federal income tax consequences and planning with respect to adoption of and change in accounting methods; income recognition and deduction allowance under the cash and accrual methods and installment reporting. Also covered is inventory accounting, including LIFO; adoption of and change in accounting periods; time value of money; transactional concepts, including the annual accounting concept, the claim of right doctrine, and the tax benefit rule; and income tax allocations for financial reporting. Prerequisite: BMBA 8008 or equivalent. *3 credits*

BTAX 7012 Federal Income Tax Practice and Procedure

The organization and functions of the Internal Revenue Service, the role and regulation of the tax practitioner, administrative appeals and settlement opportunities and appeals to the courts. Provisions of the Internal Revenue Code involving assessment, collections, waivers, claims, civil and criminal penalties, statute of limitations and transferee liability. Requests for rulings and the application of the

Freedom of Information and Privacy Acts in tax cases. *3 credits*

Department of Computing and Decision Sciences

Business Analytics

BSAN 7001 Introduction to Data Analytics and Business Intelligence

Business decision-making should, when possible, rely on data and the conclusions that can be drawn from that data. This course is an introduction to business data analytics; it covers descriptive statistics, data visualization, probability basics, and relationships between two or more variables. One focus is on learning and contrasting traditional statistical approaches (inference) and “big data” approaches. Much of the course will entail the use of Excel, as spreadsheet software is arguably the most commonly available and most frequently used tool for analyzing business data. We will equally be using R – a popular, open-source, statistical package. *3 credits*

BSAN 7011 Exploratory Data Analysis and Data Visualization

In the initial stages of a data analysis project, analysts must often deal with large and unfamiliar data sets. By asking good questions and finding answers in the data, they arrive at useful insights – and this captures the core of exploratory data analysis (EDA). EDA often serves as a precursor to the process of building predictive models. Equally often, EDA yields significant insights that prove to be very useful in themselves. This course covers the art and science of EDA. Through numerous examples, the course will develop participants’ ability to formulate interesting and important questions. Answering these questions generally involves significant slicing, dicing, aggregating and reshaping of the data; this course will equip participants with the requisite skills. EDA relies heavily on data visualization and the course will equip participants with the skills to generate, and effectively present, evocative graphs that tell stories. The course will equip participants with a framework to enable them to ask the right questions and with the skills to explore and find answers. Prerequisite: BSAN 7001. *3 credits*

BSAN 7021 Predictive Analytics

In most business situations, being able to determine, with reasonable accuracy, the value of some unknown can be beneficial. For example, it would be useful for a company to know if a prospective customer would default on payments (classification), or to know the number of units of a product that it might be able to sell during the next quarter at a given store (regression). Quite often, even seemingly inaccurate estimates of such unknowns can lead to large monetary gains for a company if the new knowledge can lead to a discernable difference in performance. This is the domain of predictive modeling – using historical data to determine the value of an unknown. The course covers both classification and regression

techniques. The course will equip participants with the ability to identify situations that could benefit from predictive models, to identify the data requirements and work with others to obtain the data, to manipulate the data into a form usable for predictive analysis, and to build, evaluate, present and deploy the models. Prerequisite: BSAN 7001. *3 credits*

BSAN 7031 Databases and SQL

Relational database technology revealed the power of a simple data model coupled with the nonprocedural Structured Query Language (SQL) that enabled data independence and unleashed the power of computing applications. Despite the growing importance of other data models, like schema-free and distributed-data models, the relational data model still reigns supreme in many application domains. The overwhelming majority of business data is still stored in relational databases, and any business analyst needs to understand how to extract data from them. This course provides thorough coverage of SQL. The course also covers data warehousing concepts, as analysts will need to design data warehouses for end users to perform their data analysis. Another important topic in the course is database design. While business analysts might not design databases for mission critical processes, they might be called upon to design departmental databases. This will require an understanding of database design diagrams. With this in mind, the course also covers the use of Entity Relationship Models for database design. *3 credits*

BSAN 7041 Business Processes and Data Models

In order to support business effectively, analysts need to understand business processes. This course will cover business processes by examining their corresponding data models, as analysts will mostly be looking at business from a data-oriented lens. The course covers data models for products, orders, shipments, work effort, invoicing, accounting, budgeting and human resources management. The course will also look at several star-schema for different functional areas. *3 credits*

BSAN 7051 Big Data Analytics

Unstructured data abounds in today's environment. These arise in the form of tweets, Facebook and Instagram posts, photographs, videos, speech recordings and the like. IT tools have made impressive progress in being able to analyze and extract meaning from this sort of unstructured data. This course will help students understand the key technologies used in storing, processing and analyzing these forms of unstructured, big data. Students will use R, Python, Cassandra, Spark and Tensor Flow. Students will learn how to conceive of big data applications and design scalable systems. Prerequisites: BSAN 7001, 7011, 7021. *3 credits*

BSAN 9000 Capstone Project

All students will complete a rigorous, semester-long Capstone project that will rely on and integrate the knowledge gained over the duration of the program. The Capstone experience will give students an immersive experience where they will take charge of a project and see it through from start to end.

During the individual courses, students learn everything in a carefully scaffolded and structured environment. In contrast, in this course, students will face a more unstructured, realistic scenario, similar to those that data analysts encounter in their work. This unstructured environment will help students integrate their structured learnings and mature in the process. Their learning is also enhanced because of the sense of ownership that they feel in doing projects of their choice. Students will be expected to come up with their own projects (with some guidance) and then to execute the entire process. Project teams will identify a problem of significance and use the techniques learned in the MS in Business Analytics to suggest solutions. Students will go through several iterations of work within each phase, based on discussions with the instructors. Prerequisite: BSAN 7001, 7011, 7021, 7031, 7041, 7051. *3 credits*

Information Technology Management

BITM 7127 (BACC 7127) Enterprise-Wide Accounting Information Systems II

This course will provide participants with a clear understanding of enterprise applications like accounting, materials management, sales and distribution, materials requirement planning and process manufacturing. Each of these applications will be covered through the use of the SAP enterprise systems. In addition, the course will cover security, auditing, evaluation and implementation as applied to information systems. Prerequisites: BITM 7724 or equivalent. Offered: Spring. *3 credits*

BITM 7652 (BMKT 7652) Web 2.0 Marketing

Individualized interactive marketing is one of the fastest growing avenues for targeting customers. This course explores the philosophies underlying individualized interactive marketing including one-to-one marketing, customer relationship management, and mass customization leading to a greater understanding of consumer-firm co-creation of value in a Web 2.0 world. The class will review and discuss books, academic and practitioner articles, and case studies concerning this topic. Prerequisites: BMBA 9457, 9458. *3 credits*

BITM 7724 (BACC 7126) Enterprise Systems Information Modeling

The course is designed to provide an understanding of accounting information and information technology in the operational and strategic decision-making of the firm. Relational databases, data modeling, SQL, and web application development are covered in significant detail. Students will become familiar with several organizational transaction processing subsystems. Students will develop an understanding of internal controls and the impact of information systems on managerial decisions and organization performance. Prerequisite: BMBA 9453 or equivalent. Offered: Fall, Spring. *3 credits*

BITM 7732 (BMBA 9348) Enterprise Resource Planning Systems

IT and supply chain management professionals must develop

a deep understanding of standard business processes that cut across all organizations. SAP is the industry leading ERP software, and course participants will gain valuable hands-on experience in working with various applications by interacting with the appropriate modules in SAP. The interaction will exercise modules that companies use to implement supply chain management principles. Many of the course assignments will be done on SAP. Prerequisite: BMBA 9458 Offered: Fall. *3 credits*

BITM 7739 (BMBA 9317/BMKT 7621/BQUA 7825)

Supply Chain Management

Firms in many industries are scrambling to develop innovative ways to move products from raw materials through manufacturing to customers more quickly and efficiently. This course examines many of the recent innovations in this area. Through this course, students will (a) recognize salient strategic challenges and opportunities for managing supply chains; (b) learn to use several basic analytical tools to assess performance tradeoffs and support decision making; (c) become familiar with the core supply chain concepts and strategies that have been adapted by leading companies and (d) review emerging supply chain strategies facilitated by Internet technology. Prerequisite: BMBA 9455. Offered: Fall. *3 credits*

BITM 7744 (BMBA 9344) Business Intelligence

Routine business operations generate huge amounts of data, but much of it goes unused beyond the immediate purpose for which it was gathered. Businesses are becoming increasingly aware of the potential for such data to yield significant insights. This course covers tools and techniques for extracting intelligence from data. The course covers the concepts of exploratory data analysis and uses the R computing environment. Topics include principles of data visualization, using ggplot for data visualization, tidying data, preparing data for analysis and exploring data to identify underlying patterns using the dplyr package. Prerequisite: BMBA 9455. Offered: Spring. *3 credits*

Quantitative Analysis

BQUA 7825 (BITM 7739/BMBA 9317/BMKT 7621)

Supply Chain Management

Firms in many industries are scrambling to develop innovative ways to move products from raw materials through manufacturing to customers more quickly and efficiently. This course examines many of the recent innovations in this area. Through this course students will (a) recognize salient strategic challenges and opportunities for managing supply chains; (b) learn to use several basic analytical tools to assess performance tradeoffs and support decision making; (c) become familiar with the core supply chain concepts and strategies that have been adopted by leading companies and (d) review emerging supply chain strategies facilitated by Internet technology. Prerequisite: BMBA 9455. Offered: Fall. *3 credits*

BQUA 7830 Supply Chain Analytics

This course will provide students with quantitative modeling skills and data visualizing tools to aid business decision making in supply chain management. The course requires the use of quantitative models used in supply chain management as well as an analysis of data to support the understanding of these models. Students will develop and analyze quantitative models using Excel, visualize the data and results, and learn how to translate this knowledge into increasing bottom-line profitability. The topics will be drawn from key areas in supply chain management including network design and optimization, inventory replenishment and analysis and advanced transportation and planning. Prerequisite: BQUA7825/BMBA9317. Offered: Irregularly. *3 credits*

BQUA 7840 Procurement Management

This course will cover both tactical and strategic aspects of the procurement process. It covers global sourcing and procurement strategies including supplier selection and evaluation, supplier relationships and risk management, negotiation and contract management, and e-Procurement. From the tactical point of view it covers the elements of the purchase-to-pay process including order management, spending analysis and category management. Woven through each topic are performance measures and critical success factors for an overall responsive and resilient procurement process. Offered: Irregularly. *3 credits*

BQUA 7845 (BMBA 9340) Logistics and Operations in Supply Chain Management

This course is about logistics: the design, planning and quality control of supply chains in business. Supply chains extend from raw material suppliers through production to the consumer and there are many logistics problems associated with each stage. Managing the logistics and operation of a supply chain is a demanding task, which requires a mixture of skills. This course is concerned with developing those skills as well as understanding how to efficiently manage the supply chain operation in practice. Prerequisite: BMBA 9455. Offered: Spring. *3 credits*

**Department of Economics and Legal Studies
Economics**

Students may take any specialization ECON course as soon as BMBA 9459 is completed.

ECON 7498 Economic Research

A research project is undertaken under the direction of a mentor. An adequate background in economics is a major part of the project approval process. Prerequisite: Permission of department. Offered: Fall, Spring. *3 credits*

Legal Studies

Please contact the Department for schedule of elective courses.

BLAW 7313 Uniform Commercial Code

Examination of legal and ethical issues related to transactions

involving aspects of commercial paper, sales, warranties and secured transactions with respect to personal property under the Uniform Commercial Code. Also considers issues arising under bankruptcy and debtor-creditor rights. Offered: Fall, Summer. *3 credits*

BLAW 7314 Commercial Law

This course will acquaint the advanced student of business and potential candidates who will sit for the CPA exam with certain advanced concepts in the study of law, mainly involving the Uniform Commercial Code and other aspects of commercial law. The course includes a thorough review of contract law; sales (Article 2); buyer's and seller's remedies under the Common Law and the Uniform Commercial Code; bailments (leases of commercial/personal property); a review of business organizations (liability and taxation); agency and employment issues (independent contractor); an introduction to securities law; bankruptcy; and security interests. Offered: Fall, Summer. *3 credits*

BLAW 7319 (BMKT 7319/BMBA 9337) Products Liability

Intensive review of this specialized area of tort law highlighting its ethics and social responsibility ramifications. Particular emphasis is on the development of products liability and its impact on the business environment. Topics covered include negligence, warranties and strict liability. An analysis of the historical development of the common law and statutory responses to product liability. Offered: Summer. *3 credits*

BLAW 7331 (BMBA 9321) Franchising and Leasing

This course investigates the practical and business aspects of franchising, including legal aspects relating to taxation, business associations, and antitrust (tying arrangements). Issues of quality control, characteristics of franchisers and franchisees, classification of franchises, negotiating and drafting of the franchise contract, the franchise disclosure document, multi-unit franchising, international franchising, and types of leasing arrangements are explored in a lecture/discussion format. Offered: Irregularly. *3 credits*

BLAW 7397-7399 Directed Research/Legal Studies

Individual research in the area of legal studies independent of a formal course structure. Prerequisite: permission of supervising faculty member prior to registration. Offered: Fall, Spring, Summer. *1/2/3 credits*

BLAW 7401 (BSPM 7401) Sport Law

Examination of legal issues arising out of the areas of amateur and professional sport. Discussion of amateur sport includes the roles, rules and activities of the NCAA and questions involving amateurism, eligibility, sex discrimination and antitrust. Discussion of professional sport includes professional sport leagues, antitrust, labor relations, contractual questions and representation. Issues important in both areas will be discussed, including violence in sport, drug testing, tort issues, and sponsorships and endorsements. Offered: Spring. *3 credits*

Department of Finance

Mission Statement

The mission of the Department of Finance is to enrich the educational experience of each student, from concept to practice, through a sustained commitment to excellence in teaching, the pursuit of high-quality research, and dedicated service to the community and profession, all within a ethics-centric, ESG framework.

BFIN 7101 (BACC 7101) Financial Statement Analysis

Analysis of balance sheet, income statement, and cash flows. Topics covered include ratio analysis, cash flows, inventories and off-balance sheet activities. Valuation models, including asset-based as well as discounted cash flow models, are also discussed. Special emphasis is placed on the effect of accounting principles on the reported results of operations, cash flows and ratios. Offered: Irregularly. Prerequisites: BACC 6101 or BMBA 9453 or the equivalent. *3 credits*

BFIN 7215 Capital and Money Markets

Structure and functions of the capital and money markets. Effect on those markets of monetary and fiscal policies of the federal government; relation of these markets to the level of general business activity. Offered: Summer. *3 credits*

BFIN 7219 Security Analysis

Analysis, valuation and trading of stocks and bonds, asset pricing theories and portfolio management and evaluation, with emphasis on developing essential analytical skills for investment decisions. Introductions to derivatives will also be covered. Offered: Irregularly. *3 credits*

BFIN 7222 Financial Institutions

Analysis of the structure and behavior of U.S. financial institutions, including asset and liability management. Offered: Irregularly. *3 credits*

BFIN 7225 Mergers and Acquisitions

Financial aspects of mergers and acquisitions. Development of a sound business and financial rationale for growth through acquisition; establishing the purchase price; measuring the financial impacts imposed by accounting, tax and legal considerations; developing a program to integrate the acquired business successfully. Offered: Irregularly. *3 credits*

BFIN 7228 Real Estate Finance

Examination of residential and commercial real estate, including property valuation, mortgages, and financing arrangements. Offered: Spring. *3 credits*

BFIN 7230 Portfolio Analysis

Analysis of risk and return characteristics of securities and security market behavior based on mean-variance analysis and optimal portfolio diversification. Special attention given to building optimal portfolios and testing their performance against a broad market index. Offered: Fall. *3 credits*

BFIN 7231 Futures, Options and Swaps

A comprehensive overview of fundamental concepts and analytics associated with the derivatives markets. Topics include the basic characteristics of derivatives; the fundamentals of securities traded in derivatives markets; and appropriate trading strategies. Offered: Fall, Spring. *3 credits*

BFIN 7236 Corporate Finance

Analysis of corporate finance theory and development of analytical tools, including capital budgeting, capital structure decisions, project financing and valuing real options. Offered: Fall, Spring. *3 credits*

BFIN 7245 Fixed Income Analysis

Analysis and valuation of fixed income securities and markets, including Treasuries, corporate bonds, mortgage-backed securities and fixed income derivatives. Understanding of bond pricing, yields, volatility, term structure and the management of interest rate risk and credit risk in fixed income portfolios. Offered: Irregularly. *3 credits*

BFIN 7255 Financial Modeling

Application of spreadsheet-based financial models over a wide range of topics, including portfolio optimization, risk assessment, bond valuation, and Value-at-Risk. Offered: Fall and Spring. *3 credits*

BFIN 7295-7297 Directed Research/Finance

Individual research in the area of finance independent of a formal course structure. Prerequisite: permission of supervising faculty member prior to registration. Offered: Fall, Spring, Summer. *1/2/3 credits*

Department of Management

Unless otherwise noted, students can take any specialization BMGT course as soon as BMBA 9456 is completed.

Management

BMGT 6900 The Environment of Global Business

Focuses on aspects of the legal, political, economic, financial and cultural environment that are critical to successfully identifying and effectively managing international/global business opportunities. Primary emphasis is on exploring the problems and challenges that are posed to management and on the possible ways of addressing them. Classes are a mix of case analysis, discussion, lecture and review of current developments through supplemental readings and guest speakers. Offered: Fall, Spring. *3 credits*

BMGT 7524 (BINT 7524) Doing Business in India

Doing Business in India is open to graduate students from all units of SHU. Recognizing India's rise on the global stage, we designed this course to increase knowledge and understanding of India and other countries in that region of the world. In addition to three weekly sessions in the USA, the course includes lectures, readings, exchanges and travel to the Indian subcontinent for a 9-day period during SHU Spring Break. The course curriculum includes history, culture, economy, politics, sociological and belief systems, and spiritual traditions of the highly diverse people of India. Offered: Spring. *3 credits*

BMGT 7535 (BSPM 7535) The Management of Sport Organizations

The application of management concepts and theories to sport organizations and the sport industry. Includes issues of

organizational design, public policy, human resources, labor relations and collective bargaining, ethical issues in sport and the globalization of the sport industry. *3 credits*

BMGT 7536 (BSPM 7536) Negotiation and Dispute Resolution in Sport

This course links both the science and the art of negotiation, but it is more "art" than "art appreciation." It will give students the opportunity to identify their strengths and weaknesses as negotiators and to work on their relative weaknesses. More fundamentally, the course will provide both a conceptual framework to diagnose problems and promote agreement in a range of settings. Offered: Summer. *3 credits*

BMGT 7540 Entrepreneurship

This course focuses on the many variables involved in starting and growing a business and the development of the skills and talents essential to be a successful entrepreneur. Students will be taught how to recognize a business opportunity, determine a new venture's financing and other needs, and obtain the required resources. The course will cover how to apply innovative entrepreneurial skills in a corporate setting. Students will have the opportunity to listen to entrepreneur guest lecturers and do case studies. The course aims to give students a taste of the unique environment of an entrepreneur. Offered: Fall. *3 credits*

BMGT 7541 (BMBA 9341) Knowledge and Innovation Management

This course covers strategic role of corporate knowledge and technology for contemporary organizations requiring specialized management of human, organizational and social capitals. It addresses the issues related to the acquisition and management of knowledge and technology and their conversion to innovation for success in developing products, services, and processes for the contemporary marketplace. May be taken for 2 credits as BMBA 9341. *3 credits*

BMGT 7544 Growing a Small Business

Once an entrepreneur starts a new venture, he or she is faced with the bigger challenge of sustaining and managing growth. In this course, students will learn how to evaluate new business opportunities for a rapidly growing company, create an effective management team, assess financing needs and financing options, and develop the infrastructure required for a growing business. The special challenges of managing a family business will also be discussed. Offered: Spring. *3 credits*

BMGT 7551 Seminar in Global Leadership

This seminar course is designed to provide a foundation for leaders operating in the global business environment. In this discussion-based class, students will be presented with the leadership field's prominent findings from theoretical, empirical, and applied research. Course topics will integrate knowledge with real world situations through the use of case studies, cultural incidents, class exercises and individual assignments. A strong emphasis will be placed on understanding the cultural components of leadership. *3 credits*

BMGT 7565 Innovation and Entrepreneurship

Innovation and creativity are critical to entrepreneurial success. Through lectures, case studies, and hands-on, in-class activities students will gain valuable insight into the entrepreneurial innovation process and will test some of their preconceived notions of these concepts. Students will learn how to generate ideas that can lead to truly innovative products, services, processes, and/or business models.

Offered: Spring. *3 credits*

BMGT 7597-7599 Directed Research in Management

Directed and supervised research. Offered: Fall, Spring, Summer *1/2/3 credits*

BMGT 7931 International Management

(Primarily for China Cohort Program)

This course is designed to prepare students to operate and manage effectively in today's international business environment. It prepares students for management positions in which they will be expected to: (1) perform strategic tasks in settings where more than one perspective influences attitudes and behavior, (2) make informed executive decisions taking into account the various technological, regulatory as well as ethical issues arising in connection with the conduct of business in a multi-cultural, interdependent world, and (3) assume a leadership role challenging and motivating a diverse group of organizational stakeholders to meet and exceed organizational goals within this complex context. Offered: Fall. *3 credits*

BMGT 7945 (BMBA 9349) Leadership Seminar

The objective of the Leadership Seminar is to develop the leadership skills and styles of the seminar participants. The seminar is based on certain assumptions: (1) personal integrity is fundamental to effective leadership; (2) leadership in the post-industrial revolution/the knowledge economy requires effective leadership of knowledge workers (3) effective leadership in a global environment requires managing individuals, teams and organizations for high/peak performance and (4) effective leadership requires self-knowledge and personal insight on the part of the leader.

Offered: Summer. *3 credits*

BMGT 7960 Special Topics in Management

A co-disciplinary supervised career-oriented self-exploration. Note: Registration list is maintained by department. Offered: Summer. *3 credits*

BMGT 7962 Managerial Negotiating

This 7-week intensive seminar provides an in-depth exploration of not only the theory, but also the practice of, negotiating and influencing. Among the topics covered in this course are negotiating business deals, prices with clients and vendors, cross-cultural negotiating, multiparty negotiations, complex negotiations, salary negotiations, negotiating the allocation of resources, and negotiating career issues such as promotions and work life balance issues. Win/win negotiating, building consensus, gaining support for your ideas, navigating organizational politics and how behavioral economic theory applies to negotiating, will also be explored in the course.

Students will experience negotiating firsthand through a variety of experiential learning modules where the students actually negotiate in a variety of settings and group contexts.

Offered: Spring: *3 Credits*

BMGT 9320 (BMBA 9319) Managing Knowledge Workers

This course covers the emergence and management of a new powerful breed of organizations - knowledge organizations - that thrive on knowledge and human creativity. It provides an in-depth understanding of these organizations and adapts and updates available management principles and techniques to suit them. It exposes students to new and organization-specific practices that are suitable to managing employees who possess special cutting-edge knowledge and the ability to transform it into contemporary marketable goods, processes, and services. It also covers psychological and sociological aspects of managing these employees, in particular those belonging to the new generations. With the help of assessment instruments, students learn how to identify and design knowledge organizations for their efficient operation, as they cannot be managed in the traditional ways. May be taken for 2 credits as BMBA 9319. *3 credits*

Department of Marketing

Students may take any specialization BMKT course as soon as BMBA 9457 is completed.

BMKT 7319 (BLAW 7319/BMBA 9337) Products Liability

Intensive review of this specialized area of tort law highlighting its ethics and social responsibility ramifications. Particular emphasis is on the development of products liability and its impact on the business environment. Topics covered include negligence, warranties and strict liability. An analysis of the historical development of the common law and statutory responses to product liability. Offered: Summer. *3 credits*

BMKT 7607 (BSPM 7607) Sport Marketing

A strategic marketing examination of the sport industry. Sport events as marketing vehicles for corporations and brands, including licensing, merchandising, sponsorships and seasonal ticketing. The application of relationship marketing and database marketing to the sport industry. Prerequisite: BMBA 9457. Offered: Fall. *3 credits*

BMKT 7611 Marketing Research

Marketing research procedure: the systematic collection, analysis, interpretation and reporting of data that enable marketing executives to make better decisions. Techniques of marketing research, including problem definition, research design, sampling, measurement and questionnaire construction, data collection and analysis and report preparation. Ethical considerations in collecting data from consumers, including respondents' rights of anonymity, privacy and access to information about the study. The applications of emerging information technologies and data processing software (e.g., SPSS, Microsoft Excel) in

marketing research. Prerequisite: BMBA 9457. Offered: Spring. *3 credits*

BMKT 7617 International Marketing

The socio-cultural, economic, legal, technological and political implications for international marketing decisions. The development of global product or service, promotion, price and distribution strategies in the context of the firm's objectives and resources. Foreign-market entry strategies and business measures that companies must undertake in order to meet effectively the challenges of operating globally.

Prerequisite: BMBA 9457. Offered: Fall, Spring. *3 credits*

BMKT 7619 Sales Management

A managerial approach to the organization's sales function. Topics include sales personnel recruitment, training, motivation, evaluation and compensation, account and territory development, and sales ethics. Emphasis on the sales manager's role in forecasting and planning, developing sales budgets and quotas, controlling and measuring sales performance, and integrating sales with the firm's promotional and distribution strategies. Prerequisite: BMBA 9457.

Offered: Spring. *3 credits*

BMKT 7621 (BITM 7739/BMBA 9317/BQUA 7825)

Marketing Channels and Logistics

The channels of distribution that facilitate the flow of goods from the manufacturer to the consumer, including such marketing intermediaries as retailers, wholesalers, brokers, manufacturers' representatives, sales agents and transportation companies. Channel design objectives and alternatives, the development of integrated distribution systems, and the effects of channel decisions on pricing, promotion and targeting strategies. *3 credits*

BMKT 7629 Advertising Strategy

The role of advertising in the firm's marketing mix with an emphasis on the planning, execution and control of advertising strategies. Market segmentation, brand imaging, positioning, advertising concept development and media planning and buying. These subjects are examined in the context of the agency-client relationship and the regulatory, societal, ethical and technological environment in which advertisers operate. Offered: Fall, Spring. *3 credits*

BMKT 7633 (BMBA 9307) Cases in Strategic Marketing

This course incorporates current developments in marketing strategic thinking to further acquaint students with the present-day challenges of marketing activities. This course provides an opportunity to further develop an understanding of the scope, importance, and process of marketing as a system. Through practical illustrations, the course forwards a deeper understanding of the development and evaluation of marketing plans, strategies, and action programs. Prerequisite: BMBA 9457. Offered: Summer. *3 credits*

BMKT 7634 Marketing Metrics

Marketing Metrics is about what to measure and how to measure, when assessing the effects of marketing tactics. Evaluation and control are essential strategic marketing processes; and the basis of evaluation and control is

measurement. This course focuses on research methods in the broader context of strategic and tactical marketing planning. The course will help students understand marketing efforts and outcomes from the standpoint of performance measurement to ensure that the marketing function is focused, accountable, and adds value to the bottom line. *3 credits*

BMKT 7652 (BITM 7652) Digital Marketing

Individualized interactive marketing is one of the fastest growing avenues for targeting customers. This course explores the philosophies underlying individualized interactive marketing including one-to-one marketing, customer relationship management, and mass customization leading to a greater understanding of consumer-firm co-creation of value in a Web 2.0 world. The class will review and discuss books, academic and practitioner articles, and case studies concerning this topic. Prerequisite: BMBA 9457. *3 credits*

Center for Sport Management

BSPM 7101 Executive Seminar in Sport Management

This course will introduce students to the MBA in Sport Management program, to career issues in the sport industry for managers and executives, to current trends, and to practices at the cutting edge of the industry. Guests each week will be leading sport industry executives. Offered: Fall. *1 credit*

BSPM 7220 (BFIN 7220) Sport Finance

Analysis of the financial structure of sports organizations and activities. Specific review of professional sports leagues and teams, sports tours, minor leagues and college sports programs, as well as the financial management of private and public sports facilities. Issues relating to the various sources and uses of revenues and current controversies will be analyzed. Prerequisite: BMBA 9460. Offered: Spring. *3 credits*

BSPM 7401 (BLAW 7401) Sport Law

Examination of legal issues arising out of the areas of amateur and professional sport. Discussion of amateur sport includes the roles, rules and activities of the NCAA and questions involving amateurism, eligibility, sex discrimination and antitrust. Discussion of professional sport includes professional sports leagues, antitrust, labor relations, contractual questions and representation. Issues important in both areas will be discussed, including violence in sport, drug testing, tort issues, and sponsorships and endorsements. Prerequisite: BMBA 9454. Offered: Spring. *3 credits*

BSPM 7535 (BMGT 7535) The Management of Sport Organizations

The application of management concepts and theories to sport organizations and the sport industry. Includes issues of organizational design, public policy, human resources, labor relations and collective bargaining, ethical issues in sport and the globalization of the sport industry. Prerequisite: BMBA 9456. Offered: Fall. *3 credits*

BSPM 7536 (BMGT 7536) Negotiation and Dispute Resolution in Sports

This course links both the science and the art of negotiation, but it is more “art” than “art appreciation.” It will give students the opportunity to identify their strengths and weaknesses as negotiators and to work on their relative weaknesses. More fundamentally, the course will provide both a conceptual framework to diagnose problems and promote agreement in a range of settings. Prerequisite: BMBA 9456. Offered: Spring. *3 credits*

BSPM 7540 Reputation Management

The modern CEO must be familiar with principles of reputation management and public relations. More than 95% hold that executives at any level should have a working knowledge of public relations skills. Through this class, graduate students learn about integrated marketing communications strategies and tools (traditional and digital) that allow businesses to best manage conversations about their brands. *3 credits*

BSPM 7591-7592 Sport Management Internship I-II

Departmental approval required for registration. Offered: Fall, Spring, Summer. *3 credits each*

BSPM 7597-7599 Directed Research-Sport Management

Departmental approval required for registration. Offered: Fall, Spring, Summer. *1/2/3 credits*

BSPM 7607 (BMKT 7607) Sport Marketing

A strategic marketing examination of the sports industry. Sport events as marketing vehicles for corporations and brands, including licensing, merchandising, sponsorships and seasonal ticketing. The application of relationship marketing and database marketing to the sport industry. Prerequisite: BMBA 9457. Offered: Fall. *3 credits*

School of Diplomacy and International Relations



McQuaid Hall, First Floor

(973) 275-2515

diplomacy.shu.edu

Acting Dean: Courtney Smith, Ph.D.

Associate Dean: Ursula Sanjamino, Ed.D.

Associate Dean of Administration, Strategy and Partnerships: Elizabeth Halpin, M.A.

Assistant Dean of Graduate Enrollment Management: Daniel Kristo, M.A., M.S.

Director of Internships and Career Development: Catherine Ruby, Ph.D.

Department Chair: Martin Edwards, Ph.D.

Director of Graduate Studies: Assefaw Bariagaber, Ph.D.

Director of Undergraduate Studies: Yanzhong Huang, Ph.D.

Director of Online Learning: Fredline M'Cormack-Hale, Ph.D.

Associate Directors for the Henry F. and Maryann Roman Diplomacy and Leadership Center: Elizabeth V. Halpin, M.A., Omer Gokcekus, Ph.D.

Faculty: Alam; Balmaceda; Bariagaber; Edwards; Gokcekus; Goldfrank; Huang; Huddleston; M'Cormack-Hale; Miller; Moller; Moremen; Murphy; Muzás; Smith; Wang; Wood
Adjunct Faculty: Alfani; de Silva; Hale; Higer; Manetovic; O'Meara; Quinn; Shaver; Tinker; Walser

The School of Diplomacy and International Relations, established in alliance with the United Nations Association of the United States of America, which is now a division of the United Nations Foundation, prepares students from around the world to become the next generation of global leaders. The School's academic programs provide students with critical knowledge and concrete skills essential to international careers in public service, business, law and the nonprofit sector.

Students participate in an innovative curriculum that educates students from an international perspective, with an emphasis on global studies, multilateral diplomacy, conflict resolution, international management, economics and leadership training. A distinguished faculty of scholars and professionals bring cutting-edge theory and practical perspectives to the classroom. A unique link with the United

Nations community exposes students to the policymakers and practitioners addressing today's worldwide concerns. Students in the School also have the opportunity to take certain courses in Washington, D.C., in order to maintain their full-time status while pursuing Washington-based professional internships.

A degree from the School of Diplomacy enables graduates to be effective and ethical leaders in their professional careers and to engage dynamically in the complexities of a global society. Students pursuing a graduate degree or certificate program in the School of Diplomacy may enroll full-time (9-12 credits per semester) or part-time (3-6 credits per semester).

Master of Arts in Diplomacy and International Relations

[DI_DIPL_MADI]

The graduate curriculum combines interdisciplinary global studies with research methodology and policy analysis, culminating in a professional internship and a research project. To attain the M.A. degree, students complete a total of 45 credit hours, satisfying core curriculum requirements and concentrating in two fields of specialization. Specializations offer students the opportunity to structure their academic studies according to their particular interests, career goals and background. Among the functional specializations offered are international economics and development, international organizations, international law and human rights, negotiation and conflict management, global health and human security, foreign policy analysis, international security, and post-conflict state reconstruction and sustainability. Regional specializations include Africa, Asia, Europe, Latin America and the Caribbean, and the Middle East.

At the School of Diplomacy, graduate students of diverse cultural, educational and professional backgrounds form an international academic community. The graduate program fosters leadership and civic responsibility, while sharpening analytical and practical skills. Small classes create a supportive environment that encourages mentoring relationships. An active graduate student association engages in a variety of projects and activities. Graduate assistantships, research assistantships and positions on the student-edited *Journal of Diplomacy and International Relations* are awarded on a competitive basis.

The School participates in five dual degree programs designed to prepare students to bring diplomacy to the professions of business, law, communications and nonprofit management, and to specialize in Asian studies.

Application and Admission

Graduate applications are considered on a rolling basis and

based on seat availability; the preferred priority deadlines are March 31 (Fall) and October 31 (Spring).

- For admission, applicants must hold a baccalaureate degree or equivalent from an accredited college or university.
- The School of Diplomacy reserves the right to require additional information or request a personal interview.

Application material must include:

- Online application form;
- Official transcripts from each college and university attended for credit toward any previous degree; applicants who received degrees from a non-US/Canadian institution must provide a course by course evaluation by a member of the National Association of Credential Evaluation Services (NACES);
- A type-written 500-word personal statement discussing how you plan to leverage the program as a bridge between previous accomplishments and future career goals;
- Two academic and/or professional recommendation letters;
- Optional official standardized test scores (GRE, GMAT, LSAT), to be submitted by test administrator;
- Proof of employment (for executive MS candidates only); and
- Application fee of \$75.

For additional information, contact the Office of Graduate Admission for the School at (973) 275-2142 or diplomat@shu.edu.

Academic Information

Academic Standing

In order to maintain good academic standing and be certified for graduation, students must have a minimum cumulative GPA of at least 3.0. Students whose GPA falls below 3.0 will be placed on academic probation. The academic progress of these students will be reviewed each semester. Students on academic probation may elect to repeat a class they failed or in which they performed poorly only once. Students whose academic performance falls below 3.0 in two consecutive semesters are subject to dismissal. Students seeking to remain in the program after this point must make a written appeal to the School of Diplomacy's Admissions Committee outlining how they intend to improve their academic performance.

Funding Your Graduate Studies

The following funding opportunities are available to accepted graduate diplomacy students. For a full listing of opportunities you may visit:
<http://www.shu.edu/academics/diplomacy/financial-aid.cfm>.

In addition, the School of Diplomacy serves as a host and matching institution for a variety of external scholarship/fellowship programs, including the AmeriCorps

Segal Education Award, Charles Rangel International Affairs Program, Fulbright Scholar Program, Payne International Development Fellowship, Peace Corps Coverdell Fellowship, Thomas R. Pickering Foreign Affairs Fellowship and more.

School of Diplomacy Opportunities:

1. Research Assistantships are merit-based scholarships for Fall incoming MA students. Research Assistants will be matched with one of our distinguished faculty or senior administrators to assist with research or project management for 10 hours per week. These merit-based awards are renewable for a second year of study provided that recipients maintain a 3.7 grade point average, full-time student status (9 credits per semester minimum) and perform their research duties satisfactorily.
2. Graduate Fellowships - are merit-based scholarships for Fall incoming MA students; most award decisions will be announced by mid-March. Fellows will be expected to participate in professional engagements and projects of the School concurrent to their graduate study. Fellows may apply for a second year of support provided that recipients maintain a 3.5 grade point average, continuous engagement with the School as expected and full-time student status (9 credits per semester minimum).

Seton Hall University Opportunities:

1. Graduate Assistantships are available in both School of Diplomacy and other University offices to domestic and international students. The University makes available a limited number of these teaching, research and administrative assistantships each year to full time, matriculated graduate students. Assistantships are competitive and granted for one academic year. These positions may be renewable for an additional year, based on the recommendation of the hiring department. An assistantship includes tuition remission for a maximum of 12 credits per semester and a monthly stipend. Graduate Assistants generally spend 20 hours per week doing directed professional or research work in a University department. Learn more and apply via <http://www.shu.edu/graduate-affairs/graduate-assistantships.cfm>
2. Benefits for Veterans, including Post 9/11 Yellow Ribbon Program: <http://www.shu.edu/offices/financial-aid/veterans-benefits.cfm>
3. FAFSA – graduate students qualify for federal financial aid (see link below). Explore additional resources and scholarships by visiting the Seton Hall's Office of Financial Aid's website: <http://www.shu.edu/offices/financial-aid/>

Degree Requirements

To attain the degree of Master of Arts in Diplomacy and International Relations, all students must satisfactorily complete a total of 45 credits of study.

Required Core (24 credits)

I. General requirements: all students must successfully complete:

DIPL 6000	International Relations Theory
DIPL 6310	Research Methods for Policy Analysis
DIPL 6311	Master's Research Project
DIPL 7111	Internship

II. Distribution requirements: students must successfully complete one from each of the following pairs. These courses cannot be counted toward a specialization.

- A. DIPL 6001 Politics of Cultural and Ethnic Pluralism
OR
DIPL 6180 Comparative Foreign Policy
- B. DIPL 6002 International Organizations
OR
DIPL 6005 Public International Law
- C. DIPL 6104 Art and Science of International Negotiation
OR
DIPL 6130 International Security
- D. DIPL 6105 International Political Economy
OR
DIPL 6155 Advanced Economic Aspects of International Relations

Diplomacy Elective (3 credits)

Students may take any 6000 or 7000 level diplomacy course. This course may not be counted toward other degree requirements.

Specializations (18 credits)

Students must select two specializations and take a minimum of three courses for each specialization. Courses taken in one specialization may not be counted toward another specialization or to meet any other requirements. Other courses may qualify for specializations by permission of the specialization head and the Associate Deans. Certain specializations require a foundation course where indicated by an asterisk *. Students are required to declare their specialization in their final semester so that the specialization can appear on their official University transcript.

I. Functional Specializations**Foreign Policy Analysis**

DIPL 6132	American Grand Strategy
DIPL 6180	Comparative Foreign Policy*
DIPL 6181	Statecraft: Designing Foreign Policy
DIPL 6198	Human Rights in U.S. Foreign Policy
DIPL 6403	European Union: External Relations
DIPL 6405	Foreign Policy of Post-Soviet States
DIPL 6501	The Modern Middle East: U.S. Involvement
DIPL 6601	Sino-U.S. Relations
DIPL 6610	China's Rise: Opportunities and Challenges
DIPL 6611	International Relations of Southeast Asia
DIPL 6622	China's Foreign Relations
DIPL 6700	International Relations of African States
DIPL 6801	U.S. Foreign Policy in Latin America and the Caribbean

DIPL 6809	Cuba Seminar
-----------	--------------

Global Health and Human Security

DIPL 6004	Peacemaking and Peacekeeping
DIPL 6031	International Environmental Policy
DIPL 6130	International Security
DIPL 6276	Global Health Governance
DIPL 6277	Global Health, Bioterrorism, and International Security *
DIPL 6278	Global Health Diplomacy
DIPL 6279	Contagion and Conflict: Global Impact of Infectious Disease

DIPL 6280	International Health and Development
DIPL 6506	Energy Policies of the 21st Century
DIPL 6809	Cuba Seminar

Global Negotiation and Conflict Management

DIPL 6004	Peacemaking and Peacekeeping
DIPL 6104	Art and Science of International Negotiation*
DIPL 6115	Cross-Cultural Negotiation and Conflict Management
DIPL 6116	Palestinian-Israeli Peace Process
DIPL 6118	Global Conflict Resolution and Peacebuilding
DIPL 6120	Catholic Peacemaking
DIPL 6121	Catholic Peacemaking Intensive Study Seminar
DIPL 6134	Nuclear Weapons in International Relations
DIPL 6250	Conflict and Conflict Resolution in Plural Societies
DIPL 6251	Justice, Truth and Reconciliation in Post-Conflict Societies
DIPL 6258	Memory and Conflict: Dealing with the Past Constructively
DIPL 6277	Global Health, Bioterrorism, and International Security
DIPL 6278	Global Health Diplomacy
DIPL 6509	EU and Cyprus Seminar
DIPL 6610	China's Rise: Opportunities and Challenges
DIPL 6710	African Union Seminar
DIPL 6717	Conflict and Forced Population Displacement in Africa

International Economics and Development

DIPL 6032	International Trade Law
DIPL 6105 or	International Political Economy *
DIPL 6155	Advanced Economic Aspects of International Relations *
DIPL 6113	International Financial Institutions
DIPL 6153	Comparative Political Economy Development
DIPL 6170	Advanced Topics in Economic Development for International Affairs

DIPL 6176: Commodities, Governance, and International Relations

DIPL 6253	Civil Conflict and Development
DIPL 6280	International Health and Development

DIPL 6506	Energy Policies of the 21st Century
DIPL 6704	Economic Development in Africa
DIPL 6806	Political Economy of Latin America and the Caribbean
DIPL 6809	Cuba Seminar

International Law and Human Rights

DIPL 6004	Peacemaking and Peacekeeping
DIPL 6005	Public International Law **
DIPL 6007	UN Insider's View
DIPL 6031	International Environmental Policy
DIPL 6032	International Trade Law
DIPL 6104	Art and Science of International Negotiation
DIPL 6140	International Human Rights
DIPL 6198	Human Rights in U.S. Foreign Policy
DIPL 6251	Justice, Truth and Reconciliation in Post-Conflict Societies
DIPL 6258	Memory and Conflict: Dealing with the Past Constructively
DIPL 6276	Global Health Governance
DIPL 6279	Contagion and Conflict: Global Impact of Infectious Disease
DIPL 6401	European Union: Development and Dynamics
DIPL 6402	European Union: Governance and Policy
DIPL 6506	Energy Policies of the 21st Century

***B.S./M.A. candidates who have completed DIPL 3104 have fulfilled the foundation course requirement for the International Law specialization and should take three other courses from the specialization.*

International Organizations

DIPL 6002	International Organizations *
DIPL 6004	Peacemaking and Peacekeeping
DIPL 6005	Public International Law
DIPL 6007	U.N. Insider's View
DIPL 6015	Human Resources Management in International Organizations
DIPL 6031	International Environmental Policy
DIPL 6032	International Trade Law
DIPL 6113	International Finance Institutions
DIPL 6120	Catholic Peacemaking
DIPL 6121	Catholic Peacemaking Intensive Study Seminar
DIPL 6134	Nuclear Weapons in International Relations
DIPL 6140	International Human Rights
DIPL 6201	U.N. Security Council Issues
DIPL 6202	Politics at the UN: Relevance and Reform
DIPL 6205	UN Field Seminar
DIPL 6252	Institutions of Post-Conflict Governance
DIPL 6276	Global Health Governance
DIPL 6278	Global Health Diplomacy
DIPL 6279	Contagion and Conflict: Global Impact of Infectious Disease
DIPL 6401	European Union: Development and Dynamics
DIPL 6402	European Union: Governance and Policy

DIPL 6403	European Union: External Relations
DIPL 6710	African Union Seminar

International Security

DIPL 6004	Peacemaking and Peacekeeping
DIPL 6116	Palestinian-Israeli Peace Process
DIPL 6118	Global Conflict Resolution and Peacebuilding
DIPL 6130	International Security**
DIPL 6131	Causes of War
DIPL 6132	American Grand Strategy
DIPL 6133	Energy and Resource Security
DIPL 6134	Nuclear Weapons in International Relations
DIPL 6201	U.N. Security Council Issues
DIPL 6277	Global Health, Bioterrorism, and International Security
DIPL 6501	Modern Middle East: U.S. Involvement
DIPL 6510	Persian Gulf in the 21st Century
DIPL 6520	Politics of Terrorism in the Middle East
DIPL 6601	Sino-U.S. Relations
DIPL 6610	China's Rise: Opportunities and Challenges
DIPL 6622	China's Foreign Relations
DIPL 6710	African Union Seminar
DIPL 6801	U.S. Foreign Policy in Latin America and the Caribbean

***B.S./M.A. candidates who have completed DIPL 2120 with a grade of B+ or better have fulfilled the foundation course requirement for the International Security specialization and should take three other courses from the specialization.*

Post-Conflict State Reconstruction and Sustainability

DIPL 6001	Politics of Cultural and Ethnic Pluralism
DIPL 6004	Peacemaking and Peacekeeping
DIPL 6115	Cross-Cultural Negotiation and Conflict Management
DIPL 6120	Catholic Peacemaking
DIPL 6121	Catholic Peacemaking Intensive Study Seminar
DIPL 6250	Conflict and Conflict Resolution in Plural Societies
DIPL 6251	Justice, Truth and Reconciliation in Post-Conflict Societies
DIPL 6252	Institutions of Post-Conflict Governance
DIPL 6253	Civil Conflict and Development
DIPL 6254	Fieldwork in Post-Conflict Societies
DIPL 6258	Memory and Conflict: Dealing with the Past Constructively

II. Regional Specializations

DIPL 6001 (Politics of Cultural and Ethnic Pluralism), DIPL 6121 (Catholic Peacemaking Intensive Study Seminar), DIPL 6153 (Comparative Political Economic Development) and DIPL 6170 (Advanced Topics in Economic Development for International Affairs) qualify for inclusion in a specific regional specialization, provided the student completes the region-specific requirements within those courses. Foreign language proficiency is strongly recommended to complement

regional specialization studies.

Africa

- DIPL 6001 Politics of Cultural and Ethnic Pluralism
 DIPL 6121 Catholic Peacemaking Intensive Study Seminar
 DIPL 6153 Comparative Political Economy Development
 DIPL 6170 Advanced Topics in Economic Development for International Affairs
 DIPL 6198 Human Rights in U.S. Foreign Policy
 DIPL 6252 Institutions of Post-Conflict Governance
 DIPL 6253 Civil Conflict and Development
 DIPL 6700 International Relations of African States
 DIPL 6704 Economic Development in Africa
 DIPL 6710 African Union Seminar
 DIPL 6717 Africa: Displacement and Conflict

Asia

- DIPL 6001 Politics of Cultural and Ethnic Pluralism
 DIPL 6121 Catholic Peacemaking Intensive Study Seminar
 DIPL 6153 Comparative Political Economy Development
 DIPL 6170 Advanced Topics in Economic Development for International Affairs

DIPL 6176: Commodities, Governance, and International Relations

- DIPL 6198 Human Rights in U.S. Foreign Policy
 DIPL 6506 Energy Policies of the 21st Century
 DIPL 6601 Sino – U.S. Relations
 DIPL 6610 China's Rise: Opportunities and Challenges
 DIPL 6611 International Relations of Southeast Asia
 DIPL 6622 China's Foreign Relations

Europe

- DIPL 6001 Politics of Cultural and Ethnic Pluralism
 DIPL 6121 Catholic Peacemaking Intensive Study Seminar
 DIPL 6153 Comparative Political Economy Development
 DIPL 6170 Advanced Topics in Economic Development for International Affairs

DIPL 6176: Commodities, Governance, and International Relations

- DIPL 6258 Memory and Conflict: Dealing with the Past Constructively
 DIPL 6401 European Union: Development and Dynamics
 DIPL 6402 European Union: Governance and Policy
 DIPL 6403 European Union: External Relations
 DIPL 6405 Foreign Policy of Post-Soviet States
 DIPL 6406 Eastern European and Post-Soviet Politics
 DIPL 6506 Energy Policies of the 21st Century
 DIPL 6509 EU and Cyprus Seminar

Latin America and the Caribbean

- DIPL 6001 Politics of Cultural and Ethnic Pluralism
 DIPL 6121 Catholic Peacemaking Intensive Study

- Seminar
 DIPL 6153 Comparative Political Economy Development
 DIPL 6170 Advanced Topics in Economic Development for International Affairs
DIPL 6176: Commodities, Governance, and International Relations
 DIPL 6801 U.S. Foreign Policy in Latin America and the Caribbean
 DIPL 6803 Politics and Society in Latin America and the Caribbean
 DIPL 6806 Political Economy of Latin America and the Caribbean
 DIPL 6809 Cuba Seminar
Middle East
 DIPL 6001 Politics of Cultural and Ethnic Pluralism
 DIPL 6116 Palestinian-Israeli Peace Process
 DIPL 6121 Catholic Peacemaking Intensive Study Seminar
 DIPL 6153 Comparative Political Economy of Development
 DIPL 6170 Advanced Topics in Economic Development for International Affairs
DIPL 6176: Commodities, Governance, and International Relations
 DIPL 6500 The Modern Middle East: History, Challenges and Opportunities
 DIPL 6501 The Modern Middle East: U.S. Involvement
 DIPL 6506 Energy Policies of the 21st Century
 DIPL 6510 Persian Gulf in the 21st Century
 DIPL 6520 Politics of Terrorism in the Middle East

Executive Master of Science in International Affairs [DI_DIAX_MS]

Designed with the mid-career professional in mind, the School of Diplomacy's Executive M.S. in International Affairs offers the training needed to develop additional skills in diplomacy and international relations within a reduced course sequence. The program builds on students' demonstrated knowledge of international affairs and prior relevant work experience. It provides a unique level of flexibility for global-minded professionals looking to advance their careers, including military officers, international business specialists, returned Peace Corps volunteers, foreign diplomats and more.

The ten-course Executive M.S. curriculum can be completed in a single year full-time, including summer sessions, or through part-time study. The option to take some courses online is also available and allows for the program to be completed in a hybrid format.

Our 30-credit Executive M.S. in International Affairs offers

students a menu of choices that collectively offer a strong foundation in the key subject areas of international affairs: international security and conflict resolution, international economics and development, international law and organization, and the domestic sources of foreign policy and ethnic conflict. To complete the program, students choose from elective courses covering all areas of international relations, based upon their specific interests and career goals. Students concentrate on up to two specializations to develop a more detailed understanding of critical global issues and processes. Seven functional specializations and five regional specializations are available.

Admissions Requirements

- A completed electronic application form with \$75 application fee.
- A 500-word statement of purpose, briefly discussing professional and/or academic accomplishments, career goals, and how graduate study will serve you in taking the next step towards making these goals realities.
- Two letters of recommendation.
- A current resume/CV.
- Official transcripts to be sent directly to us from each college and university attended for credit toward any previous degree.
- Applicants may be asked to provide evidence of English language proficiency.
- Executive M.S. applicants must demonstrate 7 years of relevant professional work experience. A master's degree in a related subject area may be considered as a substitute for 2 years of experience.

Degree Requirements

Core (12 credits):

Executive M.S. students choose one course from each of the following pairs:

DIPL 6001 or	Politics of Cultural and Ethnic Pluralism
DIPL 6180	Comparative Foreign Policy
DIPL 6002 or	International Organizations
DIPL 6005	Public International Law
DIPL 6104 or	Art and Science of International Negotiation
DIPL 6130	International Security
DIPL 6105 or	International Political Economy
DIPL 6155	Advanced Economic Aspects of International Relations

Electives (18 credits):

Executive M.S. students will complete either three courses in each of two selected regional and/or functional specializations, or three courses in one specialization and any three courses at the 6000 or 7000 level.

Online Executive Master of Science in International Affairs

[DI_DIXV_MS]

Seton Hall's Online Executive Master of Science in International Affairs program is designed for professionals who seek to develop additional skills or credentials to move ahead in their careers, but cannot attend a traditional Executive Master of Science campus program in order to do so. Through a series of ten courses, students will build upon their knowledge and skills in policy analysis, negotiation and conflict management and professional writing, while developing a functional and/or regional specialty.

All admissions criteria and procedures for the online version of the Executive Master of Science in International Affairs are identical to the on-campus version of the program described above.

The Online Executive M.S. curriculum can be completed in a single year full-time, including summer sessions, or through part-time study, and is customizable to meet each individual's current interests and needs. The program begins with a four-course core sequence. Through a series of six electives, Online M.S. students can pursue functional as well as regional specializations, or explore a variety of topics relevant to their career goals.

The core courses available for online students are:

DIPL 6005	Public International Law
DIPL 6104	Art and Science of International Negotiation
DIPL 6105 or	International Political Economy
DIPL 6155	Advanced Economic Aspects of International Relations
DIPL 6180	Comparative Foreign Policy

The specializations available for online students include:

- Africa
- Global Health and Human Security
- Global Negotiation and Conflict Management
- International Economics and Development
- International Law and Human Rights
- Post-Conflict State Reconstruction and Sustainability

Dual Degree Programs

The School of Diplomacy and International Relations participates in five graduate dual degree programs with the Seton Hall School of Law, the Stillman School of Business, and within the College of Communication and the Arts, the Department of Public and Healthcare Administration, the Program in Strategic Communications and the Department of Asian Studies. Each program has its own admission process. Applicants for a dual degree program must be accepted separately to each program, either at the time of initial

enrollment or during the first semester.

Once enrolled, students should consult with academic advisers in both programs to coordinate their curriculum. Dual degree course requirements for each program are listed below.

J.D./M.A. in Law and Diplomacy

The School of Diplomacy and the School of Law jointly offer a four-year program leading to the degrees of Master of Arts in Diplomacy and International Relations and Juris Doctor (J.D.). The program, which is available only to full-time students, may be completed in only four years and one Summer, rather than the five years usually required for the completion of both degrees.

Admission Requirements

Students must complete separate applications for the School of Diplomacy and for the School of Law. LSAC materials can be repurposed and accompany the diplomacy online application. Students should indicate on their original applications that they wish to pursue the combined degree program. Alternatively, students enrolled in the first or second year of full-time study at the School of Law may, during that year, apply for admission to the joint program by making application to the School of Diplomacy, identify themselves as candidates for the joint degree program and notify the Law School of their intent to seek admission to that program. Some loss of credits may result from such late application to the joint program. Only one application fee for the two programs is required.

Admission to the joint degree program requires that students be accepted for admission to each of the respective schools and that students' participation be approved by the admissions committees or academic deans of both schools.

Curriculum Requirements

A student enrolled in the combined degree program must complete 85 credits at the Law School and another 30 credits at the School of Diplomacy and International Relations, for a total of 115 credits, instead of the 130 credits that would be required to complete the two programs separately.

At the School of Diplomacy, students must complete 18 credits of required courses and 12 credits of electives. At a student's option, 9 of these elective credits may be concentrated in a functional or regional specialization. As part of coursework at the Law School, students must complete 12 credits within the International Legal Studies Group (except INTL 9607 International Organizations). Students must also complete the Law School course Independent Research (2 credits - WRTG 9142) or a second Advanced Writing Requirement course drawn from the International Legal Studies Group.

Course Requirements

I. Students must complete a minimum of 30 credits of Diplomacy courses.

DIPL 6000	International Relations Theory	3
DIPL 6001 or	Politics of Cultural and Ethnic Pluralism	
DIPL 6180	Comparative Foreign Policy	3
DIPL 6002 or	International Organizations	
DIPL 6004	Peacemaking and Peacekeeping	3
DIPL 6105 or	International Political Economy	
DIPL 6155	Advanced Economic Aspects of International Relations	3
DIPL 6104 or	Art and Science of International Negotiation	
DIPL 6130	International Security	3
DIPL 7111	Internship*	3
DIPL xxxx	Diplomacy Electives	12

Total: 30

* A student with a clerkship may substitute a Diplomacy elective for the internship requirement.

II. As part of their Law School coursework, students must complete the following requirements:

- 12 credits within the International Legal Studies Group (except INTL 9607 International Organizations).
- In addition to A above, students must complete Independent Research (2 credits – WRTG 9142) or a second Advanced Writing Requirement course drawn from the International Legal Studies Group.

Full Time Status

Because of residency requirements and other considerations, the combined program can only be completed by students enrolled on a full-time basis. With the joint consent of the academic dean of the Law School and the academic dean of the School of Diplomacy, and for good cause, a student may be allowed to remain in the program although enrolled on a part-time basis only after the completion of the second year of full-time participation in the program. Such approval for part-time status must be renewed every semester. No waiver of the full-time status requirement may be granted during the first two years of the program.

Pattern of Study

Students in the combined program spend their first year of study completing the regular first-year curriculum of the School of Law. During the second and subsequent years, students may complete the program by taking credits at both the School of Law and the School of Diplomacy and International Relations.

Advising

Students in the combined program must have their courses approved by the advisers in both the Law School and the School of Diplomacy and International Relations, and students should consult with the academic dean of each school regarding course schedules.

Master of Business Administration (M.B.A.)/M.A. in Diplomacy and International Relations

The School of Diplomacy and the Stillman School of Business offer a dual degree program that combines the Master in Business Administration (M.B.A.) with the Master of Arts (M.A.) in Diplomacy and International Relations. The dual degree program takes advantage of the synergy between the two fields to offer a program that provides a unique combination of detailed business training with a thorough understanding of international policy issues. Students apply independently to each program, either at the time of initial application or during the first semester of either program. For further information, please contact the School of Diplomacy or the School of Business. Course requirements are listed below.

Course Requirements

A. Diplomacy and International Relations Component (30 credits)

I. Required Diplomacy Core (24 credits)

DIPL 6000	International Relations Theory	3
DIPL 6001 or	Politics of Cultural and Ethnic Pluralism	
DIPL 6180	Comparative Foreign Policy	3
DIPL 6002 or	International Organizations	
DIPL 6005	Public International Law	3
DIPL 6105 or	International Political Economy	
DIPL 6155	Advanced Economic Aspects of International Relations	3
DIPL 6153 or	Comparative Political Economy Development for International Affairs	
DIPL 6170	Advanced Topics in Economic Development	3
DIPL 6310	Research Methods for Policy Analysis	3
DIPL 6311	Master's Research Project	3
DIPL 7111	Internship	3

II. Diplomacy Electives (6 credits)

Any two Diplomacy courses at the 6000 or 7000 level.

Note: Dual degree students do not take International Perspective (BMBA 9452) or Business Consulting (BMBA 9461). Dual degree students write a Master's Research Project under the guidance of both their Business and Diplomacy advisers.

B. M.B.A. Component (30/32/35 credits)

Pre-Qualification Sequence (non-credit bearing)

The Business Core (20 credits)

BMBA 9450	The Launch Experience
BMBA 9451	Corporate Social Responsibility
BMBA 9453	Accounting for Decision Makers
BMBA 9454	Legal Environment

BMBA 9455	The Role of Quantitative Analysis in Business Decision Making
BMBA 9456	Management Theory and Practice
BMBA 9457	Market Decision Making
BMBA 9458	Information Technology Management
BMBA 9459	Economics for Managers
BMBA 9460	Financial Decision Making

The Business Electives (10 credits)

Students can take any elective course as soon as the respective foundation course for the elective course is completed. Students choose from the following: Accounting, Finance, IT Management, International Business Management, Marketing, Sport Management, Supply Change Management.

Students who wish to obtain a specialization may take 12 elective credits (15 for Accounting) from the same discipline (an additional 2 credits beyond what is required). This will result in the student completing 32 total credits (35 for Accounting).

Master of Public Administration (M.P.A.)/M.A. in Diplomacy and International Relations

The Department of Public and Healthcare Administration in the School of Health and Medical Sciences and the School of Diplomacy and International Relations offer a dual degree program that combines the Master of Arts in Diplomacy and International Relations with the Master of Public Administration. The dual degree prepares professionals equipped to respond to the challenges of public sector administration in a global environment. The joint degree can be completed in 60 credits, instead of the 84 credits required to complete the two programs separately.

Students apply independently to each degree program, preferably indicating at the time of application that they intend to follow the joint M.A./M.P.A. program if admitted. Applicants for a dual degree program must be accepted separately to each program, either at the time of initial enrollment or during the first semester of study.

For further information, please call the School of Diplomacy and International Relations at (973) 275-2514, or the Department of Public and Healthcare Administration at (973) 761-9510.

Course Requirements

Diplomacy and International Relations (21 credits)

DIPL 6000	International Relations Theory	3
DIPL 6001 or	Politics of Cultural and Ethnic Pluralism	
DIPL 6180	Comparative Foreign Policy	3
DIPL 6002 or	International Organizations	
DIPL 6005	Public International Law	3
DIPL 6105 or	International Political Economy	

DIPL 6155	Advanced Economic Aspects of International Relations	3	COTC 7110	Communication Research	3
DIPL xxxx	Electives	9	COMM 8000	Methods and Strategies of Communication	3
M.P.A. Core Courses (15 credits)			COTC/COMM	Electives	12
PSMA 6001	Environment of Public Service Management	3	Research, Capstone and elective courses (15 credits)		
PSMA 6004	Economic Environment of Public Service Management	3	DIPL 6310 or	Research Methods	3
PSMA 6005	Financial Management and Control	3	COMM 8190	Master's Project I	3
PSMA 6009	Managerial Decision Making	3	DIPL 6311 or	Research Project	3
PSMA 6010	Managing Human Resources in Public Service Organizations	3	COMM 8191	Master's Project II	3
			DIPL 7111	Internship	3
			Free Electives		6
M.P.A. Concentrations (four courses in one of the following concentrations plus one M.P.A. elective)			Total Credits Required		
Public Service: Leadership, Governance & Policy			57		
Nonprofit Organization Management					
Health Policy and Management					
Arts Administration					
M.P.A. Elective 3					
Research and Capstone Courses (9 credits)					
DIPL 6310 OR PSMA 6002	Research Methods	3			
DIPL 6311 OR PSMA 7993 OR PSMA 7992	Research Seminar/Practicum:	3			
DIPL 7111 OR PSMA 7991	Internship/Field Placement	3			
Total Credits Required		60			

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

The dual degree program combines advanced skills in communication with in-depth knowledge of international relations to prepare professionals to meet the challenges of strategic communication in an increasingly complex global environment. Applicants for a dual degree program must be accepted separately to each program, either at the time of initial enrollment or during the first semester of study.

Course Requirements

Diplomacy and International Relations (21 credits)

DIPL 6000	International Relations Theory	3
DIPL 6001 or	Politics of Cultural and Ethnic Pluralism	3
DIPL 6180	Comparative Foreign Policy	3
DIPL 6002 or	International Organizations	3
DIPL 6005	Public International Law	3
DIPL 6105 or	International Political Economy	3
DIPL 6155	Advanced Economic Aspects of International Relations	3
DIPL 6104 or	Art and Science of International Negotiation	3
DIPL 6130	International Security	3
DIPL xxxx	Diplomacy Electives	6

Communication (21 credits)

COTC 6100	Introduction to Organizational	
-----------	--------------------------------	--

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

The Department of Asian Studies in the College of Arts and Sciences and the School of Diplomacy and International Relations offer a dual degree program with a focus on East Asia. A solid understanding of East Asian history, language and culture complements students' competence in international relations. The dual degree program can be completed in 60 credits, instead of the 81-84 credits that would be required to complete the two programs separately. Applicants for a dual degree program must be accepted separately to each program, either at the time of initial enrollment or during the first semester of study.

Course requirements

Diplomacy and International Relations (21 credits)

DIPL 6000	International Relations Theory	3
DIPL 6001 or	Politics of Cultural and Ethnic Pluralism	3
DIPL 6180	Comparative Foreign Policy	3
DIPL 6002 or	International Organizations	3
DIPL 6005	Public International Law	3
DIPL 6105 or	International Political Economy	3
DIPL 6155	Advanced Economic Aspects of International Relations	3
DIPL xxxx	Electives in Diplomacy and International Relations	9

Traditional East Asia (12 credits)

ASIA 6121	History and Culture of Japan I	3
ASIA 6122	History and Culture of Japan II	3
ASIA 6140	Survey of Chinese Civilization	3

and one of the following:

ASIA 6141	Foundations of Chinese Civilization	
ASIA 6142	Development of Chinese Civilization	
ASIA 6143	Maturity of Chinese Civilization	

Modern and Contemporary East Asia (6 credits)

ASIA 6145	Modern East Asia	
ASIA 6146	Contemporary East Asia	

Research and Practicum (9 credits)

ASIA 9111 OR DIPL 6310 Research Methods	3
ASIA 9200 OR DIPL 6311 Master's Research Project/Thesis	3
DIPL 7111 Internship	3

Students requesting faculty recommendations for Ph.D. studies are required to write a thesis.

East Asian Language Component (12 credits)

Note: Students must demonstrate intermediate level proficiency before enrolling in these courses. Students with language fluency may be exempt from these courses and substitute free electives.

CHIN 6111-6114	Graduate Chinese Conversation and Composition I-IV
CHIN 6120-6121	Graduate Chinese Newspaper Readings I-II
JAPN 6111-6112	Graduate Modern Japanese I and II
JAPN 6113-6114	Graduate Newspaper Readings I and II
Total Credits Required 60	

Certificate Programs

Graduate Certificate Program in Post-Conflict State Reconstruction and Sustainability [DI_DCPC_NM]

Online - [DI_DCPV_NM]

Rising conflicts and tensions in many regions of the world posing critical socio-economic and institutional challenges have increased the need for skilled professionals with specialized knowledge, applied learning, and training in post-conflict work. To address this growing demand, the School of Diplomacy is pleased to offer the first graduate certificate program in post-conflict state reconstruction and sustainability among New York Metropolitan area members of the Association of Professional Schools of International Affairs (APSIA). Courses in the certificate program provide a comprehensive foundation for building sustainable peace in societies emerging from violent conflict.

The graduate certificate program is designed for professionals who seek to explore a career or develop additional skills without committing to a master's degree and for matriculated graduate students who wish to secure an additional credential. This coursework is a tool for government civilian planners, diplomatic and UN practitioners, educators, and humanitarian workers engaged in stabilization and reconstruction missions. The skills developed through this program are a valuable resource for international agencies, nongovernmental organizations and more.

The 15-credit certificate program can be completed in two semesters. Courses are offered once a week in the evening to accommodate working professionals. Students admitted to this program may elect to apply their coursework towards an M.A. in Diplomacy and International Relations provided they meet the M.A. admission requirements.

Required Courses (15 credits)

DIPL 6004	Peacemaking and Peacekeeping	3
DIPL 6250	Conflict and Conflict Resolution in Plural Societies	3
DIPL 6251	Justice, Truth and Reconciliation in Post-Conflict Societies	3
DIPL 6252	Institutions of Post-Conflict Governance	3
DIPL 6253	Civil Conflict and Development	3

Please note that DIPL 6254 Fieldwork in Post-Conflict Societies can be substituted in place of one of the above required courses.

Application requirements for the Graduate Certificate in Post-Conflict State Reconstruction and Sustainability include a completed application form, a 400-500 word statement of purpose, official transcripts from undergraduate degree, a resume, two letters of recommendation, and English language proficiency.

Graduate Certificate Program in United Nations Studies [DI_DCUN_NM]

With the United Nations (U.N.) poised to celebrate its 75th anniversary this year, it is confronting global challenges with a renewed vigor. From climate change to the Sustainable Development Goals, the U.N. is a vital arena for international diplomacy. A better understanding of the United Nations and how it works tells us about the promise and limits of international cooperation. This knowledge is valuable to a wide range of students and professionals, including members of the United Nations Association of the USA and supporters of the United Nations Foundation, United Nations personnel, diplomats assigned to Permanent Missions to the U.N., civil servants and staff of international organizations, educators affiliated with model United Nations programs and more.

The U.N. Studies Graduate Certificate Program is designed for professionals and recent bachelor's degree graduates who seek to explore a career or develop additional skills without committing to a master's degree, as well as matriculated graduate students who wish to secure an additional credential. Students who enroll in the certificate program will gain a better understanding of how the policy community both utilizes and proposes to reform the U.N. In-depth knowledge about U.N. operations in a specific functional area will be developed through the selection of an elective course of interest. Certificate graduates will benefit from dialogue with practitioners in the field on current U.N. agenda issues, and from an emphasis on strengthening their skills in both policy and op-ed writing, which can be applied to careers in non-profit/non-governmental organizations, education, government and private agencies.

The certificate can be completed in one year or less and will be awarded to students who complete four required courses

and one elective, for a total of 15 credits in United Nations Studies. Students admitted to this program may elect to apply their coursework towards an M.A. in Diplomacy and International Relations provided they meet the M.A. admission requirements.

Required Core (Choose three, 9 credits)

DIPL 6007	U.N. Insider's View	3
DIPL 6201	U.N. Security Council Issues	3
DIPL 6202	Politics at the UN: Relevance and Reform	3
DIPL 6205	United Nations Field Seminar	3

Electives (Choose two, 6 credits)

DIPL 6002	International Organizations	3
DIPL 6004	Peacemaking and Peacekeeping	3
DIPL 6005	Public International Law	3
DIPL 6015	Human Resources Management in International Organizations	3
DIPL 6031	International Environment Policy	3
DIPL 6113	International Financial Institutions	3
DIPL 6120	Catholic Peacemaking	3
DIPL 6140	International Human Rights	3
DIPL 6276	Global Health Governance	3

Application requirements for the Graduate Certificate in United Nations Studies include a completed application form, a 400-500 word statement of purpose, official transcripts from undergraduate degree, a resume, two letters of recommendation, and English language proficiency.

Graduate Certificate in Global Health Management [GM_GCGH_NM]

The increasing occurrence of public health epidemics, concerns with bioterrorism and a pressing need for innovative approaches to health crises all point to the importance of a global approach to health management. Students in the Graduate Certificate in Global Health Management program will be prepared to offer leadership in this area by developing an understanding of health governance, security and policy within a diverse and globalized world.

Our main campus is located 14 miles from New York City, in a region filled with top-notch healthcare facilities including hospitals, rehabilitation centers, medical programs and research institutes. International actors – like the United Nations and a host of nonprofit organizations that are active in global health and development – are also in close proximity. In addition, many of the healthcare administration courses are available online. Our supportive community and career resources will help students take this important step in advancing their career goals.

The Certificate in Global Health Management is a 15-credit sequence of required and elective courses offered by the School of Health and Medical Sciences (through the Master of Healthcare Administration Program) and the School of

Diplomacy and International Relations. This certificate program is designed to give students the tools to analyze, understand and address global issues affecting the health sector. Students complete required and elective coursework in areas such as emergency management, bioterrorism, population health, global impact of infectious disease, healthcare policy, ethics in healthcare administration and preventing humanitarian crises.

Health and Medical Sciences Core

(Choose 2 of the following, 6 credits)

HCAD 7513	Healthcare Management*	3
HCAD 7519	Managing Community Health Systems*	3
HCAD 8530	Emergency Management and Health Security*	3

Diplomacy and International Relations Core

(Choose 2 of the following, 6 credits)

DIPL 6276	Global Health Governance	3
DIPL 6277	Global Health, Bioterrorism, and International Security	3
DIPL 6280	International Health and Development	3

Electives

(Choose at least 3 credits from the courses above or below)

DIPL 6278	Global Health Diplomacy	3
DIPL 7411	Journal Editorial Board Assistant	1
GMHS 7316	Independent Study	1
HCAD 7521	21st Century Healthcare Systems*	2
HCAD 7522	Healthcare Policy*	2
HCAD 7992	Practicum *	1
HCAD 8523	Ethics in Healthcare Administration*	2

*HCAD courses are offered on campus and online. Schedule varies by semester.

Admission Requirements

Applicants for the Graduate Certificate in Global Health Management must meet the following admission requirements:

- Graduate of an accredited college with a bachelor's degree;
- 400-500 word statement of goals and career interests;
- Completed application form;
- Official transcripts from all undergraduate courses and, if applicable, graduate courses;
- Three letters of recommendation;
- Curriculum vitae or résumé; and
- English language proficiency.

Application Deadlines

Applications are reviewed on a "rolling admissions" basis with the following preferred deadlines: August 1 for the Fall term; December 1 for the Spring term.

Students admitted to this certificate program may elect to apply their coursework toward an M.A. in Diplomacy and International Relations degree and/or the Master of Healthcare Administration (M.H.A.) Degree. Current students and recent graduates of the Seton Hall Master of Healthcare

Administration program and the Master of Arts in Diplomacy and International Relations program may be able to apply earned credits toward the Graduate Certificate in Global Health Management.

Graduate Certificate in Global Studies

The Graduate Certificate in Global Studies is a unique interdisciplinary initiative between the College of Education and Human Services (CEHS) and the School of Diplomacy and International Relations. Upon completing the program, new and experienced teachers will benefit from a broadened worldview and an enriching knowledge about persons and cultures beyond direct experience. Throughout the program, participants engage in the complexities of global communities and institutions.

The Graduate Certificate in Global Studies at Seton Hall University comprises 15 semester credits (i.e., 5 graduate courses). Program participants first complete 9 credits in Diplomacy coursework and then complete the program with 6 credits in CEHS coursework. While the 6 CEHS credits are fixed (EDST 7501/EDST 9306), participants have flexibility in selecting the 9 Diplomacy credits according to a regional and a functional specialization. Credits completed for the Global Studies certificate may be applied to a Seton Hall University MA graduate degree program.

Curriculum

Diplomacy coursework

- Regional Specialization (6 credits) Courses available in the following areas: Africa, Asia, Europe/Eurasia, Latin America and the Caribbean, Middle East
- Functional Specialization (3 credits) Courses available in the following areas: Foreign Policy, Global Health, Global Negotiation, International Economics, International Law, International Organizations, International Security

CEHS coursework

EDST 7501	Human Intercultural Relations: Global Education	3
EDST 9306	Culminating Research Seminar Project	3

Admission Requirements

- A completed admissions application
- Bachelor's degree with GPA of 3.0 or higher (official transcripts required)
- Written statement of purpose (400-500 words)
- CV/Resume
- Two letters of recommendation

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

DIPL 6000 International Relations Theory

Acquaints students with the key theoretical debates in international relations scholarship and introduces students to the practice of diplomacy. Taken during the first semester of the program to strengthen writing and analytical skills. *3 credits*

DIPL 6001 Politics of Cultural and Ethnic Pluralism

Surveys cultural diversity manifested in the concepts of ethnicity, national identity and nationalism. Includes study of political and sociological theory and case studies. *3 credits*

DIPL 6002 International Organizations

Provides a historical and contemporary perspective on the role of intergovernmental and nongovernmental organizations in drafting public policy at the regional and global levels. *3 credits*

DIPL 6004 Peacemaking and Peacekeeping

Examines theories and research concerning the nature and causes of conflict at both the domestic and international levels, as well as methods for avoiding, managing or resolving such conflicts. This course may be offered in traditional or online formats. *3 credits*

DIPL 6005 Public International Law

Explores the nature and content of international law governing relations between states and relations between states and nonstate actors. The first part of the course examines the building blocks of international law; the second part applies this framework to particular topics, such as the use of force, human rights and international environmental law. *3 credits*

DIPL 6007 UN: Insider's View

Bridges the gap between students and practitioners by complementing an academic understanding of the United Nations with an appreciation of the day-to-day concerns and realities of the organization. Structured around a series of guest lectures offered by U.N. officials and representatives of governments, civil society and the private sector on a broad range of substantive issues of current concern to the United Nations. *3 credits*

DIPL 6015 Human Resources Management in International Organizations

Provides a comprehensive review of human resources management policies and practices in international organizations. It is designed to develop both analytical and practical skills for dealing with complex personnel management issues in a multicultural and political environment. *3 credits*

DIPL 6031 International Environmental Policy

Applies an interdisciplinary set of analytical tools to understand international environmental problems, especially those affecting the global commons, including climate change, ozone depletion and biodiversity. Surveys and analyzes the actual and potential institutions the international community employs to address these issues. *3 credits*

DIPL 6032 International Trade Law

This course examines the law of international trade, focusing on the law of the World Trade Organization, the General Agreement on Tariffs and Trade, and the trade law of the United States. The course will address the rules that restrain national restrictions on trade, as well as the negotiation practices and dispute settlement processes of the world trade law system. Among other things, the course will explore how that system manages the relationship between trade and other values and areas of regulatory control, such as environmental protection, health and other product standards, human rights, and intellectual property protection. *3 credits*

DIPL 6104 Art and Science of International Negotiation

International negotiations take place in the shadow of conflicts, crises and wars. Selected theories of international cooperation, as well as insights from other disciplines have contributed to our understanding of the dynamics of international negotiation. The course provides opportunities for simple and complex negotiation exercises as well as conceptual knowledge needed for analyzing real world cases. *3 credits*

DIPL 6105 International Political Economy

Fundamental concepts of international economics and global financial institutions as a basis for understanding the global political economy. *3 credits*

DIPL 6113 International Financial Institutions

Analyzes dynamics of international trade and finance through the structure and work of the international financial institutions. Covers the basics of the international financial system and explores the potential for international cooperation in the field of development. *3 credits*

DIPL 6115 Cross Cultural Negotiation and Conflict Management

The ability to negotiate and manage conflicts across cultures is no longer an optional skill set in the worlds of international business, diplomacy and advocacy. This course, built on cases, interactive exercises and theoretical frameworks, develops skills and knowledge for managing the most challenging political, organizational and interpersonal relationships. *3 credits*

DIPL 6116 Palestinian-Israeli Peace Process

The Palestinian-Israeli conflict is generally thought to be intractable. Much journalistic and even scholarly work tends to be partisan, while contributing little to our understanding of how this conflict can be resolved. In fact, there is a significant history of attempts to transform this conflict into coexistence. This instructor will build on his significant field research into the open and secret negotiations between Israel and the PLO,

as well as the long history of Arab-Zionist encounters. A major component of the class will be simultaneous conduct of actual negotiations by the students, who will join one of four delegations: a Palestinian or an Israeli negotiation delegation, negotiating with interim or permanent issues. *3 credits*

DIPL 6118 Global Conflict Resolution and Peacebuilding

Introduces the interdisciplinary field of conflict analysis and resolution. Investigates the dynamics of conflict transformation, post-conflict peace-building and reconciliation. Connects theory to practice through class discussions, research and case study, and simulation role play. *3 credits*

DIPL 6120 Catholic Peacemaking

The Catholic Peacemaking course offers an introduction to the understanding and practice of Catholic peacemaking as experienced through the centuries. It focuses on Catholic contributions to a contemporary understanding of peace; the appreciation of the changing context in which this understanding has evolved, especially through the encounter with relevant Catholic Peacemakers; and the identification of peace as a relevant contemporary challenge that must be confronted by all. Each student will present on an historical case. *3 credits*

DIPL 6121 Catholic Peacemaking Intensive Study Seminar

The Catholic Peacemaking Intensive Summer Study Program immerses participants in the practice of Catholic peacemaking as experienced through the offices of the Holy See and the work of the Community of Sant'Egidio. After an introduction to the themes of the course, the students will visit and have interactions with diplomats and researchers based in Rome. The course is designed to familiarize students with the inner workings of Vatican diplomacy and of the non-governmental organizations dedicated to peacemaking. *3 credits*

DIPL 6130 International Security

International security is a critical component of statecraft and global politics with domestic and international constraints and characteristics. This course is built upon an interdisciplinary approach that combines history, theory and policy regarding the origins of conflict, the uses of force in politics, classic approaches to security, strategies and modes of security, and the emerging security environment. *3 credits*

DIPL 6131 Causes of War

What causes war? What do we need to know to prevent war if possible, and prepare for it when necessary? This course first systematically examines major schools of thoughts on the origins and prevention of war, including power and system-level theories of war and peace, domestic and societal sources of conflict, misperception and miscalculation, and psychological and emotional causes of war. The second part of this course applies these theoretical approaches to a series of important historical and contemporary cases of war and conflict in world politics. It is strongly encouraged that students registering for DIPL 6131 have previously completed DIPL 6130. *3 credits*

DIPL 6132 American Grand Strategy

Grand strategy is the collection of political and military means and ends with which a state attempts to achieve security. This course examines the formulation, implementation, and outcomes of American grand strategy. It particularly explores the structure, operation, and capacity of American military establishment. It also covers the evolution of American grand strategy beginning with the containment strategy during the Cold War, to nuclear deterrence and arms control policy, followed by post-Cold War debates on American strategies of engagement, humanitarian intervention and democracy promotion to cope with the new security environment. *3 credits*

DIPL 6133 Energy and Resources Security

As a result of increasing global demands for energy, natural resources, and clean environment, serious conflict of interest has emerged among nations and can potentially lead to deadly violence. Using carefully selected case studies, this course addresses these pressing security concerns. Topics covered include international politics of oil, water disputes, environmental conflict, and contention for fishery and other maritime resources. *3 credits*

DIPL 6134 Nuclear Weapons in International Relations

This course provides a background for understanding current international relations in which nuclear weapons play a central role. An historical overview of nuclear weapons and issues, beginning with their development during World War II and continuing through the nuclear arms race between the United States and the Soviet Union, as well as events following the breakup of the Soviet Union are studied. The evolution and future possibilities of nuclear arms control treaties are examined. The spread of nuclear weapons with particular attention to developments in Pakistan, North Korea, India, Iran and Israel, and the potential for nuclear terrorism are reviewed and analyzed. *3 credits*

DIPL 6140 International Human Rights

This course introduces the basic philosophy and principles of human rights and examines the historical development and expansion of human rights norms. The course then focuses on the instruments, institutions, and enforcement of human rights from a multidisciplinary perspective, exploring the major international human rights regimes and treaties. *3 credits*

DIPL 6153 Comparative Political Economy Development

This course provides and examines concepts and frameworks regarding comparative economic development of nations. The course introduces basic theories of macro-economic growth and examines how institutions structure political, social, and economic incentives. The course also investigates how different rules and conventions in societies can result in differences in incentives, and how those differences shape human interactions. *3 credits*

DIPL 6155 Advanced Economic Aspects of International Relations

This course will familiarize students with the essential concepts required to understand the economic issues

associated with globalization. In particular, we will address a set of topics including why and how nations trade, how governments regulate international trade, regionalism and multilateralism, and the international financial architecture. *3 credits*

DIPL 6170 Advanced Topics in Economic Development for International Affairs

This course is an in depth analysis of current aspects of development. We consider recent development dilemmas such as delivery of services for poor people, building institutions for markets, the role of knowledge in advancing economic and social well being, the role and effectiveness of the state in the changing world, and infrastructure and development. We analyze experiences of different countries in Latin America, Africa, East Asia, Eastern Europe, the Former Soviet Union, and the Middle East. *3 credits*

DIPL 6176: Commodities, Governance, and International Relations

Commodities are basic goods that are sufficiently standardized in quality between various producers as to be easily tradable; as such, they form the backbone of the global economy. This course provides an introduction to commodity markets and their impact on governance, developmental, and sustainability issues. It focuses primarily on metal commodities, such as base metals (e.g., steel, aluminum, rare-earth metals (e.g., lithium and cobalt), energy (coal, uranium, natural gas, oil, refined petroleum products) and industrial agricultural (e.g. lumber) commodities. A secondary focus will be on food and “soft” crop (e.g. sugar, cotton, soybeans, coca leaves) commodities. *3 credits*

DIPL 6180 Comparative Foreign Policy

Comparison among the attributes of various actors in international politics helps us understand the sources and outcomes of foreign policy-making. This course introduces students to the principal theories on the sources of foreign policy-making, ranging from the psychology and decision making of the individual policy maker, to the domestic and international constraints involved. Historical and current case studies are utilized by students to apply and test theories of policymaking. This course may be offered in traditional or online formats. *3 credits*

DIPL 6181 Statecraft: Designing Foreign Policy

Examines the tools of statecraft available to foreign policy-makers as they attempt to protect national values and attain desired objectives vis-a-vis other international actors. The course first reviews key analytical concepts that underpin the study of foreign policy-making, such as influence attempts, threats, promises, policy-contingency frameworks and cost-benefit analysis. It then explores the conditions under which various policy instruments such as military power (ground combat, surgical air strikes, naval power, peacekeeping operations), economic statecraft (sanctions, trade, foreign aid) and public diplomacy are likely to achieve national goals. *3 credits*

DIPL 6198 Human Rights in U.S. Foreign Policy

This course will examine the evolution of human rights as a policy priority and consider the effectiveness of both international and U.S. policy to date. Through this analysis, students will be encouraged not only to identify factors which aid or impede human rights protection but also to develop recommendations for the improvement of human rights policy. *3 credits*

DIPL 6201 UN Security Council Issues

An in-depth study of the bureaucratic and political factors that shape the policy and process of this key UN institution.

Lectures and class sessions will focus on specific topical issues of relevance to the Security Council. *3 credits*

DIPL 6202 Politics at the United Nations: Relevance and Reform

This course will examine how the United Nations seeks to address the growing range of transnational problems that appear on its agenda. This increased demand for action comes at a time when the organization is being subjected to varying interpretations about its structure, role and potential in the international system. The course will explore what the UN does, how it works, and the challenges it faces while also considering the potential for United Nations reform in the name of greater effectiveness and legitimacy. *3 credits*

DIPL 6205 United Nations Field Seminar

Students attend, at UN Headquarters, weekly briefings and conferences involving UN DPI-accredited NGOs and committees. Students supplement their academic appreciation of UN NGOs, explore the issues before these organizations, discover how issues are identified, and learn how issues are dealt with in a multicultural, multi-sectoral environment. *3 credits*

DIPL 6250 Conflict and Conflict Resolution in Plural Societies

This course aims to present and discuss the major theoretical and empirical approaches to intra-state conflict and conflict resolution. It examines theories that attempt to explain causes and courses of violent ethnic conflicts and civil wars. It discusses the roles played by ethnicity, religion, culture and development in the generation, conduct, and resolution of social conflicts. It also investigates the dynamics of post-conflict peace-building and reconstruction in plural societies. It would ground students the basic concepts of conflict resolution and skills of diagnosing social conflict. This course may be offered in traditional or online formats. *3 credits*

DIPL 6251 Justice, Truth, and Reconciliation in Post-Conflict Societies

This course focuses on the ongoing debate between truth and justice in post-conflict societies, and how to maintain balance of the two in order to pave the way for post-conflict state sustainability. The course interrogates rule of law, justice, and truth as they relate to both the victims and perpetrators of serious human rights violations, and examines the question of reconciliation in the aftermath of violence. Also, included in the course are the nature, scope of mandate, and procedures of

truth and reconciliation commissions. *3 credits*

DIPL 6252 Institutions of Post-Conflict Governance

This course seeks to answer two basic questions: 1) why have states failed and 2) what can be done to prevent failure and rebuild weak/failed states in the 21st century? To answer these questions, this course focuses on the integral role that institutions play in ensuring the day-to-day stability of nation-states. The course will explore the theory and practice of rebuilding institutions to strengthen states that have undergone failure, and assess strengths and shortcomings of varied interventions at the institutional level. *3 credits*

DIPL 6253 Civil Conflict and Development

One of the central challenges in post-conflict reconstruction is rebuilding a viable economy. This course examines the economic after-effects of civil wars and how states and international organizations have responded to the challenge of rebuilding post-conflict economies. Students will appraise the possible tradeoffs that exist in forming a government that can protect property rights, reconstituting a viable economy, and promoting peace. In evaluating the role of international actors (through foreign aid and the role of the IMF and World Bank), our aim is to develop and propose more optimal policies that mitigate these tradeoffs. This course may be offered in traditional or online formats. *3 credits*

DIPL 6254 Fieldwork in Post-Conflict Societies

This online course deals with the practical aspects of post-conflict state reconstruction and sustainability and interrogates possible gaps in the academic-policy divide. Included in the course are examination of the roles played by various actors, including governmental and non-governmental international organizations, target state governmental and non-governmental agencies, and others involved in capacity building and resilience in post-conflict societies. *3 credits*

DIPL 6258 Memory and Conflict: Dealing with the Past Constructively

Through a study abroad trip in different post-conflict contexts, such as the Basque country and the Balkans, this course examines how different actors and institutions address processes of dealing with the contentious past and how the politics of collective remembering impacts the dynamics of relationships among people on the ground. We will also examine various social practices and initiatives of counteracting the negative effects of divisive histories through education, justice, policy-making, art and commemoration. *3 credits*

DIPL 6276 Global Health Governance

This course will examine the governance challenges of global health. It will address the following questions: What is the current institutional architecture of actors engaged in global health? How suitable are existing institutions for responding to the 21st century global health challenges? Which tools and mechanisms have succeeded or failed to “govern” trans-border health threats, and why? To what extent are the international relations theories relevant in accounting for the dynamics in global health governance? Where are the major

governance gaps? By taking this course, students will be equipped with the knowledge and skills needed to identify major global health challenges, diagnose major governance gaps in the current system, evaluate a wide range of tools and mechanisms for shaping global governance processes, and examine, assess and design interventions for improved governance. *3 credits*

DIPL 6277 Global Health, Bioterrorism, and International Security

This interdisciplinary course covers the issues of global health, biological weapons and international security. It has four main objectives: 1) to introduce students to the concept of health security; 2) to elucidate the linkages between health and security, with special attention paid to bioterrorism; 3) to examine the global health challenges and their conflict and security implications; and 4) to explore the policy options addressing such challenges. *3 credits*

DIPL 6278 Global Health Diplomacy

The course's central mission is to introduce a goal-oriented framework used by senior international policymakers and apply them to global health issues. As new forms of global health policy architecture are constantly being created and implemented, the student has many opportunities to examine new ideas and event sequences in real time and think critically about risks and opportunities of such policy initiatives. By undertaking the framework approach, the course aims to provoke strategic and creative thinking on global health topics of high importance and visibility, and to enable the student to develop practical policy recommendations across an ever-changing landscape of issues and problems. *3 credits*

DIPL 6279 Contagion and Conflict: Global Impact of Infectious Disease

This course examines the role of epidemics as causative agents of historic change, focusing on the global impact of infectious disease. In addition to the demographic and social effects of infectious disease, it examines the impact on political stability, economic development, and international relations. The implications of human response to infectious disease, including the impact on human rights, are also discussed. *3 credits*

DIPL 6280 International Health and Development

This course provides in-depth and multifaceted analyses of issues, problems, and policies in international health and development in the major regions of the world. Issues that are considered include environmental and ecological change, demographic and epidemiological transitions, new and re-emerging diseases, family and reproductive health, and health systems change. Implications for development and policy responses are explored in detail for each issue. *3 credits*

DIPL 6310 Research Methods for Policy Analysis

Facilitates development of the ability to design, execute and critique of research pertinent to policy development and management, at global, regional or national levels, including governmental, inter-governmental or non-governmental organizations. *3 credits*

DIPL 6311 Master's Research Project

Students develop, execute and present a research project as a culminating component of the master's program, in consultation with a faculty mentor. Prerequisite: DIPL 6310. *3 credits*

DIPL 6312 Master's Thesis

Provides an opportunity for certain students to extend the research and writing performed in DIPL 6311 by completion of a formal master's thesis. Registration requires approval from the graduate thesis adviser. The thesis and its defense must conform to standards established by the School of Diplomacy. Prerequisite: DIPL 6311. *3 credits*

DIPL 6401 European Union: Development and Dynamics

An in depth study of the structures, procedures, processes and institutions of the European Union. Both politics and policy are covered. Sessions focus on structural issues such as enlargement and the CAP, as well as on developments of a more political nature including trade issues and trans-Atlantic relations. *3 credits*

DIPL 6402 European Union: Governance and Policy

Readings and seminar discussion on the internal operations of the European Union in light of expansion. *3 credits*

DIPL 6403 European Union: External Relations

Readings and seminar discussion on the emerging role of the European Union as it relates to neighbors and the world. *3 credits*

DIPL 6405 Foreign Policy of Post-Soviet States

Detailed analysis of the global role of states within the former Soviet sphere, both among themselves and in relation to the European Union, China and the United States. *3 credits*

DIPL 6406 Eastern European and Post-Soviet Politics

Comprehensive introduction to the politics of the former Soviet Union, Eastern Europe, and post-Soviet Russia, including development of the Soviet Union as a multi-national, planned economy empire and the causes of collapse. It also explores the challenges faced by the new states that emerged from the collapse, with special attention to the economic and political problems of these states' transformations as affected by the different legacies of the Soviet period in each of the countries involved. *3 credits*

DIPL 6500 The Modern Middle East: History, Challenges and Opportunities

Commences with an overview of the historical events of the Middle East that are crucial to understanding the emergence of the modern period beginning in 1832 and concluding with current issues and opportunities. *3 credits*

DIPL 6501 Modern Middle East: U.S. Involvement

This course examines U.S. involvement in the Middle East in the 20th Century, exploring how the U.S. has emerged as the principal foreign actor in the Middle East. *3 credits*

DIPL 6506 Energy Policies of the 21st Century

This course explores energy options, analyzing the economic, political, environmental and technical constraints upon them, in light of major current imperatives – climate change and the deregulation of nuclear power. *3 credits*

DIPL 6509 EU and Cyprus Seminar

This course will assess the economic, political and social impact of EU membership on Cyprus. Students will gain insights based on the perceptions of different actors, namely public sector, private sector, and civil society. After serious preparation, students will visit Cyprus and interact with the main players. Based on this visit, the class will prepare a report, for which every member will contribute. *3 credits*

DIPL 6510 The Persian Gulf in the 21st Century

Examines the communities and economics of the region, historical background and causes of conflict both at the domestic and international levels, as well as U.S. policies to manage or resolve such conflicts. After addressing the present problems of the region and its importance in international relations, the course examines case studies and issues which present significant challenges to global peace and security in the 21st Century. *3 credits*

DIPL 6520 Politics of Terrorism in the Middle East

This course takes an in-depth look at terrorism in its contemporary political incarnation. Areas covered include the connections between fundamentalism, religion and terrorism; the abilities of security services and intelligence organizations to effectively monitor and combat terrorism; use of the internet by extremist groups; cooperation between and among terrorist networks; and the drug trade, arms trafficking, and terrorism. *3 credits*

DIPL 6601 Sino-U.S. Relations

Based on historical events and the latest developments of the bilateral relationship between the United States and China, this course will explore how the relationship between Washington and Beijing evolved in the past three centuries with the interactions between the U.S. and "new China" - the People's Republic of China as the focus. Moreover, in probing the current affairs in the Sino-U.S. relationship, specific areas such as the Taiwan issue, security and economic cooperation, and human rights will be discussed. *3 credits*

DIPL 6610 China's Rise: Opportunities and Challenges

This course explores the opportunities and challenges posed by the rise of China. It culminates in a 10-day field trip to China. *3 credits*

DIPL 6611 International Relations in Southeast Asia

Examines the Southeast Asian states as autonomous actors, the regionalization of Southeast Asian foreign policies, and the states' and regions' relations in the environment external to Southeast Asia. *3 credits*

DIPL 6622 China's Foreign Relations

This course analyzes the structures, processes, policies and politics of China's interactions with the world. *3 credits*

DIPL 6700 International Relations of African States

The course identifies and examines factors that shape interstate relations in Africa, and the relations between African states and other influential actors, including the European Union and the United States. It also explores how globalization has affected the dynamics of the contemporary relationships between African states and international non-

governmental organizations. *3 credits*

DIPL 6704 (DIPL 4704) Economic Development in Africa

An analysis of the problems associated with economic development in Africa. It investigates trade patterns, trade regimes, and alternate development strategies. *3 credits*

DIPL 6710 African Union Seminar

This course examines conflicts in Africa and the AU's role in conflict resolution. Included in the study seminar are the nature and sources of conflicts in Africa; the structure and organization of the AU and its predecessor, the Organization of African Unity (OAU); agenda-setting at the AU; and the role the AU plays in conflict resolution, especially its relationship with the UN regarding peace operations in Africa. Through a study trip to the AU Headquarters in Addis Ababa (Ethiopia), students will explore and interrogate the theories and practice of conflict resolution by international organizations, with particular reference to the AU. *3 credits*

DIPL 6717 Africa: Displacement and Conflict

Provides an examination of the nexus of conflicts and forced population displacements in Africa, and thoroughly explores the dynamics of flight, the structure of settlements in exile, and the patterns and processes of repatriation. *3 credits*

DIPL 6801 U.S. Foreign Policy in Latin America and the Caribbean

This seminar examines the major foreign policy doctrines applied by the United States in Latin America from the Monroe Doctrine through the Good Neighbor Policy and the Alliance for Progress until the present agendas combining the "War on Terror" and "Free Trade." We will ask questions such as how US policy is shaped, why it has changed over time, which policies are most effective in securing mutually beneficial relationships, and what the options are with regard to key issues such as trade, immigration, drugs, and democracy promotion. *3 credits*

DIPL 6803 Politics and Society in Latin America and the Caribbean

This seminar provides an overview of major approaches to the study of Latin American politics and society. It emphasizes both a historical perspective and an analysis of current trends and issues. Using various analytical lenses, including cultural, structural, institutional, and rational-choice perspectives, the course focuses on the different kinds of political regimes and the patterns of political change that have characterized Latin America. *3 credits*

DIPL 6806 Political Economy of Latin America and the Caribbean

This seminar provides an overview of major approaches to the study of political economy in Latin America, past and present development trends, and recent economic policy debates. The course examines the switch from import-substituting industrialization to export-led growth models, the effects of and reactions to the rise of neoliberal policies, and new reform efforts. Course readings balance theory and empirics, range across methodologies and academic disciplines, and provide contrasting normative perspectives. *3 credits*

DIPL 6809 Cuba Seminar

This course focuses on the domestic and international politics of Cuba, a country with a unique history that is undergoing important changes in the current century. For a country of its size, Cuba has played an unusually significant role in international and especially inter-American affairs. The course examines Cuba's past and present, with emphases on its relations with the United States and especially the recent détente, ongoing changes in its economic and political models, and the international implications of its distinctive health and environmental policies. *3 credits*

DIPL 6997 Directed Research

Provides the opportunity for selected students to pursue a research project under the direct supervision of a member of the faculty. Details of course content are arranged individually. Departmental permission required. *3 credits*

DIPL 6998 Independent Study II

Students pursue a course of specialized reading and discussion supervised by a member of the faculty. Departmental permission required. *3 credits*

DIPL 6999 Independent Study

Students pursue a course of specialized reading and discussion supervised by a member of the faculty. Departmental Permission Required. *3 credits*

DIPL 7111-7112 Internship

Provides students with educationally-related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting. Departmental permission required. These courses are offered on a (S)atisfactory/(U)nsatisfactory basis. *3 credits each*

DIPL 7115 The Washington Experience Study Tour: Actors, Institutions and the Policy Process

This course introduces students to prominent Washington-based actors and institutions that influence international policy. Washington, D.C. is not only the capital city of the United States, but also the headquarters of many major global institutions such as the World Bank and International Monetary Fund. Through meetings with representatives of governments, international organizations, think-tanks, advocacy organizations and the press, students gain a first-hand understanding of the policy-process and apply that knowledge to current, economic, diplomatic, humanitarian, and security challenges. *3 credits*

DIPL 7116 The Washington Seminar on Global Policy Challenges

This Washington, D.C. based seminar examines the causes, consequences and possible solutions to many of the global policy challenges of the 21st Century. Adopting a multi-disciplinary approach, this course examines the economic, political, and social aspects of issues such as climate change, global health, post-conflict resolution, and economic development. Access to policy-makers provides students an opportunity to analyze these issues with leading experts. *3 credits*

DIPL 7411-7413 Journal Editorial Board I-III

Students serve on the editorial board of the Journal of Diplomacy and International Relations with the option to earn credit for this work. *1 credit each semester*

College of Education and Human Services



Jubilee Hall, Fourth Floor

(973) 761-9668

education.shu.edu

Interim Dean: Joseph Martinelli, Ed.D.

**Assistant Dean of College Engagement and
Community Development:** Omayra Arocho, Ph.D.

Associate Dean for Assessment & Accreditation:
Amy Kline

Director of Budget and Operations: Caroline Gartley

Assessment Coordinator: Lisa Winter

Director of Clinical Experience and Applied Research:
Karen Grove

Assistant Dean of Graduate Enrollment Management:
Diana Minakakis

Departments

Education Leadership, Management and Policy:
David Reid, Ph.D.

Educational Studies: Daniel Katz, Ph.D.

Professional Psychology and Family Therapy:
Thomas Massarelli, Ph.D.

Accreditation

The Counseling Psychology Ph.D. program is accredited by

the American Psychological Association. For further
information contact:

American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, N.E.
Washington, D.C. 20002-4242
(202) 336-5500

The Marriage and Family Therapy M.S. and Ed.S.
programs are accredited by the Commission on Accreditation
for Marriage and Family Therapy Education of the American
Association for Marriage and Family Therapy. For further
information, contact:

112 S. Alfred Street
Alexandria, VA 22314
(703) 838-9808

The College of Education and Human Services is
accredited by the National Council for the Accreditation of
Teacher Education/CAEP (Council for the Accreditation of
Educator).

The mission of the College of Education and Human
Services is to promote professional practice. We strive to do
that by developing competent, socially conscious, reflective
professionals. What does this mean for a candidate in the
college? The faculty and the professionals we work with in
the community are committed to: (i) the development of a

broad, deep knowledge base that can be translated into practice; (ii) a respect and valuing for difference in our society; and (iii) the ability to practice introspection regarding self-development and practice. An integral step toward achieving these goals is the alignment of our programs with national professional standards and those of the State of New Jersey. When a candidate graduates from the College of Education and Human Services from Seton Hall University, he/she will be recognized for these qualities and future potential.

The College of Education and Human Services offers programs of study leading to the following degrees: Bachelor of Science in Education; Master of Arts, Master of Arts in Education, and Master of Science; Educational Specialist; Doctor of Education; and Doctor of Philosophy. Students prepare for careers in teaching, broaden their knowledge and understanding of the process of education, improve their professional techniques and prepare for leadership positions or careers in the psychological, counseling, and human services professions.

The Applied Behavior Analysis (ABA) Program is a verified course sequence of the Association for Behavior Analysis International (ABAI) leading to Board Certification in Behavior Analysis (BCBA®) upon completion of program, completion of 1500-2000 supervised experience hours (completed independent of the degree program), and taking of the BCBA Examination (independent of the degree program). For further information about certification contact the Behavior Analyst Certification Board at www.BACB.com.

General Information

Application and Admission

Applicants to graduate study in the College of Education and Human Services are expected to meet the general University qualitative requirements for admission and comply with its admission procedures. Department and program descriptions include specific admission requirements.

Admission Examination

Applicants for admission to graduate study in the College of Education and Human Services may be required to take a standardized examination. Most programs require the Miller Analogies Test or the GRE. The catalogue lists test requirements for specific programs.

For information concerning the Miller Analogies Test or the Graduate Record Examination (GRE) and the dates on which they are administered, students should contact The Career Center, (973) 761-9355. Test results must be no more than five years old.

Requirements for Graduate Matriculation

Students and applicants should be familiar with the academic and financial information provided in previous

sections of this catalogue.

Master's degree students are expected to maintain a cumulative GPA of 3.0. Doctoral and Ed.S. students must maintain a cumulative GPA of 3.25. Students who fall below these levels are subject to departmental review and action.

Adequate academic performance is necessary but not sufficient for continuation and completion of College of Education and Human Services programs. The College is concerned that the professionals it prepares to work with others in helping relationships, demonstrate technical, ethical and interpersonal competency in their chosen field, particularly through field experiences. Despite adequate academic performance, as measured by the GPA, students may be denied a recommendation for certification program continuance and/or for graduation, if, in the judgment of the faculty, they do not demonstrate acceptable ethical, technical and professional behavior. Where possible, the faculty will assist students in remediating deficiencies. See the specific criteria of each program for an elaborated understanding of expected dispositional and professional behaviors.

Master of Arts (M.A.) and Master of Science (M.S.) Programs

- Applied Behavior Analysis
- Counseling M.A./Professional Counseling Ed.S. combined program (also available online)
- Education Leadership, Management and Policy (also available online)
- Catholic School Leadership Program (admissions suspended for the 2021-22 academic year)
- Higher Education and Student Affairs
- Instructional Design and Technology
- Law Enforcement — The Police Graduate Studies Program in Human Resources Training and Development
- Marriage and Family Therapy (M.S.)
- Principal Certification, Executive M.A. for Professional Development for Teachers
- Psychological Studies
- School Counseling (also available online)
- School Psychology
- Special Education

Students should consult the appropriate department for specific programs and requirements.

Degree Requirements

In addition to the general University requirements for the degree, the College of Education and Human Services requires the student to:

- complete foundation courses as required;
- complete department course and credit requirements;
- pass the comprehensive examination where required;
- complete all required coursework within six years of initial

registration.; and

- complete all program requirements for the Ph.D. in Counseling Psychology within 8 years of admission.

Successful completion of a written comprehensive examination is required in most departments of the College. The examination will reflect both foundation courses and application of specialization coursework. The decision of the readers concerning the quality of the examination is final and not subject to appeal.

The M.A. and M.S. programs require a minimum of 36 graduate credits. Some programs require more than this. Individual programs may accept up to six graduate credits completed at another accredited institution. However, the proposed transfer credits may not have been applied to a prior master's degree. In addition, the currency and relevancy of the courses must be perceived as relevant to the proposed program of study at Seton Hall. Students must speak with the program director to determine whether prior graduate credits meet these criteria and may be accepted. Within the Department of Professional Psychology and Family Therapy, a policy on the transfer and/or waiver of credits details the number of credits that will be considered for transfer/course waivers.

There is no transfer or waiver of assessment, practicum, externship, or internship coursework. Coursework completed as part of an undergraduate degree program will not be accepted for transfer credit. Courses must have been completed within five years of admission to PPFT programs to be considered for transfer credits.

Graduate Teaching Clinical Experience

Candidates whose program of study includes clinical practices are required to apply by December 1 for the following Fall semester and April 1 for the following Spring semester. Candidates need approval from their advisers and department chairs. Transfer students must complete a minimum of 12 credits at Seton Hall before they will be assigned as student teachers. They should adhere to the following procedures:

- secure an application from the Director of Field Placement and Supervision; and,
- return the completed application and a receipt from the Bursar's Office for \$100 to the Director of Field Placement and Supervision by December 1 for the following Fall semester and April 1 for the following Spring semester.

The culminating clinical experience is one full semester, full time, meaning that the candidate is in his or her school from the start of the school day until the end as well as attending meetings and planning activities with the cooperating teacher. Each student teacher is assigned to an approved accredited school and is guided by a college supervisor and a cooperating teacher who has been appointed by the principal of the school.

The student teacher is required to register for and attend the weekly seminar for the entire semester as well as complete

the required Teacher Work Sample as part of that course.

Programs Leading to New Jersey State Certification

The College of Education and Human Services has graduate programs leading to professional certification in a wide variety of areas and specializations. In many programs, degree and certification requirements can be met at the same time. Students should consult the appropriate department for specific programs and requirements.

Post-Master's Professional Diploma in Marriage and Family Therapy

A professional diploma involving a minimum of 18 credits enables professionals with a terminal degree in a related field to enroll in courses in marriage and family therapy, which may satisfy requirements for licensing as marriage and family therapists and/or clinical membership in the American Association for Marriage and Family Therapy.

Post-Master of Arts in School Counseling Certificate

A professional certificate leading to credentialing as a school counselor in the state of New Jersey. While requirements are geared toward New Jersey, the certificate may satisfy requirements in other states.

Post-Master of Arts in Counseling (Only available to Seton Hall M.A. graduates with related counseling degrees)

A professional certificate leading to eligibility for licensure as a professional counselor in New Jersey.

Department of Educational Studies

- Certificate of Eligibility with Advanced Standing (CEAS) School Library Media Specialist
- Associate School Library Media Specialist
- Teacher of Students with Disabilities Endorsement

Programs Leading to Professional Licensure and/or New Jersey State Certification

The College of Education and Human Services has graduate programs leading to professional licensure and/or certification in a number of areas. Students should consult the appropriate department for specific programs and requirements which may include national exams such as the Praxis.

Department of Educational Studies

- Certificate of Eligibility with Advanced Standing (Elementary or Secondary Content Instructional

Certification)

- Certificate of Eligibility with Advanced Standing (School Library Media Specialist)
- Associate School Library Media Specialist
- Bilingual/Bicultural (Inactive)

Department of Education Leadership, Management, and Policy

- Supervisor Certificate
- Principal Certificate
- School Administrator Certificate

Department of Professional Psychology and Family Therapy

- Counseling Psychology Ph.D.
- Marriage and Family Therapy (Professional Diploma)
- M.A. Counseling/Ed.S./Professional Counseling
- M.A. School Counseling
- Post Master of Arts in Counseling
- Post Master of Arts in School Counseling

Programs Leading to Seton Hall University Certificates

The College of Education and Human Services has graduate studies within programs that lead to a University issued certificate. The certificate reflects a concentration of study in a specific area such as special education or instructional technology.

- Applied Behavior Analysis (Association for Behavior Analysis International Verified Course Sequences)
- Information Technologies
- Transition Studies
- Online Course Development and Management
- Post Master of Arts in Counseling
- Post Master of Arts in School Counseling

Educational Specialist Programs

General Objectives

The Ed.S. degree is intended for professional educators and those in the helping professions who need preparation beyond the master's degree. The purpose of the degree is to advance and update skills and competencies. Credits earned in the Ed.S. degree may, in some programs, apply to advanced degrees.

The Ed.S. program is of particular interest to school administrators, educational researchers, teachers, department chairs, supervisors, professional counselors, school psychologists, management and training consultants, specialists in learning disabilities, marriage and family therapists, and specialists in pupil personnel services.

Application and Admission

Formal admission to graduate studies is necessary to enter the Ed.S. program. Requests for applications may be directed to the Graduate Admissions Office, College of Education and Human Services at (973) 761-9668.

Admission Requirements

- a master's degree in an appropriate field from an accredited college or university;
- public school teaching certification, if appropriate;
- statement of professional goals, including indices of special accomplishments, such as leadership roles in the student's field;
- academic competence with a graduate-level cumulative average of 3.25 or better;
- three letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles;
- an interview with the admission committee, if applicable; and
- at least one course in research on the graduate level.

Individual programs may have additional requirements.

Degree Requirements

The Ed.S. programs require a minimum of 12 graduate credits beyond the master's degree. Some Ed.S. programs are significantly larger and may require up to 45 additional credits. It is important to read the requirements of each program. Students must meet the requirements set by their program and/or department in each of the four component areas. These components may include departmental course requirements, interdisciplinary/interdepartmental studies, supervised field experience/internship and culminating experience (a project chaired by a faculty adviser and graded by a faculty committee).

Graduate credits earned in other accredited colleges or universities may be accepted in partial satisfaction of degree requirements, provided they have not been used to fulfill requirements for a previous degree and that the grade is a "B" or higher. The exact number credited depends on the currency and relevancy of the courses to the program pursued. A maximum of 6 credits can be accepted in transfer for some degree programs. The time limit for completion of the Ed.S. program is six years from first registration.

Doctoral Programs

The College of Education and Human Services offers graduate programs leading to the Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) with concentrations in a number of areas and programs:

Department of Education Leadership, Management and Policy (Ed.D./Ph.D.)

- Education Leadership, Management and Policy (Ed.D.)
- Higher Education Leadership, Management and Policy (Ed.D./Ph.D.)

Department of Professional Psychology and Family Therapy (Ph.D.)

- Counseling Psychology (Ph.D.)

General Objective

The doctoral degree is granted upon completion of a program of study at Seton Hall University by which the student achieves mastery in a specialty field and demonstrates the ability to pursue and complete an independent, scholarly investigation. The degree is not awarded automatically after a period of time or on the accumulation of a prescribed number of semester hours. The granting of the degree signifies that the individual has the competency to fill a leadership role in his or her area of specialization and that the College of Education and Human Services and the University attest to this.

Application and Admission

Formal admission to graduate studies is necessary to enter the Ed.D. and Ph.D. programs. Requests for applications may be directed to the Office of Graduate Studies, College of Education and Human Services at (973) 761-9668. Admission requirements for the Ed.D. and Ph.D. are as follows:

- master's degree in an appropriate field; (The Ph.D. program in counseling psychology does accept applicants with a bachelor's degree, as well as those with a master's degree in a related field.)
- superior academic record (two official transcripts of all graduate and undergraduate coursework required);
- submission of a recent score (within three years) on either the Miller Analogies Test or the Graduate Record Examination (GRE scores required for Counseling Psychology and Higher Education Ph.D.)
- résumé of professional background;
- statement of personal professional goals, addressing accomplishments, goals, clinical training and work, research involvement and interests, and academic experiences, with indication of specialization to be pursued;
- three letters of recommendation for doctoral study; and
- some programs require a personal interview

Individual departments may have additional requirements.

Course of Study

In consultation with an adviser, each doctoral student develops an individualized program consisting of courses and other educational experiences, taking into consideration prior education and experiences, so as to best achieve appropriate professional and personal goals. A minimum of 90 graduate semester hours is required, although some programs may require more. Up to 45 graduate hours may be accepted as transfer credit. The exact number credited depends on the currency and relevancy of the work to the program pursued.

The Ph.D. in Counseling Psychology Program will not accept transfer courses that are more than 5 years old.

Completion Requirements

Some programs require doctoral students to apply for permanent matriculation during the semester in which 12-15 credits of doctoral coursework are completed at Seton Hall. Satisfactory completion of a program of at least 90 graduate semester hours (at least 45 of which must be taken at Seton Hall) is required. Many programs require more than 90 total credits to meet specific program requirements. Each doctoral student must demonstrate competency in statistics and computer science. This may be accomplished through coursework and/or by examination.

A residency or period of intensive study is required. The specific conditions are determined in consultation with an adviser. Some programs require doctoral students to take a comprehensive written examination to test their command of integrated knowledge in their field upon completion of all or most of the required coursework. When students have passed this examination and have the positive recommendation of the department concerned, they will be advanced to candidacy for the doctorate.

Preparation and successful defense (oral examination) of an acceptable dissertation are required.

Students must complete all requirements for the degree, including the oral examination on the dissertation and the approval and filing of final copies of the dissertation within four years (two years for Executive Ed.D. students) after being advanced to candidacy or within eight years of their first enrollment, whichever comes first. Time extensions may be granted in unusual cases upon written application. Requests must have the support of the student's adviser and department chair and receive the concurrence of the associate dean. The total of all extension(s) shall not exceed two years. Students granted an extension may have to repeat courses, or take new courses as stipulated by programs.

Students who have been advanced to candidacy must register continuously for dissertation advisement in their major department. Dissertation advisement does not apply to the 90-credit requirement. If continuous matriculation is not maintained, students must reapply for admission.

Department of Professional Psychology and Family Therapy

www.shu.edu/academics/education/professional-psychology

Faculty: Brady-Amoon; Foley; Graziano; Groveman; Kulstad; S. Lee; Massarelli (*Chair*)

Clinical Coordinators: Farrelly, Nicolau

Degree and Certification Programs

The department offers master's degree specialist (Ed.S.),

and Ph.D. programs. The School Psychology (Ed.S.) and School Counseling (M.A.) programs and post-master's in School Counseling also are approved for New Jersey State Department of Education certification. The curriculum of the combined M.A./Ed.S. in Professional Counseling is approved by the Professional Counselors Examiners Committee of New Jersey. The Marriage and Family Therapy M.S. and Ed.S. programs at Seton Hall University are accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838 - 9808. The Ph.D. program in counseling psychology is accredited by the American Psychological Association (APA) through its Office of Program Consultation and Accreditation (750 First Street NE, Washington, D.C. 20002-4242; Phone: 202-336-5979) since October 22, 1999).

General Admission

In addition to the general University requirements for admission to graduate studies, the Department of Professional Psychology and Family Therapy requires submission of standardized test scores, either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) for the M.A. degree, the Marriage and Family Therapy M.S. and Ed.S. degrees, and the GRE for the Counseling M.A./Ed.S. and School Counseling M.A., as well as the Ph.D. program in Counseling Psychology, and other program specific assessment techniques in addition to the requirements outlined below.

Academic and Competency Standards

The Department of Professional Psychology and Family Therapy follows University graduate policies on Academic Good Standing. In addition to this University policy, students must show continued evidence of academic achievement by maintaining a 3.0 GPA at the master's level and a 3.25 GPA at the Ed.S. and Ph.D. levels. Students who drop below these averages, as measured at semester intervals, are referred to the academic standards committee for review. The committee decisions range from a warning to dismissal; and, students may not register until a final decision has been rendered by the committee. The Ph.D. program in Counseling Psychology has a separate set of academic standards that are outlined in the program's Doctoral Student Handbook.

Adequate academic performance is necessary but not sufficient for continuation in a program. Students must demonstrate technical, ethical, interpersonal and effective competence in their chosen fields, particularly through practica and internship experiences. Despite adequate academic performance, as measured by the GPA, students may be denied a recommendation for certification or prevented from continuing or graduating if, in the judgment of the faculty, they have not demonstrated particular competencies or have violated the ethical principles of the

American Psychological Association (APA), the American Counseling Association (ACA), or the American Association for Marriage and Family Therapy (AAMFT). All students entering programs in the Department of Professional Psychology and Family Therapy are expected to become familiar with Department Policies available on our Seton Hall Web page, particularly the department's policy on Retention and Remediation of Students.

Statement on Student Disclosure of Personal Information

As part of their professional training, students are expected to be reflective in relation to themselves, their own families of origin, and to other systems with which they interact. Further, it is expected that students will engage in appropriate self-disclosure during classes, training, and supervision. This is for the purpose of increasing awareness, knowledge, and skills as family therapists, counselors, and psychologists.

Master's Programs

The Department of Professional Psychology and Family Therapy offers graduate courses leading to the Master of Arts (M.A.) in the following areas:

- Psychological Studies (concentrations in Applied Behavioral Analysis, School Psychology, Marriage and Family Therapy, Mind/Body/Spirituality, Sport and Exercise Psychology, and an Individualized Concentration).
- Counseling (also available online)
- School Counseling (also available online) and the Master of Science (M.S.)
- Marriage and Family Therapy (Accredited by COAMFTE)

Application Deadlines

Applications are reviewed once they are complete. Please check with graduate studies (973-761-9668) to be sure all your application materials have been received. The Ph.D. in Counseling Psychology program application deadline is

December 1st for admission for Fall 2019. The master's programs in Psychological Studies (for all concentrations except School and Psychology) has rolling admissions and accepts applicants on a continuing basis. Students in the M.A. in Psychological Studies can begin their studies in the Fall, Spring, and Summer semesters. The deadlines to submit application materials for on-campus master's programs in Counseling and School Counseling are December 1 (for Spring) and July 1 (for Fall); the deadlines for the master's program in Marriage and Family Therapy are December 1 (for Spring) and July 1 (for Fall). The online master's programs in Counseling and School Counseling have rolling admissions and accept students on a continuing basis. Matriculation into these programs is based on learning team start dates. The deadline for the School and Community Psychology concentration is February 1 (for Fall).

Admission

Applicants must satisfy all University requirements for admission to graduate studies as well as the requirements of the department and the individual program.

Each program applicant for admission to a degree is required to do the following:

- submit a statement relating relevant experience, motivation and career objectives; and
- submit at least three letters of reference attesting to academic potential and personal qualifications for the area of intended concentration for the Counseling and Psychological Studies degree, or intended master's degree.

Additional admission requirements may be listed in the appropriate program descriptions.

Ed.S. and Certificate Programs

The Department of Professional Psychology and Family Therapy offers courses leading to the degree Educational Specialist (Ed.S.) with the following specializations:

- Marriage and Family Therapy (Accredited by COAMFTE) – Admission Suspended 2019-2020
- School Psychology
- The Department of Professional Psychology and Family Therapy offers courses leading to a professional certificate or professional diploma with the following specializations:
- School Counseling
- Marriage and Family Therapy (professional diploma)
- Sports and Exercise Psychology

The department has two professional post-master's programs leading to certificates or a professional diploma in School Counseling, and Marriage and Family Therapy (professional diploma). A post-master's in School Counseling sequence designed to meet the educational requirements for school counselor certification in the state of New Jersey is offered or for those who already hold a master's in the helping professions. A minimum 18-credit post-master's sequence to facilitate license-eligible professionals to meet the requirements for licensure in New Jersey as a marriage and family therapist is also available (not available online).

Application Deadline

Applications are reviewed once they are complete. Please check with graduate studies (973) 761-9668 to be sure all your application materials have been received.

Admission

Applicants must satisfy all University requirements for admission to graduate studies as well as the requirements of the department and the individual program.

Each program applicant for admission to a degree is required to do the following:

- submit a statement relating relevant experience, motivation and career objectives; and
- submit three letters of reference attesting to academic potential and personal qualifications for the area of intended study.

Additional admission requirements may be listed in the appropriate program descriptions.

Combined M.A./Ed.S. Degree Programs

The Department of Professional Psychology and Family Therapy offers courses leading to a combined M.A./Ed.S. degree with the following specialization:

- Counseling/Professional Counseling (also available online)

Application Deadline

Applications are reviewed once they are complete. Please check with graduate studies (973) 761-9668 to be sure all your application materials have been received. The application deadlines for admission to on-campus study for the combined programs are November 1 (for Spring) and May 1 (for Fall). The online Counseling and School Counseling programs have rolling admissions. Applicants are accepted on a continuing basis.

Admission

Applicants must satisfy all University requirements for admission to graduate studies as well as the requirements of the department and the individual program.

Each program applicant for admission to a degree is required to do the following:

- submit a statement relating relevant experience, motivation and career objectives; and
- submit three letters of reference attesting to academic potential and personal qualifications for the area of intended program of study.

Additional admission requirements may be listed in the appropriate program descriptions.

Ph.D. Programs

The Department of Professional Psychology and Family Therapy offers courses leading to the doctoral degree with the following specializations:

- Counseling Psychology (Ph.D.) (Accredited by the American Psychological Association)

The Counseling Psychology Ph.D. programs follow the scientist-practitioner model.

The programs integrate science and practice. Accordingly, research is considered a significant component of the doctoral programs. The development and demonstration of research competency culminating in original research is expected of every student. Applicants should have both an aptitude for research and a willingness to pursue the rigors of research requirements in courses, independent study and in conducting of research.

Admission

Admission to doctoral programs is competitive and is based on a thorough evaluation of each applicant by an admissions committee. Based on committee ratings, selected applicants

are interviewed, and final decisions are then made.

In addition to the general admission requirements, each applicant must submit the following to the Office of Graduate Studies, College of Education and Human Services:

- recent (within five years) scores on the Graduate Record Examination (no subject test required for Ph.D. for Counseling Psychology);
- a detailed statement of all relevant professional work experience;
- a personal statement of 2-3 pages addressing accomplishments, goals, clinical training and work, research involvement and interests, and academic experiences;
- three letters of recommendation, including at least one from a former professor and one from a present or former supervisor; and
- other supporting data, such as copies of publications, research reports, newspaper articles or other documentation supporting the student's qualifications and accomplishments.

Doctoral students are admitted for the Fall semester only. Applications and all supporting material must be submitted no later than December 1 for Counseling Psychology. Admission decisions are made by April 15.

Program Plan

Admitted students are assigned a doctoral mentor for research mentoring. The director of training meets with all students to develop a tentative program based on prior coursework and college and program requirements. Students who have not completed this plan prior to the end of the first semester will not be allowed to enroll for courses in the subsequent semester.

Residency/Intensive Study

The requirements of intensive study vary according to each doctoral program's requisites.

Comprehensive Examination

The passing of the comprehensive examination is considered a prerequisite for doctoral internships. The examination is normally taken after the student has completed at least 60 credits of graduate work, including all coursework in the core and research areas.

Students who fail any part are required to take that part over. A second failure may result in dismissal from the program. Students should check individual program requirements, since these policies may vary by program.

Continuous Registration

Students must register continuously for CPSY 9991-9999 Dissertation Advisement, until the thesis is completed and the final oral examination is passed. Students who are not taking courses or those who have failed the comprehensive exams must register for additional research study or maintain

registration. Students also should refer to the general catalogue statements on continuity with regard to leaves of absence and continuation. Failure to register without being granted a leave of absence constitutes resignation.

Final Oral Examination

Following completion of the dissertation, a final dissertation defense is conducted. The examining committee is composed of each student's dissertation committee plus two additional faculty members. The final oral examination focuses upon, but is not necessarily limited to, the dissertation. Students who fail this examination may request another examination but not earlier than three months from the time of the original examination. Students should check with the Graduate Admissions Office in the College for deadlines for submission of final copies and defense dates.

Time Limit

Doctoral students in the department's Ph.D. programs must complete their program within eight years of their acceptance dates. Time extensions may be granted in unusual cases upon written application. Requests must originate with the student, and receive the approval of the program faculty. Final approval is from the chair of the department.

Student Responsibility

It is each student's responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the doctoral programs. It also is each student's responsibility to maintain contact with the adviser and dissertation mentor.

Ph.D. with a Major in Counseling Psychology (Accredited by APA)

The over-arching goal of the program is to prepare counseling psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. Such members understand the value of science and research for the practice of psychology and the value of applied practice for the science of psychology. These individuals have developed skills, knowledge and self-understanding that allow them to help persons take responsibility for and control of their lives within the context of their development as human beings and the various systems and environments that impact their lives. Because counseling psychologists are working in increasingly diverse settings, the program provides an intensive grounding in psychological theory comparable to that provided to students in other specialties.

The philosophy of training maintains a strong emphasis on the approach to practice that distinguishes counseling psychologists from other professionals, as defined by APA Division 17: a focus on training multiculturally aware and responsive psychologists, a focus on social justice; a lifespan

approach to advancing mental health and well-being with individuals, families, systems and communities; a strength-based focus; an emphasis on relatively brief interventions; an emphasis on person-environment interactions rather than an exclusive focus on person or environment; a focus on local as well as global applications of psychological science; a focus on clinical supervision; and an emphasis on educational and career development. All students follow a defined sequence of training in theory, research and practice with a comprehensive generalist focus and select an individual nine-credit minor concentration area in preparation for more specialized training in their internship and/or post-doctoral experiences. Past graduates have chosen careers in a variety of settings, including college and university counseling centers, health care and rehabilitation facilities, academic departments in universities, private practice and consultation, and business and organizational practice.

Consistent with the scientist-practitioner model, students are involved in research projects throughout their training. This begins in the first year, with an assignment as a research assistant to a faculty member, and culminates with the design, data collection and analysis of at least one independent research project in addition to the dissertation. As members of the professional community, students are strongly encouraged to present their work at national and regional conferences, both during their academic career and after graduation.

Admission to the Program

Students are admitted to the Counseling Psychology Ph.D. Program if they have completed a bachelor's degree in psychology or a related field, or with a master's degree in psychology or counseling; transfer credits are evaluated on a case-by-case basis. Admission to the program is competitive. Students are admitted once a year for the Fall semester, with an application deadline of December 1st. The following must be submitted to the Graduate Admissions Office, College of Education and Human Services, by all applicants:

- official copies of all previous undergraduate and graduate transcripts;
- official scores from the Graduate Record Examination;
- a completed graduate application form;
- three letters of reference from former teachers, professional colleagues or supervisors at work;
- a personal statement of 2-3 pages addressing accomplishments, goals, clinical training, work, and research involvement and interests; and
- a sample of work that demonstrates the student's ability to perform at the doctoral level (optional). This may be a research project, publication from a professional journal or a case report on a client. Applicants who believe their standardized test scores are not representative of their true potential are particularly encouraged to submit work samples.

Individuals may be admitted to the Ph.D. program in counseling Psychology with a B.A. in Psychology if they

demonstrate strong academic promise (e.g., GPA, GRE scores, research experience, etc.), potential for personal growth (e.g., highly developed interpersonal skills, clinical experience, letters of recommendation, etc.), and a commitment to the profession of counseling psychology (personal statement). Students from historically under-represented groups are encouraged to apply.

Admissions decisions are based on all of the above, in addition to a personal interview for a small group of applicants. The program also focuses on students who have demonstrated interests in both research and practice. Further, because of the highly interactive nature of the classroom and practicum experiences, students in the program learn from one another, as well as from their professors and supervisors. Therefore, the program seeks to admit students who bring both well-developed interpersonal skills and a variety of personal backgrounds, perspectives and life experiences that may serve to enhance the professional and personal development of their peers.

Interested individuals are encouraged to read the Counseling Psychology Program doctoral student handbook.

Degree Requirements (97 credits)

Part I: Discipline-Specific Knowledge

History and Systems of Psychology (3 credits)

CPSY 7100 History and Systems of Psychology

Basic Content Areas and Advanced Integrative Knowledge (15 credits)

CPSY 6104	Theories of Learning, Cognition and Affect
CPSY 6105	Biological Bases of Behavior
CPSY 6102	Psychology of Human Development
CPSY 7515	Social Psychology
CPSY 6601	Couple and Family Dynamics: Systemic Perspectives

Research Methods, Statistical Analysis (12 credits)

CPSY 7006	Statistical Theory and Computer Applications II
CPSY 9001	Univariate Experimental Design
CPSY 9002	Applied Multivariate Statistics
CPSY 9004	Seminar in Qualitative Research Methods

Part II: Profession-Wide Competencies

Research (9 credits)

CPSY 8001-8002	Supervised Research in Counseling Psychology (1 credit for each course)
CPSY 9991-9992	Dissertation Advisement I-II (3 credits for each course)

The six credit hours for dissertation advisement are counted in the calculation of the 97 total credit hours in the curriculum for the Counseling Psychology Ph.D. Program. Dissertation advisement may begin the Fall semester of the student's second year and continue for a minimum of two semesters

(CPSY 9991-9992). Enrolling for additional dissertation advisement credits will be determined in consultation with the student's mentor. In addition, in order to stay continuously enrolled in the University after all courses and the Internship are completed, students must enroll in Dissertation Advisement (CPSY 9993-9999) until the dissertation is completed. Students who have completed all courses and the Internship may, at the discretion of their mentor, register for THCN 8999: Thesis Continuation for one semester. Only registration fees are assessed for THCN 8999. Students who have successfully defended their dissertation but are not eligible for their degree until the subsequent semester must register for RGCN 8000 for that semester. Proposals for the dissertation must be defended by July 15th of Year Three in order to be eligible for Internship.

Ethical and Legal Standards

CPSY 8010 Seminar: Ethical and Legal Issues in Professional Psychology (4 credits)

Individual and Cultural Diversity

CPSY 8106 Special Topics: Multicultural Competency (1 credit in each of 4 years)

Note: CPSY 8106 is offered at least once every year, usually in the summer. Students are required to attend all assignments for this course whenever it is offered during their first 4 years in the Program. Because this course reflects current multicultural issues, no student will be excused, regardless of previous courses taken with similar content. However, students may have registration and fees waived for prior coursework, at the discretion of the Training Director.

Assessment (15 credits)

CPSY 8520 Seminar in Psychopathology
or
CPSY 8519 Seminar in Child and Adolescent Psychopathology
CPSY 7502 Individual Cognitive Assessment
CPSY 8502 Individual Cognitive Assessment Lab (1 credit)
CPSY 8706 Seminar in Clinical Assessment Techniques
CPSY 9706 Seminar in Clinical Assessment Techniques Lab (1 credit)
CPSY 7203 Practicum: Aptitude, Interest, and Personality Testing

Intervention and Prevention, including Professional Values and Attitudes (22 credits)

CPSY 9774 Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology
CPSY 8701 Techniques of Group Counseling
or
CPSY 8550 Group Psychotherapy with Children and Adolescents

CPSY 8703 Seminar in Vocational Psychology (also addresses vocational research)
CPSY 8705 Psychoeducational Programming and Consultation
CPSY 8563 Practicum in Counseling Psychology I
CPSY 9563 Practicum in Counseling Psychology I Lab (1 credit)
CPSY 8564 Practicum in Counseling Psychology II
CPSY 8565 Practicum in Counseling Psychology III

Intervention and Supervision (6-8 credits)*

CPSY 8566 Practicum in Counseling Psychology IV
CPSY 8567 Practicum in Counseling Psychology V
CPSY 9788-9789 Internship (no credit, but student fees will be assessed)
*CPSY 8003 Practicum Supervision (1-credit, only if placement starts in the summer)

Minor Area (9 credits)

The minor area is an opportunity for students to choose an area of either practice or research specialization, beyond the required coursework for the program. Up to three credits may be double-counted toward degree requirements. For example, a student selecting family psychology as a minor area would be allowed to count CPSY 6601: Couple and Family Psychology, as satisfying three of the nine credits for the family psychology minor as well as satisfying three of the required credits in Discipline Specific Knowledge. The course has been double counted because it has satisfied credit hour requirements in two different areas. If a student chooses to double count a course, the total number of credit hours for the Counseling Psychology Ph.D. Program is reduced from 97 to 94 credit hours. Six of the nine credits in the minor area must be taken at Seton Hall.

III. Dissertation Advisement (a minimum of 6 credits)

The 6 credit hours for dissertation advisement are counted in the calculation of the 97 total credit hours in the curriculum for the Counseling Psychology Ph.D. program. Dissertation advisement will begin in the Fall semester of the student's second year and continue for a minimum of two semesters (CPSY 9991-9992). Enrolling for additional dissertation advisement credits will be determined in consultation with the student's mentor. In addition, in order to stay continuously enrolled in the University after all courses and the Internship are completed, students must enroll in Dissertation Advisement (CPSY 9993-9994) until the dissertation is completed.

Educational Specialist Programs and Combined Programs

Marriage and Family Therapy (Ed.S.)

Admissions Suspended 2021-2022

This program is intended for those persons who have completed a master's degree in counseling, psychology, social work, pastoral counseling or an allied field, and who wish to pursue a career in marriage and family therapy. All students must complete a minimum of 39 credits at Seton Hall University. If students lack any prerequisite, they may be required to complete additional credits beyond the 39 credit minimum. Prerequisite courses are Abnormal Psychology and Couple and Family Dynamics: Systemic Perspectives.

The purpose of this program is to provide students with the theoretical background and experiential training necessary to develop professional qualifications as couple and family therapists. The program must be completed within six years. It meets the educational requirements for licensure within the State of New Jersey and member status in the American Association for Marriage and Family Therapy. The Marriage and Family Therapy Ed.S. program has accreditation status with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT) (Renewal Date: May 1, 2021).

Admission

In addition to university admission regulations, candidates for this program are required to submit the following:

- An official transcript reflecting a master's degree in counseling, psychology, social work, pastoral counseling or an allied field;
- Transcripts of all graduate and undergraduate course work;
- Evidence of relevant experience as a counselor/therapist;
- Recent (within three years) Graduate Record Examination (GRE) or Miller Analogy Test (MAT) scores;
- Three letters of recommendation, including at least one from a former professor and one from a counseling/therapy supervisor;
- Personal statement including professional goals; and
- Appear for a personal interview.

The application deadlines are July 1 for Fall admission and December 1 for Spring admission. Requests for applications may be directed to the Office of Graduate Studies, College of Education and Human Services, (973)761-9668. Any information or questions about the program can be directed to the graduate assistant for the program at (973) 761-9451 or e-mail at alan.groveman@shu.edu

Students who are interested in the program, but have missed the application deadline dates can also take up to 3 master's level courses (a total of 9 credits) as a nonmatriculated student. This option should be discussed with the program director. Taking courses as a nonmatriculated student does not guarantee admission into the program.

Degree Requirements

(Total credits: 39 minimum)

The curriculum for the Ed.S. is as follows:

CPSY 6102	Psychology of Human Development
CPSY 7101	Research Methods
CPSY 7610	Human Sexuality I
CPSY 7615	Gender and Ethnicity in Families
CPSY 7620	Seminar in Systemic Therapies
CPSY 7621	Couple and Family Systems Techniques I
CPSY 7622	Couple and Family Systems Techniques II
CPSY 8011	Seminar on Ethical and Legal Issues: A Systemic Approach
CPSY 8517	Seminar on Psychopathology and Systemic Diagnoses
CPSY 8800	Seminar: Contemporary Issues in Marriage & Family Therapy
CPSY 8801	Foundations of Assessment and Treatment in Systems
CPSY 9880	Internship in Couple and Family Therapy I
CPSY 9881	Internship in Couple and Family Therapy II

The prerequisites for the Ed.S. are CPSY 6601 (Couple and Family Dynamics: Systemic Perspectives) and CPSY 6103 (Abnormal Psychology).

Students must demonstrate clinical readiness and be approved by the clinical coordinator before beginning their supervised clinical hours. Students, who are not able to demonstrate clinical readiness, will be required to take CPSY 8516 Pre-Practicum Seminar in Marriage and Family Therapy.

A minimum of 500 hours of supervised client contact (at least 50 percent with families and couples) at an appropriate site with program-approved supervisors is required for completion of the program. Up to 100 Hours of prior clinical experience, approved by the clinical coordinator and completed during the year immediately preceding their first semester of study, may be transferred into the program. There must be one of hour of supervision for every five hours of client contact, and, a minimum of 100 hours of supervision are required and must include at least 50 hours of supervision which is live or videotaped cases. Students receive individual and group supervision. Students who have completed all course work but have not completed all the supervised clinical hours for CPSY 9880-9881 will be required to register for CPSY 9886 (one credit) for one semester, and, if the hours remain unfinished, for CPSY 9880 or 9881. Students will work in a diversity of settings which meet licensing and accreditation standards at sites throughout New Jersey and the metropolitan area. The standards for licensing are available from the New Jersey State Board of Marriage and Family Therapy Examiners and for accreditation from the Commission on Accreditation for Marriage and Family Therapy Education. Successful defense of a written case study and taped clinical interview is the final step toward graduation.

M.A. Program in School Psychology

www.shu.edu/academics/ma-eds-school-psychology.cfm

Program Overview

The Master's Program in School Psychology is a 36 credit program that provides the foundation courses for students who are interested in working with school-age children and adolescents within the school setting, in child/adolescent mental health facilities, or those who are preparing for doctoral study. Courses include Abnormal Psychology, Human Development, Multicultural Counseling and Psychology, Statistics, Applied Research Methods and Statistical Analysis, etc. The use of Blackboard on-line technology is used in most courses. The use of e-mail, Power Point, and basic computer technology is a requirement for the program.

A Unique Approach

The master's program focuses on the child/adolescent, the school, and the community. Inherent in this training is the belief that children must be viewed in the contexts in which they live. The social, economic and cultural contexts shape their feelings, thoughts and actions. The school can usefully be regarded as the second nurturing agent beyond the family and, thus, is intimately involved in the growth and development of society's youngest member.

In addition, the students in the program are considered a "community of learners." The School Psychology Leadership Association of Seton Hall (SPLASH) was established in 2005, and meets twice each semester. Students become members of SPLASH once they are admitted into the program.

SPLASH represents the interests of graduate school psychology students engaged in the enhancement of Seton Hall University's School Psychology Program. The mission of SPLASH is to heighten the awareness of and advocate for issues relevant to the professional field of school psychology. Members of SPLASH intend to accomplish this through building a strong network of colleagues, remaining informed about current issues that affect our profession, and encouraging others to enter the school psychology profession. It is our goal as future school psychologists to become competent, socially conscious, and reflective professional leaders who advocate for the needs of a diverse society of students, families, and communities.

SPLASH service activities include participating in: hosting workshops and conferences attracting mental health professional throughout the tri-state area; the Polar Bear Plunge to raise funds for Special Olympics; 5-K Walk to help fund Nassan's Place and Autism research, and bake sales to support SPLASH activities.

SPLASH is a recognized student organization of the National Association of School Psychologists (NASP), and Student Affiliates in School Psychology (Division 16, School Psychology) of the American Psychological Association

(APA). SPLASH service activities include participating in: hosting workshops and conferences attracting mental health professional throughout the tri-state area; the Polar Bear Plunge to raise funds for Special Olympics; and bake sales to support SPLASH activities.

Who Should Apply?

The faculty of the School Psychology Program are seeking applicants who are dedicated to the field of school psychology. This includes being passionate about working with diverse children, families, and staff in schools and within their respective communities. Successful applicants are able to demonstrate their: (1) dependability; (2) respect and empathy for others in thought and action; (3) open-mindedness; (4) ability to identify, admit and learn from their mistakes; (5) problem solving skills; (6) professional and ethical integrity; (7) ability to successfully cope with stress; and (8) self-care skills. Experience working with students in schools and other settings is highly valued although it is not a requirement for admission to the program.

The Application Process

All students who are interested in the School Psychology Program are required to apply to the Master's Program in School Psychology. Generally, candidates for admission to the Master's program have earned their undergraduate degree in psychology or in a related area (i.e., education) although other undergraduate majors are also considered.

Students who have already earned a master's degree in a related field and/or have completed some graduate level courses would still need to apply to the master's program in order to complete their Seton Hall University master's level required courses and take/pass the master's comprehensive examination. These students would need to have their graduate transcript and college/university course catalogue reviewed to determine if any of their courses are applicable to the program. Courses accepted towards the master's program from other universities must be approved by the program director and/or admissions committee. A maximum of 12 credits can be accepted for advanced standing at the master's level.

An application to the college of Education and Human Services Graduate School can be found online at <http://www.shu.edu/academics/education/graduate-studies.cfm> or obtained from the Graduate Office located in Jubilee Hall, 4th floor. In addition to University admission regulations, candidates who apply to the Master's in Psychological Studies (School Psychology concentration) program are required to submit the following:

- A completed graduate application and fee;
- Student résumé;
- Official copies of all previous undergraduate and graduate transcripts;
- Three letters of recommendation, including at least two from former professors.

- Recent scores (within three years) from the Graduate Record Examination (GRE) (preferred) (Verbal, Quantitative, and Writing is required: the Psychology Subject test is optional) or scores on the Miller Analogies Test (MAT); and
- A statement of career goals.

Once the application is complete, it will be reviewed by program faculty. A personal interview by the program director and/or admissions committee will be arranged with applicants who are considered potential candidates for the program. A writing sample will be requested from candidates during their personal interview. It is the applicant's responsibility to follow up with the Graduate Admissions office to verify that all application materials have been received. Please be sure that your application is completed in a professional manner.

The application deadline for Fall admission is July 1 of each year. Application will be accepted after the February 1 deadline provided there is space available. Applicants will be advised of their status by April 1. Students admitted to the masters program complete the courses outlined below. These students will earn the masters degree after successful completion of the 36-credit program, passing the comprehensive exam, and displaying the ethical/professional behaviors required for functioning as a school psychologist.

Students who are interested in the program, but have missed the application deadline dates can also take up to 3 master's courses (a total of 9 credits) as a nonmatriculated student. Please discuss this option with the Program Director. Taking courses as a nonmatriculated student does not guarantee admission into the program.

Three courses (9 credits) a semester is considered full time status at the graduate level. Each class is arranged on one night per week for 130 minutes during the Fall and Spring semesters. Courses are scheduled in the evenings, Mondays through Thursdays, from 5:00 to 7:10 p.m. or 7:15 to 9:25 p.m. There are also 3 Summer Sessions; Intersession, June/July, and July/August. The Summer Session courses are scheduled on various days and times. Therefore, students at the masters level can work part-time while obtaining the masters degree. However, students at the Ed.S. level are expected to make a full-time commitment to the program.

Course of Study-Master's Level		Credits
CPSY 6001	Tests and Measurement	3
CPSY 6100	Introduction to School Psychology: History, Educational Organization and Curriculum Development	3
CPSY 6102	Psychology of Human Development	3
CPSY 6103	Abnormal Psychology	3
CPSY 6105	Biological Bases of Behavior	3
CPSY 6303	Counseling and Community Agencies	3
CPSY 6505	Principles of Learning & Behavior Modification	3
CPSY 8010	Seminar: Ethical and Legal Issues in	

	Counseling & Psychology	3
CPSY 8100	Multicultural Counseling and Psychology	3
CPSY 8617	Applied Research Methods and Statistical Analysis	3
CPSY 7501	Introduction to Clinical Skills	3
EDST 6001	Comprehensive Approach to Students with Learning Disabilities	3

Total Credits: 36

**Passing the Comprehensive Exam is required of all Master's level students to graduate from the program.*

Ed.S. Program in School Psychology

Program Overview

The Ed.S. Program in School Psychology program, offered through Seton Hall University's College of Education and Human Services, trains students to become "full service" school psychologists. Coursework in intelligence and personality testing, learning disabilities, child and adolescent psychopathology, counseling and consultation, educational leadership, and curriculum development comprise the matrix of the program. There are fieldwork requirements in most of the Ed.S. courses. The program also includes an intensive 300-hour practicum as well as 1,200-hour internship, allowing students to train under the supervision of a licensed school psychologist, which helps to bridge the gap between theory and practice. The use of Blackboard on-line technology is used in most courses. The use of email, PowerPoint, and basic computer technology is a requirement of the program.

A Unique Approach

The Ed.S. program in School Psychology trains "full service" school psychologists to address the psycho-educational and socio-emotional needs of school-age children and adolescents. Inherent in this training is the belief that children must be viewed in the contexts in which they live. The social, economic and cultural contexts shape their feelings, thoughts and actions. The school can usefully be regarded as the second nurturing agent beyond the family and, thus, is intimately involved in the growth and development of society's youngest members.

Ed.S. students are encouraged to be leaders in SPLASH, the school psychology student organization (see *A Unique Approach* under the Masters program). This fosters the sense of being part of a "community of learners," developing leadership abilities, and continuing to participate in service activities. Ed.S. students share their experiences and become role models for the students in the Masters program.

Who Should Apply?

The faculty of the School Psychology Program are seeking applicants who are dedicated to becoming school psychologists and display the ethical/professional behaviors and dispositions required to enter this service profession. This

includes being passionate about working with diverse children, families, and staff in schools and within their respective communities. Successful applicants are able to demonstrate their: (1) dependability; (2) respect and empathy for others in thought and action; (3) open-mindedness; (4) ability to identify, admit, and learn from their mistakes; (5) problem solving skills; (6) professional and ethical integrity; (7) ability to successfully cope with stress; and (8) self-care skills.

The Application Process

Once students successfully complete their master's degree in School Psychology including passing the Comprehensive Examination, they can apply to the Ed.S. Program in School Psychology. Completion of the master's program does not guarantee admission to the Ed.S. program. It is a separate application process. This 29-credit program, including practicum and internship, leads to the specialist degree and licensure in School Psychology. The entire MA and Ed.S. programs are required for certification for a total of 65 graduate credits.

Students admitted to the Ed.S. program are required to take the Praxis II (School Psychology-10400) as part of their Ed.S. graduation requirements. Please visit the following website: <http://www.ets.org/media/tests?praxis/pdf/0400.pdf>

An application to the College of Education and Human Services Graduate School can be found online at <http://www.shu.edu/grad.html> or obtained from the Graduate Office located in Jubilee Hall, 4th floor. In addition to University admission regulations, candidates who apply to the Ed.S. program in School Psychology are required to submit the following:

- A completed SHU graduate application and fee;
- Student résumé;
- Official copy of graduate transcripts documenting at least a 3.25 GPA;
- Two letters of recommendation preferably from Seton Hall University full time faculty; and
- An updated statement of career goals.

Once the application is complete, it will be reviewed by program faculty. A personal interview by the program director and/or admissions committee will be arranged. It is the applicant's responsibility to follow up with the Graduate Admissions office to verify that all application materials have been received. Please be sure that your application is completed in a professional manner.

The Program

The Ed.S. program in School Psychology is a 29-credit program leading to the Education Specialist (Ed.S.) degree from Seton Hall University and licensure as a school psychologist from the New Jersey Department of Education (NJ DOE). *Please note that licensure as a school psychologist does not enable graduates to practice privately.*

The Ed.S. program builds on the foundations of the Masters

course by training students to apply their knowledge and skills and enhance their dispositions. This program takes two years to complete (which includes the practicum and internship). Students in the program take part in a rigorous course of study which requires fieldwork for most of the courses and are therefore expected to make a full-time commitment to the program. They also participate in a 300-hour practicum over the course of one semester (generally 3 to 4 days a week) and a 1,200-hour internship over the course of two semesters (five days a week) under the supervision of a licensed school psychologist. This allows students to train under supervision, which helps to bridge the gap between theory and practice. These supervised hours are required for licensure as a school psychologist in the state of New Jersey.

Following the successful completion of the coursework, practicum and internship, taking the Praxis II Exam in School Psychology, and demonstration of the ethical/professional behaviors required for functioning as a school psychologist, students are granted the Ed.S. degree from Seton Hall University and are eligible for NJDOE license as a school psychologist. The program is acknowledged by the NJDOE as a recognized program in school psychology. State certification is mandatory to practice as a school psychologist in the schools.

More specifically, students in the program will:

- Use data-based decision making to identify strengths and needs, understand programs and measure progress;
- Develop positive interpersonal communication, collaboration and consultative skills;
- Develop and monitor challenging, yet achievable, cognitive, academic, social, behavioral and adaptive goals for school-age children;
- Appreciate and work with individuals and groups with diverse skills and backgrounds;
- Understand the school as a system and work with others to create safe, caring, effective schools;
- Develop and implement prevention and intervention programs;
- Understand family strengths and influences of the student and form partnerships with parents, educators and the community;
- Use research, statistics and evaluation methods; translate research into practice; and evaluate programs to improve services;
- Practice in a manner that meets ethical, professional and legal standards to enhance the quality of services and protect the rights of individuals; and
- Access, evaluate and use information sources and technology to safeguard and enhance the quality of services provided.

Course of Study-Specialist Level		Credits
CPSY 6501	Professional Consultation/School Practice (fieldwork required)	3
CPSY 7502/8502	Individual Cognitive Assessment/Lab	

	(<i>fieldwork required</i>)	4
CPSY 7503/8503	Introduction to Personality Assessment/Lab (<i>fieldwork required</i>)	4
CPSY 7506	Individual Educational Assessment (<i>fieldwork required</i>)	3
CPSY 8519	Atypical Behavior in Children and Adolescents: Assessment and Intervention	3
CPSY 9985	Introduction to Child and Adolescent Therapy (<i>fieldwork required</i>)	3
CPSY 8511	Practicum in School Psychology (<i>300-hour field placement</i>)	3
CPSY 8580	Internship in School Psychology I (<i>600-hour field placement</i>)	3
CPSY 8581	Internship in School Psychology II (<i>600-hour field placement</i>)	3

Total Credits: 29

*Students admitted to the Ed.S. Program are required to take the Praxis II Exam (School Psychology-10400) as part of their Ed.S. graduation requirements. Please visit the following website: <http://www.ets.org/media/tests/praxis/pdf/0400.pdf>

Career Advancement

Graduates of the Ed.S. program in School Psychology are working in key leadership positions as school psychologists in various educational settings. They work in preschool through twelfth grade public school districts and private schools throughout the tri-state area and the country. They work with parents, school staff and the community to enhance the academic, social, emotional growth of students. Ed.S. graduates function as “full service” school psychologists, who provide consultation, interventions, participate in fellow intervention and referral services, provide both individual and group counseling, conduct psychological assessments, develop Individual Education Programs for classified students, etc.

Some of our Ed.S. graduates go on for advanced degrees (Ph.D., Psy.D., Ed.D.) in school psychology, counseling psychology, school administration/supervision, and other related fields. Students from our program have been accepted to doctoral programs throughout the tri-state area.

Marriage and Family Therapy M.S./M.F.T.

This program of study is designed for the beginning professional with an area of study in psychology or other relevant field at the undergraduate level, who wishes to specialize in marriage and family therapy. The courses build the foundations in counseling/therapy skills and for completing the standard curriculum as stipulated by the Commission on Accreditation for Marriage and Family Therapy Education. This program takes approximately 3 years to complete if attending full time (which includes the practica and internship).

Students must pass a clinical readiness evaluation after taking the required courses at the end of their first two semesters of study before beginning supervised clinical hours. Throughout the program, students are expected to combine classroom learning with clinical work under supervision at appropriate sites.

A minimum of 500 hours of supervised client contact (at least 50 percent with families and couples at an appropriate site) with a program-approved supervisor is required. There must be one hour of supervision for every five hours of client contact, and a minimum of 100 hours of supervision is required and must include at least 50 hours of supervision which is live or videotaped cases. Students receive individual and group supervision. Students who have completed all course work but have not completed all the supervised clinical hours for CPSY 9880-9881 will be required to register for CPSY 9886 (one credit) for one semester, and, if the hours remain unfinished, for CPSY 9880 or 9881.

Students will work in a diversity of settings which meet licensing and accreditation standards at sites throughout New Jersey and the metropolitan area. The standards for licensing are available from the New Jersey State Board of Marriage and Family Therapy Examiners and for accreditation from the Commission on Accreditation for Marriage and Family Therapy Education. Successful oral defense of a written case study is the final step toward graduation.

The degree fulfills the current educational requirements for licensing in New Jersey as a marriage and family therapist, and for clinical membership in the American Association for Marriage and Family Therapy. The Marriage and Family Therapy M.S. program achieved accreditation in July 2008 with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT) (Renewal Date: May 1, 2021). All students accepted in Fall 2008 or after enter the program with accreditation.

Admission

In addition to the general University and department requirements for admission to graduate studies, the following guidelines are in force:

- Official undergraduate transcript(s);
- Recent (last 3 years) Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores;
- Three letters of recommendation including at least one from a former professor;
- Personal statement including personal goals;
- Résumé;
- Appear for a personal interview;
- Students are expected to have completed the prerequisites of CPSY 6105 Biological bases of Behavior/Physiological Psychology (or a biology course, including a focus on human anatomy and the nervous system) and CPSY 7515 Social Psychology, or these may be taken during the course of study.

The application deadlines are July 1 for Fall admission. Students who are interested in the program, but have missed the application deadline dates can also take up to 3 master's courses (a total of 9 credits) as a nonmatriculated student. This option should be discussed with the program director. Taking courses as a nonmatriculated student does not guarantee admission into the program.

Degree Requirements

(Total credits: 60 minimum)

Foundation Courses (18 credits):

CPSY 6001	Tests and Measurements
CPSY 6003	Counseling Skills
CPSY 6101	Personality Theory
CPSY 6102	Psychology of Human Development
CPSY 6103	Abnormal Psychology
CPSY 6316	Group Counseling

Core Curriculum (42 credits):

CPSY 6601	Couple and Family Dynamics: Systemic Perspectives
CPSY 7101	Research Methods
CPSY 7610	Human Sexuality I
CPSY 7615	Gender and Ethnicity in Families
CPSY 7620	Seminar in Systemic Therapies
CPSY 7621	Couples and Family Systems Techniques I
CPSY 7622	Couples and Family Systems Techniques II
CPSY 8011	Seminar on Ethical and Legal Issues: A Systemic Approach
CPSY 8516	Pre-Practicum Seminar in Marriage and Family Therapy
CPSY 8517	Seminar in Psychopathology and Systemic Diagnoses
CPSY 8800	Seminar: Contemporary Issues in Couple and Family Therapy
CPSY 8801	Foundations of Assessment and Treatment in Systems
CPSY 9880	Internship in Couple and Family Therapy I
CPSY 9881	Internship in Couple and Family Therapy II

Professional Counseling

(M.A./Ed.S.) (Also available Online)

This program is designed for individuals with a bachelor's degree who wish to pursue a license-eligible degree in professional counseling. The combined program has a 48-credit master's which provides foundational courses for understanding individual and systems behavior. The Ed.S. program is comprised of an additional 12 credits of advanced-level practice and knowledge courses. The total credits for the combined M.A./Ed.S. degree programs is 60, which meets the academic requirements for licensure as a Professional Counselor in New Jersey and most states around the country. A capstone project or the equivalent is required of all students prior to program completion.

Note: The online Ed.S. degree is available only to students

who have completed the M.A. requirements for their combined degree from Seton Hall University.

Admission Requirements

The last day to submit application materials for admission on-campus delivery is May 1 for fall admission and November 1 for spring admission. Applicants must submit the following:

- A completed graduate application and fee;
- Three letters of recommendation. Recommendations must be from person(s) who can attest to your relational abilities, fit with the counseling profession, and capacity for graduate study (e.g., prior clinical supervisor);
- Personal Statement, which includes a description of prior related work experience, qualifications, goals for self in the program, and professional goals;
- Official copies of all previous graduate transcript; and

Data obtained from these sources provide information regarding student diversity, interests, and prior academic accomplishments in relation to program goals.

Residency Requirement (Online Delivery)

The online delivery method requires students to attend two on-site residencies. The first residency is held the first semester at the beginning of the program for a weekend-long training, and the second residency is held the following year for a weekend-long training.

Curriculum for Combined M.A. with a major in Counseling/Ed.S. in Professional Counseling

		Credits
CPSY 6302	Orientation to Professional Counseling	3
CPSY 6002	Counseling Theory	3
CPSY 6102	Psychology of Human Development	3
CPSY 6103	Abnormal Psychology	3
CPSY 6005	Appraisal and Assessment in Counseling	3
CPSY 7005	Statistical Theory and Computer Applications I	3
CPSY 7001	Counselor Ethics in Practice	3
CPSY 8100	Multicultural Counseling and Psychology	3
CPSY 6303	Counseling and Community Agencies	3
CPSY 6003	Counseling Skills	3
CPSY 6301	Career Development and Counseling	3
CPSY 7101	Research Methods	3
CPSY 6316	Group Counseling	3
	(prerequisites: CPSY 6002 and 6003)	3
CPSY 7310	Practicum in Counseling (prerequisites CPSY 6316 and program approval)	3
CPSY 7380	Internship in Counseling I*	3
CPSY 7381	Internship in Counseling II*	3

Total credits 48

Ed.S. Courses

CPSY 6310	Etiology and Treatment of Addictions	3
-----------	--------------------------------------	---

CPSY 8520	Seminar in Psychopathology (prerequisite CPSY 6103)	3
CPSY 6601	Couple & Family Dynamics: Systemic Perspectives	3
CPSY 7383	Internship in Counseling III*	3

Total credits 12

* Prerequisites required. See program handbook and adviser for more information.

M.A. and Post-M.A. in Education Programs

Professional Diploma in Marriage and Family Therapy

This is a program for professionals, with a relevant terminal degree (e.g., Ph.D. in Psychology, M.S.W. in clinical social work, M.D. with specialization in psychiatry, M.S.N. in nursing with specialty in psychiatric nursing) who seek to earn a graduate degree in marriage and family therapy.

Admission requirements

- Transcript of terminal degree, granted by an accredited university or professional school;
- Statement of professional experience and goals for professional development;
- Interview with program committee;
- Three letters of recommendation (letters to address academic and clinical qualifications);
- Documentation of supervised clinical work with couples and families (according to New Jersey State statutes and regulations as a Marriage and Family Therapist); and
- Adherence to the program and departmental requirements for admission.

A minimum of 18 credits are required for the professional diploma. Students must enroll in courses for which they have not earned previous credit.

I. Marriage and Family Studies

CPSY 6601	Couple and Family Dynamics: Systemic Perspectives
CPSY 7610	Human Sexuality I
CPSY 7615	Gender and Ethnicity in the Family
CPSY 7620	Seminar in Systemic Therapies
CPSY 8011	Seminar in Ethical and Legal Issues: A Systemic Approach
CPSY 8517	Seminar in Psychopathology and Systemic Diagnoses

II. Marriage and Family Assessment/Therapy

CPSY 7621	Couple and Family Systems Techniques I
CPSY 7622	Couple and Family Systems Techniques II
CPSY 8801	Foundations of Assessment and Treatment in Systems
CPSY 9880	Internship in Couple and Family Therapy I

CPSY 9881	Internship in Couple and Family Therapy II
-----------	--------------------------------------------

Recommended sequence for students without previous background: 6601, 7620, 7610 or 7615, 7621, 7622, 8801.

Throughout the sequence of courses, students are to maintain a minimum GPA of 3.25 as specified in the graduate catalogue and to demonstrate technical, ethical, interpersonal and effective competency as stated in the graduate catalogue. Final granting of a professional diploma depends on fulfillment of these two criteria as well as completing sufficient courses. The professional diploma states that it attests only to the taking of courses. Final determination for practice, licensing or professional membership rests with state licensing boards and the American Association for Marriage and Family Therapy.

Post-M.A. in School Counseling Certificate Program

This program is designed to meet the requirements set forth by the New Jersey Department of Education for certification as a school counselor. The program is designed for those who already have or are receiving a graduate degree in the helping profession but who desire to either re-specialize or dual specialize in school counseling.

Admission

Candidates for admission must have earned their graduate degree from a regionally accredited university. Application requirements and deadlines follow those established for the on-campus M.A. in School Counseling. Students may begin coursework during Fall, Spring, or Summer terms. A completed graduate application and official transcripts of all graduate and undergraduate work must be received by the Office of Graduate Admissions.

Course of Study

The curriculum for the certificate follows the same curriculum as that for the M.A. in School Counseling (see below). The program director will review each student's transcripts in order to evaluate course equivalencies. Courses where an equivalent course has not been taken will need to be completed in the program.

Certificate in Sport and Exercise Psychology

The Certificate in Sport and Exercise Psychology consists of 5 courses and 15 credits. The program provides the student with a knowledge foundation to work with athletes and athletic teams; to work in wellness programs in corporate or medical settings; or in other health promotion areas. It is designed for individuals who aspire to work in the field of counseling, coaching, education, fitness/ wellness, sports medicine, or psychology.

The program is appropriate for: matriculated graduate students pursuing other programs in the department; licensed professionals in psychology, counseling, social work, marriage and family therapy; or nonmatriculated students, with an appropriate graduate degree who wish to pursue study for the certificate. Seton Hall students who take certificate courses as part of another program will be awarded the certificate upon completion of the additional courses.

Requirements

Five courses are required (15 credits). Up to 3 credits may be waived, at department discretion, for equivalent graduate or undergraduate courses taken at Seton Hall University. Course must be approved by adviser.

Five courses are required:

CPSY 6003	Counseling Skills
CPSY 6105	Biological Bases of Behavior
CPSY 6505	Principles of Learning and Behavior Modification
CPSY 7105	Psychology of Sport and Exercise (Required)
CPSY 8007	Mind Body Issues and Interventions (Required)
CPSY 8010	Seminar, Ethical and Legal Issues in Counseling and Psychology
CPSY 8541	Special Topics: Case Studies and Applications in Sport and Exercise Psychology

Psychological Studies (M.A.)

This 36-credit program in basic theory and methods in psychology is recommended for: (1) preparation for the Ed.S. or the doctoral degree in professional psychology, (2) exploration of the field. Upon completion of the master's program, many graduates proceed to obtain post-master's and doctoral-level training in school, counseling, marriage and family, or other areas of psychology. Other graduates function professionally in mental health agencies, clinics, hospitals, youth and family services, residential homes, and forensic settings, or in employee assistance programs or other areas. Psychological Studies Program, in and of itself, does not lead to a license for professional practice. Students have the opportunity to select a concentration area of 4 elective courses (12 credits). Concentration areas include: Applied Behavior Analysis, Psychology of Sport and Exercise, and Individualized Concentration. Students may also select an individualized concentration area if they plan to pursue doctoral work, or if they would like to pursue a specific area of interest. With adviser approval, students may undertake independent research or an independent study project.

Degree Requirements (24 credits)

CPSY 6101	Personality Theory
CPSY 6102	Psychology of Human Development
CPSY 6103	Abnormal Psychology

CPSY 7005	Statistical Theory and Computer Applications I or
CPSY 8617	Applied Research Methods and Statistical Analysis
CPSY 6001	Tests and Measurement
CPSY 6601	Couple and Family Dynamics: Systemic Perspectives
CPSY 8010	Seminar: Ethical and Legal Issues in Counseling and Psychology
CPSY 8011	Seminar in Ethical and Legal Issues: A Systemic Approach**
CPSY 8100	Multicultural Counseling and Psychology
CPSY 7615	Gender and Ethnicity in the Family***

** Students pursuing a Marriage & Family concentration will take this course in place of CPSY 8010.
*** Students pursuing a Marriage & Family concentration will take this course in place of CPSY 8100.

Concentration: Psychology of Sport and Exercise

Students take 4 courses (12 credits)

CPSY 6003	Counseling Skills
CPSY 6105	Biological Bases of Behavior
CPSY 6505	Principles of Learning and Behavior Modification
CPSY 7105	Psychology of Sport and Exercise (Required)
CPSY 8007	Mind Body Issues and Interventions (Required)
CPSY 8541	Special Topics: Case Studies and Applications in Sport and Exercise Psychology

Concentration: Individualized

Students take 4 courses (12 credits) of their choice, in consultation with their adviser and must be approved.

Psychological Studies ABA (M.A.)

Students accepted into the Applied Behavior Analysis Concentration must apply to and be accepted in the Applied Behavior Analysis Program, as well as the Psychological Studies Program. Students accepted for this concentration will take 4 courses in consultation with their advisor and with the Director of the Applied Behavior Analysis Program. Students who complete this concentration will be eligible to take additional courses in Applied Behavior Analysis which, in conjunction with the degree in Psychological Studies, completion of 1500-2000 supervised experience hours (independent to the degree program), and passing of a certification examination (independent to the degree program), will fulfill requirements for certification in Applied Behavior Analysis through the BACB®. Students take 4 of these courses for their concentration in Psychological Studies:

EDST 7316	Introduction to Applied Behavior Analysis
EDST 7317	Measurement and Experimental Design in

EDST 7318	Applied Behavior Analysis Assessment and Intervention in Applied Behavior Analysis
EDST 7335	Applied Behavior Analysis Principles I
EDST 7336	Applied Behavior Analysis Principles II

In order to be eligible to apply for the Certificate, students in Applied Behavior Analysis must complete ALL courses from above, as well as:

EDST 7324	ABA Practicum I
EDST 7338	Supervision and Management in ABA

**Note that additional supervised experience hours, above what is earned in ABA Practicum I, are necessary for an individual to apply for the BACB certification examination. These hours are gained independently.*

Master's in School Counseling (Also offered online)

The Master of Arts with a major in School Counseling program is a degree program that trains school counselors for work in ethnically, geographically, and socially diverse K-12 educational settings. The 48 credit program prepares students for certification as school counselors through theoretical, clinical, and professional coursework and experiences including a 9 credit field internship in a school.

Students will develop skills as competent counselors and effective consultants, collaborators, advocates, and leaders in our schools. The overarching program goals are to prepare school counselors to maximize the potential of all students through comprehensive developmental school counseling programs; to advocate for the academic, career and personal-social success of every student through positive systemic school counseling reform; and to empower students and their families as partners in life-long learning and development in an ever changing global world.

The program meets the credentialing requirements set by the NJ State Board of Education for school counselor certification.

Residency Requirement (Online Delivery)

Students in the online Master of Arts in School Counseling delivery are required to attend two on-site residencies, with the first residency held at the beginning of the program for a weekend-long training, and the second residency taking place during the second year of the program for a weekend-long training.

Master of Arts with a Major in School Counseling

Counseling Core

CPSY 6002	Counseling Theory	3
CPSY 6103	Abnormal Psychology	3
CPSY 6301	Career Development and Counseling	3

CPSY 6316	Group Counseling	3
CPSY 6003	Counseling Skills	3

Assessment

CPSY 6005	Appraisal and Assessment in Counseling	3
-----------	----------------------------------------	---

Psychological Foundations

CPSY 6102	Psychology of Human Development	3
CPSY 6505	Principles of Learning and Behavior Modification	3

Sociological Foundations

CPSY 8100	Multicultural Counseling and Psychology	3
CPSY 6303	Counseling and Community Agencies	3

Research

CPSY 7101	Research Methods	3
-----------	------------------	---

Supervised Experience

CPSY 7310	Practicum in Counseling*	3
CPSY 7380	Internship in Counseling I*	3
CPSY 7381	Internship in Counseling II*	3

Professional Orientation

CPSY 6305	Counseling and Supervision in School Settings	3
CPSY 7001	Counselor Ethics in Practice	3

**Prerequisites required. See program handbook or adviser for more information*

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

CPSY 6001 Tests and Measurement

Rationale and assumptions underlying psychological tests. Consideration and evaluation of the types of tests commonly used in education and psychology. Introduction to theoretical foundations for assessing psychological constructs including methods for estimating reliability/validity and techniques for scale construction. *3 credits*

CPSY 6002 Counseling Theory

Examines in depth the function of theory in counseling; major theories and their contributions to the practice of counseling. Affords opportunity to begin the development of students own theoretical orientation to counseling. *3 credits*

CPSY 6003 Counseling Skills

Skill-building experience in facilitative behaviors (empathy, genuineness, extending client communication) using such techniques as modeling, role-playing, audiotape and videotape feedback, as well as other training methodologies. Extensive research has indicated that certain basic skills,

interpersonal in nature, are essential to all helping relationships. *3 credits*

CPSY 6005 Appraisal and Assessment in Counseling

This course provides an introduction to the theory and practice of testing and appraisal of counseling clients. Included are an overview of the major uses of testing in education and counseling, the theoretical foundations of testing and measurement including reliability and validity, and an overview of scale construction. The course further provides an introduction to test administration and interpretation, and integration of test data with other assessment data, including interviews and case histories. *3 credits*

CPSY 6100 Introduction to School Psychology: History, Educational Organization & Curriculum Development

This course is an introduction to the field of school psychology. Students will explore the history and development of the profession, including ethics, laws, standards, and credentialing. Students will learn the evolving roles and functions of school psychologists in context of past and current national and state laws, regulations, and policies. Current professional issues, advocacy and future trends will be examined including: educational organization and administrative practices and curriculum development/implementation in the public schools. Students are expected to further develop their critical thinking, problem solving, speaking, writing, research and presentation skills in order to learn, integrate and apply the concepts presented in this course. This is an intensive reading, writing and presentation course. The use of Blackboard, Internet and Email is required. *3 credits*

CPSY 6101 Personality Theory

Overview of major theories of personality, including psychoanalytic, ego psychology, humanistic, learning existential/phenomenological. Emphasis on structure and dynamics of personality, and implications for understanding behavior. Some primary source readings required. Current issues, such as gender identity, included. *3 credits*

CPSY 6102 Psychology of Human Development

Overview of current theories of human development: biological, psychological, social, emotional and cognitive aspects of maturation and growth through the life cycle. *3 credits*

CPSY 6103 Abnormal Psychology

Survey of maladaptations in light of current theory and research, including socio-cultural factors, defense mechanisms, coping with stress. Etiology, diagnosis, treatment of classical syndromes. Understanding individuals within the context of their own environment; epidemiological and community approaches to treatment and prevention. *3 credits*

CPSY 6104 Theories of Learning, Cognition and Affect

This course provides an overview of both current and seminal literature regarding both cognitive and affective bases of behavior, as well as the integration of cognition and affect in

psychological processes. Students will be required to develop behavior plans for target behaviors known to influence well-being, including exercise, diet, or treatment compliance. A final project will require students to integrate an understanding of the roles of both cognition and emotion in a case conceptualization. Prerequisites: None. *3 credits*

CPSY 6105 Biological Bases of Behavior

Essentials of neurology and endocrinology; sensation and perception; brain waves; sleep and arousal; physical aspects of emotions; genetic influences; special topics, such as MBD, aphasia, psycho-chemistry, disorders affecting the learning and cognitive processes, biofeedback, split brain. *3 credits*

CPSY 6301 Career Development and Counseling

Overview of the factors in career development and occupational choices, including theories, sources of information, assessment, diversity issues and the impact of technology. A materials fee will be assessed for each student the first week of class. *3 credits*

CPSY 6302 Orientation to Professional Counseling

This course provides an overview of the counseling profession and the roles of counselors in a variety of mental health and educational settings. Counselor preparation and licensure are examined in depth with attention to career pathways, accreditation, counselor licensure statutes and regulations, and school counseling certification. Professional topics introduced include common factors, empirically supported treatments, counseling specializations, counseling competencies, social and cultural factors, appraisal, and research. *3 credits*

CPSY 6303 Counseling and Community Agencies

Application of community counseling model across diverse community agencies. Review how agencies provide preventative education, outreach, counseling, advocacy, social and public policy, and consultation interventions to clients and communities. Individual and group counseling skills and techniques will be introduced. Attention is given to cross-cultural issues, managed health care, service utilization, agency systems and the mental health professional's role. Students prepare and present a portfolio on a community agency by collecting information and interviewing staff. *3 credits*

CPSY 6305 Counseling and Supervision in School Settings

Introduction to counseling children and adolescents in comprehensive school counseling programs. Topics include history, theory, current trends, and legal and ethical issues in national and state school counseling initiatives and models. Skill development in individual and group counseling, consultation, individual planning, counseling curriculum, and collaboration with families and teachers on multidisciplinary intervention teams. Special attention to diversity and advocacy competencies in the development and implementation of systemic school counseling program initiatives. *3 credits*

CPSY 6310 Etiology and Treatment of Addictions

Survey of characteristics, assessment, intervention, and

prevention of addictive behaviors with a primary examination of chemical dependency. Influence of cultural and social variables are explored as they relate to etiology, assessment, treatment, and relapse prevention. *3 credits*

CPSY 6316 Group Counseling

Requires active participation in training group setting. Students learn group process through participation. Factors such as resistance, transference, group climate, norms and stages of development will be observed, experienced and studied. The format of this course will be experiential, not lecture-discussion. Prerequisite: Department permission required. *3 credits*

CPSY 6501 Professional Consultation/School Practice

Students will learn collaborative consultation skills in order to assist teachers, school staff, and parents to develop, implement, monitor, and evaluate behavioral and academic interventions with a multicultural diverse population. The selection, accurate scoring, and interpretation of a variety of teacher/parent/student rating scales (social/emotional, speech/language, ADHD, Asperger's, Autism, adaptive behaviors, etc.) will be emphasized in order to develop data based interventions, an effective monitoring system, and advocacy skills. Students will begin the preliminary research to conduct a single (n=1) case study in a school. Co-requisite: Enrollment in CPSY 8511. *3 credits*

CPSY 6505 Principles of Learning and Behavior Modification

Advanced course in learning theory and its application in the classroom and in therapeutic interventions. Theories of Pavlov, Skinner, and Bandura; recent research in behavior therapy, modeling and observational learning. Application and development of skills in behavior modification techniques, including observation of behavior, use of reinforcement, feedback, modeling, and shaping. The use of positive behavior supports and assertive discipline techniques in the classroom are introduced. A behavior modification project is incorporated into the course. *3 credits*

CPSY 6601 Couple and Family Dynamics: Systemic Perspectives

An introduction to various schools of contemporary literary theory, including preliminary exposure to a variety of perspectives on families and couples. Students acquire an understanding of normative family lifecycle patterns and transitions as well as changing patterns in the family lifecycle. The roles of gender and ethnicity in normative family patterns and in family-based therapeutic interventions are discussed. *3 credits*

CPSY 7001 Counselor Ethics in Practice

This course will focus on ethical standards, professional and licensing regulations, and ethical decision making in the context of counseling practice. In addition, legal issues and other relevant regulations will be covered. Everyday dilemmas faced by counselors in the many settings in which they work, as well as potential ethical and legal problems, will be discussed. Students are expected to become familiar

with counselor codes of ethics, their interpretations, and their impact on professional practice. The importance of professional organizations, licensing, and training will also be included. *3 credits*

CPSY 7005 Statistical Theory and Computer Applications I

Students will be taught the interaction between measurement, research design and statistical analysis in sociobehavioral research. Statistical theory will be presented so students gain an insight to modern statistical methods. All students will demonstrate proficiency with current software for data analysis. *3 credits*

CPSY 7006 Statistical Theory and Computer Applications II

Students will learn to use methods of data analysis that apply to experimental and nonexperimental research. Multiple regression and the general linear model will be presented for both univariate and multivariate data analysis problems. Students will conduct univariate and multivariate data analysis using modern computer software. Prerequisite: CPSY 7005 or equivalent. *3 credits*

CPSY 7100 History and Systems of Psychology

Development of an understanding of the history and systems of psychology with which the student can make critical judgments in his/ her own research, place his/her own areas of interest in an integrated and homogenous history of development, communicate with colleagues outside of his/her own area of interest and identify himself/herself within the discipline of psychology. Lecture, use of PowerPoint film, and research projects make up the matrix of the course. *3 credits*

CPSY 7101 Applied Research Methods and Statistical Analysis

Systematic analysis and clarification of research problems, explanation of relationships between research hypothesis and research procedures and appropriate techniques for analyzing data and evaluating evidence. (Formerly RESH 7101). *3 credits*

CPSY 7104 Social Cognition and Human Learning

Processes of cognition as they develop in regards to relationships and systems. Human learning capacities focusing on schools and families, maximizing potentials, difficulties requiring intervention and the interphases with assessment. *3 credits*

3 credits

CPSY 7105 Psychology of Sport & Exercise

Basic theory and applications in Sport Psychology, with an emphasis on enhancing athletic performance, as well as understanding the impact of injuries. Course includes social/psychological aspects of sport and exercise. *3 credits*

CPSY 7203 Practicum: Aptitude, Interest and Personality Testing

Theory and practice of vocational and personality assessment. Supervised practice in administering, scoring and interpreting aptitude, interest and personality tests. Prerequisite: CPSY

6301 or equivalent. Must be taken with associated 1-credit lab CPSY 8203. *3 credits*

CPSY 7310 Practicum in Counseling

Supervised field work for counselors focusing on integration of research, theory and practice. Requires a minimum of one hundred hours supervised fieldwork experience at an approved site and seminar. Prerequisites: acceptance into M.A. in Counseling program or post-master's licensing sequence; CPSY 6002, 6003, 6102, 6316, 7001, 8010, and other program requirements and departmental permission. *3 credits*

CPSY 7380 Internship in Counseling I

Supervised fieldwork for counselors with accompanying seminar. Setting appropriate to area of concentration, including community agencies, hospitals, treatment centers, higher education, and secondary or elementary education. Students are required to complete 300 hours per semester (120 direct hours, 180 indirect hours). Prerequisites: Successful completion (B- or better) of CPSY 7310 and department permission. *3 credits*

CPSY 7381 Internship in Counseling II

Continuation of supervised fieldwork for counselors with accompanying seminar. Setting appropriate to area of concentration, including community agencies, hospitals, treatment centers, higher education, and secondary or elementary education. Students are required to complete 300 hours per semester (120 direct hours, 180 indirect hours). Prerequisites: Successful completion (B- or better) of CPSY 7380 and department permission. *3 credits*

CPSY 7383 Internship in Counseling III

Continuation of supervised fieldwork for counselors focusing on advanced case conceptualization, intervention and advocacy skills with accompanying seminar. Students are required to complete 300 hours per semester (120 direct hours, 180 indirect hours). Prerequisites: Successful completion (B- or better) of CPSY 7381 and department permission. *3 credits*

CPSY 7501 Introduction to Clinical Skills

Students will learn the theory and practice of clinical skills including: developing rapport, behavioral observations, behavioral interpretations, child/parent/teacher interviewing, developmental history, mental status exam, and genogram with a multicultural diverse population in order to develop accurate DSM diagnoses and NJDOE special education classifications. Students will conduct two clinical interviews using a psychological evaluation report format. Student Liability Insurance, and fieldwork is required. Prerequisites: Successful completion of the first year and a half of course work with no final grade lower than a "C". *3 credits*

CPSY 7502 Individual Cognitive Assessment

Students will learn the history and concepts of intellectual assessment. Accurate administration, scoring, and interpretation of the Wechsler scales from preschool to adult with a multicultural diverse population will be emphasized, in addition to making accurate DSM diagnoses and NJDOE

special education classifications. Students will continue to use the psychological report format in order to integrate their clinical interviews with their cognitive assessment results, and make an oral presentation of one of their cases. Student Liability Insurance and fieldwork are required. Prerequisite: Successful completion of MA courses in Psychological Studies (School a Psychology Concentration) and enrollment in the School Psychology Ed.S. program; or enrollment in the Counseling PhD Program; and CPSY 7501 or equivalent. Concurrent enrollment in CPSY 8502 for all students. Concurrent enrollment in CPSY 7503/8503 for school psychology students. *3 credits*

CPSY 7503 Introduction to Personality Assessment

This course will highlight the theory of projective techniques and personality assessment in children, adolescents, and young adults. Training on the administration and interpretation of selected projective techniques and personality measures such as DAP, HTP, TAT, CAT/CAT-H, Incomplete Sentences, and kinetic family drawings, as well as personality inventories, behavior checklists and surveys, and adaptive scales will be emphasized. The administration, scoring, and writing of the Bender Gestalt Test of Visual-Motor Development will also be addressed in this course. Ego psychology as a theoretical framework will be infused into the class work. Observational skills, test administration, scoring, and report writing will be evaluated by both the professor and lab instructor. Student Liability Insurance and fieldwork are required. Prerequisites: CPSY 7501, and permission of instructor/program director. Concurrent enrollment in CPSY and 8503 CPSY 7502/8502. *3 credits*

CPSY 7506 Individual Educational Assessment

Students will learn to accurately administer, score, analyze and interpret educational testing results, such as the Wechsler Individual Achievement Test, and the Woodcock-Johnson Achievement Test. The development of reading and mathematical skills, error analysis, and recommendations for remediation/interventions will be included. Students will learn to integrate the clinical interview, rating scales, and educational test results into a psychological report which they present orally. Students are required to obtain professional liability insurance. This is an intensive reading, writing, fieldwork and presentation course. The use of Blackboard, Internet and email is required. Prerequisites: CPSY7502/8502, proficient psychological report writing skills, and permission of instructor. *3 credits*

CPSY 7507 Personality Assessment of Children and Adolescents

Personality assessment with an emphasis on children and adolescents. *4 credits with laboratory*

CPSY 7508 Family Assessment

A thorough exploration of the processes and instruments pertinent to evaluating and diagnosing couples, families, systems and individuals in context. *3 credits*

CPSY 7515 Social Psychology

Exploration of the processes of mutual influence between

individuals and groups. Topics include self as social, person perception, interpersonal attraction, pro-social behavior, aggression, attitudes and attitude change and inter-group relations. *3 credits*

CPSY 7610 Human Sexuality I

Study of the development of male and female traits. Influence of society, culture and ethnicity in assuming masculinity and femininity. Investigation of issues within this area. *3 credits*

CPSY 7611 Human Sexuality II

Designed to prepare doctoral and post master's students in the methods, strategies and techniques for diagnosis and intervention into problems of human social function. Primary emphasis on use of various proven methods as well as the techniques necessary for intervening into areas where clients have suffered physical and emotional illness. Prerequisites: CPSY 7610, 6601, 6103. *3 credits*

CPSY 7615 Gender and Ethnicity in the Family

Explores the influence of gender and ethnicity on individual development and on family development and dynamics. Social, cultural, educational, economic and behavioral factors are discussed in terms of their influences on men and women within families, and on relational styles among culturally diverse families. Considerations of gender and ethnicity as related to family therapy practice and theory also will be addressed. Prerequisite: CPSY 6601. *3 credits*

CPSY 7620 Seminar in Systematic Therapies

In-depth examination and discussion of current theoretical trends in marriage and family therapy. Comparison of models and formulation of one's own theoretical model. Prerequisite: CPSY 6601. *3 credits*

CPSY 7621 Couple and Family Systems Techniques I

Analysis and applications of specific techniques associated with major theoretical approaches by Palo Alto, Haley, de Shazer, narrative and storying techniques. Attention given to skill development through use of role play, feedback and case examples. Prerequisite: CPSY 7620. *3 credits*

CPSY 7622 Couple and Family Systems Techniques II

Focus on techniques by Bowen, Minuchin, Papp and Madanes for treating couples and families. Classroom used as laboratory for enhancing skill development. Corequisite: CPSY 7621. *3 credits*

CPSY 8000-8002 Supervised Research in Counseling Psychology

For students, in consultation with a project coordinator, to design and conduct an individual research study. Prerequisites: department permission one semester in advance of anticipated enrollment. CPSY 8000, 3 credits; CPSY 8001 and 8002, 1 credit each. *1-3 credits*

CPSY 8004 Supervised Research on Couples and Families I

Independent study. Doctoral students serve as research assistants for faculty members on projects relevant to marriage and family processes. *1 credit*

CPSY 8005 Supervised Research on Couples and

Families II

Independent study. Doctoral students serve as research associates for faculty members on projects relevant to marriage and family processes. *1 credit*

CPSY 8007 Mind Body Issues and Interventions

Course covers performance enhancement techniques, mental imagery, EMDR, meditation, mindfulness, spirituality, stress management, exercise in psychotherapy, and other interventions used in traditional psychotherapy and counseling, as well as in sport psychology, and health and wellness programs. *3 credits*

CPSY 8010 Seminar: Ethical and Legal Issues in Counseling and Psychology

Codes of ethics and their application to professional issues. Current laws and court decisions affecting professional psychologists. Discussion of ethical dilemmas and the process of individual decision-making. *3 credits*

CPSY 8011 Seminar in Ethical and Legal Issues: A Systemic Approach

Exploration of the professional, ethical and legal issues in assessing and treating families, couples and individuals. Includes codes of ethics, laws and court decisions. Focuses on applications and decision-making in practice. *3 credits*

CPSY 8100 Multicultural Counseling and Psychology

Investigates the theoretical backgrounds of all major cultures around the world and applies that knowledge to the psychological functioning of different client populations. Examines in depth different methodologies, issues and research in cross-cultural psychology and counseling. *3 credits*

CPSY 8101 Family Systems Research Methods

An advanced course on research methodology with specific emphasis on systems. Prerequisite: CPSY 7101. *3 credits*

CPSY 8102 Seminar: Child and Adolescent Development in Context

An advanced course on the processes and stages of children's and adolescents' development from a systemic perspective. Prerequisites: CPSY 6102, 6601. *3 credits*

CPSY 8103 Seminar: Adult Development and Aging in Context

An advanced course on the processes and stages of adulthood and aging from a systemic perspective. Prerequisite: CPSY 8102. *3 credits*

CPSY 8106: Special Topics, Multicultural Competency

In support of development of multicultural competence, the Counseling Psychology Ph.D. program includes four required 1-credit courses addressing the three components of multicultural competence: awareness, knowledge, and skills. Rotating through a four-year sequence, the topics covered are (1) Sexual Orientation, Gender Identity, and Psychotherapy, (2) Religion and Psychotherapy, (3) Gender and Psychotherapy, and (4) Race and Racial Identity (*1 credit, in each of four years*).

CPSY 8203 Lab – Practicum, Aptitude and Personality

Testing

To be taken concurrently with CPSY 7203. Experience in selecting, administering and scoring instruments used in career counseling. Under supervision of the instructor, students will complete a full assessment and provide appropriate feedback to a career counseling client. *1 credit*

CPSY 8501 Introduction to Clinical Skills-Lab

Lab activities will emphasize the writing skills needed for developing a psychological evaluation report that clearly communicates results in the areas of: behavioral observations, behavioral interpretations, child/parent/teacher interviewing, developmental history, mental status exam, and genogram with a multicultural diverse population in order to develop accurate DSM diagnoses and NJDOE special education classifications. Students also critique the Standards for Psychological and Educational Testing. Student Liability Insurance and fieldwork are required. *1 credit*

CPSY 8502 Individual Cognitive Assessment-Lab

This Lab is taken concurrently with the CPSY7502 Individual Cognitive Assessment course. Lab activities will emphasize accurate administration, scoring, and interpretation of the Wechsler scales from preschool to adult with a multicultural diverse population in order to make accurate DSM diagnoses and NJDOE special education classifications. Student Liability Insurance and fieldwork are required. Prerequisites: Enrollment in the School Psychology Ed.S. Program or enrollment in the Counseling Ph.D. Program; and CPSY 7501 or equivalent. Concurrent enrollment in CPSY 7502. *1 credit*

CPSY 8503 Introduction to Personality Assessment-Lab

The Personality Assessment lab will provide practice with administration, scoring and interpretation of test protocols reviewed in class. Students will demonstrate competency outside of class administering several projective/personality measures including: Bender Gestalt Visual Motor Test, House-Tree-Person, Projective Drawings and Sentence Completions, Thematic Apperception Test and Children's Apperception Test, Piers Harris Self-Concept Scale, Beck Depression Inventories, Behavior Assessment System Scale for Children, and other various behavior rating scales and self-report measures. Student Liability Insurance and fieldwork are required. *1 credit*

CPSY 8508 Laboratory in Family Assessment

A laboratory taken concurrently with CPSY 7508. Materials fee will be assessed for each student during the first week of class. This is in addition to the lab fee. *1 credit*

CPSY 8511 Practicum in School Psychology

This School Psychology Practicum requires 300 clock hours of field based work experience under the supervision of a qualified school psychologist in public schools, concurrently with on campus supervision in this course. Students will be required to gain experiences with a multicultural diverse population in psychological assessment to include clinical interviewing and cognitive evaluations; individual and/or group counseling; intervention and referral services; advocacy knowledge and skills; etc. in order to become

prepared for their internship experience. Students will keep a structured journal documenting their hours and experiences using NASP Domains of Practice. Student Liability Insurance and fieldwork are required. Prerequisites: Enrollment in the School Psychology Ed.S. Program; and CPSY 7501, CPSY 9985, CPSY 7502/8502, and CPSY 7503/8503. *3 credits*

CPSY 8516 Pre-Practicum Seminar in Marriage and Family Therapy

This course is required to begin supervised clinical experience in Marriage and Family Therapy. Students expand their understanding of psychotherapy processes and build upon their interviewing and counseling skills effectively. Examine personal reactions to clients and events that occur during treatment. Expectation of self-disclosure intended to guide use of self in family therapy. Prerequisites: CPSY 6601, 6003, 6316, 8011, 6103 and passing clinical readiness evaluation. *3 credits*

CPSY 8517 Seminar in Psychopathology and Systemic Diagnoses

Exploration of etiology, dynamics and diagnosis of the range of physiological, psychological, interpersonal, family-systems and larger-systems pathologies affecting individual and group living. Instruction in differential and comprehensive diagnoses with attention to contextual and relational processes in dysfunctional development and coping. Prerequisites: CPSY 6103, 6601. *3 credits*

CPSY 8518 Seminar on Systemic Perspectives on Human Pathologies

Exploration of clinical paradigms for psycho-social dysfunctions in family systems. In-depth discussion of symptoms, including dynamics of alcoholism and drug abuse; eating disorders; psychosomatic disorders; psychosis; AIDS; violence and abuse; depression; and the injured self in relationship. Examination of these syndromes in family, culture and gender contexts. Evaluation of appropriate personal and systemic therapeutic interventions. Prerequisites: CPSY 6103, 6601, 8517, 8519 or 8520. *3 credits*

CPSY 8519 Atypical Behavior in Children and Adolescents: Assessment and Interventions

This course will examine the etiology, symptomatology, assessment, and treatment of child and adolescent psychopathology. The matrix of factors (i.e., constitutional, environmental, cultural) that may lead to the derailment of the child's/adolescent's progressive maturational trajectory will be explored. Preventative and therapeutic approaches that provide an overall environmental response to the maturational needs of children/adolescents with varying clinical disorders will be discussed using case studies. A thorough understanding of the DSM is required for this course. Prerequisites: CPSY 6102, CPSY 6103, Permission of instructor. *3 credits*

CPSY 8520 Seminar in Psychopathology

In-depth study of the etiology, symptomatology and evidence-based treatment of the major mental health

disorders. Additional focus will be on the integration of psychological assessment information into diagnosis and treatment planning. Prerequisite: CPSY 6103 or department permission. *3 credits*

CPSY 8521 Foundations of Neuropsychology

Brain function correlates in cognition and behavior, basic concepts in neurology and psychology. Examination procedures and diagnostic issues. Specific functions, such as verbal, perceptual, practice, memory, concept formation, attention. Prerequisite: CPSY 6105. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. *3 credits*

CPSY 8524 Clinical Psychopharmacology

Familiarizes students with basic theories of psychopharmacology. Student learns how and when to make medication referrals and for whom. Classes of psychopharmacologic agents will be reviewed and their therapeutic actions depicted. Differential therapeutics, medication triggers and contraindications will be emphasized for all classes of drugs and pathologies.

Prerequisite: CPSY 6105. *3 credits*

CPSY 8530 Practicum in Family Therapy

Supervised work in case study, diagnosis and intervention strategies from a family systems perspective. Presentation of cases for critique and review. Use of audiovisual aids. Emphasis on developing a framework for observing and facilitating growth using a systems model. Field placement.

Prerequisite: permission of instructor. *3 credits*

CPSY 8540 Special Topic I: Seminar in Clinical Psychology

Provides students and faculty with the opportunity to work collaboratively in studying in-depth a current or special topic in the area of clinical psychology. Prerequisite: permission of instructor. *3 credits*

CPSY 8541 Special Topic II: Case Studies and Applications in Sport and Exercise Psychology

This course will cover in depth applications and case studies in sport psychology. Topics may include: sport and exercise Interventions and performance enhancement; consulting to sports teams, athletes, and corporate fitness and wellness programs; incorporating exercise into a mental health practice; diversity and gender issues; counseling athletes; team and leadership issues. *3 credits*

CPSY 8550 Group Psychotherapy with Children and Adolescents

Group psychotherapy in the resolution of the psychological difficulties of children and adolescents. The history of group psychotherapy movement, the use of groups to resolve resistances to maturational growth, the relationship between psychopathology and group process, the role of gender and ethnicity in group life, setting up and offering groups for children/adolescents, and group therapist characteristics and training. *3 credits*

CPSY 8563 Practicum in Counseling Psychology I

The first of five required semesters of practica for doctoral

students in counseling psychology. Students will be expected to complete a minimum of 8 hours per week at an approved site. Placements will commence on or about January 15 and end on or about May 15 for the Spring semester, thereby allowing for approximately 16 weeks and 140 hours onsite practicum experience. Prerequisites: Counseling Theory; Counseling Skills; Group Dynamics; Tests and Measurements; Statistical Methods; Psychology of Human Development; Abnormal Psychology; Career Development and Information, and at least one semester of practicum at the master's level. Lab-CPSY 9563. *4 credits*

CPSY 8564 Practicum in Counseling Psychology II

The second of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 16 hours per week at an approved site. Placements for the Fall semester, will commence on or about September 1 and end on or about December 15 thereby allowing approximately 15 weeks and 300 hours on-site practicum experience. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. Prerequisite: CPSY 8563. *3 credits*

CPSY 8565 Practicum in Counseling Psychology III

The third of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 16 hours per week at an approved site. Placements will commence on or about January 15 and end on or about May 15 for the Spring semester, thereby allowing for approximately 15 weeks and 300 hours on-site practicum experience. Prerequisite: CPSY 8564. *3 credits*

CPSY 8566 Practicum in Counseling Psychology IV

The fourth of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 16 hours per week at an approved site. Placements for the Fall semester will commence on or about September 1 and end on or about December 15, thereby allowing approximately 15 weeks and 300 hours on-site practicum experience. Prerequisites: CPSY 8563, 8564, 8565. *3 credits*

CPSY 8567 Practicum in Counseling Psychology V

This is the last of five required semesters of practica for doctoral students in counseling psychology. Students will be expected to complete a minimum of 16 hours per week at an approved site. Placements for the Spring semester will commence on or about September 1 and end on or about December 15, thereby allowing for approximately 15 weeks and 300 hours on-site practicum experience. Prerequisites: CPSY 8563, 8564, 8565, 8566. *3 credits*

CPSY 8580-8581 Internship in School Psychology I and II

This School Psychology Internship requires 1200 clock hours of field based work experience under the supervision of a qualified school psychologist in public schools, concurrently with on campus supervision in this course. A minimum of 600 clock hours must be completed in a school setting with school age students. The remaining 600 clock hours may be completed in a school or clinical setting. Students will be

required to gain a variety of experiences with a multicultural diverse population to meet professional standards. Students will keep a structured journal documenting their hours and experiences using NASP Domains of Practice. Seminar/lecture method of instruction designed to highlight special topics in the field of school psychology. Student Liability Insurance and fieldwork are required. Prerequisite: Successful completion of all Ed.S. Program coursework prior to starting internship is required including CPSY 8511. *3 credits each*

CPSY 8615 Seminar: Gender and Culture in Family Systems

In-depth consideration and discussion of gender and cultural influences on family development and family dynamics. Prerequisite: CPSY 7615. *3 credits*

CPSY 8617 Applied Research Methods and Statistical Analysis

This course will provide a survey of the concepts and techniques of hypothesis testing, and research designs and analyses used in counseling, MFT, and psychological research. This course will emphasize conceptual configurations over computations, incorporating statistical-analyses, employing engaging examples, and utilizing computer software applications (SPSS) into research process. Students will be provided with a clear and methodical approach to essential statistical procedures. Students will be equipped with a thorough grounding in methods and practices of counseling, marriage and family therapy (MFT) and psychological research. *3 credits*

CPSY 8620 Seminar on History, Philosophy and Models of Family Systems

In-depth examination of original sources of systems thinking. Exploration of history, philosophical premises and treatment considerations of systemic perspectives on individuals, couples and families. Study of systemic approaches in relation to development of psychology and family therapy. Prerequisite: CPSY 7620. *3 credits*

CPSY 8701 Techniques of Group Counseling

The essential focus of this course will be students' actual participation in a training group. Primarily through that vehicle the course will identify the principles of group process and dynamics toward the application of facilitative group counseling techniques. Focus on the rationale and use of appropriate group intervention strategies. Prerequisite: 3 credits in group course. *3 credits*

CPSY 8703 Seminar in Vocational Psychology

Review and evaluate traditional, emerging, and group-specific theories of career development. Discuss issues in career counseling practice and career assessment. Special topics in vocational psychology are explored. Students develop their own career development portfolio and present on topic of interest. Prerequisite: None. *3 credits*

CPSY 8705 Psychoeducational Programming: Planning,

Delivery and Evaluation

Extending the life skills approach; an emphasis on interpersonal and self-control skills, such as assertiveness training, diet control, parenting, crises management, conflict resolution and stress management. *3 credits*

CPSY 8706 Seminar in Clinical Assessment Techniques

Attempt to develop a model for understanding and identifying psychopathology and other psychological traits that may interfere with adjustment to daily living. Effective use of the psychological interview, the case history, and standardized personality measures including the MMPI, Rorschach and TAT. Materials fee will be assessed for each student the first week of class. This is in addition to the lab fee. Prerequisites: CPSY 6001, 6103; 3 additional credits in testing; concurrent enrollment in 1 credit lab-CPSY 9706. *3 credits*

CPSY 8800 Seminar: Contemporary Issues in Couples and Family Therapy

Analysis of recent trends and issues in professional issues of marriage and family therapy. Presumes a working knowledge of systems thought. Prerequisite: CPSY 8516, 8517. *3 credits*

CPSY 8801 Foundations of Assessment and Treatment in Systems

Continued exposure to systems theories, writings, and techniques, including Boszormenyi-Nagy. Minimum 50 supervised client contact hours at approved site with approved supervisor. Case consultation. Prerequisite: CPSY 7622. *3 credits*

CPSY 9001 Univariate Experimental Design

Design of experiments and related statistical analysis in education and psychology. Analysis of variance for factorial designs, randomized block, hierarchical and split plot factorial designs, as well as the general linear approach to ANOVA. (Formerly RESH 9001). Prerequisite: CPSY 7005, 7006 or equivalent. *3 credits*

CPSY 9002 Applied Multivariate Statistics

Provides a working familiarity with a variety of multivariate statistical techniques as they apply to education and psychology. Techniques include multiple regression, path analysis, factor analysis, analysis of covariance, multivariate analysis of variance, discriminate function analysis and canonical correlation. Prerequisite: CPSY 9001. *3 credits*

CPSY 9004 Seminar in Qualitative Research Methods

Provides students with the opportunity to learn qualitative research methods, with the goal of helping students critically think about the integration of research questions, research paradigm, data collection and analysis, reporting of findings, and researcher reflexivity in qualitative research. The course will cover various qualitative methods, including phenomenology, grounded theory, narrative inquiry, critical and action research, and mixed methods. The final project will require students to develop a research proposal for a qualitative research study. Prerequisites: None. *3 credits*

CPSY 9080 Practicum in Supervision

Models and methods of professional consultation and supervision in a variety of clinical settings. Topics include

role and function of supervision in counseling therapy, the effective supervisor, facilitating professional development in those supervised and accountability. Students critique their own methods of supervision. Field placement is required.

Prerequisite: permission of instructor. *3 credits*

CPSY 9090 Thesis Seminar I

Focuses on the completion of a tentative research proposal for the doctoral dissertation, including selection of topic, literature search, investigation of relevant theories, and development of hypotheses relevant to the research proposal.

Prerequisites: CPSY 7002, 9001, 9002; successful completion of Part I of Comprehensive exams. *3 credits*

CPSY 9091 Thesis Seminar II

Focuses on the design of the proposed study. Provides the mechanism for presentation of the dissertation proposal, defense of the proposal and its ultimate acceptance. *3 credits*

CPSY 9095 Supervised Teaching in Counseling and Psychology

Arrangements to take this course must be made six weeks prior to the semester of intended enrollment. Supervised teaching experience in content area under mentorship of an experienced professor. Study of instructional methods. Students must demonstrate competence in the content area to be taught. *3 credits*

CPSY 9706 Seminar in Clinical Assessment Techniques-Lab

This lab course will provide students with introduction and practice with the administration, scoring, and interpretation of the test protocols used in CPSY 8706. *1 credit*

CPSY 9774 Theories and Techniques of Counseling and Psychotherapy

This course is designed to introduce students to the theories and techniques of counseling and psychotherapy. In addition to the “traditional” psychotherapy, emerging paradigms will be introduced. There will be a particular focus on providing a well rounded exposure to the theories and techniques of counseling and psychotherapy, including non-Western and feminist approaches to psychotherapy. Moreover, professional and ethical issues in the field of counseling psychotherapy will be discussed. *3 credits*

CPSY 9788-9789 Internship in Counseling Psychology

Places student interns in a field setting such as a community mental health center, or hospital, rehabilitation or a setting appropriate to the counseling psychologist for one year. Supervision supplied by appropriate agency, staff personnel and faculty. Prerequisite: successful completion of all doctoral coursework and comprehensive examination. Apply one year in advance. *No credit*

CPSY 9871 Practicum in Systemic Approaches I

A first-semester doctoral course focused on supervised clinical experience. Emphasis on foundational skills in assessment and treatment from a systemic perspective. *3 credits*

CPSY 9872 Practicum in Systemic Approaches II

A second-semester doctoral course connected with supervised

clinical experience. Focus on use of self in assessment and treatment from a systemic perspective. *3 credits*

CPSY 9873 Practicum in Systemic Approaches III

Second-year doctoral course taken concurrently with clinical work. Includes assessment and treatment with couples and families, under approved supervision at an appropriate site. Attention is given to cultural, gender and clinical issues as they emerge in cases. *1 credit*

CPSY 9874 Practicum in Systemic Approaches IV

Second-year doctoral course taken concurrently with clinical work. Includes assessment and treatment with couples and families, under approved supervision at an appropriate site. Attention is given to cultural, gender and clinical issues as they emerge in cases. *1 credit*

CPSY 9875 Practicum in Systemic Approaches V

Third-year doctoral course taken concurrently with clinical work. Includes assessment and treatment with couples and families, under approved supervision at an appropriate site. Advanced understanding and planning regarding assessment and treatment of systemic, interpersonal, personal and larger systems dynamics in cases, with particular emphasis on therapist's theoretical perspective. *1 credit*

CPSY 9876 Practicum in Systemic Approaches VI

Third-year doctoral course taken concurrently with clinical work. Includes assessment and treatment with couples and families, under approved supervision at an appropriate site. Advanced understanding and planning regarding assessment and treatment of systemic, interpersonal, personal and larger systems dynamics in cases, with particular emphasis on therapist's use of self. *1 credit*

CPSY 9877-9878 Doctoral Internship

A nine-month internship with a relational-systemic focus fulfilling the accreditation standards set by the Commission on Accreditation for Marriage and Family Therapy Education under the guidance of an AAMFT Approved Supervisor. May be taken concurrently with or separately from CPSY 9884-9885. *No credit*

CPSY 9880-9881 Internship in Couple and Family Therapy (Ed.S., M.S.)

A 6-credit, two-semester class for case consultation in marriage and family therapy. Clinical work occurs in on-site placement in an agency, clinic, or appropriate treatment facility. Successful completion of the internship requires that a minimum of 500 client-contact hours (at least half with couples and families) be finished with satisfactory evaluations by an approved supervisor. There must be at least one hour of supervision for every five hours of client contact and will include at least 50 hours of live or taped content, and at least 25 hours of live or videotaped data. Prerequisites: completion of required course work and CPSY 8801. *3 credits*

CPSY 9882-9883 Doctoral Internship

A 6-credit internship in clinical work including couples and families; a full-time, two-semester, on-site placement in an agency, clinic or appropriate treatment faculty that provides students with approved supervision. Placement is approved

by the full-time faculty clinical coordinator. The internship should be arranged only after all other curricular requirements have been satisfied. Prerequisites: completion of all course work and comprehensive examinations. *3 credits each*

CPSY 9884-9885 Doctoral Internship

A 6-credit, yearlong clinical internship including assessment and treatment of families under supervision of a psychologist. Same conditions as CPSY 9882-9883. *No credit*

CPSY 9886 Pre-doctoral Internship

For students who need to continue an internship experience because of not fully satisfying the requirements for CPSY 9881. *1 credit*

CPSY 9970-9971 Internship in Clinical Psychology

A full-year, full-time (2,000 hours) internship in an APPIC- or APA-approved internship setting, including hospitals and clinics. Ph.D. students must submit applications to program faculty one full year prior to the beginning of the proposed internship. All course work and comprehensive examinations must be successfully completed. Documentation required by program faculty must be submitted. Permission of faculty is required. *3 credits*

CPSY 9985 Introduction to Child and Adolescent Therapy

Students will learn individual, group and crisis intervention therapy techniques from a broad spectrum of approaches including cognitive, behavioral, psychodynamic, ecological/systems, etc. Students will learn about school crisis plans and teams, bullying/harassment policies, and abuse/neglect referrals to the Division of Youth and Family Services. Students will use clinical interviewing and data based assessment skills to make an accurate DSM-IV-TR diagnosis, develop and monitor treatment plans, and complete progress notes with a multicultural diverse population. Students will need to obtain a field placement to observe/participate in individual and/or group counseling experiences. Student Liability Insurance and fieldwork are required. Prerequisite: Enrollment in the School Psychology Ed.S. Program; and concurrent enrollment in assessment courses. *3 credits*

CPSY 9991-9999 Dissertation Advisement

Students in the dissertation phase must register continuously for this course until completion of the thesis. Students must maintain contact with their mentor and be involved in the research and writing process. *No credit*

Department of Education Leadership, Management and Policy

Website: www.shu.edu/education-leadership-management-policy/

Phone: (973) 761-9397

Faculty: Burns; Chen; Corino; Freidus; Furman; Gutmore; McGee; Morgan; Reid; Shea; Smith; Tienken; Timmer

Chair: David Reid, David.reid@shu.edu

** Note: Updates are made to the Student Handbooks and departmental policies governing ELMP programs. The information in the Student Handbooks and departmental policy documents supersedes the information contained within this document and students should also refer to those sources when reviewing policies and procedures.*

Department Overview

The Department of Education Leadership, Management and Policy is dedicated to serving students seeking leadership roles in elementary and secondary schools, higher education, state and federal organizations, and law enforcement agencies. Students broaden their knowledge and understanding of the processes of education and prepare for leadership careers in the human service professions. The department's programs aim to foster in its students and faculty: academic excellence, service, managerial competence, ethics, diversity, and visionary leadership. The department is located on Seton Hall's South Orange campus, and it also takes several of its programs to off-campus educational, government, and corporate sites to keep pace with current training requirements. All courses are available in the evening and on weekends to meet the needs of working professionals.

Program List

The full list of programs in the department of Education Leadership, Management and Policy (ELMP) is listed below. Programs are covered in this section of the catalog in the following order:

Certificate (Online) in NJDOE School Supervision

M.A.E. in Education Leadership, Management and Policy
Executive M.A. in Education Leadership, Management and Policy

M.A.E. (Catholic School Leadership) in Education Leadership, Management and Policy (admissions suspended for the 2021-22 academic year)

Ed.S. (Online) in Education Leadership, Management and Policy

Ed.S. (Executive) in Education Leadership, Management and Policy

Ed.S. (Catholic School Leadership) in Education Leadership, Management and Policy (admissions suspended for the 2021-22 academic year)

Ed.D. in Education Leadership, Management and Policy

Ed.D. (Executive) in Education Leadership, Management and Policy

M.A.E. in Higher Education and Student Affairs

Ed.D. in Higher Education

Ph.D. in Higher Education

M.A. in Human Resources Training and Development

M.A. (Online) in Human Resources Training and

Development

Ed.S. (Police) in Education Leadership, Management and Policy

Department Policies and Procedures

The following listed policies do not cover all policies and procedures to which students are held and focus only on those related to factors that would be considered in an audit of students' academic progress. Students are also held accountable for University policies, as well as policies listed in student program handbooks.

Academic Probation Policy

Any student who has a cumulative grade point average (GPA) below 3.0 at the end of a semester is automatically placed on academic probation per university guidelines. Consequently, a registration hold will be put in place, and the probationary student will only be allowed to register for classes after meeting with his/her program academic advisor. The department will take the following steps each semester to enforce the university's academic probation rules:

1. A department secretary will check the cumulative GPAs of all students after final grades are submitted and posted at the conclusion of each semester (Fall, Spring, Summer I & Summer II). The names of all students below a 3.0 cumulative GPA will be forwarded to the department chair and relevant program director.
2. All students with a cumulative GPA below 3.0 will be sent a letter from the department chair (with their advisor/mentor and program director copied) notifying them of their status on academic probation as well as the conditions for continued enrollment (see below). Students who are placed on academic probation must meet with the department chair before being able to register for any classes.
3. The chair and program director will work with faculty advisors and the registrar's office to enforce registration holds. As students may register before they receive grades that would place them on academic probation (such as in November for spring semester courses), a department secretary should notify the academic advisor and program director of any student on academic probation regarding that student's status. The faculty in that program will then develop a remediation plan for that student to be approved by the program director. It is then the responsibility of the student's advisor (in conjunction with the program director) to work with the student and other instructors to make sure the remediation plan and registration conditions (as detailed below) are followed.
4. In cases where the probationary student also serves as a graduate assistant, the chair and/or program director will notify the University's Graduate

Assistantship Program director that the student is no longer in good standing and note that the student's graduate assistantship must be terminated as per university guidelines.

Students who are on academic probation must abide by the following criteria in order to remain enrolled in the program:

1. Students must meet with their academic advisor and discuss their registration plans for the semester and how they intend to regain a 3.0 GPA as soon as possible. In order for the registration hold to be lifted, the student's advisor must contact the department chair to give approval.
2. Students are limited to taking a maximum of six credits per semester while their cumulative GPA is below 3.0. Exceptions to this six credit limit will only be considered in cases where a student is a member of an executive cohort program or an international student whose visa status requires the student to take at least nine credits per semester. In these cases, the student's academic advisor will develop a plan with the student for ensuring adequate academic progress; this plan will then be reviewed by the program director and placed into the student's file upon approval.
3. Students who are on academic probation to begin a semester must either earn a 3.5 semester GPA or regain a 3.0 cumulative GPA by the end of that semester. Students who cannot meet at least one of these criteria are subject to dismissal from their program of study.
4. Students may register for up to two additional semesters while being on academic probation as long as conditions (1)-(3) above are satisfied. A cumulative GPA below 3.0 for three consecutive semesters results in a student being subject to dismissal from their program of study.

Time to Degree

Students must complete their programs of study within the following number of years following their initial admission, excepting approved leaves of absence that meet Graduate Catalog requirements:

- Master's and EdS programs: Six (6) years
- EdD and PhD programs: Ten (10) years

If a student fails to complete their program within that time period, he or she will be dismissed. The student will then have to reapply for admission as a new student (which is not guaranteed) and is subject to all current course requirements in the program of study. Students may be subject to retaking courses, examinations, and/or any parts of the program that the program's faculty deem necessary.

A student may not be reinstated without reapplying for admission if initial enrollment occurred long enough ago that the time to degree requirements either have already been broken or a path to completion is unlikely while meeting the

timing requirements.

Degree Programs

Graduate programs in the department can largely be organized into three areas: K-12 education leadership; higher education leadership; and police graduate studies. The sections below detail the admissions and degree requirements for each of the areas. Program directors for the individual programs are the points of contact for more information; see the top of the department section to find contact information.

K-12 Education Leadership, Management and Policy

The programs in K-12 Education Leadership, Management and Policy prepare students for a variety of careers in K-12 education leadership. Overall, degree offerings include: Master of Arts in Education, Education Specialist, and Doctorate of Education. In addition, we offer coursework for a Certificate in School Administration. Program details are listed below:

Certificate in NJDOE School Supervision

The certificate program prepares students to meet New Jersey Department of Education requirements for certification to be a school principal in the state of New Jersey.

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. However, it should be noted that certification from the New Jersey Department of Education will not be granted until such time that the one possesses a master's degree and a minimum of three years teaching experience under a state issued instructional certificate. Faculty will evaluate each applicant based on the following criteria and materials:

- Statement of purpose;
- Official undergraduate and graduate transcripts;

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 12 credit hours, as listed below.

ELMP 6665 Curriculum Development and Evaluation
 ELMP 6666 Supervision of Instruction and Evaluation
 ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior
 ELMP 7776 Curriculum Design and Engineering

Master of Arts in Education (M.A.E.), K-12 Education Leadership, Management and Policy

The programs of study for the Master of Arts in Education within the department Education Leadership, Management and Policy prepare students for New Jersey supervisor or administrative certifications, though students are not required to seek certification. There are three different program

options – Online, Executive, and Catholic School Leadership – listed below:

M.A.E. in Education Leadership, Management and Policy

This M.A.E. degree program prepares education professionals for leadership positions and careers in K-12 educational environments. Upon completion students are positioned to earn state certification (supervisor and/or principal).

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials:

- Statement of purpose;
- Official undergraduate and graduate transcripts;
- Three letters of recommendation from academic and/or professional references;
- Current résumé;
- Certified school teaching experience; and
- Personal interview.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 39 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

ELMP 6006 Ethical Foundations in the Helping Professions
 ELMP 6601 Organization and Administration of Education
 ELMP 6665 Curriculum Development and Evaluation
 ELMP 6666 Supervision of Instruction and Evaluation
 ELMP 6761 Finance in Administration
 ELMP 7763 Education Law
 ELMP 7768 Technology for Administrators
 ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior
 ELMP 7776 Curriculum Design and Engineering
 ELMP 8891 Directed Research in Administration and Supervision
 ELMP 8983 Leadership and Management Assessment
 ELMP 8981 Administrative Internship I
Select one course from the following:
 ELMP 8982 Administrative Internship II
 ELMP 9999 Culminating Research Seminar

Other Requirements

Mid-Program Assessment Center: This activity is administered to our advanced degree students at the midpoint of our program. It is a non-graded leadership activity which assesses student knowledge, decision-making and verbal communication skills. The Assessment Center includes three simulated supervisory/administrative activities related to the current National Education Leadership (NELP) Standards. The assessment is administered to each student by two

assessors. One of the assessors is a Seton Hall University Professor and the second assessor is a certificated supervisor, principal or superintendent considered by our ELMP Department to be an expert practitioner in the field.

Internship: The administrative internship is a culminating leadership experience that provides meaningful leadership and management-based activities within a school/district setting. The program is 600 hour, year-long experience that is focused on 550 hours at the school/district in which the intern is employed and an additional 50 hours at a school/district distinctly different (from a demographic perspective) than the district in which the intern is employed. The program is aligned to CAEP standards for clinical experience. A NJDOE certificated supervisor, principal or school administrator serves as the primary mentor to the intern. In addition, a Seton Hall University professor serves as a liaison between the mentor and mentee during the 2 semester program to ensure that the intern receives the guidance and support necessary to successfully complete the program requirements, including the development of a portfolio.

Executive M.A. in Education Leadership, Management and Policy

The Executive M.A.E. degree program prepares education professionals for leadership positions and careers in K-12 educational environments. Courses are held in a blended format offering both online and in-seat courses. Upon completion students are positioned to earn state certification (supervisor and/or principal).

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials: Statement of purpose;

Official undergraduate and graduate transcripts;

- Three letters of recommendation from academic and/or professional references;
- Current résumé;
- Certified school teaching experience; and
- Personal interview.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 39 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

ELMP 6006 Ethical Foundations in the Helping Professions

ELMP 6601 Organization and Administration of Education

ELMP 6665 Curriculum Development and Evaluation

ELMP 6666 Supervision of Instruction and Evaluation

ELMP 6761 Finance in Administration

ELMP 7763 Education Law

ELMP 7768 Technology for Administrators

ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior

ELMP 7776 Curriculum Design and Engineering

ELMP 8891 Directed Research in Administration and Supervision

ELMP 8983 Leadership and Management Assessment

ELMP 8981 Administrative Internship I

ELMP 8982 Administrative Internship II

Other Requirements

Mid-Program Assessment Center: This activity is administered to our advanced degree students at the midpoint of our program. It is a non-graded leadership activity which assesses student knowledge, decision-making and verbal communication skills. The Assessment Center includes three simulated supervisory/administrative activities related to the current National Education Leadership (NELP) Standards. The assessment is administered to each student by two assessors. One of the assessors is a Seton Hall University Professor and the second assessor is a certificated supervisor, principal or superintendent considered by our ELMP Department to be an expert practitioner in the field.

Internship: The administrative internship is a culminating leadership experience that provides meaningful leadership and management-based activities within a school/district setting. The program is 600 hour, year-long experience that is focused on 550 hours at the school/district in which the intern is employed and an additional 50 hours at a school/district distinctly different (from a demographic perspective) than the district in which the intern is employed. The program is aligned to CAEP standards for clinical experience. A NJDOE certificated supervisor, principal or school administrator serves as the primary mentor to the intern. In addition, a Seton Hall University professor serves as a liaison between the mentor and mentee during the 2 semester program to ensure that the intern receives the guidance and support necessary to successfully complete the program requirements, including the development of a portfolio.

M.A.E. (Catholic School Leadership) in Education Leadership, Management and Policy (admissions suspended for the 2021-22 academic year)

This M.A.E. prepares current and future leaders to meet the challenges facing Catholic schools in the 21st Century. This program meets all NJDOE requirements to apply for Principal, Supervisor, and School Administrator Certification, has state to state reciprocity, and is nationally recognized by the Council for the Accreditation of Educator Preparation (CAEP).

Admissions Requirements

Admission will be open to holders of baccalaureate degrees

from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials:

- Statement of purpose;
- Official undergraduate and graduate transcripts;
- Three letters of recommendation from academic and/or professional references;
- Current résumé;
- Certified school teaching experience; and
- Personal interview.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 39 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

ELMP 6872 Catholic Identity, Ethos and Culture
 ELMP 7768 Technology for Administrators
 ELMP 6666 Supervision of Instruction and Evaluation
 ELMP 6665 Curriculum: Development of Evaluation
 ELMP 8891 Directed Research for Administrators
 ELMP 6761 Finance Administration
 ELMP 6871 Principal as Servant Leader
 ELMP 8981 Administrative Internship I
 ELMP 8982 Administrative Internship II
 ELMP 6601 Organization and Administration
 ELMP 7763 School Law
 ELMP 7776 Curriculum: Design and Engineering
 ELMP 7772 Leadership Dynamics

Other Requirements

Mid-Program Assessment Center: This activity is administered to our advanced degree students at the midpoint of our program. It is a non-graded leadership activity which assesses student knowledge, decision-making and verbal communication skills. The Assessment Center includes three simulated supervisory/administrative activities related to the current National Education Leadership (NELP) Standards. The assessment is administered to each student by two assessors. One of the assessors is a Seton Hall University Professor and the second assessor is a certificated supervisor, principal or superintendent considered by our ELMP Department to be an expert practitioner in the field.

Internship: The administrative internship is a culminating leadership experience that provides meaningful leadership and management-based activities within a school/district setting. The program is 600 hour, year-long experience that is focused on 550 hours at the school/district in which the intern is employed and an additional 50 hours at a school/district distinctly different (from a demographic perspective) than the district in which the intern is employed. The program is aligned to CAEP standards for clinical experience. A NJDOE certificated supervisor, principal or school administrator serves as the primary mentor

to the intern. In addition, a Seton Hall University professor serves as a liaison between the mentor and mentee during the 2 semester program to ensure that the intern receives the guidance and support necessary to successfully complete the program requirements, including the development of a portfolio.

Education Specialist (Ed.S.), K-12 Education Leadership, Management and Policy

The programs of study for the Education Specialist within the department Education Leadership, Management and Policy prepare students for New Jersey supervisor or administrative certifications, though students are not required to seek certification. There are three different program options – Online, Executive, and Catholic School Leadership – listed below. The Ed.S. degree is intended for educators and those in the helping professions who need preparation beyond the master's degree, such as: school administrators, educational researchers, teachers, department chairs, supervisors, counselors, school psychologists, management and training consultants, government employees, specialists in learning disabilities, marriage and family therapists and specialists in pupil personnel services.

Ed.S. (Online) in Education Leadership, Management and Policy

This Ed.S. degree program prepares education professionals who hold a master's degree for leadership positions and careers in K-12 educational environments. Upon completion students are positioned to earn state certification (supervisor and/or principal).

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials:

- Statement of purpose;
- Official undergraduate and graduate transcripts;
 - Three letters of recommendation from academic and/or professional references;
 - Current résumé;
 - Certified school teaching experience; and
 - Personal interview.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 39 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred. (A minimum of 42 credit hours is required for students who did not take a graduate level research course in their master's program, as evaluated by program faculty.)

ELMP 6601 Organization and Administration of Education

ELMP 6665 Curriculum Development and Evaluation
 ELMP 6666 Supervision of Instruction and Evaluation
 ELMP 6761 Finance in Administration
 ELMP 7763 Education Law
 ELMP 7768 Technology for Administrators
 ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior
 ELMP 7776 Curriculum Design and Engineering
 ELMP 6005 Statistical Methods
 ELMP 8983 Leadership and Management Assessment
 ELMP 8981 Administrative Internship I

Select one course from the following:

ELMP 8982 Administrative Internship II
 ELMP 9999 Culminating Research Seminar

Required if student has not taken a graduate level research course in their master's program:

ELMP 8891 Directed Research in Administration and Supervision

Other Requirements

Research Coursework: Ed.S candidates must show completion of a graduate research course with minimum grade 3.0 or complete both 8891 and 6005 for a total of 42 credits to graduate.

Mid-Program Assessment Center: This activity is administered to our advanced degree students at the midpoint of our program. It is a non-graded leadership activity which assesses student knowledge, decision-making and verbal communication skills. The Assessment Center includes three simulated supervisory/administrative activities related to the current National Education Leadership (NELP) Standards. The assessment is administered to each student by two assessors. One of the assessors is a Seton Hall University Professor and the second assessor is a certificated supervisor, principal or superintendent considered by our ELMP Department to be an expert practitioner in the field.

Internship: The administrative internship is a culminating leadership experience that provides meaningful leadership and management-based activities within a school/district setting. The program is 600 hour, year-long experience that is focused on 550 hours at the school/district in which the intern is employed and an additional 50 hours at a school/district distinctly different (from a demographic perspective) than the district in which the intern is employed. The program is aligned to CAEP standards for clinical experience. A NJDOE certificated supervisor, principal or school administrator serves as the primary mentor to the intern. In addition, a Seton Hall University professor serves as a liaison between the mentor and mentee during the 2 semester program to ensure that the intern receives the guidance and support necessary to successfully complete the program requirements, including the development of a portfolio.

Residency: This program requires students to attend two weekend visits to campus where they will meet their

classmates and professors in the online program. The first residency will be an orientation at the start of the first semester; halfway through the program, they will rejoin their class for the second residency; and commencement will be the final residency.

Ed.S. (Executive) in Education Leadership, Management and Policy

This Ed.S. degree program prepares education professionals who hold a master's degree for leadership positions and careers in K-12 educational environments. Courses are held in a blended format offering online and in-seat courses. Upon completion students are positioned to earn state certification (supervisor and/or principal).

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials: Statement of purpose;

Official undergraduate and graduate transcripts;

- Three letters of recommendation from academic and/or professional references;
- Current résumé;
- Certified school teaching experience; and
- Personal interview.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 39 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred. (A minimum of 42 credit hours is required for students who did not take a graduate level research course in their master's program, as evaluated by program faculty.)

ELMP 6006 Ethical Foundations in the Helping Professions
 ELMP 6601 Organization and Administration of Education
 ELMP 6665 Curriculum Development and Evaluation
 ELMP 6666 Supervision of Instruction and Evaluation
 ELMP 6761 Finance in Administration
 ELMP 7763 Education Law
 ELMP 7768 Technology for Administrators
 ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior

ELMP 7776 Curriculum Design and Engineering
 ELMP 6005 Statistical Methods

ELMP 8983 Leadership and Management Assessment
 ELMP 8981 Administrative Internship I

Select one course from the following:

ELMP 8982 Administrative Internship II
 ELMP 9999 Culminating Research Seminar

Required if student has not taken a graduate level research course in their master's program:

ELMP 8891 Directed Research in Administration and Supervision

Other Requirements

Research Coursework: Ed.S candidates must show completion of a graduate research course with minimum grade 3.0 or complete both 8891 and 6005 for a total of 42 credits to graduate.

Mid-Program Assessment Center: This activity is administered to our advanced degree students at the midpoint of our program. It is a non-graded leadership activity which assesses student knowledge, decision-making and verbal communication skills. The Assessment Center includes three simulated supervisory/administrative activities related to the current National Education Leadership (NELP) Standards. The assessment is administered to each student by two assessors. One of the assessors is a Seton Hall University professor and the second assessor is a certificated supervisor, principal or superintendent considered by our ELMP Department to be an expert practitioner in the field.

Internship: The administrative internship is a culminating leadership experience that provides meaningful leadership and management-based activities within a school/district setting. The program is 600 hour, year-long experience that is focused on 550 hours at the school/district in which the intern is employed and an additional 50 hours at a school/district distinctly different (from a demographic perspective) than the district in which the intern is employed. The program is aligned to CAEP standards for clinical experience. A NJDOE certificated supervisor, principal or school administrator serves as the primary mentor to the intern. In addition, a Seton Hall University professor serves as a liaison between the mentor and mentee during the 2 semester program to ensure that the intern receives the guidance and support necessary to successfully complete the program requirements, including the development of a portfolio.

Ed.S. (Catholic School Leadership) in Education Leadership, Management and Policy (admissions suspended for the 2021-22 academic year)

This Ed.S. program prepares current and future leaders to meet the challenges facing Catholic schools. This program meets all NJDOE requirements to apply for Principal, Supervisor, and School Administrator Certification, has state to state reciprocity, and is nationally recognized by the Council for the Accreditation of Educator Preparation (CAEP).

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials: Statement of purpose;

- Official undergraduate and graduate transcripts;

- Three letters of recommendation from academic and/or professional references;
- Current résumé;
- Certified school teaching experience; and
- Personal interview.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 39 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred. (A minimum of 42 credit hours is required for students who did not take a graduate level research course in their master's program, as evaluated by program faculty.)

ELMP 6872 Catholic Identity, Ethos and Culture

ELMP 7768 Technology for Administrators

ELMP 6666 Supervision of Instruction and Evaluation

ELMP 6665 Curriculum: Development of Evaluation

ELMP 6005 Statistical Methods

ELMP 6761 Finance Administration

ELMP 6871 Principal as Servant Leader

ELMP 8981 Administrative Internship I

ELMP 8982 Administrative Internship II

ELMP 6601 Organization and Administration

ELMP 7763 School Law

ELMP 7776 Curriculum: Design and Engineering

ELMP 7772 Leadership Dynamics

Required if student has not taken a graduate level research course in their master's program:

ELMP 8891 Directed Research in Administration and Supervision

Other Requirements

Research Coursework: Ed.S candidates must show completion of a graduate research course with minimum grade 3.0 or complete both 8891 and 6005 for a total of 42 credits to graduate.

Mid-Program Assessment Center: This activity is administered to our advanced degree students at the midpoint of our program. It is a non-graded leadership activity which assesses student knowledge, decision-making and verbal communication skills. The Assessment Center includes three simulated supervisory/administrative activities related to the current National Education Leadership (NELP) Standards. The assessment is administered to each student by two assessors. One of the assessors is a Seton Hall University Professor and the second assessor is a certificated supervisor, principal or superintendent considered by our ELMP Department to be an expert practitioner in the field.

Internship: The administrative internship is a culminating leadership experience that provides meaningful leadership and management-based activities within a school/district setting. The program is 600 hour, year-long experience that

is focused on 550 hours at the school/district in which the intern is employed and an additional 50 hours at a school/district distinctly different (from a demographic perspective) than the district in which the intern is employed. The program is aligned to CAEP standards for clinical experience. A NJDOE certificated supervisor, principal or school administrator serves as the primary mentor to the intern. In addition, a Seton Hall University professor serves as a liaison between the mentor and mentee during the 2 semester program to ensure that the intern receives the guidance and support necessary to successfully complete the program requirements, including the development of a portfolio.

Doctorate of Education (Ed.D.), K-12 Education Leadership, Management and Policy

The programs of study for the K-12 Doctorate of Education within the department Education Leadership, Management and Policy prepare students to begin or further their careers in K-12 school administration. There are two major program options: the traditional Ed.D. and the executive Ed.D.

Ed.D. in Education Leadership, Management and Policy

The Ed.D. in K-12 Education Leadership, Management, and Policy prepares individuals to pursue leadership roles related to education including roles as principals and district superintendents as well as roles in state and federal departments of education, education non-profits, and education think-tanks.

Admissions Requirements

Admission will be open to holders of master's degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials: Statement of purpose;

- Official undergraduate and graduate transcripts;
- Three letters of recommendation from academic and/or professional references;
- Current résumé; and
- Miller Analogies Test or Graduate Record Exam scores from within last five years.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 90 credit hours, as listed below. Up to 33 credits may be transferred from prior degrees.

I. Foundation (15 credits)

ELMP 6005 Statistical Methods
 ELMP 7773 Organizational Structures
 ELMP 8159 Curriculum Ideology and Policy
 ELMP 7000 Data Analysis
 ELMP 7765 Policy Analysis

II. Core (15 credits)

ELMP 7771 Organizational Decision Making
 ELMP 8895 Program Evaluation
 ELMP 7762 Public Relations in Administration
 ELMP 6764 Public Sector Bargaining
 ELMP 8801 Interdisciplinary Studies in Administrators

III. Issues and Theories (18 credits)

ELMP 8984 Leadership Institute for Administrators and Supervisors I
 ELMP 8985 Leadership Institute for Administrators and Supervisors II
 ELMP 8987 Dissertation Seminar I
 ELMP 8988 Dissertation Seminar II
 ELMP 6861 School Building and Planning and Plant Management

Choose one course from the following:

ELMP 9000 Superintendent Internship
 ELMP 7767 Advanced Study in Personnel Management

IV. Research Courses (9 credits)

ELMP 8616 Intermediate Statistics
 ELMP 8986 Qualitative Research Seminar in Administration
 ELMP 9962 Advanced Qualitative Methods

V. Electives (33 credits)

Selected in consultation with adviser

Other Requirements:

Qualifying Exam: Students must pass a qualifying examination, which consists of three sections: Policy, Organization, and Curriculum. On their first attempt, students must take all three sections of the exam. Each of the three sections is scored out of 20 points, and a student must earn a score of 16 or more points in each section in order to pass that section. Students have two chances to pass all sections. In any re-attempt, students who in their last attempt scored below 48 points in total must retake the entire examination (i.e., all three sections), and students who scored at or above 48 points but below 16 points on any section must retake only the section(s) in which they scored below 16 points. A student must pass the entire examination on their first or second attempt or be dismissed from the program. Not sitting for the exam during an administration in which the student was directed in writing to do so (e.g., in the case of a retake), without appropriate documentation of a reasonable exception, will be counted as an automatic fail for the exam.

Comprehensive Exam: Students take a comprehensive exam after Advanced Qualitative Methods and Intermediate Statistics coursework. Exams are administered twice a year, once per regular semester. The comprehensive exam has two sections: Statistics and Research. Possible scores for each section are Pass, Conditional Pass, or Fail. These scores are explained below.

Pass: Student has successfully passed the section and does not need to retake the section.

Conditional Pass: Student needs to complete a remediation plan with the exam grader or their designee within a specified

amount of time. Successful completion of the remediation plan will result in a successful pass.

Fail: Student has not passed the section.

Students have up to two chances to pass each section of the comprehensive exam. If a student fails only one section of the exam, they will only be required to retake the section they failed. Failing either section of the exam twice will result in dismissal from the doctoral program. Not sitting for the exam during an administration in which the student was directed in writing to do so (e.g., in the case of a retake), without appropriate documentation of a reasonable exception, will be counted as an automatic fail for the exam. Students may not defend their dissertation proposal or enroll in Dissertation Advisement until they have successfully passed both sections of the comprehensive exam.

Dissertation Proposal: Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.

Dissertation: Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

Ed.D. for Seton Hall Ed.S. Graduates

The Ed.D. in K-12 Education Leadership, Management, and Policy prepares individuals to pursue leadership roles related to education including roles as principals and district superintendents as well as roles in state and federal departments of education, education non-profits, and education think-tanks. This program is only for students who have graduated from any Ed.S. program in the department of Education Leadership, Management, and Policy at Seton Hall University.

Admissions Requirements

Admission will be open to holders of Ed.S. degrees from department graduate programs. Faculty will evaluate each applicant based on the following criteria and materials:

Statement of purpose;

- Official undergraduate and graduate transcripts;
- Two letters of recommendation from academic and/or professional references;
- Current résumé; and
- Miller Analogies Test or Graduate Record Exam scores from within last five years.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 18 credit hours, as listed below. 72 valid credits must be transferred from

previous degrees, including the Seton Hall Ed.S. degree.

I. Semester 1 (6 credits)

ELMP 7773 Organizational Structures and Processes in Administration

ELMP 8159 Curriculum Policy, Ideology, and Leadership

II. Semester 2 (6 credits)

ELMP 9962 Advanced Qualitative Research Methods

ELMP 8987 Dissertation Seminar in Administration I

III. Semester 3 (3 credits)

ELMP 8616 Intermediate Statistical Methods

IV. Semester 4 (3 credits)

ELMP 8988 Dissertation Seminar in Administration II

Other Requirements

Comprehensive Exam: Students take a comprehensive exam after Advanced Qualitative Methods and Intermediate Statistics coursework. Exams are administered twice a year, once per regular semester. The comprehensive exam has two sections: Statistics and Research. Possible scores for each section are Pass, Conditional Pass, or Fail. These scores are explained below.

Pass: Student has successfully passed the section and does not need to retake the section.

Conditional Pass: Student needs to complete a remediation plan with the exam grader or their designee within a specified amount of time. Successful completion of the remediation plan will result in a successful pass.

Fail: Student has not passed the section.

Students have up to two chances to pass each section of the comprehensive exam. If a student fails only one section of the exam, they will only be required to retake the section they failed. Failing either section of the exam twice will result in dismissal from the doctoral program. Not sitting for the exam during an administration in which the student was directed in writing to do so (e.g., in the case of a retake), without appropriate documentation of a reasonable exception, will be counted as an automatic fail for the exam. Students may not defend their dissertation proposal or enroll in Dissertation Advisement until they have successfully passed both sections of the comprehensive exam.

Dissertation Proposal: Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.

Dissertation: Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

Ed.D. (Executive) in Education Leadership, Management and Policy

The Executive Ed.D. program provides an doctoral degree tailored towards for certified and practicing K-12 school

leaders.

Admissions Requirements

Admission will be open to holders of master's degrees from accredited colleges or universities. In addition, candidates for the Executive Ed.D. program must hold positions of school leadership at the time of application. Faculty will evaluate each applicant based on the following criteria and materials: Statement of purpose;

- Official undergraduate and graduate transcripts (with a GPA in the last degree of at least 2.50);
- Three letters of recommendation from academic and/or professional references;
- Current résumé;
- Miller Analogies Test or Graduate Record Exam scores from within last five years (at least 30th percentile); and
- Personal interview.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 90 credit hours, as listed below. Up to 36 credits may be transferred from prior degrees.

I. Semester 1 (15 credits)

ELMP 6005 Statistical Methods
ELMP 7773 Organizational Structures
ELMP 8159 Curriculum Ideology and Policy
ELMP 9999 Cumulating Research Seminar
ELMP 7765 Policy Analysis

II. Semester 2 (9 credits)

ELMP 7770 Technology for School Leaders
ELMP 7774 Comparative Studies
ELMP 8987 Dissertation Seminar I

III. Semester 3 (6 credits)

ELMP 8616 Intermediate Statistics
ELMP 8984 Leadership Institute for Administrators and Supervisors I

IV. Semester 4 (9 credits)

ELMP 6664 Current Legal Issues
ELMP 8801 Interdisciplinary Studies in Administration
ELMP 8986 Qualitative Research

V. Semester 5 (9 credits)

ELMP 7000 Data Analysis
ELMP 7100 Selected Topics in Administration
ELMP 8988 Dissertation Seminar II

VI. Semester 6 (6 credits)

ELMP 7761 Managing Fiscal Affairs
ELMP 9981 Dissertation Advisement I

Other Requirements

Qualifying Exam: Students must pass a qualifying

examination, which consists of three sections: Policy, Organization, and Curriculum. On their first attempt, students must take all three sections of the exam. Each of the three sections is scored out of 20 points, and a student must earn a score of 16 or more points in each section in order to pass that section. Students have two chances to pass all sections. In any re-attempt, students who in their last attempt scored below 48 points in total must retake the entire examination (i.e., all three sections), and students who scored at or above 48 points but below 16 points on any section must retake only the section(s) in which they scored below 16 points. A student must pass the entire examination on their first or second attempt or be dismissed from the program. Not sitting for the exam during an administration in which the student was directed in writing to do so (e.g., in the case of a retake), without appropriate documentation of a reasonable exception, will be counted as an automatic fail for the exam.

Comprehensive Exam: Students take a comprehensive exam after Advanced Qualitative Methods and Intermediate Statistics coursework. Exams are administered twice a year, once per fall and spring semester. The comprehensive exam has two sections which must be taken at the same time: Statistics and Research. Possible scores for each section are Pass, Conditional Pass, or Fail. These scores are explained below.

Pass: Student has successfully passed the section and does not need to retake the section.

Conditional Pass: Student needs to complete a remediation plan with the exam grader or their designee within a specified amount of time. Successful completion of the remediation plan will result in a successful pass.

Fail: Student has not passed the section.

Students have up to two chances to pass each section of the comprehensive exam. If a student fails only one section of the exam, they will only be required to retake the section they failed. Failing either section of the exam twice will result in dismissal from the doctoral program. Not sitting for the exam during an administration in which the student was directed in writing to do so (e.g., in the case of a retake), without appropriate documentation of a reasonable exception, will be counted as an automatic fail for the exam. Students may not defend their dissertation proposal or enroll in Dissertation Advisement until they have successfully passed both sections of the comprehensive exam.

Dissertation Proposal: Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.

Dissertation: Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

Higher Education Leadership, Management and Policy Master of Arts in Education (M.A.E.), Higher Education

The M.A.E. programs in Higher Education prepare students for careers working in colleges and universities. The department offers one M.A.E. program in Higher Education, which has two possible concentrations.

M.A.E. in Higher Education and Student Affairs

There are two possible concentrations for the M.A.E. in Higher Education and Student Affairs: *College Student Personnel Affairs* and *General Administration*. While admissions and non-course requirements are the same for both concentrations in the program, they differ in the curricular offerings and outcomes for students after graduation.

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials: Statement of purpose;

- Official undergraduate transcript (plus any other graduate program transcripts);
- Two letters of recommendation from academic and/or professional references; and
- Current résumé.

Applications are reviewed on a rolling basis.

Other Requirements

Internship: The internship component prepares graduate student to manage various roles in student affairs administration and other functional areas at the postsecondary level through the opportunity to gain practical experience in higher education. This three-credit course includes internship participation, faculty advisement, and portfolio development. Additionally, preparation is required before course registration to ensure internship approval. The student is responsible for researching and securing the semester-long internship. Each student is required to complete approximately 150-180 hours of on-site internship work (10-12 hours/ per week). Due to the complexities within the higher education environment, each student is required to develop goals and objectives specific to his/her internship experience and initial expectations. These goals and objectives will serve as the structure for internship responsibility growth and the starting point for various writing assignments required throughout the course.

Concentration in College Student Personnel Affairs

The M.A.E. program in Higher Education and Student Affairs, with a concentration in College Student Personnel Affairs prepares practitioners for positions in student affairs administration at the postsecondary level.

Course Requirements

Students must complete a minimum of 36 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

I. Core (21 credits)

ELMP 6101 Introduction to Higher Education as a Field of Study
ELMP 6102 American College Student
ELMP 6103 College Student Affairs Administration
ELMP 7763 Education Law
ELMP 8981 Administrative Internship I
ELMP 9993 Organization and Governance of Higher Education
ELMP 9997 Historical Development of American Higher Education

II. Foundations (9 credits)

Choose three courses from the following:

CPSY 6003 Counseling Skills
CPSY 6102 Psychology of Human Development
ELMP 7765 Policy Analysis in Administration
ELMP 7777 Diversity in Higher Education
ELMP 8801 Interdisciplinary Studies for Administrators
ELMP 8982 Administrative Internship II
ELMP 8984 Leadership Institute for Administrators and Supervisors
ELMP 9995 Financial Administration of Higher Education
ELMP 9996 Community Colleges

III. Research (3 credits)

ELMP 8891 Directed Research

IV. Electives (3 credits)

Select in consultation with advisor

Concentration in General Administration

The M.A. in Higher Education and Student Affairs, with a concentration in General Administration, prepares for positions in financial management, alumni affairs, fundraising, accreditation, enrollment management, athletics administration, and institutional research.

Course Requirements

Students must complete a minimum of 36 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

I. Core (18 credits)

ELMP 6101 Introduction to Higher Education as a Field of Study
ELMP 7763 Education Law
ELMP 8981 Administrative Internship I
ELMP 8984 Leadership Institute
ELMP 9993 Organization and Governance of Higher Education
ELMP 9997 Historical Development of American Higher Education

II. Required Foundations (6 credits)

ELMP 7765 Policy Analysis

ELMP 9995 Financial Administration of Higher Education

III. Advanced Foundations (6 credits)

Choose two courses from the following:

ELMP 6102 American College Student

ELMP 7103 Special Topics in Administration

ELMP 7774 Comparative Study of International Higher Education Systems

ELMP 7777 Diversity in Higher Education

ELMP 8982 Administrative Internship II

ELMP 8995 Institutional Research

ELMP 9994 Faculty Personnel Policies of Higher Education

ELMP 9998 Curriculum & Instruction

IV. Research (3 credits)

ELMP 8891 Directed Research

V. Electives (3 credits)

Select in consultation with advisor

Doctorate of Education (Ed.D.), Higher Education

The Ed.D. program in Higher Education prepares students for careers in leadership positions at colleges and universities.

The department offers one Ed.D. program in Higher Education.

Ed.D. in Higher Education

Admissions Requirements

Admission will be open to holders of master's degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials:

- Statement of purpose;
- Official undergraduate transcript;
- Official graduate transcript;
- Two letters of recommendation from academic and/or professional references; and
- Current résumé.
- Applications are twice per year, with fall entrants being reviewed in March and spring entrants being reviewed in October.

Course Requirements

Students must complete a minimum of 90 credit hours, as listed below. Up to 45 credits may be transferred from prior degrees.

I. Core (15 credits)

ELMP 6101 Introduction to Higher Education as a Field of Study

ELMP 7765 Policy Analysis

ELMP 8891 Directed Research

ELMP 9993 Organization and Governance in Higher Education

ELMP 9997 Historical Development of American Higher Education

II. Professional Cluster (18 credits)

Choose six courses from the following:

ELMP 6102 American College Student

ELMP 6103 College Student Affairs Administration

ELMP 7103 Special Topics in Administration

ELMP 7774 Comparative Study of International Educational Systems

ELMP 7777 Diversity in Higher Education

ELMP 8981 Administrative Internship I

ELMP 8982 Administrative Internship II

ELMP 8984 Leadership Institute I

ELMP 8985 Leadership Institute II

ELMP 8995 Institutional Research

ELMP 9994 Faculty Personnel Policies of Higher Education

ELMP 9995 Financial Administration of Higher Education

ELMP 9996 Community Colleges

ELMP 9998 Curriculum and Instruction in Higher Education

III. Required Research (12 credits)

ELMP 7000 Data Analysis

ELMP 8986 Qualitative Research

ELMP 9979 Dissertation Seminar in Higher Education I

IV. Electives (45 credits)

Select in consultation with advisor

Other Requirements

Dissertation Proposal: Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.

Dissertation: Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

Ed.D. for Seton Hall Ed.S. (Police) Graduates

Students who have graduated from Ed.S. (Police) program in the Department of Education Leadership, Management, and Policy are eligible to apply to a specialized version of the Ed.D. program, in which their credits from the Ed.S. transfer into the program, and thus only 21 credits and other remaining doctoral requirements (e.g., dissertation) are required for completion.

Admissions Requirements

Admission will be open to holders of Ed.S. degrees from the department Ed.S. program within police graduate studies. Faculty will evaluate each applicant based on the following criteria and materials:

Statement of purpose;

- Official undergraduate transcript;
- Official graduate transcript;
- Two letters of recommendation from academic and/or professional references; and
- Current résumé.
- Applications are twice per year, with fall entrants

being reviewed in March and spring entrants being reviewed in October.

Course Requirements

Students must complete a minimum of 21 credit hours, as listed below. 69 valid credits must be transferred from previous degrees, including the Seton Hall Ed.S. degree.

I. Semester 1 (6 credits)

ELMP 6101 Introduction to Higher Education

ELMP 9979 Dissertation Seminar I

II. Semester 2 (6 credits)

ELMP 7000 Data Analysis

ELMP 9993 Organization and Governance

III. Semester 3 (6 credits)

ELMP 8986 Qualitative Research

ELMP 7763 Education Law

IV: Semester 4 (3 credits)

ELMP 9980 Dissertation Seminar II

Other Requirements

Dissertation Proposal: Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.

Dissertation: Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

Doctorate of Philosophy (Ph.D.), Higher Education

The Ph.D. program in Higher Education prepares students for senior administrative and policy development and management posts in colleges and universities, government agencies, foundations, as well as careers in teaching and research. The department offers one Ph.D. program in Higher Education, with the option of adding a concentration in Research and Evaluation.

Ph.D. in Higher Education

While admissions requirements and other requirements are the same regardless of academic track, curricular requirements and career outcomes for students who add the concentration in Research and Evaluation are different from those who do not.

Admissions Requirements

Admission will be open to holders of master's degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials:

Statement of purpose;

- Official undergraduate and graduate transcripts;
- Two letters of recommendation from academic and/or professional references;

- Current résumé; and
- Graduate Record Exam scores from within last five years.
- Applications are twice per year, with fall entrants being reviewed in March and spring entrants being reviewed in October.

Course Requirements

Students must complete a minimum of 90 credit hours, as listed below. Up to 45 credits may be transferred from prior degrees.

I. Core (15 credits)

ELMP 6101 Introduction to Higher Education as a Field of Study

ELMP 7765 Policy Analysis

ELMP 8891 Directed Research

ELMP 9993 Organization and Governance in Higher Education

ELMP 9997 Historical Development of American Higher Education

II. Advanced Content (9 credits)

Choose three courses from the following:

ELMP 6102 American College Student

ELMP 6103 College Student Affairs Administration

ELMP 7103 Special Topics in Administration

ELMP 7763 Educational Law

ELMP 7774 International Comparative Study

ELMP 7777 Diversity in Higher Education

ELMP 8984 Leadership Institute I

ELMP 8985 Leadership Institute II

ELMP 8995 Institutional Research

ELMP 9994 Faculty Personnel Policies

ELMP 9995 Financial Administration of Higher Education

ELMP 9996 Community Colleges

ELMP 9998 Curriculum & Instruction

III. Required Research (6 credits)

ELMP 7000 Data Analysis

ELMP 8986 Qualitative Research

IV. Advanced Research (12 credits)

Choose four courses from the following:

ELMP 6005 Statistical Methods

ELMP 8616 Intermediate Statistical Methods

ELMP 8890 Survey Research

ELMP 8894 Applied Quantitative Research

ELMP 8895 Program Evaluation

ELMP 8896 Multivariate Statistics

ELMP 9962 Advanced Qualitative Research

V. Dissertation Seminars (3 credits)

ELMP 9979 Dissertation Seminar in Higher Education I

VI. Electives (45 credits)

Select in consultation with advisor

Other Requirements

Qualifying Exam: Students must pass a qualifying

examination, in which they are given the choice of one out of two writing prompts concerning selected modern issues in higher education and asked questions drawing on content from the core courses. Possible scores on the exam are either Pass with Distinction, Pass, or Fail. Students have up to two attempts to pass the qualifying exam. Failing the exam twice will result in dismissal from the doctoral program.

Dissertation Proposal: Students must have a documented, successful defense of their dissertation proposal, signed and dated by dissertation committee members. A successful proposal defense is a required intermediate stage of the dissertation process. More detail is in the department dissertation handbook.

Dissertation: Students must complete a dissertation and successfully defend their work with their dissertation committee. More detail is in the department dissertation handbook.

Concentration in Research and Evaluation

The Research and Evaluation concentration is intended to produce graduates with a range of competencies, including the ability to implement an academic or applied research program from start to finish; assess the effectiveness of educational policies, practices, and programs; and integrate research findings into practical initiatives designed to improve the performance of students and organizations. Admissions and other requirements are the same as above.

Course Requirements

Students must complete a minimum of 90 credit hours, as listed below. Up to 36 credits may be transferred from prior degrees.

I. Core (15 credits)

ELMP 6101 Introduction to Higher Education as a Field of Study

ELMP 7765 Policy Analysis

ELMP 8891 Directed Research

ELMP 9993 Organization and Governance in Higher Education

ELMP 9997 Historical Development of American Higher Education

II. Advanced Content (9 credits)

Choose three courses from the following:

ELMP 6102 American College Student

ELMP 6103 College Student Affairs Administration

ELMP 7103 Special Topics in Administration

ELMP 7763 Educational Law

ELMP 7774 International Comparative Study

ELMP 7777 Diversity in Higher Education

ELMP 8984 Leadership Institute I

ELMP 8985 Leadership Institute II

ELMP 8995 Institutional Research

ELMP 9994 Faculty Personnel Policies

ELMP 9995 Financial Administration of Higher Education

ELMP 9996 Community Colleges

ELMP 9998 Curriculum & Instruction

III. Required Research (9 credits)

ELMP 7000 Data Analysis

ELMP 8986 Qualitative Research

ELMP 9799 Research Practicum

IV. Advanced Research (18 credits)

Choose six courses from the following:

ELMP 6005 Statistical Methods

ELMP 8616 Intermediate Statistical Methods

ELMP 8890 Survey Research

ELMP 8894 Applied Quantitative Research

ELMP 8895 Program Evaluation

ELMP 8896 Multivariate Statistics

ELMP 9962 Advanced Qualitative Research

V. Dissertation Seminars (3 credits)

ELMP 9979 Dissertation Seminar in Higher Education I

VI. Electives (36 credits)

Select in consultation with advisor

Police Graduate Studies

Master of Arts (M.A.), Police Graduate Studies

This program emphasizes the development of leadership, management and policy skills, preparing students for careers in public and private sector management.

M.A. in Human Resources Training and Development

This M.A. program focuses on the practical application of leadership and management theories, design and implementation of performance improvement strategies in organizations, with a strong emphasis on training and development. Taught by experienced and knowledgeable professors, the curriculum enables students to acquire the necessary skills and tools to analyze complex public sector challenges and manage the day-to-day operations of public agencies.

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials: Statement of purpose;

- Official undergraduate and graduate transcripts;
- Three letters of recommendation from academic and/or professional references;
- Current résumé; and
- Personal interview.

Applications are reviewed on a rolling basis.

Degree Requirements

Students must complete a minimum of 36 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

I. Foundation (18 credits)

ELMP 6006 Ethical Foundations in the Helping Profession
 HRTD 6501 Introduction to Human Resources Training and Development
 HRTD 6502 Adult Learning for Human Resources Development Professional
 HRTD 6503 Design and Evaluation of HRTD Programs
 HRTD 7100 Selected Topics (Final Research/Case Study)
 HRTD 8891 Directed Research in Administration and Supervision

II. Concentration (18 credits)

Choose two courses from the following:

HRTD 6504 Performance Analysis
 HRTD 6505 Performance Improvement Strategies
 HRTD 6506 Consulting Skills

Choose two courses from the following:

EDST 6306 Instructional Design
 ELMP 6665 Curriculum Development and Evaluation
 ELMP 6666 Supervision of Instruction and Evaluation
 ELMP 7776 Curriculum Design and Engineering

Choose two courses from the following:

EDST 6323 Community Relations
 EDST 6324 Human Relations
 ELMP 6664 Current Legal Issues of Public Policies at Local, State and Federal Levels
 ELMP 6667 Personnel Administration
 ELMP 6761 Finance in Administration
 ELMP 6764 Principles of Public Sector Bargaining
 ELMP 6765 Policy Analysis in Administration
 ELMP 7762 Public Relations in Administration
 ELMP 7770 Cybernetic Research for Educational Administrators
 ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior
 ELMP 8801 Interdisciplinary Studies for Administrators
 ELMP 8891 Independent Study in Administration
 ELMP 8892 Independent Study in Human Resources Training and Development

M.A. (Online) in Human Resources Training and Development

This completely online program emphasizes the development of leadership, management and policy skills, preparing students for careers in public and private sector management.

Admissions Requirements

Admission will be open to holders of baccalaureate degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials:

- Statement of purpose;
- Official undergraduate and graduate transcripts; and
- Three letters of recommendation from academic and/or professional references.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 36 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

ELMP 6006 Ethical Foundations in the Helping Professions
 ELMP 6664 Current Legal Issues of Public Policies at Local, State and Federal Level
 ELMP 6667 Personnel Administration
 ELMP 6764 Principles of Public Sector Bargaining
 ELMP 6765 Policy Analysis in Administration
 ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior
 HRTD 6501 Introduction to Human Resources Development
 HRTD 6502 Adult Learning for Human Resources Development Professionals
 HRTD 6503 Design and Evaluation of Human Resources Development Programs
 HRTD 6505 Performance Improvement Strategies
 HRTD 7100 Selected Topics in Human Resources Training and Development
 HRTD 8891 Directed Research

Educational Specialist (Ed.S.), Police Graduate Studies

The Education Specialist degree within the Police Graduate Studies program is an option for M.A. graduates who wish to pursue further education.

Ed.S. (Police) in Education Leadership, Management and Policy

The Educational Specialist program for law enforcement students was designed for law enforcement and public sector executives, who having completed the Master of Arts required preparation beyond the master's degree in specific areas of management and leadership.

Admissions Requirements

Admission will be open to holders of master's degrees from accredited colleges or universities. Faculty will evaluate each applicant based on the following criteria and materials:

- Statement of purpose;
- Official undergraduate transcript (must have 3.0 GPA or equivalent);
- Three letters of recommendation from academic and/or professional references;
- Graduate research coursework (must have taken at least one course); and
- Personal interview.

Applications are reviewed on a rolling basis.

Course Requirements

Students must complete a minimum of 36 credit hours, as listed below. Up to 6 credits not applied to previous degrees may be transferred.

I. Interdepartmental/Interdisciplinary Studies (3 credits)

Choose one course from the following:

EDST 9301 History of Education in America

EDST 9302 Psychological Domain of Education

EDST 9304 Philosophical Perspective in Society

II. Concentration Studies (27 credits)

ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior

ELMP 7773 Organizational Structures and Processes in Administration

Choose seven courses from the following:

ELMP 6764 Principles of Public Sector Bargaining

ELMP 7761 Management of Fiscal Affairs in Administration

ELMP 7762 Public Relations in Administration

ELMP 7765 Policy Analysis in Administration: Political and Constitutional Law Economic Aspects

ELMP 7767 Advanced Study in Personnel Administration

ELMP 7768 Technology for Administrators

ELMP 7770 Cybernetic Research for Administrators

ELMP 7771 Organizational Decision Making

ELMP 7774 Comparative Study of International Educational Systems

ELMP 7776 Curriculum Design and Engineering

ELMP 8984 Leadership Institute I: Workshop for Administrators and Supervisors I

ELMP 8985 Leadership Institute II: Workshop for Administrators and Supervisors II

III. Required Research (6 credits)

ELMP 6005 Statistical Methods

ELMP 9999 Culminating Research Seminar

NOTE TO STUDENTS: The following listing represents those courses that are listed in the department, but does not necessarily represent those courses that will be offered in the near future. Courses listed in program course requirements above are offered more regularly, and students should consult with respective program directors about any other courses listed below.

Course Descriptions

Education Leadership, Management and Policy

ELMP 6005 Statistical Methods

Introduction to statistical methods needed for basic data analysis in educational administration. Includes frequency distribution, graphic presentation of data, measures of central tendency, variability and linear regression/correlation. *3 credits*

ELMP 6006 Ethical Foundations in the Helping Professions

Justice and the university natural law as related to every aspect of education. Discussions focus on the most significant and fundamental moral issues in education today. *3 credits*

ELMP 6101 Introduction to Higher Education as a Field

of Study

Designed for newly admitted students to the doctoral program in higher education administration or students who are considering applying to the program. Seminar has two principal goals: (1) to introduce students to higher education as a field of study, and (2) to address issues and concerns that arise as part of the students' doctoral experience. *3 credits*

ELMP 6102 American College Student

Provides an overview of the literature and research on American college students. After reviewing the literature on student transition to college, student collegiate experiences, student development in college, and college impact on students, focus is on effective institutional policies and practices in enhancing positive student college experiences, learning and other desirable outcomes. *3 credits*

ELMP 6103 College Student Affairs Administration

This course is designed to provide graduate students with an introduction, as well as a broad understanding of the professional field of student affairs administration in higher education. The student affairs professional has the important responsibility of fostering students' academic success, personal/social development, and career/professional development, while improving students' chances of becoming engaged citizens and life-long learners. *3 credits*

ELMP 6306 Instructional Systems Design

Provides an in depth exploration into the process and techniques necessary to innovative systems design. *3 credits*

ELMP 6502 Adult Learning

An exploration of how adults learn and the optimum approaches based on current research and theories. *3 credits*

ELMP 6503 Design and Evaluation

How to design evaluations of institutional programs on both the school and district level. *3 credits*

ELMP 6504 Performance Analysis

A Human Resource perspective on effective evaluation design for non-instructional personnel on the school and district level. *3 credits*

ELMP 6505 Performance Improve Strat

A Human Resource perspective of how to motivate and professionally develop non-instructional personnel in schools and districts. *3 credits*

ELMP 6506 Consulting Skills

Educational consulting as a professional practice; the how and why of educational consulting. *3 credits*

ELMP 6601 Organization and Administration of Education

Comprehensive principles, historical background and future perspectives. Innovative curricula, individualization and other new organizational patterns; general and clinical supervisory techniques and practices; human, technological and conceptual skills for effective school administrators; leadership patterns and pitfalls; generalist's view of school finances, school law, school business administration; human and public relations, aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6664 Current Legal Issues of Public Policies at Local, State and Federal Level

Current trends in public bargaining; a review of discrimination for reasons of sex, age, disabilities and more; current issues and other current legal issues in funding of public education, teacher, student and parental rights; Sunshine Law issues; insurance issues and other current legal issues in publication, as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6665 Curriculum Development and Evaluation

Evolving concepts of the curriculum. Philosophy of curriculum development, principles and procedures, essential tools, preparation, approaches, direct and indirect influences, as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6666 Supervision of Instruction and Evaluation

Theories, principles and practices that determine effectiveness, efficiency and humane supervision at all levels of education. Emphasis on clinical supervision, general supervision, new research in the field, and better techniques for observation, evaluation and in-service programs, and as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6667 Personnel Administration

Current perspectives of the personnel administration function, including recruitment, selection, job orientation, appraisal and development processes. Personnel security matters covering employee and administrative compensation; collective bargaining and job continuity extended from the initial selection and development aspects. *3 credits*

ELMP 6761 Finance in Administration

Development of problems of school finance in the United States: sources of revenue, expenditures and indebtedness, fiscal problems, existing and proposed plans for school support, and as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6762 Clin Stu and Prob Solv-Admin

How to effectively manage pupil personnel issues and problems. *3 credits*

ELMP 6764 Principles of Public Sector Bargaining

Introduction to the phenomenon of collective bargaining in the public sector. Broad overview of the fundamentals of the process. *3 credits*

ELMP 6765 Policy Analysis in Administration

Emphasis on the process of educational policy analysis, decision making and implementation. Analysis of alternative explanations of the process of decision making at the local, state and federal levels. Political and economic theory; other core areas incorporated into a multidisciplinary approach to policy analysis, and as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 6785 Policy Analysis

A deeper understanding of policy analysis, focused primarily on the state and national level. *3 credits*

ELMP 6861 School Building and Planning and Plant Management

School plant planning for new or modernization of existing

facilities. Emphasis on selection of school site, architect, plans and specifications; award of contract; supervision of construction; building maintenance; public relations; financing; and instructional influence on construction. *3 credits*

ELMP 6870 Catholic Leadership: Yesterday, Today and Tomorrow

An overview of the history of the administration in the Christian tradition and Catholic schools in the United States. An examination of the multiple tasks of the school leaders in fostering faith development and an exploration of the norms for the school of the future. The role of the administrators as managers, academic leaders and liaisons to their religious institutions will be explored. *3 credits*

ELMP 6871 Principal as Catholic School Servant Leader

An exploration of the role of the principal with a particular focus on the vocation of servant leadership. Topics include leadership, the school as a parish or order based institution and a community of faith, and the work of formation of faculty, students and program. *3 credits*

ELMP 6872 Catholic Leadership and Identity, Ethos and Culture and Leadership Dynamics

An examination of key aspects of Catholic identity and belief, and an overview of some components of Catholicism, including aspects of Catholic history, doctrine, culture, judicial system, moral teaching and institutional life. This course is geared toward meshing excellent leadership skills and the Catholic mission. *3 credits*

ELMP 7000 Data Analysis

This course will prepare administrators to analyze, manage and utilize the vast array of data that have become commonplace in America's schools. *3 credits*

ELMP 7100-7105 Selected Topics in Administration

Provides students and faculty with the opportunity to work collaboratively in studying in-depth a current or special topic in the area of administration or human resources training and development. May be repeated for up to 12 credits. *3 credits*

ELMP 7761 Management of Fiscal Affairs in Administration

Review of fiscal affairs pertaining to education on a national, state and local level. Problems dealing with sources of revenue, expenditures, indebtedness and existing and proposed plans for school support. *3 credits*

ELMP 7762 Public Relations in Administration

Analysis and understanding through research and study of the agencies, the varied forces and diverse institutions in the community affecting the educational program. Evaluation of trends in public relations in regard to educational administration and supervision. *3 credits*

ELMP 7763 Education Law

Designed to help teachers and school administrators understand their legal status in the school. School Laws of New Jersey. Emphasis on legislation and school decisions regarding contemporary problems, such as students' rights, teachers' rights, academic freedom. There is also a higher

education version of this class, covering legal aspects of higher education. *3 credits*

ELMP 7765 Policy Analysis in Administration: Political and Economic Aspects

Examination of the interaction between political/economic theory and the educational policy-making arena. Focus on the process of policy analysis and formulation with antecedent attention to political and economic theory. Various decision-making models studied as a means of offering alternative explanations to local, state and federal policy decisions. *3 credits*

ELMP 7766 Administration of Bilingual/Bicultural Education: Policy and Practice

Examination of the administration of bilingual/bicultural education movements in the United States, including an in-depth analysis of the legal and sociopolitical impact. Critical analysis of the research and program design in the administration of bilingual/bicultural education. *3 credits*

ELMP 7767 Advanced Study in Personnel Administration

Total systems approach to the personnel administration function incorporating recruitment and selection techniques; employee orientation, appraisal and development considerations; job security matters such as compensation, collective bargaining and employment continuity.

Concentrated study in one topical area as well as a broad spectrum of personnel functions. *3 credits*

ELMP 7768 Technology for Administrators

Introduction to use of computers in school administration, including: computer literacy, computers in the curriculum, managing instruction, budgeting, scheduling, data base management systems and word processing. *3 credits*

ELMP 7769 Comp Schl for Business and Financial Administration

A specialized course for those students who may manage school business operations. Explore current accounting and financial procedure. *3 credits*

ELMP 7770 Technology for School Leaders

This is a cybernetics-based research course that combines research with currently available technology for educational decision makers. Topics and hands-on activities will include educational administration-specific applications: databases, data mining, Internet resources, search engines, research design issues, and microcomputer software programs. Class will have multiple opportunities to work directly with these applications using campus microcomputer labs. Prerequisite: ELMP 7768 or 7769 or permission of professor. *3 credits*

ELMP 7771 Organizational Decision Making

For students enrolled in the K-12 doctoral program who have completed all the requirements for certification as a principal and are interested in enhancing their leadership and management skills through intensive research and analysis of decision making theory and practice. (Not to be substituted for courses which have been approved for certification purposes). The class will emphasize computer simulations and practical applications of theoretical frames to educational

issues. *3 credits*

ELMP 7772 Leadership Dynamics: Analysis of Supervisory Behavior

Leadership traits, strategies and techniques used by administrators and supervisors to implement changes in our system of observation and evaluation. Theories, research results, clinical supervisory techniques and methods for humanely observing teaching practice, monitoring supervisory performance and evaluating in-service, internships and field experiences to improve instruction and reduce grievances, and as aligned to current ISLCC and NCATE standards. *3 credits*

ELMP 7773 Organizational Structures and Processes in Administration

Insights into organizational behavior including classical theory, social system theory, open system theory, theory Z and institutional leadership theory. Application of these theories in educational settings. *3 credits*

ELMP 7774 Comparative Study of International Educational Systems

Inquiry into contemporary educational theory and practice, focusing on international similarities, differences and purposes in educational systems. *3 credits*

ELMP 7775 Curriculum Development and Evaluation

An examination of national and international aspects of curriculum development and evaluation. *3 credits*

ELMP 7776 Curriculum Design and Engineering

Advanced course designed to provide program-engineering capability for elementary, secondary and central office managers. Specific strategies for recasting curricula in light of the societal demands for accountability-based education. Innovative organizational patterns that foster learning, instructional interventions, individualization, personalization and mastery learning. *3 credits*

ELMP 7777 Diversity in Higher Education

Introduction to theory, research and practice related to diversity and equity in higher education, focusing on race/ethnicity, class, and gender. Emphasis on historical and contemporary perspectives, the politics of diversity, equal opportunity, access, and campus climate issues in higher education and cultivation of critical thinking and reading. *3 credits*

ELMP 7862 School Business Administration Skills and Technology

Designed for students who will supervise and manage the business aspects of a school district. *3 credits*

ELMP 7971 School Finance

An advanced course in school district financial development and planning. *3 credits*

ELMP 8159 Curriculum Policy, Ideology, and Leadership

This doctoral level course is designed for all students who have passed the qualifying exam and desire an in-depth study of PK-20 curriculum policy, theory, research, ideology, and leadership issues through the lens of some seminal works in the field of curriculum. Topics will include (a) an exploration

of theories and philosophies that influence curriculum development and policy; (b) in- depth analysis of some seminal works that have contributed to curriculum policy during the last 75 years; (c) critique of current curriculum policy; and (d) the development of an evidence-based curriculum vision and leadership strategies. *3 credits*

ELMP 8616 Intermediate Statistical Methods

Extension of correlation techniques including multiple correlation and regression, exploration of various complex analysis of variance procedures. Emphasis on application to problems faced by researchers in educational administration. (Formerly CPSY 8616.) Prerequisite: ELMP 6005 or CPSY 6004. *3 credits*

ELMP 8801 Interdisciplinary Studies for Administrators: Issues and Theories

Need for general educational backgrounds of present and future educational administrators is emphasized. Insights into the arts, economics, sociology and futures with implications for educational administration and supervision. *3 credits*

ELMP 8890 Survey Research

Systematic introduction to the logic and skills of survey research. Various aspects of survey designs and analysis are studied, to include sampling questionnaire design and construction, scale construction, interviewing techniques and analytical strategies of survey data. *3 credits*

ELMP 8891 Directed Research in Administration and Supervision

Presents research methodology and procedures in educational administration and supervision. Students develop a research project with the guidance of the professor. *3 credits*

ELMP 8892 Independent Study in Administration

For doctoral students who wish to study selected topics in depth and conduct research. Approval by chair and dean is necessary. *3 credits*

ELMP 8893 Independent Study in Administration

For doctoral students who wish to study selected topics in depth and conduct research. Approval by chair and dean is necessary. *3 credits*

ELMP 8894 Applied Quantitative Analysis

Provides opportunities for students to conduct an empirical research study using statistical methods and large-scale databases. The course will review quantitative research study design and statistical techniques, introduce major national survey databases available for educational research, help students generate research questions and hypotheses based on the sample data, guide students through the design and execution of their empirical studies, and require students to write up their research results. Prerequisites: Directed Research or other prior research methods course, Statistical Methods, and Intermediate Statistics. *3 credits*

ELMP 8895 Program Evaluation

This course is designed to introduce students to the fundamental logic and methodology of program evaluation as it applies to P-20, non-profit, and private education settings. Topics include (a) an introduction to evaluation theory, (b)

design, (c) needs assessment, (d) criterion checklists, (e) setting standards, (f) collecting and synthesizing mixed-method data, (g) drawing evaluative conclusions, and (h) presenting evaluation findings. Prerequisites: Directed Research, Statistical Methods and Intermediate Statistics. *3 credits*

ELMP 8896 Multivariate Statistics

This course introduces students to the foundations of 2-level hierarchical linear modeling (HLM) with an emphasis on the use of these models in K-12 and higher education settings. In addition to HLM, the course will explore the following statistical and research techniques; logistic regression; repeated measures, determining statistical power for cluster designs, and understanding the importance of intra-class correlations. Students taking this course must have earned a grade of B+ or higher in intermediate statistics. *3 credits*

ELMP 8981-8982 Administrative Internship I and II

Administrative internship in K-12 or higher education with permission of administrator and Department of Education Leadership, Management and Policy. *3 credits each*

ELMP 8983 Leadership and Management Assessment

Diagnostic and prescriptive teaching model covering critical skill areas of leadership and management. *3 credits*

ELMP 8984-8985 Leadership Institute for Administrators and Supervisors

Workshops for all levels of administration. Through techniques including case studies, role play, debate, panel discussions, audiovisual presentations, and group interactions, expert consultants involve participants in the use of effective methods to solve contemporary problems of leadership. Innovative approaches to curriculum design, supervisory practice, business and financial problems, administrative relationships with the board, the general public, the government and outside agencies. *3 credits each*

ELMP 8986 Qualitative Research Seminar in Administration

For doctoral students who wish to review the content, techniques and findings of research in administration and supervision with emphasis on evaluative studies in the field. *3 credits*

ELMP 8987-8990 Dissertation Seminar in Administration I through IV

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal. *3 credits each*

ELMP 8995 Institutional Research

This course introduces how institutional research offices function and the various purposes that the offices serve. Topics covered in this course include resource management, academic program evaluation, assessing student learning outcomes, salary studies, accountability, and enrollment management. *3 credits each*

ELMP 9000 Practicum Externship for Executive School Leadership

Externship: 150 hour, 12-week (12.5 hours per week) field-based practicum at the school district level site, or an

approved alternative site, for aspiring Superintendents who are seeking School Administrator endorsement. Such positions shall include superintendent, assistant superintendent, and director. Pre-requisite: Must have five (5) years of successful public or non-public school district educational experience, or a regionally accredited higher educational setting in New Jersey or out-of-state. Hold a New Jersey Standard Principal Certificate. All candidates for certification as School Leader, except as indicated in N.J.A.C. 6A:9B-12.7, must hold a master's degree or higher degree from a regionally accredited college/university in educational leadership, or in curriculum and instruction, or in one of the recognized fields of leadership or management, as well as from an NCATE or TEAC approved program. *3 credits*

ELMP 9002 Seminar in Multivariate Statistics

A comprehensive review of multivariate statistics. Students must have completed Statistics I and Intermediate Statistics. *3 credits*

ELMP 9800 Schools and Society

This course explores the complex relationship between schools and the social, political, and economic contexts in which they are situated. Students will critically examine the role of education in the United States, with a focus on contemporary issues and debates. They will explore how educational experiences, opportunities, and outcomes are shaped by systems of race, class, and gender. *3 credits*

ELMP 9950 American College Student

The history and current status of the college student in contemporary higher education. *3 credits*

ELMP 9961 Data Analysis-Accountability

Students will learn how to analyze data typically used in K-12 accountability systems. *3 credits*

ELMP 9962 Advanced Qualitative Research Methods

This course provides advanced training in qualitative approaches applicable to the study of education. Students will explore a variety of philosophical and conceptual approaches, as well as practical methods for collecting and analyzing qualitative data. Prerequisites: Directed Research or other prior research methods course. *3 credits*

ELMP 9963 Program Evaluation

Students will learn the basic tools available for the evaluation of program needs, processes, and effects. *3 credits*

ELMP 9964 Advanced Survey Analysis

Students will learn advanced concepts in survey design, deployment, and analysis, including basic multivariate analysis, probability weighting, experiments, and reporting and visualization. *3 credits*

ELMP 9979-9980 Dissertation Seminar in Administration of Higher Education I and II

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal. *3 credits each*

ELMP 9981-9992 Dissertation Advisement I through XII

Doctoral students who have advanced to candidacy and completed Dissertation Seminars must register continuously for advancement until the dissertation is completed. *3 credits*

each

ELMP 9993 Organization and Governance of Higher Education

This course provides an overview of the structures and functions of higher education institutions, with a focus on leadership in higher education and how college administrators interact with individuals inside and outside their institution.. *3 credits*

ELMP 9994 Faculty Personnel Policies of Higher Education

Personnel problems in colleges, including faculty and staff evaluation, recruitment, affirmative action, promotion, tenure, development and leadership management. *3 credits*

ELMP 9995 Financial Administration of Higher Education

An overview of higher education finance from the institutional, student, and public policy perspectives. Topics include budgeting practices, financial aid, and resource allocation. *3 credits*

ELMP 9996 Organization and Administration of Community Colleges

Topics include organizational and administrative problems, curriculum instruction, student personnel programs and their relationship to the community. *3 credits*

ELMP 9997 Historical Development of American Higher Education

An overview of how the institutions and practices of higher education have developed over time. Secondary sources extensively supplemented by readings of primary documents. Surveys of the national scene supplemented by case studies at specific institutions. *3 credits*

ELMP 9998 Curriculum and Instruction in Higher Education

Current status of the undergraduate curriculum and approaches to instruction in American colleges and universities, including reform efforts. Principal factors/forces shaping undergraduate curriculum and instruction including epistemology and the sociology of knowledge; psychology and developmental status/needs of the contemporary college student, both traditional and nontraditional; socio-cultural, economic and political factors. *3 credits*

ELMP 9999 Culminating Research Seminar

Culminating research seminar designed to synthesize all coursework into a final major research project. *3 credits*

Human Resources Training and Development

HRTD 6501 Introduction to Human Resources Development

Key concepts and principles of human resources training and development field. Topics might include the foundation and evolution of HRTD, the ethical and philosophical issues associated with human resources training and development and the role of the HRTD professional in the organization. *3 credits*

HRTD 6502 Adult Learning for Human Resources Development Professionals

Theories of adult development and learning with emphasis on implications for design and delivery of human resource development programs in organizational environments. *3 credits*

HRTD 6503 Design and Evaluation of Human Resources Development Programs

Theory and practice of program design and evaluation applied to the organization. Special attention to integration of design and evaluation processes, evaluation strategies, measuring results, assessing return on training investment and the role of design and evaluation in securing management support for the HRTD function. *3 credits*

HRTD 6504 Performance Analysis

The knowledge and skills basic to needs assessment, organization, person and task analysis. Data collection methods such as questionnaires, interviews and observation scales are covered, as well as data analysis and selection of appropriate HRTD interventions. *3 credits*

HRTD 6505 Performance Improvement Strategies

Instruction is one means of improving human performance. When performance problems have causes other than skills and knowledge deficiencies, other means are necessary. Students in this course will learn how and when to use non-training and reward systems, work place design and job design. Students should apply design improvement applications of their choice. *3 credits*

HRTD 6506 Consulting Skills

Enables students to function responsibly as new or mid-level practitioners. Includes an examination of the consulting process including an overview of consultant-customer behaviors and dilemmas. Using theory and field experience, students will learn how to apply consulting skills and strategies to their own work situations. *3 credits*

HRTD 7100 - Selected Topics

Provides students and faculty with the opportunity to work collaboratively in studying in-depth a current or special topic in the area of administration or human resources training and development. *3 credits*

HRTD 7762 - Public Relations in Admin

Analysis and understanding through research and study of the agencies, the varied forces and diverse institutions in the community affecting the educational program. Evaluation of trends in public relations in regard to educational administration and supervision. *3 credits*

HRTD 7768 – Microcomputers

Introduction to use of computers in school administration, including: computer literacy, computers in the curriculum, managing instruction, budgeting, scheduling, data base management systems and word processing. *3 credits*

HRTD 8891 Directed Research

Presents research methodology and procedures in educational administration and supervision. Students develop a research project with the guidance of the professor. *3 credits*

Department of Educational Studies

Jubilee Hall
(973) 275-2824

www.shu.edu/academics/education/educational-studies

Faculty: Adjapong; Cicero; Conners; Daly; Hindin; Katz (*Chair*); Martinelli; May; McFadden; Meadows; Mueller; Ruzicka; Zinicola

Field Director: Grove

The Department of Educational Studies offers graduate courses in the following areas:

- Teacher Certification
- Teacher of Students with Disabilities Endorsement
- Information Technologies
- Online Course Development and Management
- Instructional Design and Technology
- Special Education
- Applied Behavior Analysis (ABA)
- Autism Studies
- Transition Specialist
- TESOL Endorsement
- School Library Media Specialist Certification
- Bilingual/Bicultural Education (Inactive)

The Department of Graduate Educational Studies in the College of Education and Human Services offers ten concentrations and four certificates. In all concentrations, the standards of national organizations in each field are followed.

The Department of Graduate Educational Studies offerings are designed to enable graduates to assume leadership roles in their professions, to provide critical insights that help solve problems in the workplace, in the larger society, and to exhibit at all times the high ethical, intellectual, and professional ideals that are honored and taught at Seton Hall University.

The Department of Graduate Educational Studies offers two certificate programs, specialized undergraduate courses and nine graduate degree programs for teachers, media specialists, business trainers, IT professionals, health professionals, and individuals whose work would be enhanced by knowledge of instructional design, information technologies, educational media, and new pedagogies. Degree and certificate programs enable learners to select courses that complement their professional needs and personal interests.

Specific requirements for admission, the objectives of each program, and courses in each program relative to the degree sought and other regulations appropriate to individual programs are described under the heading for each area.

Becoming a Teacher: Certificate of

Eligibility with Advanced Standing (CEAS)

Graduate Educational Studies

Program Director: Lauren McFadden, Ed.D.

Assistant Dean of Graduate Admissions: Diane Minakakis, M.A.

The Certificate of Eligibility with Advanced Standing (CEAS) program is a blended program intended for professionals seeking teacher certification. The purpose of the certificate is to provide skills and competencies to meet changing certification requirements. Students who successfully complete this program will be qualified for an Advanced Certificate of Eligibility for the New Jersey Instructional License as an elementary or secondary teacher. The CEAS program is guided by state and national standards.

Admission

Formal admission is required to enter CEAS program. Applicants must submit the following materials:

- Application online
- Official transcripts confirming a 3.0 GPA and completion of an undergraduate degree from an accredited institution showing 15-30 credits in specialized field for secondary teacher's subject areas (English, History, Science, Math) and 60 Liberal Arts credits required for Elementary (K-6).
- Submitting a passing score on the appropriate Praxis II (For information on upcoming Praxis dates, visit www.ets.praxis or call 1-800-772-9476).
- In addition to the Praxis II, you will also need to take the Praxis Core exam. The State of NJ will waive the Praxis Core requirement if you have one of the minimum scores below:
 - SAT: 1660 combined score (critical reading, math and writing) (If taken before 4/1/1995, Reading 480, Math 520)
 - ACT: 23
 - GRE: 310 combined score (quantitative and verbal) and 4.0 on the analytical writing section
- Two page, double spaced, typed statement of goals
- Résumé
- Interview with an admissions adviser

ELEMENTARY CEAS Course of Study: Total Required Credits 21, Candidates must take courses in sequential order:

SUMMER:

EDST 6421	Child and Adolescent Development and Diversity
EDST 6422	Classroom Curriculum, Planning and Organization
EDST 6441	Serving Diverse Learners I: Foundations, Special Ed. Laws & Impact on Schools & Families

FALL:

EDST 6415	Elementary Mathematics: Methods and Assessment
EDST 6413	Elementary Language Arts: Methods and Assessment
EDST 6417	Elementary Science & Social Studies: Methods and Assessment

SPRING:

EDST 6426	Clinical Practice & Seminar
-----------	-----------------------------

SECONDARY CEAS Course of Study: Total Required Credits 21, Candidates must take courses in sequential order:

SUMMER:

EDST 6421	Child and Adolescent Development and Diversity
EDST 6422	Classroom Curriculum, Planning and Organization
EDST 6441	Serving Diverse Learners I: Foundations, Special Ed. Laws & Impact on Schools & Families

FALL:

EDST 6551	Advanced Strategies of Teaching
EDST 6425	Assessment of Student Learning
Advanced Methods course in the student's area of focus (choose one of the following):	
EDST 6410	Secondary Social Studies Methods
EDST 6555	Secondary Language Arts Methods
EDST 6557	Secondary Science Methods
EDST 6558	Secondary Mathematics Methods

SPRING:

EDST 6426	Clinical Practice & Seminar
-----------	-----------------------------

Academic Standards

Students must maintain at least a "B" in all courses. Students who receive a "C" will be referred to the Academic Standards Committee of the department, which will recommend appropriate action to the chair.

50 Hour Internship

Students seeking New Jersey state teacher certification must complete a 50 hour internship prior to clinical practice. Hours must be documented and given to the Program Director by August 20th in order to be eligible to begin Clinical Practice I.

Clinical Practice I and II

Students seeking New Jersey state teacher certification must complete a full semester of field experience. The field experience is a two part clinical experience consisting of 16-17 weeks in a school setting. In the first phase, Clinical Practice I, candidates will be enrolled in the online methods classes and will report to a school for a two day a week internship throughout the fall semester. The internship allows for gradual introduction to teaching, and gives candidates the opportunity to learn the contextual factors of the school,

classroom, students and community while completing the required assignments in the methods courses. After completing the internship, candidates will continue to Clinical Practice II, 5 day a week clinical experience, (see student teaching handbook) in the same school, while enrolled in EDST 6426 Clinical Practice & Seminar.

An application fee for student teaching is required. There is a separate application for the clinical practice and candidates must complete application prior to registering for methods courses. The student should consult with program advisers and student teacher handbook for specific requirements.

The application fee for student teaching is \$100. Completed applications must be received by the Director of Field Placement and Supervision by the posted dates.

Eligibility for Certification

Upon completion of the Post Baccalaureate Certificate program, students are eligible for recommendation to the State of New Jersey for the certificate of eligibility with advanced standing as a classroom teacher. Under current New Jersey state regulations, the student must then successfully serve one year as a provisionally certified teacher before the state will grant standard (permanent) certification.

Although there are reciprocal certification agreements among many states, these are subject to change. Students from states other than New Jersey should check with their state's Department of Education for specific requirements.

Master's Degree Programs

Students may apply the 21 credits awarded for the CEAS program toward an M.A. in Education. Students may apply for admission to an M.A. program after they have successfully completed the CEAS program, or take the M.A. courses to make up an unsatisfactory GPA. The M.A. programs are 36 or more credits, reflect current good practice in education, and are guided by (NCATE/Council for the Accreditation of Educator Preparation (CAEP) standards. The programs are constantly evolving as new ideas, pedagogies and technologies develop and emerge.

The following M.A. programs are available:

- Instructional Design and Technology (18 credits – includes IT certificate)
- School Library Media Specialist (24 credits – includes NJ certification)
- Special Education (21 credits – includes NJ certification only 18 if you have completed CEAS as one course is the same in both programs.)
- Applied Behavior Analysis (ABA) (42 credits – includes ABAI verified course sequence)

M.A. Requirements

- Students applying for the MA program must also submit satisfactory scores on the Miller Analogies Test (MAT) or

the Graduate Record Examination (GRE) taken within the last 5 years. For full admission, a score in the 30th percentile or above is required. For conditional admission, a score in the 20th percentile is required. Note that entrance exam scores are not required for acceptance into the M.A. in applied behavior analysis program.

- Candidates who already possess an advanced degree do not need to submit entrance exam scores. An official transcript from their graduate program is required.
- A candidate admitted to the M.A. program conditionally must complete 6 credits with a 3.0 GPA as a nonmatriculated student.
- Those students who are making up an unsatisfactory GPA must submit MAT or GRE scores after completing 12 graduate credits before they will be able to register for additional courses.

Advanced Standing (Transfer of Credit)

No credits may be transferred into this program.

Graduate Educational Studies

There are four degree programs, four licensure programs, and three certificate programs within the Department of Graduate Educational Studies.

Degree Programs

- Instructional Design and Technology - Master of Arts in Education
- School Library Media Specialist - Master of Arts in Education
- Special Education - Master of Arts
- Applied Behavior Analysis (ABA) – Master of Arts

Licensure/Certification Programs which may be added to degree programs

- Certificate of Eligibility with Advanced Standing
- Teacher of Students with Disabilities Endorsement
- Associate School Library Media Specialist Certification
- School Library Media Specialist Certification
- Applied Behavior Analysis (Association for Behavior Analysis International Verified Course Sequence)

There are special programs for non-teachers and for professional librarians (M.L.S.) to acquire these certificates.

Alternate Route Degree Completion Program

- Graduate Credit for Alternate Route Teaching Experiences (at New Jersey State approved alternate route provisional teacher training programs)
- M.A. in Education Program for Alternate Route Teachers

Seton Hall University Certificate Programs in Graduate Studies and Special Programs

- Seton Hall University Certificate in Information

Technologies (Graduate - 15 credits)

- Seton Hall University Certificate in Online Course Development and Management
- Seton Hall Post Masters Certificate in Applied Behavior Analysis
- Seton Hall University Certificate in Transition Studies

Admission

Formal admission to graduate studies is necessary to enter the M.A. programs. In addition to the general University requirements for the degree Master of Arts in Education, applicants for all M.A. programs must submit the following:

- application;
- \$75 application fee, payable to Seton Hall University.
- official transcripts confirming the completion of an undergraduate degree and, when applicable, a graduate degree in an appropriate field from an accredited college or university;
- two letters of reference from professional and/or academic contacts attesting to the applicant's academic abilities and personal qualifications;
- two page, double-spaced, typed statement of goals;
- résumé; and
- conduct an interview with an admissions adviser.

Except for the M.A. in applied behavior analysis, students applying for the MA program must also submit satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last 5 years. For full admission, a score in the 30th percentile or above is required. For conditional admission, a score in the 20th percentile is required.

Candidates who already possess an advanced degree do not need to submit entrance exam scores. An official transcript from their graduate program is required.

Degree and Curriculum Requirements

Students admitted to a master's degree program must satisfy all University, College and program requirements for admission and for graduation. Most master's degree programs require a minimum of 36 credits, and a graduate academic record of 3.0. The credits for each master's program consist of foundation courses and concentration courses. Up to six graduate credits earned recently at another accredited college or university may be accepted for some programs in partial satisfaction of graduate degree requirements in the Department of Graduate Educational Studies. The candidate's program adviser must approve the credit transfer.

Master's Degree

Instructional Design and Technology

Nationally Recognized Program- ISTE

Program Director: Joseph J. Martinelli Ed.D.

Jubilee Hall, Room 471

(973) 275-2733

The Instructional Design and Technology program assists teachers, technology coaches, technology directors, library media specialists, and trainers in many settings to improve their professional performance as educators and instructional and curriculum designers, and to assume instructional leadership roles in their place of employment. Students are accepted from many instructional environments, including K-12, college and adult education as well as from corporate, government, health, and nonprofit environments. The program emphasizes a theoretical base for instructional design and exposure to a broad array of the most current instructional methods, strategies, technologies and materials. Seton Hall University is a recognized leader in the use of a variety of modern techniques and digital technologies for teaching and learning. The program is both NCATE/CAEP and ISTE nationally accredited. Courses are offered in Blended, Online, and Traditional Classroom settings.

Instructional Design & Technology

Required Courses (36 credits)

EDST 6216	Digital Research and Information Literacy
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6304	Production of Instructional Resources I
EDST 6315	Technical Process for Educational Media & Technology Resources
EDST 6305	Production of Instructional Resources II
EDST 6308	Organizing & Administering Educational Media & Technology Programs
EDST 6347	Special Projects in Technology
EDST 6306	Instructional Design (Capstone final course)
EDST 7312	Current Issues in School and Society
EDST 6214	Emerging Web Technologies
EDST 6344	Seminar: Social, Ethical, and Legal Issues in Technology
EDST 7345	Online Course Management and Delivery

Instructional Design and Technology M.A. Degree with Supervisor's Certificate

Required Courses (36 credits)

EDST 6216	Digital Research & Information Literacy
EDST 6307	Integrating Curriculum & Technology in the Inclusive Classroom
EDST 6304	Production of Instructional Resources I
EDST 6315	Technical Process for Educational Media & Technology Resources
EDST 6305	Production of Instructional Resources II
EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6347	Special Projects in Technology
EDST 6306	Instructional Design (Capstone final course)
ELMP 6665	Curriculum Development and Evaluation
ELMP 6666	Supervision for Instruction and Evaluation

ELMP 7772	Leadership Dynamics: Analysis of Supervisory Behavior
ELMP 7776	Curriculum Design and Engineering

Instructional Design and Technology Master of Arts Degree with a Concentration in Autism Studies

(Includes Seton Hall University Certificate in Information Technologies and Seton Hall University Certificate in Autism Studies)

Course of Study - 36 credits

Required Courses (21 credits)

EDST 7312	Current Issues in School and Society
EDST 6216	Digital Research and Information Literacy
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6304	Production of Instructional Resources I or
EDST 6305	Production of Instructional Resources II or
EDST 6215	Production of Instructional Resources III
EDST 6344	Seminar: Social, Ethical and Legal Issues in Technology
EDST 7345	Online Course Management and Delivery
EDST 6306	Instructional Design (Capstone final course)

Concentration Electives-Select 5 courses (15 credits)

EDST 7447	Autism Spectrum Disorders: Assessment and Intervention
EDST 7448	Applied Behavior Analysis (ABA) for Teachers
EDST 7449	Autism: Behavior Therapy and Classroom Management
EDST 7450	Single Case Design
EDST 7451	Seminar: Research Methods in Special Education

Master's Degree and NJ Certification School Library Media Specialist *Nationally Recognized Program NCATE/AECT*

Program Director: Joseph J. Martinelli Ed.D.
Jubilee Hall Room 471
(973) 275-2733

The School Library Media Specialist (SLMS) program prepares K-12 School Library Media Specialists to be certified by the State of New Jersey. We are the first New Jersey University, approved by the state, to offer a three-track program—one track for certified teachers, a second for students without teacher certification, and a third for professional librarians—that leads to full licensure as a school library media specialist. Courses are offered in Blended, Online, and Traditional Classroom settings.

The SLMS program provides courses that fulfill the NJ State certification requirements with the technology

orientation sought by many school districts today. Graduates are fully certified to administer K through 12 school library media centers. Our program includes the most current courses and technologies in the field to prepare candidates to become school library media specialists who are technology leaders.

Programs are offered at the master's level. The program contains three tracks—track one for candidates with a standard NJ instructional certificate, track two for candidates without a standard NJ instructional certificate and track three for professional librarians who desire to be certified as school library media specialists.

Instructional Design and Technology M.A. Degree with a Concentration in School Library Media Specialist State Certification For Candidates with a Standard New Jersey or other state Instructional Certificate

Required Courses (36 Credits)

EDST 6216	Digital Research and Information Literacy
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6315	Technical Process for Educational Media & Technology Resources
EDST 6301	Literature for Children and Young Adults
EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6310	Practicum School Library Media Services
EDST 6306	Instructional Design (Capstone final course)
EDST 7312	Current Issues in School and Society
EDST 6214	Emerging Web Technologies
EDST 6344	Seminar: Social, Ethical, and Legal Issues in Technology
EDST 7345	Online Course Management and Delivery

Instructional Design and Technology M.A. with a Concentration in School Library Media Specialist State Certification For Candidates WITHOUT a Standard New Jersey Instructional Certificate

Required Courses (36 Credits)

EDST 6216	Digital Research and Information Literacy
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6304	Production of Instructional I OR
EDST 6305	Production of Instructional Resources II
EDST 6315	Technical Process for Educational Media & Technology Resources
EDST 6301	Literature for Children and Young Adults
EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6310	Practicum School Library Media Services

EDST 6306	Instructional Design (Capstone final course)
EDST 7312	Current Issues in School and Society
EDST 6344	Seminar: Social, Ethical, and Legal Issues in Technology

The following courses, required for certification, are offered at least twice each year. Usually, they are scheduled at times different from the SLMS courses. You may overlap one of these courses with a SLMS course to accelerate completion of program or take them at the end of your SLMS program.

EDST 6421	Child and Adolescent Development & Diversity
EDST 6422	Classroom Curriculum Planning and Organizing

OR

EDST 6551	Advanced Strategies of Teaching
-----------	---------------------------------

SLMS Certification for Professional Librarians

(Requires M.L.S. or M.A. in Library Science)

Applicants with an M.L.S. or a master's degree in library science will have their transcripts evaluated. A personal plan for acquiring the SLMS licensure will be designed for you based on your previous course work. Students must take at least 15 credits at Seton Hall to receive the state licensure. Students will only take those courses that they have not taken in another program

School Library Media Specialist State Certification Only

(For Teachers who hold a Master's Degree)

Required Courses (24 Credits)

EDST 6216	Digital Research & Information Literacy
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6304	Production of Instructional Resources I OR
EDST 6305	Production of Instructional Resources II
EDST 6315	Technical Process for Educational Media & Technology Resources
EDST 6301	Literature for Children and Young Adults
EDST 6308	Organizing and Administering Educational Media & Tech Programs
EDST 6310	Practicum School Library Media Services
EDST 6306	Instructional Design (Capstone final course)***

SLMS Certification for Professional Librarians

(Requires M.L.S. or M.A. in Library Science)

Number of credits required determined by courses transferred from MLS/MA Program

All topics below are required

A minimum of 15 credits must be taken at SHU to receive certification through this program

Required Courses

EDST 6216	Digital Research and Information Literacy
EDST 6307	Integrating Curriculum & Technology in the Inclusive Classroom
EDST 6304	Production of Instructional Resources I OR
EDST 6305	Production of Instructional Resources II
EDST 6315	Technical Process for Educational Media and Technology Resources
EDST 6301	Literature for Children and Young Adults
EDST 6308	Organizational and Administering Educational Media and Tech Program
EDST 6310	Practicum School Library Media Services
EDST 6306	Instructional Design (Capstone final course)
EDST 7312	Current Issues in School and Society

The following courses, required for certification are offered at least twice each year. Usually, they are scheduled at times different from the SLMS courses. You may overlap one of these courses with a SLMS course to accelerate completion of program or take them at the end of your SLMS program.

EDST 6421	Child and Adolescent Development and Diversity
EDST 6422	Classroom Curriculum Planning and Organizing

OR

EDST 6551	Advanced Strategies of Teaching
-----------	---------------------------------

Associate School Library Media Specialist

Candidates in the SLMS program may apply for an associate SLMS (ASLMS) certificate after they have completed the appropriate sequence below. ASLMSs are eligible for full employment as school library media specialists while they complete their M.A. degree.

The ASLMS program contains two tracks: 18 credits for candidates with a standard New Jersey instructional certificate and 27 credits for candidates without a standard New Jersey instructional certificate.

ASLMS Candidates with a Standard New Jersey Instructional Certificate

Course of Study - 18 credits

Concentration Courses (18 credits)

EDST 6216	Digital Research and Information Literacy
EDST 6301	Literature for Children and Young Adults
EDST 6304	Production of Instructional Resources I or
EDST 6305	Production of Instructional Resources II or
EDST 6215	Production of Instructional Resources III
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6310	Practicum in Educational Media Services (150 hours)

ASLMS Candidates WITHOUT a Standard New Jersey Instructional Certificate

Course of Study - 27 Credits

Education Courses (9 Credits)

EDST 6421	Child and Adolescent Development and Diversity
EDST 6551	Advanced Strategies of Teaching
EDST 7312	Current Issues in School and Society
Concentration Courses (18 credits)	
EDST 6216	Digital Research and Information Literacy
EDST 6301	Literature for Children and Young Adults
EDST 6304	Production of Instructional Resources I or
EDST 6305	Production of Instructional Resources II or
EDST 6215	Production of Instructional Resources III
EDST 6307	Integrating Curriculum & Technology in the Inclusive Classroom
EDST 6308	Organizing and Administering Educational Media and Technology Programs
EDST 6310	Practicum in Educational Media Services (One semester)

Master's Degree

Applied Behavior Analysis M.A. Degree

Includes a Verified Course Sequence of the Association for Behavior Analysis International (ABAI)

Program Director: Frank Cicero, PhD, BCBA

Jubilee Hall, Room 432

(973) 275-2721

The master's degree in Applied Behavior Analysis, is a standalone degree program training students to become practicing behavior analysts. Graduates of the program will be able to sit for the Board Certification Examination administered by the Behavior Analyst Certification Board (BACB®) upon completion of additional supervised experience hours outside of the program requirements. The program is a 42 credit course sequence that is designed to be completed within two years of full-time study. The program contains 30 academic course credits, 6 fieldwork practicum credits and at least 6 research thesis credits. All course content is consistent with the most up to date task list of the BACB®. Potential students must have obtained a Bachelor of Arts degree in a related field of study.

Required Courses (36 credits)

EDST 7316	Introduction to Applied Behavior Analysis
EDST 7317	Measurement and Experimental Design in Applied Behavior Analysis
EDST 7335	Applied Behavior Analysis Principles I
EDST 7337	Multiculturalism and Diversity Issues in Applied Behavior Analysis
EDST 7336	Applied Behavior Analysis Principles II
EDST 7318	Assessment and Intervention in Applied Behavior Analysis
EDST 7321	Ethical, Legal, and Professional Issues for Behavior Analysts
EDST 7338	Supervision and Management in ABA
EDST 7324	ABA Practicum I
EDST 7325	ABA Practicum II
EDST 7322	Thesis I in Applied Behavior Analysis

EDST 7323	Thesis II in Applied Behavior Analysis
Elective Courses (at least 6 credits required)	
EDST 7328	Analysis of Verbal Behavior: Advanced Applications
EDST 7340	Organizational Behavior Management: Principles and Practices
EDST 7341	Precision Teaching
EDST 7333	Assessment and Treatment of Severe Problem Behaviors
EDST 7329	Language and Social Skills Development in Applied Behavior Analysis
EDST 7331	Assessing and Treating Developmental Disabilities Across the Lifespan
EDST 7339	Thesis Continuation in Applied Behavior Analysis
EDST 7342	Client Records (1 credit)

Admissions Requirements for the M.A. in ABA Degree Program

All applicants must meet the following admissions requirements for the program:

- Bachelor's degree in education, psychology, or other related field
- Minimum GPA of 3.0 in undergraduate coursework
- Official transcripts of their undergraduate coursework
- Writing sample: a research-based paper in psychology or education of at least ten pages that was previously submitted as part of an undergraduate course. Other subject matter may be considered if the candidate has had limited prior psychology or education work.
- Two letters of recommendation
- Personal statement describing reason for pursuing graduate study in Applied Behavior Analysis at Seton Hall University
- Personal Interview

Master's Degree

Special Education M.A. Degree

For Candidates with a Standard Instructional Certificate

If you are a general education teacher, or a special education teacher co-teaching within an inclusive class, you are serving students with a variety of special needs, including students with autism. Both groups of students require different learning strategies and the M.A. will offer the candidate the necessary tools to meet their needs.

Special Education M.A. with a Concentration in Applied Behavior Analysis

(Includes New Jersey Teacher of Students with Disabilities Endorsement and Applied Behavior Analysis (Association for Behavior Analysis Verified Course Sequence))

Course of study - 45 credits

Required Courses (21 credits)

EDST 6441	Serving Diverse Learners I: Foundations, Special Education Laws and Impact on Schools & Families
EDST 6442	Serving Diverse Learners II: Disabilities Accommodations, Transitions and Community Resources
EDST 6446	Assessment for Special Education and Diverse Learners
EDST 6307	Integrating Curriculum & Technology in the Inclusive Classroom
EDST 6445	Creating an Environment for Diverse Learners: Curriculum Strategies, Tools and Materials
EDST 6440	Behavioral Disorders: Theory, Treatment and Classroom Management
EDST 6444	Autism Spectrum Disorders: Theory, Treatment and Practice

Concentration Electives - 24 credits

EDST 7316	Introduction of Applied Behavior Analysis
EDST 7317	Measurement and Experimental Design in Applied Behavior Analysis
EDST 7318	Assessment and Intervention in Applied Behavior Analysis
EDST 7335	Applied Behavior Analysis Principles I
EDST 7336	Applied Behavior Analysis Principles II
EDST 7321	Ethical, Legal, and Professional Issues for Behavior Analysts
EDST 7338	Supervision and Management in ABA
EDST 7324	ABA Practicum I

**Note that additional supervised experience hours, above what is earned in ABA Practicum I, is necessary for an individual to apply for the BACB certification examination. These hours should be gained independently.*

For applicants who already hold a Teacher of Students with Disabilities certification the program may be modified through consultation with Program Director.

Behavior Analysts

For applicants who already hold a Teacher of Students with Disabilities certification the program may be modified through consultation with Program Director.

Master's Degree

Special Education M.A. with a Concentration in Instructional Design and Technology

For candidates with a Standard Instructional Certificate (Includes New Jersey Teacher of Students with Disabilities Endorsement and Seton Hall Certificate in Information Technologies)

If you are currently a general education teacher or a special education teacher, you are teaching students with special needs. This program gives you the tools, strategies, and

concepts to integrate computer technologies and assistive technologies throughout the special education curriculum. Modern technologies are the key to motivation, engagement and retention.

Course of Study - 36 credits**Required Courses (21 credits)**

EDST 6441	Serving Diverse Learners I: Foundations, Special Education Laws and Impact on Schools & Families
EDST 6442	Serving Diverse Learners II: Disabilities, Accommodations, Transitions and Community Resources
EDST 6446	Assessment for Special Education and Diverse Learners
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6445	Creating an Environment for Diverse Learners: Curriculum, Strategies, Tools and Materials
EDST 6440	Behavioral Disorders: Theory, Treatment and Classroom Management
EDST 6444	Autism Spectrum Disorders: Theory Treatment, Practice

Concentration Electives (15 credits)

EDST 6216	Digital Research and Information Literacy
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6304	Production of Instructional Resources I
EDST 6305	Production of Instructional Resources II
EDST 6344	Seminar: Social, Ethical, Legal Issues in Technology
EDST 6306	Instructional Design (Capstone final course)

Master's Degree

Special Education M.A. Degree with a Supervisor's Certificate

For Candidates with a Standard Instructional Certificate (Includes New Jersey Teacher of Students with Disabilities Endorsement)

Course of Study - 36 credits**Required Courses (21 credits)**

EDST 6441	Serving Diverse Learners I: Foundations, Special Education Laws and Impact on Schools and Families
EDST 6442	Serving Diverse Learners II: Disabilities, Accommodations, Transitions and Community Resources
EDST 6446	Assessment for Special Education and Diverse Learners
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6445	Creating an Environment for Diverse Learners: Curriculum Strategies, Tools and

EDST 6440	Materials Behavioral Disorders: Theory, Treatment & Classroom Management
EDST 6444	Autism Spectrum Disorders: Theory Treatment Practice
EDST Elective	3 credits
Supervisor's Certificate Requirements (12 credits) (Online program only)	
ELMP 6665	Curriculum Development and Evaluation
ELMP 6666	Supervision for Instruction and Evaluation
ELMP 7772	Leadership Dynamics: Analysis of Supervisory Behaviors
ELMP 7776	Curriculum Design and Engineering

Teacher of Students with Disabilities Endorsement

For Candidates with a Standard Instructional Certificate

The Teacher of Students with Disabilities Endorsement is designed and developed for New Jersey teachers who hold an initial Certification in another teaching specialty. The major area of the program includes initial New Jersey certification as a Teacher of Students with Disabilities for certified elementary and secondary teachers. Because of the need for general education teachers to be dually certified in general and special education, Seton Hall's Special Education Endorsement adheres to the New Jersey state law that requires the development of recommendations on awareness of and instructional methods for teaching children with special needs, autism and other developmental disabilities.

Course of study: 21 credits

Required Courses

EDST 6441	Serving Diverse Learners I: Foundations, Special Education Laws and Impact on Schools & Families
EDST 6442	Serving Diverse Learners II: Disabilities, Accommodations, Transitions and Community Resources
EDST 6446	Assessment for Special Education and Diverse Learners
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6445	Creating an Environment for Diverse Learners: Curriculum, Strategies, Tools and Materials
EDST 6440	Behavioral Disorders: Theory, Treatment and Classroom Management
EDST 6444	Autism Spectrum Disorders: Theory Treatment, Practice

Ed.S. in Bilingual/Bicultural Education Program (Admission Suspended)

The purpose of this program is to train bilingual education

leaders who will become school managers and administrators. The program assists them to attain the Ed.S. degree in Education Leadership, Management and Policy, with a concentration in Bilingual/Bicultural Education. Seton Hall University has designed a highly effective quality, competency-based Ed.S. program.

The program has received federal funding under the *National Professional Development* from the US Office of Education. Eligible students receive grant support to cover part of the cost of tuition. The program is designed to satisfy the needs of school districts to manage educational programs serving groups of language minority students in target languages such as Chinese, Japanese, Korean, Portuguese, Haitian Creole, and Spanish.

At the end of the program, students will receive the Educational Specialist (Ed.S.) degree and be eligible for New Jersey certification as a supervisor and a school leader. The program offers articulation with various school districts in New Jersey and has a strong track record of placement of former graduates in New Jersey, New York, Connecticut and Pennsylvania. The program incorporates the latest research on best practices and instructional effectiveness. The competencies of the program have been updated every year to comply with state standards and complies with UNESCO guidelines.

Admission Criteria

Candidates must satisfy the following admission criteria:

- MA degree in a relevant area of education.
- Demonstrate native or near-native command of English and the target language (Mandarin, Cantonese, Korean, Japanese, Haitian Creole, Portuguese or Spanish).
- GPA of 3.0 or better.
- Three years of teaching and/or administrative experience in a relevant work setting where bilingual/bicultural skills were used.
- Written examples of previous academic work showing research ability in the field of education and Bilingual/Bicultural education.
- Statement of professional goals and rationale for applying to the program.
- Acceptable score on the Miller Analogy Test or Graduate Record Examination.
- Personal interview showing knowledge of bilingual/bicultural education, and previous record of service and commitment to bilingual/bicultural education, as well as competency in the language considered the target of service.
- Commitment to bilingual/bicultural education as reflected in educational and professional past experience.
- US citizenship or permanent residency status.
- Three letters of recommendation, including one from present employer and two from professors who can evaluate professional competence of the applicant.

Students who want to participate in the *National Professional Development Program* must complete the

requirements of the department necessary to receive the Ed.S. Degree in Education Leadership, Management and Policy, and take specialized courses to fulfill the competencies in bilingual/bicultural Education.

TESOL (Teachers of English to Speakers of Other Languages) Certificate

Graduate Educational Studies

Program Director: Bryan Meadows, Ph.D.

Jubilee Hall, Room 437

(973) 275-2539

bryan.meadows@shu.edu

The Program-15 Credits

The TESOL Endorsement program is a 15 credit program for individuals who already hold a standard teaching license. Students who successfully complete this program will be qualified to apply for an Endorsement to Teach English Language Learners (ELLs). The Endorsement program is guided by state and national standards. On completing the Seton Hall University TESOL Program, you will be certified to teach in New Jersey and qualified to teach ELLs in K-12 and adult education settings throughout the United States and abroad.

Required Courses (15 Credits)

EDST 6504	Applied Linguistics
EDST 6505	TESL I Theory and Practice of Teaching ESL
EDST 6506	TESL II Theory and Practice of Teaching ESL
EDST 6507	Second Language Assessment
EDST 6560	Historical and Cultural Backgrounds of English Language Learners

Educational Partners in Catholic Schools (EPICS) (Admission Suspended)

Academic Director: Mary F. Ruzicka, Ph.D.

The program leading to an M.A. in Education with a focus on Catholic helping professions has been offered since Summer 2000. The mission of the program is twofold: to recruit and further train non-certified or already certified teachers to serve in Catholic schools while simultaneously earning a graduate degree; and to offer a M.A. program to professionals working in any Catholic setting. The program is designed to enable beginning teachers with entry level professional knowledge and skill to acquire the advanced competencies needed to become teacher leaders within the Catholic educational community. This program is available for individuals who teach in Catholic schools or work in other church agencies, live together in community housing, and participate in spiritual and ethical development activities while also enrolled in a master's program. The academic program consists of 12 courses (36 credit hours). The courses are

organized around four themes:

- Catholic Heritage (6 credits)
- Information Technology (6 credits)
- Instructional Excellence (15 credits)
- Contemporary Issues (9 credits)

The academic program is organized on a cohort basis. Students will be enrolled in a specially sequenced curriculum that will permit the completion of the degree in two years, and where appropriate state certification. If necessary, course substitutions will be allowed if approved by the academic director of the program. Completion within two years is contingent upon enrollment in all courses scheduled for the cohort group.

For additional information, including the specific list of courses in the program, contact:

Mary F. Ruzicka Ph.D., Academic Director

Seton Hall University

400 South Orange Avenue

South Orange, NJ 07079

(973) 275-2723

Certificate in Information Technologies

Program Director: Joseph J. Martinelli, Ed.D.

Students in any M.A. program may also apply for and receive the Seton Hall University certificate in Information Technologies. There is no New Jersey State certification for information technology. The Certificate in Information Technology program acknowledges students who achieve a level of experience and knowledge with information technologies. The certificate program is open to any graduate student enrolled at the University as well as students who are not enrolled in a full University program.

Certificate Requirements

The College will award the Certificate in Information Technologies to students who successfully complete five three-credit information technology courses (15 credits). A maximum of 6 credits will be accepted for equivalent courses taken in other divisions of the University, or for courses taken at other colleges. Graduate students may apply the credits earned toward the certificate to a master's degree.

The Graduate Information Technologies

Certificate Program

The following courses may be applied toward the Information Technologies Certificate.

Select five of the following courses: (15 credits)

EDST 6210	Real World Technologies
EDST 6307	Integrating Curriculum and Technology in the Inclusive Classroom
EDST 6214	Emerging Web Technologies
EDST 6215	Production of Instructional Resources III:
EDST 6216	Digital Research and Information Literacy
EDST 6304	Production of Instructional Resources I
EDST 6305	Production of Instructional Resources II

EDST 6314	Multimedia Technologies
EDST 6315	Technical Processes for Educational Media and Technology Resources
EDST 6344	Seminar: Social, Ethical, and Legal Issues in Technology
EDST 7345	Online Course Management and Delivery
EDST 6347	Special Projects in Technology
EDST 7348	Online Course Design and Implementation
EDST 7349	Internship in Information Technologies I
EDST 7350	Internship in Information Technologies II

Certificate in Autism Studies (Admission Suspended)

Seton Hall University is meeting the current special education needs of the educational community. If you are a general education teacher with an existing M.A. in any field other than special education, a special education teacher with an M.A. in areas other than special education, a school psychologist, a guidance counselor, an occupational therapist, or a speech pathologist, you are faced with teaching or creating behavior plans for students with autism within the general education environment. The Seton Hall University certificate will provide you with the conceptual knowledge, strategies, and assessments that are necessary to serve the special needs of students with autism.

Certificate Requirements

A Seton Hall University Certificate in Autism Studies to students will be awarded to students who successfully complete a five course, 15-credit program. A maximum of 6 credits will be accepted for equivalent courses taken in other divisions of the University, or for courses taken at other colleges. Graduate students may apply the 15 credits toward an M.A. degree in Special Education or Instructional Design and Technology at Seton Hall University. Graduate students need not be certified teachers in order to receive the Autism Studies Certificate.

Graduate POST-M.A. Certificate in Applied Behavior Analysis

Program Director: Frank Cicero, Ph.D., BCBA
Jubilee Hall, Room 432
(973) 275-2721

frank.cicero@shu.edu

Graduate study in the Applied Behavior Analysis certificate program is designed to assist students to meet the coursework, partial fieldwork, and supervision requirements to be eligible to sit for the Board exam to become a Board Certified Behavior Analyst (BCBA). BCBAs typically work with individuals with various developmental disabilities, behavioral disorders, and other disabilities in various settings including public and private special education schools, clinics, hospitals, and residential treatment facilities. This 24

credit intensive program provides students with a balanced training within academics, scholarship, and clinical experience allowing them to be prepared to become practitioners and researchers in the field of Applied Behavior Analysis. The coursework is a Verified Course Sequence of the Association for Behavior Analysis International. Upon completion of coursework, graduates must complete additional supervised experience hours, independently, in order to qualify to sit for the BACB certification examination.

Required Courses: Credits

EDST 7316	Introduction of Applied Behavior Analysis	3
EDST 7317	Measurement and Experimental Design in Applied Behavior Analysis	3
EDST 7318	Assessment and Intervention in Applied Behavior Analysis	3
EDST 7321	Ethical, Legal, and Professional Issues for Behavior Analysts	3
EDST 7335	Applied Behavior Analysis Principles I	3
EDST 7336	Applied Behavior Analysis Principles II	3
EDST 7338	Supervision and Management in ABA	3
EDST 7324	ABA Practicum I	3

*note that additional supervised experience hours, above what is earned in ABA Practicum I, is necessary for an individual to apply for the BACB certification examination. These hours should be gained independently.

Admission Requirements for Graduate Certificate Program in Applied Behavior Analysis

All applicants must meet the following admissions requirements for the program:

- Possess a minimum of a Master's degree from an accredited university that was conferred in applied behavior analysis, education, or psychology or looking to add the certificate as a concentration in an existing graduate program in education or psychology.
- Minimum GPA of 3.3 in master's degree coursework
- Official transcripts of master's degree coursework
- Writing sample: a research-based paper in psychology or education of at least ten pages that was previously submitted as part of a graduate course. Other subject matter may be considered if the candidate has had limited prior psychology or education work. If applicable, the applicant's master's thesis is preferable.
- Two letters of recommendation
- Personal statement describing reason for pursuing graduate study in Applied Behavior Analysis at Seton Hall University
- Graduate interview with ABA Program Director and/or ABA program faculty

The certificate program in Applied Behavior Analysis can be added to the MA in Special Education, MA in Psychological Studies, and the MA in School Psychology program.

Guide to Acquiring Graduate Credit for Alternate Route Provisional Teacher Program Experiences and Options for Graduate Study

Director: Diana Minakakis, M.A.
(973) 275-2824

Promoting Professional Practice

The College of Education and Human Services at Seton Hall University is committed to lifelong learning and professional development. We are partners in providing alternative paths to learning and careers in education. We offer a variety of graduate programs in teaching, professional development, technology, educational media, and leadership to meet career goals.

Students may acquire up to 15 graduate credits in the College of Education and Human Services based on their experiences in any New Jersey State approved alternate route provisional teacher training program affiliated with Seton Hall University. For further information and to obtain forms, please call 973-275-2824 or email diana.minakakis@shu.edu

Procedure

- Complete a nonmatriculated student application.
- Complete an application to acquire graduate credit.
- Submit copies of Regional Training Center Reports for each formative Evaluation (Phases I, II, and III) and the Summative Evaluation prepared by your principal. (*Applicants do not need to submit all phases at once.*)
- Payment at 50% of the current graduate tuition rate by check, money order, or credit card (MasterCard, Visa, or Amex) must accompany application for credits. No fees will be charged.
- Seton Hall University will evaluate application materials.
- A grade of "A" or "B" will be posted to the student's Seton Hall transcript for the related graduate credits. A grade of "A" reflects an outstanding rating and a grade of "B" reflects a satisfactory rating. *No credits will be awarded for unsatisfactory grades.* Courses will appear on the student transcript for the semester in which Seton Hall University receives the applicant's paperwork and payment. The tuition rate for that semester will apply.
- Credits must be awarded within 3 years of completing the alternate route experience.
- Up to 15 awarded credits may be applied to an M.A. degree at Seton Hall University in Educational Studies.

Conversion of Alternate Route Provisional Teacher Program Hours to Seton Hall University Credit Hours

Students may acquire credits as they complete each phase of the provisional teacher program. Seton Hall University will accept proof of completion of the following experiences

toward the awarding of 15 graduate credits:

Phase IA/Phase IB (80 hrs) for

EDST 6407 Foundations of Education (3 Credits)

Phase II (60 hrs) for

EDST 6408 Child and Adolescent Development (3 Credits)

Phase III (60 hrs) for

EDST 6409 Life in the Classroom (3 Credits)

Teaching with mentor (1 Year) for

EDST 6460 Contemporary Assessment Practices (3 Credits) and

EDST 6229 Clinical Practice with Seminar I (3 Credits)

Master's Degree Programs

Students may use the 15 credits awarded for the Provisional Teacher Training Program (PTTP) toward a 36-credit Master of Arts in Education. Seton Hall's M.A. programs reflect current good practice in education and are guided by the NCATE/CAEP standards. The programs are constantly evolving as new ideas, pedagogies, and technologies develop and emerge. The following M.A. programs are available:

- Instructional Design and Technology (Includes IT certificate; 15 credits from PTTP may be applied to this program.)
- Instructional Design and Technology with School Library Media Specialist (includes NJ certification: 12 credits from PTTP may be applied to this program)
- Instructional Design and Technology with supervisor's certificate (9 credits from PTTP may be applied to this program)
- Special Education (Includes New Jersey Teacher of Students with Disabilities Endorsement: 15 credits from PTTP may be applied to this program.)

Admission to the M.A. Degree Programs

A streamlined admissions process has been designed especially for alternate route teachers. Students will have three years to apply their credits to a degree program at Seton Hall University. To be accepted as a candidate for a graduate degree, complete the following:

- application;
- \$50 application fee, payable to Seton Hall University;
- official transcripts confirming the completion of an undergraduate degree and, when applicable, a graduate degree from an accredited college or university;
- two letters of reference from professional and/or academic contacts attesting to the applicant's academic abilities and personal qualifications;
- two page, double-spaced, typed statement of goals;
- résumé; and
- interview with an admissions adviser.

No credits beyond the 15 alternate route training program credits will be accepted in transfer toward the M.A. programs.

Students will be charged at the full tuition rate for credits beyond those 15 awarded for the alternate route training program.

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

EDST 6001 Comprehensive Approach to Students with Learning Disabilities – *formerly Comprehensive Approach to the Exceptional Learner*

This course surveys the physical, emotional, intellectual, and social conditions affecting children with learning problems and necessitating special conditions for success in the educational process. The etiology of learning disabilities, classifications, disability categories assessments, and educational programming for the learning disabled, preschool through adolescent youth, will be discussed. A review of relevant laws and the revised New Jersey Special Education Code will be included. *3 credits*

EDST 6002 Graduate Research Methods

A survey of research principles, methods and practices in education and the helping professions. *3 credits*

EDST 6003 Teachers as Inquirers: Classroom-Based Research

Introduction to classroom-based research to support participants as they prepare to research a designated problem. Participants reflect on their teaching practices, examine examples of classroom research, formulate research questions and hypotheses, study a variety of data-gathering techniques and conduct a classroom based inquiry. Participants are encouraged to publish their findings in professional journals. *3 credits*

EDST 6108 Educational Interventions for Students with Learning Disabilities

Introduction to the field of learning disabilities, bringing together theory and practice. The historical background and evolution of the learning disabilities concept and the theoretical foundations that support the evolving field of study, research and practice. The current status of the learning disabilities field, including definition, prevalence, etiology, legislative parameters and diagnosis and treatment. *3 credits*

EDST 6210 Real World Technologies

Introduction to computers and computing, problem solving, changes in technology, and the impact of computers in our lives. Provides a working knowledge of computers and the

Windows operating environment with an emphasis on word processing, desktop publishing, spreadsheets, presentation, and Web editing software programs. This course is designed to focus on student computing needs. *3 credits*

EDST 6212 Real World Technologies II

Introduces and develops expertise in database, desktop publishing, photo-editing, and semantic networking software. Presents advanced concepts in word processing, spreadsheet, and presentation graphics. Emphasis is placed on using these programs to their full advantage by use of advanced integration. The terminal goal is to develop computing skills as they apply in appropriate organizational settings. *3 credits*

EDST 6214 Emerging Web Technologies

The theory, creative design, software skills, and practical applications for effective web page development will be presented. A special feature of the course is the development of an ADA compliant website. Real world applications the student will experience are: developing text, graphics, links, tables, styles, layout position, and experiencing numerous on-line web design applications. By the end of the course, students will have completed professionally designed online employment, or personal portfolios and informational sites. *3 credits*

EDST 6215 Production of Instructional Resources III

This course combines the use of new media tools to create and develop instructional products that enable the creation of products which can fully engage the community through creative educational experiences. New media applications such as Windows Live Movie Maker, Screencast-O-matic, and Audacity, can be used to remix video, audio, songs, text and images into products which will be delivered through Web 2.0 social networking applications such as Facebook, YouTube, Tumblr and Twitter. *3 credits*

EDST 6216 Digital Research and Information Literacy

Advanced digital research using computer-based and Internet accessible tools. Students find, evaluate and assemble the best information for individual action research interests and workplace needs; develop research skills and information discrimination techniques using digital resources. Includes research problem development, research methodology, bibliography development, search strategies, digital reference materials, online newspapers and periodicals, email, wikis, blogs and online surveys. *3 credits*

EDST 6229 Clinical Practice with Seminar I

The candidate integrates and connects models of teaching and subject matter in the classroom with the direct supervision of a cooperating teacher, a Seton Hall University supervisor, and a seminar professor. Students are able to fine-tune their teaching skills through instruction, reflection, and responses to feedback from teaching professionals. Portfolio development, career readiness, reflection on practice and professional growth are the primary foci of this course. *3 credits*

EDST 6301 Literature for Children and Young Adults

Evaluating, selecting and using literature in print and

electronic formats with children and adolescents. Course emphasis is on strategies for motivating children to read and the integration of literature with lesson plan development throughout the curriculum. *3 credits*

EDST 6304 Production of Instructional Resources I: Visual Communication Design

An introduction to visual communication that provides students with the needed skills to design, produce, practice, and present creative products utilizing a variety of electronic media. The importance of developing visual literacy through practice in interactive media, print, video, digital photography and presentation will be a focus. From typography and layout to color and composition, an array of design elements will be explored in relationship to constructing a clear channel of communication for maximizing student learning. *3 credits*

EDST 6305 Production of Instructional Resources II: Technology Enhanced Learning Strategies

Learn to design and develop technology-based strategies that support the instructional needs of learners in any content area. Advanced digital techniques will be employed to visualize the thought process, design games, create simulations, encourage collaboration, stimulate active learner participation, and spur learners to engage in both independent and group activities that encourage higher order thinking skills. *3 credits*

EDST 6306 Instructional Design

Using a systematic approach, students will design, develop, evaluate and revise instruction to meet defined goals and objectives. Contemporary theories of learning become the framework and catalyst for the design process. *3 credits*

EDST 6307 Integrating Curriculum and Technology in the Inclusive Classroom

Candidates integrate “best practice” with state and national standards while designing and developing a technology-based instruction for diverse learners. The instructional design/lesson planning process is explored while developing well-supported rationales for the selection of strategies, materials, and tools based on particular student needs, experiences and expectations. A broad range of computer-supported learning tools, projects, assistive technologies, and emerging technologies are examined, developed, and evaluated through an interactive approach. *3 credits*

EDST 6308 Organizing and Administering Educational Media and Technology Programs

Exploration of the roles, functions and responsibilities of the educational media specialist and the instructional technology professional. Philosophical perspectives; the selection and handling of materials and equipment; managing media and technology services; grant writing; facility design; computer-based technologies for management; budgeting; and issues such as professionalism, ethics, public relations and copyright laws are studied. *3 credits*

EDST 6310 Practicum in Educational Media Services

This graduate-level practicum involves a minimum of 150 hours, for certified teachers and a full semester for those non-certified working at an approved school library media center

under supervision of a certified school library media specialist and a Seton Hall University SLMS supervisor. This practicum involves observation and participation in all important aspects of school library media administration, including selection and organization of materials; reference and bibliographic services; production of resources; curriculum development; and techniques of teaching lessons, information literacy and other school library media skills. *3 credits*

EDST 6314 Multimedia Technologies

The use of a computer to present and combine text, graphics, audio and video with links and tools to create learning packages, assessment tools, presentations, and stand-alone training. Focus is on good multimedia design, scripting, use of audio and video tools, the Internet as a delivery tool and computer-based training using Director and Premier. *3 credits*

EDST 6315 Technical Processes for Educational Media Resources

An analysis of the theory of classification and information systems, techniques for print and non-print cataloging with emphasis on practical application utilizing automated resources, and a survey of developments in information retrieval and other educational media center applications of modern procedures in acquisition, circulation, management and periodical control. *3 credits*

EDST 6324 Human Relations

Theory and practice in the treatment and elimination of destructive human conflicts. Special reference to inter-group and intercultural problems in a period of changing social relations. *3 credits*

EDST 6326 Advanced Psychology of Learning

Research in learning, motivation, individual differences, teaching methods and adjustment as applied to the learning process. Survey of major contemporary psychologists. *3 credits*

EDST 6329-6331 Independent Study

For students who wish to design and conduct independent graduate research. Permission must be obtained from the participating faculty. Prerequisite: Approval of department chair. *1-3 credits*

EDST 6336 Educational Psychology

Advanced scientific study of human personality. Cognitive and dynamic factors; learning and transfer, critical and creative thinking, motivation, emotion, volition, attitudes, individuality and sociality. *3 credits*

EDST 6344 Seminar: Social, Ethical and Legal Issues in Technology

Social, ethical and legal problems associated with computer-based technologies will be explored, debated and researched, along with the means for reducing problems and coping with their effects. *3 credits*

EDST 6347 Projects in Technology Coaching

This course is designed to assist instructional technology facilitators, technology integration specialists, library media

specialists, mentor teachers, and all those who guide the integration of technology to support and improve professional growth in schools and businesses. Through various learning experiences, you will discover a knowledge base of philosophical and conceptual foundations, strategies, tools, and resources to understand, support, and motivate adult learners and to embed professional learning within your working environment. These goals will be addressed through readings, digital presentations, online discussions, reflections, digital tools, and online video observations. *3 credits*

EDST 6352-6353 Risk Prevention, Reduction and Intervention

For school personnel to effectively participate in a Coordinated School Health Program, this course addresses issues of resiliency, misuse, and abuse of chemical substances. Educators who aim to meet their responsibilities with regard to school health will be trained in the comprehensive approach toward reducing risks and consequences associated with experimentation, use, misuse, and dependency of chemical substances. Factors that promote resiliency toward chemical abuse are studied with respect to their implications for youth (preschool through grade 12). Effective planning and implementation of substance abuse education for students, staff, and family will be fostered through class projects and activities. *2 and 3 credits, respectively*

EDST 6407 Foundations of Education

This course will introduce the teacher candidate to the challenges and rewards of teaching in today's society. It is designed to assist future teachers in developing a passion for teaching and to explore techniques for putting one's passion to work in the classroom. To do this we explore the roles of a professional educator in today's changing society and the public policy affecting teachers. We will look at learners and their diverse needs and how to address these needs in a heterogeneous classroom. We will examine the curriculum, effective instruction, and the history of education. *3 credits*

EDST 6408 Child and Adolescent Development

This course is designed to equip teacher candidates with knowledge of human development, cognitive, emotional, physical, social, and moral, across the lifespan. By integrating theory into practice, this knowledge will enable them to understand, from multiple perspectives, how education has been developed, from early childhood through adolescence. Candidates will be empowered to create developmentally appropriate curricula and approaches for students with developmental patterns that fall within the norm as well as those that vary from the norm. Curricular controversies and current issues in development will be explored and debated to enable candidates to think critically in making enlightened decisions that benefit children and their learning experiences. *3 credits*

EDST 6409 Life in the Classroom

This course is designed to assist the teacher candidate in developing the skills, competencies and attitudes needed for

teaching and to explore techniques for putting your passion to work in the classroom. We will explore the roles of a professional educator in today's changing society and the public policy affecting teachers. We will look at learners and their diverse needs and how to address these needs in a heterogeneous classroom. We will examine the nature of teaching, overview of the elementary curriculum, strategies for working with diverse learners, planning for effective instruction, and applying instructional theory to practice. *3 credits*

EDST 6410 Secondary Social Studies Methods

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence. For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

In addition to topics addressed in the text several themes and concepts will be examined in detail throughout the course. These include global education, civic education and the role of both religion and economics in the teaching of social studies. *3 credits*

EDST 6413 Elementary Language Arts: Methods & Assessment

This course focuses on literacy acquisition and the teaching of literacy. The goal is to develop effective teachers of literacy who understand how children learn to read and write. Students will be prepared to use the skills and techniques learned in this class to instruct students. The course emphasizes the need for teachers to teach literacy. It is not enough just to create opportunities for children to read and write. We will look at learners and their diverse needs and how to teach all children in a heterogeneous classroom. Since literacy learning is the foundation of learning in all subject areas, it is our goal to help every child achieve his and her potential by integrating literacy-rich strategies into all areas of teaching. *3 credits*

EDST 6415 Elementary Mathematics: Methods & Assessment

Elementary Mathematics: Methods and Assessment is designed for those who will become elementary school teachers of mathematics. It is designed to help you facilitate children's mathematical concepts and skills, as well as problem solving techniques. In the process it will challenge your thinking and further stimulate your own interest in mathematics. It is expected that you will increase your

knowledge of the NCTM Standards and the New Jersey Core Curriculum Mathematics Standards. More specifically you will become familiar with the five curriculum content standards (numbers & operations, geometry, measurement, data analysis, and patterns and algebra) and the five process standards (problem solving, reasoning & proof, connections, representation, and communication). The goal of this course is to provide teachers an opportunity to (1) become knowledgeable of fundamental skills and concepts related to mathematics topics and learner outcomes; (2) develop teaching strategies and appropriate assessment techniques related to mathematics instruction; and (3) discover and/or enrich the enjoyment of learning and teaching mathematics. *3 credits*

EDST 6417 Elementary Science & Social Studies: Methods & Assessment

This course is designed to assist the teacher candidate in learning the appropriate methods for teaching Elementary Science and Social Studies. Elementary Science content areas, process skills, teaching styles, strategies, and techniques are explored through modeling of inquiry methods, class discussions, assigned readings, lesson planning and teaching with assessment and evaluation, cooperative group investigations, research, projects, experiments, demonstrations, use of technology, and in-class presentations. An internship is required for the teaching and assessing of science lessons to children in K-6 classrooms. The process of learning by doing science with a constructivist emphasis and INQUIRY methodology is demonstrated and practiced in class as well as the integration of science with other subject disciplines. For Social Studies the goal is to develop an understanding of the multi-disciplines of the social studies and to explore and implement effective strategies for teaching in the social studies. Students will learn to integrate social studies effectively into the elementary education curriculum. *3 credits*

EDST 6421 Child and Adolescent Development & Diversity

This course is designed as an introduction to child and adolescent development. We will explore the changes in physical, social, emotional, and cognitive development from birth through late adolescence. Unlike psychology courses with similar content, this course will have an added component: the translation of theory into practice for classroom teachers. Educational theorists such as Montessori and Dewey will be discussed alongside developmental psychologists like Piaget and Vygotsky as we explore how children develop and learn. *3 credits*

EDST 6422 Classroom Curriculum, Planning & Organization

Classroom curriculum, planning, and organization in an initial course in curriculum, instruction, and classroom management. It is intended to introduce candidates to the profession of teaching and all that it entails. Candidates will develop knowledge and skills in curriculum and lesson planning.

Emphasis will be on effective teaching strategies that are useful across the disciplines as well as their application to specific subject areas in accordance with NJ Core Curriculum Content Standards. In addition, candidates will develop skills in managing effective learning environments and supporting students through daily classroom routines. Using the knowledge and skills gained in this course, candidates will create their own classroom management plan based on their anticipated grade level/content area. Basic teaching strategies and technological applications designed for contemporary classrooms will be modeled throughout the course. *3 credits*

EDST 6425 Assessment of Student Learning

In an era of accountability, there exists a high demand for teachers who have a variety of tools in their repertoire to assess students and guide them to increased learning. In addition to the traditional forms of testing and ability to analyze test results, school districts are seeking professionals who are skilled in designing alternative opportunities for students to demonstrate their learning: performance-based tasks, portfolios, exhibitions, inquiry/group investigations, and projects. To help students show what they know through these diverse vehicles, teachers have a variety of instruments and processes to assess the work products of students: rating scales, rubrics, checklists, conferences, focus groups, interviews. Criteria for these assignments are explained in advance, so students understand how their pieces and demonstrations will be judged. Peers, outside judges, other teachers, and family can assist in reviewing student work. *3 credits*

EDST 6426 Clinical Practice and Seminar

The Clinical Practice and Seminar supports post baccalaureate teacher candidates as they integrate and implement their knowledge of teaching and subject matter with the instruction of students in classrooms during their clinical practice internship. The seminar professor, the cooperating teacher and the university supervisor coordinate their efforts to support, instruct and guide the teacher candidate to demonstrate best practice in classrooms. The weekly seminar is a support system - an avenue for teaching, learning, sharing, reflecting, questioning, discussing and experimenting to inspire and promote personal and professional growth, satisfaction and achievement as candidates embark on a new career. Portfolio development linked to College, New Jersey INTASC, and CAEP Standards, preparation of a teacher work sample, career readiness, preparation for certification, reflection on practice and professional growth are the primary outcomes of this course. *3 credits*

EDST 6440 Behavioral Disorders: Theory, Treatment and Classroom Management

The goal of this course is to introduce students to several different types of disabilities related to behaviors (e.g. emotional and behavioral disorders, attention deficit disorders, developmental disorders, as well as various conduct disorders). Various approaches will be discussed to

positively and effectively deal with these challenging behaviors within a general education classroom. Creating environments that support learning and on-task behavior as well as interventions to deal with off-task behavior are studied. *3 credits*

EDST 6441 Serving Diverse Learners I: Foundations, Special Education Laws & Impact on Schools & Families

Introduction to the profession of special education, the laws and legislation associated with the field, and the knowledge and skills to understand special education and become familiar with the Individualized Education Program (IEP). The course prepares candidates to understand the impact of a disability on the student, school, family, and examines family structure and functioning to foster understanding of the interconnection between home, school, and community. *3 credits*

EDST 6442 Serving Diverse Learners II: Disabilities, Accommodations, Transitions & Community Resources

Building upon the foundational knowledge related to special education law and classifications in EDST 6441, five disability categories, Learning Disabled, Other Health Impaired (ADHD), Autism, Traumatic Brain Injury, mild/moderate Mental Retardation, and culturally and linguistically diverse students are examined. This prepares candidates to adapt their classrooms, teaching styles, and learning strategies to better serve diverse students. Woven throughout each module is the importance of integrating the services of community agencies to maximally assist students with disabilities and their families. *3 credits*

EDST 6444 Autism Spectrum Disorders: Theory, Treatment, Practice

This course focuses on children with autism and examines the variety of exceptionalities and special needs of these children emphasizing the collaborative partnerships among educators, clinicians, parents and families. Neurobiological, psychological, educational, social, and emotional factors will be addressed. Specialized teaching strategies for successful inclusion. Opportunities to observe children with autism will be part of the course experience. *3 credits*

EDST 6445 Creating an Environment for Diverse Learners: Curriculum, Strategies, Tools & Materials

Candidates are introduced to best practices for teaching students with exceptional, diverse and at-risk learning styles in inclusive classrooms for academic, functional, and transitional learning. The multicultural curriculum and instructional accommodations for linguistic diversity and second language acquisition are included. Candidates will write a Response to Intervention (RTI) Action Plan and Individual Education Plan (IEP) using the knowledge and skills acquired In EDST 6446-Assessment. The selection design, development, and modification of instructional strategies, tools and materials using both low tech and computer-based technologies for teaching diverse students will be used within the IEP. *3 credits*

EDST 6446 Assessment for Special Education & Diverse Learners

The process of educational and psycho-educational assessment and its relationship to instructional planning for diverse students is explored. Candidates begin with assessment that directly relates to universal screening and progress monitoring in the general education classroom and progresses toward knowledge of special education (SpEd) measurements, which include intellectual, perceptual and achievement. SpEd eligibility is embedded in informal and formal measurements of assessment. Candidates prepare a Comprehensive Evaluation. Response to Intervention (RTI) action plan and an Individualized Education Program (IEP). *3 credits*

EDST 6460 Contemporary Assessment Practices

Theory and practice of educational testing, development of, and use of tests and other methods for assessment, analysis and interpretation of test results. Practice in major test construction in student's area of concentration. Emphasis placed on alternate and authentic forms of assessment. *3 credits*

EDST 6504 Applied Linguistics

Applied Linguistics is a foundations course for teachers of English language learners. Participants learn the basics of phonology, morphology, and syntax and how they are applied to pronunciation, literacy, spelling, vocabulary development, reading, and writing. The linguistics principles acquired in this course will be applied in subsequent methods courses. *3 credits*

EDST 6505 TESL I Theory and Practice of Teaching ESL

Participants demonstrate knowledge of rhetorical and discourse structures as applied to learning English as a Second Language. In addition, participants demonstrate understanding of current and historical theories in language acquisition and how they relate to knowledge of language teaching methods. Participants will also not only demonstrate the ability to read research on language acquisition but also demonstrate the ability to conduct classroom research in language acquisition. From a cultural perspective, participants understand the importance of the home culture and involve families and community members in ELLs' learning. Finally, participants are familiar with the history of ESL teaching and stay current with recent research, methodologies and strategies in the field. *3 credits*

EDST 6506 TESL II Theory and Practice of Teaching ESL

Theory and Practice of Teaching ESL II is a foundations course for teachers of English language learners. Participants demonstrate knowledge of rhetorical and discourse structures as applied to learning English as a Second Language. In addition, participants demonstrate understanding and application of cultural competency by using a range of resources specifically connected to the cultures of their students. Participants will plan differentiated learning

experiences based on the students' language proficiency, learning styles and prior formal education. These learning experiences will integrate the four language domains: listening, speaking reading and writing with a focus on developing listening and speaking skills for a variety of academic and social purposes. TESL II Theory and Practice of Teaching ESL is the second of two foundation courses for teachers of English language learners. *3 credits*

EDST 6507 Second Language Assessment

Second Language Assessment is a foundations course for teachers of English language learners. Focuses on formal, informal, and alternative assessment procedures, instruments, and materials appropriate for language learners in K-12 and post-secondary settings. *3 credits*

EDST 6551 Advanced Strategies of Teaching

Teaching techniques for transmitting skills, knowledge and understanding to students: lecture; discussion; heuristic approaches; educational trips; group projects; programmed, individualized, mediated, computer-assisted instruction. Motivation, guidance and classroom management. Evaluation of student programs. *3 credits*

EDST 6555 English Language Arts

In this course, candidates will develop rich theoretical knowledge of reading and comprehension and writing as they pertain to the English Language Arts, and they will develop a repertoire of classroom strategies rooted in best practices for the ELA classroom. Candidates will engage in intensive investigation of reading comprehension and response theories and composition theory and then practice implementation of theory into practice via case study, in class teaching and teaching in the experience ELA classrooms in the field. *3 credits*

EDST 6557 Secondary Science Methods

Secondary Science is designed to provide instruction on teaching styles, strategies, and techniques. The course will contain many opportunities to explore various techniques through the use of class discussion, demonstration, experiments, presentations, unit development, lesson planning, assessment, and the use of technology. *3 credits*

EDST 6558 Secondary Mathematics Methods

Methods of Teaching Secondary School Mathematics is designed for candidates who will become middle school and/or high school teachers of mathematics. It is designed to help candidate's facilitate adolescent's mathematical concepts and skills, as well as problem solving techniques and communication skills. Candidates will increase their knowledge of the NCTM Standards and the New Jersey Core Curriculum Mathematics Standards. They will become conversant with the contemporary math curriculum that emphasizes the application of problem solving concepts and strategies using manipulatives, technology and other materials. The goal of this course is to provide teachers an opportunity to (1) become knowledgeable of fundamental skills and concepts related to mathematics topics and learner outcomes; (2) develop teaching strategies and appropriate

assessment techniques related to mathematics instruction; (4) develop strategies to build classroom communities centered around sharing understandings, developing explanations, and scaffolding the acquisition of new concepts built on foundational knowledge; (5) utilize strategies that teach children how to formulate written and oral explanations to illustrate concepts in multiple contexts; and finally, (6) discover and/or enrich the enjoyment of learning and teaching mathematics. *3 credits*

EDST 6560 Historical and Cultural Backgrounds of English Language Learners

Course participants will enter into the study of cultural events, language, and analysis of backgrounds of limited English proficient students as a means of promoting an understanding among students in a multicultural environment. Students will demonstrate an understanding of mutual respect and an appreciation of different cultural beliefs and values, and analyze and evaluate educational resources to enhance understanding of multicultural/multiethnic education. *3 credits*

EDST 7001 Seminar: Education Research Methods

Review and critical evaluation of selected writings and research in education. Written appraisals concern research design, fundamental concepts, recent data and significant educational issues. (Formerly RESH 7001). Prerequisite: EDST 6002. *3 credits*

EDST 7310 Ethical Issues in School and Society

Justice and the universal natural law as related to every aspect of education. Discussions focus on the most significant and fundamental moral issues in education today. *3 credits*

EDST 7312 Current Issues in School and Society

This course examines the background and current status of proposals that address a variety of educational controversies. Past and present cycles of reform are considered generally, with specific attention given to issues such as governmental roles in education; financial reform; school choice; multicultural education; teacher education; teacher empowerment; race, class, and gender issues in education; education and work; and the relationship of children's health and learning. *3 credits*

EDST 7316 Introduction to Applied Behavior Analysis

This course will present the candidate with an introduction to the basic principles of Applied Behavior Analysis (ABA). Topics that will be covered in this course include a history of ABA, the dimensions and characteristics of ABA, basic terminology and principles, processes, and concepts of ABA, as well as an overview of ethical and professional issues in the field. Candidates will also learn about the application of ABA to individuals with various needs including autism, intellectual disabilities, and other special needs, as well as the various settings in which ABA can be implemented such as schools, hospitals, clinics, agencies, and business. Candidates participating in this course will have a 20-hour service-learning requirement for the semester. *3 credits*

EDST 7317 Measurement and Experimental Design in Applied Behavior Analysis

This course will provide the candidate with an understanding of experimental design and measurement procedures used in Applied Behavior Analysis (ABA). This course will cover various experimental designs as it is used in ABA for both research and applied clinical settings, such as withdrawal designs, alternating treatments, and multiple baselines. Candidates will learn the characteristics, strengths, and limitations of these types of designs. This course will also provide candidates with an in-depth understanding of behavior measurement and assessment, recording, graphing, and analyzing data while demonstrating experimental controls and intervention effects. Candidates will receive training on using various technologies in ABA for data collection, graphing, and analysis. Ethics relevant to single-case design research will also be applied. Furthermore, candidates will also learn to review and critically evaluate selected writings and research in ABA. Research design, developing a problem and hypothesis, reviewing literature, collecting data, and making recommendations on a topic in ABA to be researched will be addressed. A full research proposal worthy of IRB approval is required of the student including both a written paper and proposal presentation at the end of the course. *3 credits*

EDST 7318 Assessment and Intervention in Applied Behavior Analysis

This course will provide the candidate with the required knowledge and skills needed to conduct various assessments in Applied Behavior Analysis in the areas of problem behavior, development, social skills, adaptive behaviors, communication, and more. Candidates will be taught to conduct assessments including Functional Behavioral Assessments, Functional Analysis, the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R), the Assessment of Functional Living Skills, the Vineland-III, and other relevant assessment protocols. Candidates will then learn to write, design, implement, and monitor behavior change protocols and skill acquisition programs based upon these assessments. Ethical issues in behavioral treatment will be included as relevant. *3 credits*

EDST 7321 Ethical, Legal, and Professional Issues for Behavior Analysts

This course will examine the ethical, legal, and professional issues that behavior analysts may encounter in their career. Candidates will learn to follow the respective ethical guidelines put forth by the relevant professional organizations governing the work of behavior analysts. Topics such as informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented. Ethical decision making processes will be emphasized within the context of case methods. All course topics will be considered with respect to

laws, professional codes of ethics, and cultural competencies that are relevant and specific to behavior analysts. *3 credits*

EDST 7322 Thesis I in Applied Behavior Analysis

This course allows students to further develop their applied research skills in the fields of Applied Behavior Analysis. Students will develop an empirical research question on a topic of their interest, examine the current research literature on that topic, write a literature review on the topic, and compose a formal research proposal using the format of the American Psychological Association (APA). Students will be under the advisement of a faculty mentor during their thesis. *3 credits*

EDST 7323 Thesis II in Applied Behavior Analysis

This course is designed as a continuation of EDST 7322: Thesis I in Applied Behavior Analysis. Students, under the guidance of his/her faculty mentor, will conduct his/her research study, collect data, analyze the results, and write his/her final research paper using the format of the American Psychological Association (APA) that will be worthy of presentation at a state, national, or international conference in Applied Behavior Analysis and can be submitted for publication in a professional journal. The student must successfully present and defend his/her thesis to a thesis review committee comprised of department faculty. *3 credits*

EDST 7324 ABA Practicum I

This course is designed to partially meet the Behavior Analyst Certification Board's (BACB) supervised experience requirements for certification. Students will be required to complete 20-30 hours a week of supervised experience that focuses on the development of new behavior-analytic skills. Students will be placed within a public or private school setting, residential facility, behavioral hospital, clinic, adult day program or other organization focused on individuals with various special needs, learning deficits and/or behavioral challenges. Weekly class meetings are required with the practicum instructor. *3 credits*

EDST 7325 ABA Practicum II

This course is designed to partially meet the Behavior Analyst Certification Board's (BACB) supervised experience requirements for certification. Students will be required to complete 20-30 hours a week of supervised experience that focuses on the development of new behavior-analytic skills. Students will be placed within a public or private school setting, residential facility, behavioral hospital, clinic, adult day program or other organization focused on individuals with various special needs, learning deficits and/or behavioral challenges. Weekly class meetings are required with the practicum instructor. *3 credits*

EDST 7326 ABA Practicum III

This course is designed to partially meet the Behavior Analyst Certification Board's (BACB) supervised experience requirements for certification. Students will be required to complete 20-30 hours a week of supervised experience that focuses on the development of new behavior-analytic skills. Students will be placed within a public or private school

setting, residential facility, behavioral hospital, clinic, adult day program or other organization focused on individuals with various special needs, learning deficits and/or behavioral challenges. Weekly class meetings are required with the practicum instructor. *3 credits*

EDST 7328 Analysis of Verbal Behavior: Advanced Applications

This course will provide candidates with a more in-depth understanding of the principles and applications of verbal behavior analysis. The course draws from the work of B.F. Skinner including his text on *Verbal Behavior* along with supporting materials drawn from research literature in the basic, applied, and conceptual analyses of behavior. Furthermore, the course covers critiques of Skinner's analysis of verbal behavior. Students will learn advanced applications of verbal behavior analysis for clinical treatment and assessment. *3 credits*

EDST 7329 Language and Social Skills Development in Applied Behavior Analysis

This course is designed to examine a variety of behavior analytic methodologies to foster language and social skills development for individuals with autism and other significant disabilities. Students in this course will learn how to use and evaluate various behavior analytic strategies in teaching skills such as conversation, friendship, language concepts, cooperative play, conflict management, and self-regulation. Students will learn different strategies, such as the use of Social Stories, Comic Strips, video modeling, etc. Students will also be exposed to various curricula and technologies that are available to providing social skills instruction. *3 credits*

EDST 7331 Assessing and Treating Developmental Disabilities Across the Lifespan

This course is designed so that students can develop a full understanding of various developmental disabilities and how they can impact an individual across the lifespan. Furthermore, students will develop the skills necessary for conducting and interpreting results from standardized assessments for individuals with developmental disabilities in order to design appropriate behavioral and educational treatments. This course will focus on a number of standardized instruments utilized in the field to assess individuals suspected of developmental disabilities. Students will evaluate these instruments in terms of validity, reliability, norms, ease of use, and utility. Also, students will be expected to become skilled in interpretation of evaluation reports, designing behavior analytic treatments, presenting results and treatment plans to other professionals and parents/caregivers, and developing parent and/or staff training goals and activities. *3 credits*

EDST 7333 Assessment and Treatment of Severe Problem Behaviors

This course is designed to provide students with the knowledge of how to assess and treat severe challenging behaviors (i.e., aggression, self-injury, toileting issues, sleep disturbances, feeding difficulties, inappropriate sexualized

behaviors, etc.), of clients with various developmental disabilities, behavioral disorders, and other behavioral challenges. Students will also receive training in crisis intervention strategies that are often used with clients exhibiting these types of behaviors and how to ensure the ethical and humane treatment of clients when using these practices. *3 credits*

EDST 7335 Applied Behavior Analysis Principles I

This course will provide candidates with the basic understanding of behavior change procedures and the application of Applied Behavior Analysis in different settings and with various client populations. Course topics will include, but not be limited to, punishment procedures, extinction, determining preference, differential reinforcement procedures, imitation, and generalization and maintenance of behavior change. Candidates will need to demonstrate mastery of these concepts through different assessments including exams, role plays, papers, projects, and presentations. *3 credits*

EDST 7336 Applied Behavior Analysis Principles II

This course will provide candidates with a more complete understanding of behavior change procedures and the application of Applied Behavior Analysis in different settings and with various client populations. Course topics will include, but not be limited to, functional analysis and treatment of problem behavior, shaping, chaining, self-management, behavioral contingencies, and token economies. Candidates will need to demonstrate mastery of these concepts through different assessments including exams, role plays, papers, projects and presentations. *3 credits*

EDST 7337 Multiculturalism and Diversity Issues in Applied Behavior Analysis

This course will provide candidates with a conceptual framework to understand multiculturalism and diversity issues within the context of the field of Applied Behavior Analysis. Issues of cultural differences, ethnic diversity, gender identity, sexual preference, and varying religious beliefs will be discussed. Candidates will learn about cross-cultural service delivery models, ways to provide culturally sensitive treatment, understanding bias in treatment, how to effectively work with individuals from diverse backgrounds, ethical obligations as a behavior analyst, and providing services to culturally and linguistically diverse populations. *3 credits*

EDST 7338 Supervision and Management in Applied Behavior Analysis

This course will provide candidates with the knowledge and skills of conducting behavior analytic supervision and management of staff and other individuals involved in the implementation of behavior analytic treatment of clients across various settings. Candidates will learn how to select appropriate evidence-based treatment procedures in Applied Behavior Analysis, train staff, parents/guardians, and other individuals in these methods, and how to provide appropriate

supervision and monitoring of staff and treatment outcomes for clients. *3 credits*

EDST 7339 Thesis Continuation in Applied Behavior Analysis

This course is designed as a continuation of EDST 7323: Thesis II in Applied Behavior Analysis for those students that may need additional time to complete and defend his/her thesis. Students under the guidance for their faculty mentor will continue finishing his/her thesis research project. Students will continue to conduct his/her research study, collect data, analyze the results, and write their final research paper using the format of the American Psychological Association (APA) that will be worthy of presentation at a state, national, or international conference in Applied Behavior Analysis and can be submitted for publication in a professional journal. The student must successfully present and defend his/her thesis to a thesis review committee comprised of department faculty. *3 credits*

EDST 7340 Organizational Behavior Management: Principles and Practices

This course will provide candidates with an in-depth review of the principles and practices of organizational behavior management (OBM). OBM refers to the practice of employing the principles and procedures of applied behavior analysis to performance management in businesses, systems and corporations. Discussion will be based on contemporary texts and research literature within the field of OBM. Course topics will include history of OBM, background philosophy, assessment of targets, data collection procedures, changing professional behavior through the principles of reinforcement and punishment, providing feedback to employees and behavioral safety. Discussion will be supported by current research. Candidates will need to demonstrate mastery of these concepts through different assessments including exams, role plays, projects, and/or presentations. *3 credits*

EDST 7341 Precision Teaching

This course will provide candidates with an in-depth review of the principles and practices of precision teaching. Discussion will be based on the works of B.F. Skinner, Ogden Lindsley, and various contemporary researchers. Course topics will include history of precision teaching, background philosophy, assessment of learning targets, data collection, standard celeration charting, behavioral fluency, and specific precision teaching procedures. Discussion will be supported by current research. Candidates will need to demonstrate mastery of these concepts through different assessments including exams, role plays, projects, and presentations. *3 credits*

EDST 7342 Client Records

This course will provide candidates with the ethical and legal standards of maintaining client records within various professional settings in the field of Applied Behavior Analysis (e.g., schools, clinics, hospitals, etc.). Topics covered in this course will include maintaining and protecting client records, confidentiality of records, the Health Insurance

Portability and Accountability Act (HIPAA) of 1996, the Health Information Technology for Economic and Clinical Health (HITECH) Act, the Family Educational Rights and Privacy Act of 1974 (FERPA), and other laws and ethical codes involving client records. *1 credit*

EDST 7345 Online Course Management and Delivery

Learn to design and build online course instruction for delivery via the Internet. Develop the tools to provide online instruction including creating an online environment, learning research techniques, examining plagiarism and copyright issues, and planning overall online course management. *3 credits*

EDST 7348 Online Course Design and Implementation

Design and develop a complete plan for building an online course for Internet delivery. Learn to create course modules, use facilitation and moderating techniques, design assessment, and develop a student centered online environment that encourages positive learning outcomes. *3 credits*

EDST 7349 Internship in Information Technologies I

A field-based opportunity to gain professional experience in a work situation appropriate to career goals. Development of critical thinking and leadership skills while performing authentic tasks. *3 credits*

EDST 7350 Internship in Information Technologies II

Students may take a second semester of a field-based opportunity to gain professional experience in a work situation appropriate to career goals. Development of critical thinking and leadership skills while performing authentic tasks. *3 credits*

EDST 7447 Autism Spectrum Disorders: Assessment and Intervention

This course examines assessment tools and strategies for use with individuals on the Autism Spectrum. Candidates will explore formal and informal assessment procedures used with children and young adults who manifest learning characteristics of students with Autism Spectrum Disorders (ASD), including Pervasive Development Disorder-Not Otherwise Specified (PDD-NOS), Autism and Asperger's Syndrome. Emphasis is placed on assessment procedures, including formal, informal and environmental practices, which is a component of curricular decision-making. Candidates will become familiar with the types of assessment, such as screening, diagnosis, and identification of skills within the developmental domain, sensory, play, socialization, behavior and communication. Practical strategies detailing what to teach based on assessment results and an overview of curricula approaches and materials will be taught. The course will further examine both general education and alternative curriculum to assist teachers in planning appropriate formal and informal assessment strategies. *3 credits*

EDST 7448 Applied Behavior Analysis (ABA) for Teachers

This course will present the candidate with an introduction to

the basic principles of Applied Behavior Analysis (ABA), learning theory, and the fundamental principles of behavior. The course will also provide an introduction to the process of measuring and recording behavior. The application of behavior analytic principles will be illustrated through readings and projects regarding the treatment of individuals with autism and their behavioral needs. *3 credits*

EDST 7449 Autism: Behavior Therapy and Classroom Management

This course will explore the principles of Applied Behavior Analysis (ABA) and their use in the special education classroom. Areas of focus will include behavioral observation and assessment, data collection and analysis, and behavioral intervention using principles of ABA. Specific reinforcement strategies will be discussed. The course will assist special education teachers to more effectively manage behavior, teach children with behavioral challenges, and manage their classrooms. Ethical concerns in relation to behavior change will be addressed throughout the course. *3 credits*

EDST 7450 Single-Case Design

This course presents an overview of single-case design and applied research design by exploring their characteristics, strengths, and limitations. General procedures in single-case research, single-case experimental designs, and their methodologies will be analyzed. This course will also provide an overview of behavior measurement and assessment, recording, graphing, and the visual analysis of the data investigated while demonstrating experimental controls and intervention effects. Ethics relevant to single-case design research will be applied. *3 credits*

EDST 7451 Seminar: Research Methods in Special Education

Review and critically evaluate selected writings and research in special education. Research design, developing a problem and hypothesis, reviewing literature, collecting data, and making recommendations on significant special education issues will be addressed. A fully documented research paper worthy of publication is required in a specialized area of Special Education. *3 credits*

EDST 7452 Introduction to Transition Education and Services for Students with Disabilities Part 1

This course reviews the major historical programs for educating and preparing students with disabilities. It further discusses the movements, concepts and initiatives that have affected education and transition services. Transition junctures from early childhood to middle school will be investigated. Topics covered include education and transition services in perspective, legislative foundations, students and families as key participants, assessment for transition education and services, transition in early childhood through middle school and instructional strategies for transition. *3 credits*

EDST 7453 Introduction to Transition Education and Services for Students with Disabilities Part 2

This course reviews the major historical programs for

educating and preparing students with disabilities. It further discusses the movements, concepts and initiatives that have affected education and transition services. Transition junctures from high school to employment to living in the community will be investigated. Topics covered include transition to employment, job placement, training and supervision, transition to postsecondary education, transition to living in the community, school-based and community-based resources and transition services in the IEP. *3 credits*

EDST 7501 Human and Intercultural Relations

Race, gender and ethnic relations in the historical perspective of the foundation of the United States as a nation. A critical review of theories of assimilation and the goals of a post-melting pot society for a new social order. *3 credits*

EDST 9301 The History of Education in America

Study of the reciprocal relationship between educational theory and practice and the historical development of American society; special emphasis given to analysis of competing educational perspectives, goals and accomplishments of educational reforms, origin of teaching practices and evolution of educational institutions. *3 credits*

EDST 9306 Culminating Research Seminar/Project

Complete research or a project under the guidance of a University mentor and faculty committee. Completed projects shared for exchange of ideas and information with other degree candidates before final acceptance by the department. Prerequisite: completion of all program requirements. *3 credits*

EDST 9502 Research Seminar

An introduction to ethnographic research methodology. Students investigate how the cultural relations of community work. Case studies are analyzed throughout the course based upon intensive ethnographic interviews of selected informants. Analysis of the various steps of ethnographic research include data gathering, analysis of ethnographic data and interpretation. *3 credits*

EDST 9503 Curriculum and Readings in the Selected Field of Study

Nature of curriculum and the need for curricular synthesis; focus on materials, methods, research and current developments relating to the specialized fields; investigation of curriculum construction and evaluation in the specialized field. *3 credits*

EDST 9504 Problems and Issues in Secondary and Post-Secondary Teaching

Study of pertinent problems of educators. Seminar work relevant to student's selected area of investigation. *3 credits*

EDST 9511 Culminating Research Project

A continuation of EDST 9502 using an expanded research design. The course is intended for students pursuing the Ed.S. Degree. *3 credits*

School of Health and Medical Sciences



Interprofessional Health Sciences Campus
123 Metro Blvd., Suite S
Nutley, NJ 07110
(973) 275-2800
shms@shu.edu
<https://www.shu.edu/health/>

Dean: Brian B. Shulman, Ph.D.

Associate Dean for Academic Affairs:

Ning J. Zhang, M.D., Ph.D., MPH

Assistant Dean for Dual Degree Programs:

Deborah Welling, Au.D., CCC/A, FAAA

Assistant Dean for Interprofessional Education:

Vasiliki Sgouras-Kapralos, M.D.

Assistant Dean for Graduate Enrollment and Student Affairs: Patrick McDermott, M.A.

Departments and Programs

Athletic Training: Vicci Hill-Lombardi, Ed.D., ATC, Chair

Interprofessional Health Sciences and Health

Administration: Anne Hewitt, PhD, Acting Chair

PhD in Health Sciences: Genevieve Pinto Zipp, PT, EdD,
FNAP, Acting Program Director

Health Administration:

Nalin Johri, PhD., MPH, Acting Program Director

Occupational Therapy: Ruth Segal, Ph.D., OTR, Chair

Physical Therapy: Doreen M. Stiskal, PT, Ph.D., Chair

Physician Assistant: Christopher Hanifin, Ed.D., PA-C,
Chair

Speech-Language Pathology:

Vikram N. Dayalu, Ph.D., CCC-SLP, Chair

Faculty: Balasubramanian; Boergers; Bolden; Bruza-Augatis; Capone Singleton; Cobb; Colfer; D'Abundo; Dayalu; DeLuca; Downer; Duff; Fernandez; Fiore; ; Goeckel; Gogtas; Grabowski; Guthrie; Hanifin; ; Hewitt; Hill-Lombardi; Hoover; Hubler; Johri; ; Kolodny; Koutsoftas; LaFontaine; Lin; Lis; MacGregor; Maffucci; Marshall; McWeeney; Miller; Monaco; Nagle; Neubauer; Patel; Picard; Pilkington; Podvey; Rippon; Rodriguez; Saunders; Segal;

Sgouras -Kapralos; Sheikovitz; Shulman; Snowdon; Wagner; Welling; Zhang; Zipp

The School of Health and Medical Sciences offers 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 combines the expertise of Seton Hall University with the resources of affiliate healthcare sites to provide exemplary academic and clinical education in health sciences and health administration.

The School's emphasis on interprofessional education, a forward-thinking approach to healthcare education, prepares healthcare leaders of tomorrow to focus on patient-centered care and to make a difference in their patients' lives and their communities. This innovative team-based approach reflects the future of healthcare delivery; Seton Hall is one of only a few universities using this model. All classes are held on the Interprofessional Health Sciences Campus in Nutley, NJ. General information and admission information is available at <http://shms.shu.edu/> or from shms@shu.edu.

The School offers several innovative graduate programs in the health sciences that prepare healthcare professionals for leadership roles in clinical practice, healthcare management, education and research. These programs are designed to provide healthcare professionals with an enhanced knowledge base through a flexible and diverse curriculum.

The School offers a Doctor of Philosophy degree in Health Sciences with specializations in health professions leadership, movement science, and speech-language pathology.

The School offers a Master of Healthcare Administration degree that prepares individuals to assume leadership responsibilities in a variety of healthcare organizations.

The School offers a Master of Science in Occupational Therapy program designed to prepare healthcare practitioners who will: provide a broad range of patient care services to persons of all ages within the scope of occupation-based interventions addressing self-maintenance, self-care, school, work and play/leisure occupations; critically analyze and convey research information to provide a broad range of patient care services; conduct clinical research; and carry out administrative responsibilities.

The Master of Science in Physician Assistant program prepares post-baccalaureate students to perform as certified physician assistants in the broad healthcare arena.

The School offers a Master of Science in Speech-Language

Pathology. The program prepares practitioners with the broad-based knowledge and skills to work with the infant-toddler, preschool, school-age, adolescent, adult, and geriatric populations in all settings that employ speech-language pathologists.

The School offers a Master of Science in Athletic Training. The program prepares students to practice as entry-level athletic training practitioners who provide a wide range of patient care services.

The School offers a Doctor of Physical Therapy program. The program is intended to prepare individuals to become professional Doctors of Physical Therapy, who use contemporary and best practices in a safe, ethical, culturally competent and legal manner. Through diverse academic and clinical experiences, graduates are prepared to be critical consumers of the literature as evidence-based practitioners as well as active contributors and leaders as physical therapists within the health care system and community through education, consultation, and collaboration.

Center for Interprofessional Education in Health Sciences

Genevieve Pinto Zipp, PT, Ed.D., FNAP, Director

The Center for Interprofessional Education in Health Sciences (CIEHS) is the result of the School of Health and Medical Sciences' (SHSM) faculty-led Task Force on Interprofessional Education's (IPE) strategic planning efforts to create meaningful and cross-disciplinary educational and research experiences for students, faculty and clinical partners in order to further develop SHMS' person-centered care mission. Innovative research opportunities, meaningful scholarship activities and the Center's interprofessional "*Journey of Professional Transformation*" provide a solid foundation for continuous growth, ground-breaking developments and, ultimately, synergistic collaboration amongst health professions. Specifically, the "Journey of Professional Transformation" which engages SHMS students in "5 Core Signature IPE Experiences" and "4 On-Line Asynchronous Learning Modules" provides graduate students a rich and meaningful 2 yearlong continuum of engagement in IPE experiences that develop the skillsets needed for effective communication and teaming across healthcare professions. A cornerstone of the CIEHS is interprofessional involvement from across and beyond the Seton Hall community.

Institute for Advanced Study of Rehabilitation and Sports Science

Michael LaFountaine, Ed.D., ATC, Director

The Institute for Advanced Study of Rehabilitation and Sports Science (IASRSS) provides an interdisciplinary forum for the conduct of clinical research on injuries that result from individuals' participation in recreational exercise or competitive sports, as well as research on the physiological and biomechanical elucidation of novel or minimally explored topics in sports medicine, exercise and movement science or physical rehabilitation. A hallmark of IASRSS is its fostering

of interprofessional dialogue on contemporary issues in sports, exercise and physical rehabilitation through hosted journal clubs, continuing education seminars and outreach within and beyond the Seton Hall community. The IASRSS Scientific Advisory Board, comprised of volunteer leaders, will present opportunities for faculty and clinical staff to become more involved in the Institute's worthwhile pursuits.

Elizabeth A. Seton Institute for Community and Population Health

Anne M. Hewitt, Ph.D., Director

The Elizabeth A. Seton Institute for Community and Population Health was established in 2004 as an academic resource for collaboration, learning, and research to enhance the quality of life for individuals and improve the health status of New Jersey residents. The ICPH is located in the Department of Interprofessional Health Sciences and Health Administration in the School of Health and Medical Sciences. It provides technical assistance and scholarship to local community agencies using a partnership approach and involves students who are pursuing the M.H.A., Ph.D. in Health Sciences, and other graduate degree programs.

Class Attendance and Academic Integrity

Attendance at each class meeting is expected. Instructors may take class attendance into account when determining grades.

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

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

Admission Criteria

Admission to the School of Health and Medical Sciences is competitive. Admission decisions are holistic and based on multiple indicators of likely student success; it will not be possible to admit every student who meets minimum qualifications for any one criterion. Program needs and capacities are also factors in the admission decisions.

Grading Policy/Repetition of Courses

Students who have completed SHMS courses and received a grade of C or higher are not permitted to repeat such courses. However, any student receiving a grade of less than "C" (including a grade of "U" when applicable) will receive

an automatic failure ("F" grade) and shall be required to repeat the course the next time the course is offered to earn a grade of "B" or higher (or "S", when applicable), in the repeated course and maintain a cumulative grade point average of 3.0 or better. As a result of a course failure, the student shall be placed on academic probation. A student will have only one opportunity to repeat a failed course. Failure to successfully retake and/or pass a failed course shall result in a recommendation of dismissal from the program.

For further information see the SHMS Academic Performance Standards Policy and Student Performance Review Committee (SPRC) Procedures document.

Ph.D. in Health Sciences

(not accepting students for Fall 2021)

Genevieve Pinto Zipp, PT, EdD, FNAP, Acting Program Director

The Department of Interprofessional Health Sciences and Health Administration offers the Doctor of Philosophy in Health Sciences (Ph.D. in H.S.) degree. The Ph.D. in Health Sciences is distinguished by its interdisciplinary and intradisciplinary approach to graduate study. The fundamental design of the program is a model of post-professional education that is broadly based with a core curriculum in health sciences and varied specialization tracks, which permit healthcare professionals to assume leadership roles as advanced practitioners, researchers, managers or health professions educators. The program is designed for health professionals interested in pursuing advanced education at the doctoral level.

A core group of courses provide the basis for an understanding of the healthcare delivery system and an understanding of the role and importance of communication skills within organizations. Additional courses in research methods and scientific writing, taken by students in all tracks, promote the development of critical thinking necessary to achieve career goals. Students select specialized courses designated for each track, which provide them with the opportunity to design an individualized plan of study that meets their needs and interest. The coursework is enhanced through participation in seminars, practica, research projects, independent studies and research forums.

The three tracks in the Doctor of Philosophy program are health professions leadership, movement science, and speech-language pathology. The program is committed to the enhancement of leadership and clinical practice applications by assisting students in the development of basic research skills; the investigation of research questions in the clinical, healthcare services or health professions education environment; and the acquisition and distribution of new information to society. Flexible scheduling allows for full-time and part-time studies.

Specialization in Health Professions Leadership

The health professions leadership specialization track is designed to provide doctoral education for those healthcare professionals seeking leadership roles in a variety of healthcare settings, as well as teaching and research careers. The leadership track prepares these individuals to design and evaluate methodologies for the delivery of high-quality, cost-effective and integrated healthcare services and health professions education programs. The specialization also prepares students to apply the theories and functions of healthcare management, strategic planning, finance, budgeting and marketing in the design and delivery of healthcare services and health professions education programs; influence healthcare policies and regulations that effect the delivery of healthcare and the education of health professionals; and utilize tools for managing healthcare and educational information.

Specialization in Movement Science

A trend toward the multidisciplinary study of human movement and motor control has resulted in a restructure and redesign of traditional theories of movement. This has contributed to the need for rehabilitation professionals who read and apply new knowledge and findings for clinical or educational practice, and for educators to alter what is taught at the entry-level of practice. Students specializing in a concentration in movement science develop a coherent view of theory, clinical practice and research in motor learning and control. Study is directed at both normal and dysfunctional movement.

The goal of the specialization is to prepare students for research and teaching careers. This goal is met by the comprehensive educational program, which is complemented by a mentoring model of graduate education emphasizing research under the direction of experienced faculty.

Specialization in Speech-Language Pathology

The specialization track in speech-language pathology offers a flexible program of advanced study tailored to address the individual needs of doctoral students with a primary interest that can range from basic research in speech, voice or language science to applied research and/or clinical applications related to speech and language disorders. Doctoral-level courses are offered in the various areas of communication science and disorders, as well as in a large number of related disciplines. This coursework can be combined with independent study in order to design a program of study that provides an even closer match for the individual's interests and professional goals. Supervised research and teaching experiences further supplement this comprehensive and rigorous training program which culminates in the completion of the doctoral dissertation.

Program Goals, Objectives and Outcomes Goals

The overall goal of the Doctor of Philosophy (Ph.D.) is to prepare healthcare providers, managers, academics and health

science researchers to assume leadership roles in professional leadership, research, teaching and practice within the changing healthcare system. To achieve this goal a flexible and diverse curriculum has been designed to develop individuals who:

- exhibit advanced communication, educational and research skills to serve as active contributors to the healthcare system;
- consider ethical values and principles fundamental to the provision and receipt of healthcare services and research;
- use pedagogical and organizational skills necessary to deliver health care in an efficient and effective manner;
- critically appraise health science literature and apply the appropriate principles and procedures to the recognition, evaluation, interpretation and understanding of current issues;
- apply the principles of scientific inquiry to investigate problems at the frontiers of knowledge; and
- demonstrate knowledge and sensitivity of culturally diverse populations and their attitudes toward health and illness.

Objectives

On completion of the Doctor of Philosophy program, graduates should be able to:

- demonstrate proficiency in a chosen area of specialization;
- demonstrate the integration of research methods for scholarly outcomes;
- synthesize concepts, models and theories through the appropriate application of theoretical and empirical knowledge in a chosen area of specialization;
- integrate professional and ethical values and behaviors in research activities;
- engage in analytical research that fosters change in the delivery of health care;
- advance the scientific base within healthcare;
- assume responsibility for learning and professional growth.

Outcomes

Upon completion of the Doctor of Philosophy program, graduates will:

- demonstrate oral and written competency in both scholarly and technical formats;
- conduct and defend original research to generate knowledge in their field;
- design and evaluate methodologies for the delivery of high-quality, cost-effective and integrated health care, research endeavors and health professions education programs; and
- demonstrate knowledge of scientific advances in their field of practice.

Criteria for Admission

The following are prerequisites for admission to the program leading to the Doctor of Philosophy in Health Sciences:

- graduate of an accredited college with a master's degree.

For the movement science and speech specializations, where applicable, proof of eligibility for licensure to practice in New Jersey is also required;

- two letters of recommendation indicating that the applicant possesses the aptitude and ambition to complete a course of doctoral study. Preferably, letters should be from current or previous employers and/or from last school attended;
- statement of goals and research career interests;
- personal interview: this may be accomplished via a telephone conference;
- completion of an application for admission along with official transcripts from all undergraduate and graduate study. Applicants with international degrees must have their academic records evaluated by a member agency of the National Association of Credential Evaluation Services (NACES)
- minimum GPA of 3.0 on a 4.0 scale on most current graduate work;
- curriculum vitae; and
- if English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above. Exception to this requirement may be granted if the applicant is a U.S. resident and a graduate of a U.S. college within the previous two years.
- GRE test score within five years of application is preferred.

For program admittance consideration, a completed application should be received by:

- November 1 - Spring Semester
- April 1 - Summer/Fall Semesters

Curriculum Requirements

This program of study requires a minimum of 57 credits. For students who hold a clinical doctorate, the minimum number of credits is 48. The educational program plan is developed by the student in consultation with and approval by an academic adviser who is assigned to the student upon admission to the program. This adviser serves as the student's academic adviser while the student is pursuing course work and participates in selection of the dissertation committee. All students who require a minimum of 57 credits complete 12 credits of core courses; 18 credits of specialization courses; 15 credits of research courses; and 12 credits of dissertation. Specific specialization courses are selected by the student in consultation with the academic adviser to ensure a flexible and creative process of continuing personal and professional development. Substitutions for courses identified as "required" and curriculum adjustments for students holding a clinical doctorate must have the approval of not only the academic advisor but also the Acting Program Director.

Core (12 credits)

The goal of this portion of the program is to provide the

basis for an understanding of the healthcare delivery system, scientific inquiry process, the philosophical basis for research and teaching and learning, and an understanding of the importance of professional communication skills (both oral and written) within an organizational structure.

Research (15 credits)

The goal of this portion of the program is to provide the student with a broad and comprehensive understanding of statistics, qualitative and quantitative research methods and designs, and the methods for communicating those findings to others.

Dissertation Process (12 credits)

Students conduct and defend an original research investigation for the purpose of advancing the body of knowledge in their own field.

Specialization (18 credits)

For this area of study, students with their advisors select specialized coursework designed to provide the student with the content knowledge needed to pursue their area of research interest and achieve their professional goals. A maximum of 9 of credits Independent Study may be taken for the 18 specialization credits.

Ph.D. in Health Sciences

Core Courses (12 credits - Required)

GMHS 6110	Health Services Issues and Trends
GMHS 6409	Styles of Teaching and Learning in Health Professions Education
GMHS 7403	Philosophy of Science
GMHS 7503	Scientific Inquiry/Writing

Research (15 credits)

GMHS 7500	Intermediate Statistical Methods I (required)
GMHS 7501	Quantitative Research Methods (required)
GMHS 7508	Intermediate Statistical Methods II (required; prerequisite GMHS 7500)
GMHS 7602	Research Seminar (required)
GMHS 7605	Qualitative Research Methods (required)
GMHS 7604	Survey Design in Health Care
RGCN 8000	Registration Continuation

Dissertation Process (12 credits)

GMHS 9504	Dissertation I (prerequisite: student must have attained doctoral candidacy)
GMHS 9505	Dissertation II (prerequisite: GMHS 9504)
GMHS 9506	Dissertation Advisement (prerequisite: GMHS 9505)

Specialization (18 credits)

Select one of the three specialization tracks:

Health Professions Leadership

GMHS 6210	Curriculum Development in Health Professions Education
GMHS 6211	Institutional Culture and Human Relationships
GMHS 6212	Finance in Health Care
GMHS 6230	Leadership, Theory and Practice
GMHS 6240	Management and Leadership in Health Professions
GMHS 6302	Topical Seminar -I (required)
GMHS 6310	Topical Seminar -III (required)
GMHS 6311	Topical Seminar - II (required)
GMHS 7110	Strategic Planning for Healthcare Professions Education
GMHS 7312, 7315, 7318	Independent Study in Health Sciences
GMHS 7603	Biomedical Ethics and Legal Issues in Healthcare
GMHS 8400	Grantsmanship
GMHS 8508	Practicum

Movement Sciences

GMHS 6301-3	Movement Science Topical Seminar
GMHS 6302	Topical Seminar -I (required)
GMHS 6310	Topical Seminar -III (required)
GMHS 6311	Topical Seminar -II (required)
GMHS 7203	Issues in Motor Control: Gait
GMHS 7306	Investigatory Methods in Electromyography
GMHS 7316-18	Independent Study I in Health Sciences
GMHS 8113	Principles of Motor Control and Learning
GMHS 8402	LabVIEW
GMHS 8508	Practicum
GMHS 9305	Biomechanics of Human Movement

Speech-Language Pathology

GMHS 7316	Independent Study in Health Sciences
GMHS 8200	Topics in Articulation/Phonological Development and Disorders
GMHS 8201	Topics in Dysphagia
GMHS 8203	Topics in Language Acquisition and Disorders
GMHS 8204	Topics in Neurogenic Disorders of Cognition and Language
GMHS 8205	Topics in Neurogenic Disorders of Speech
GMHS 8206	Topics in Speech Analysis Methods and Instrumentation
GMHS 8207	Topics in Autism Spectrum Disorders
GMHS 8208	Topics in Speech Motor Control

Examination

All Ph.D. students are required to pass a qualifying examination which assesses the student's understanding of research methodologies. Students are eligible to sit for the exam once they have completed the following research requirements for the program: GMHS 7500, GMHS 7501, GMHS 7508 (Note: For students admitted prior to academic year 2009-2010, only GMHS 7500 and 7501 are required.)

The examination is a written pass/fail examination given online in January and June. Students must pass the qualifying exam in order to proceed with the program. If a “pass” is not achieved on the first exam, a student has up to two qualifying exam remediation opportunities in order to achieve a “pass” and continue in the program.

Candidacy Examination

All Ph.D. students are required to pass a candidacy examination. Once students pass the candidacy examination, they are considered doctoral candidates and are eligible to begin the dissertation process. The examination is a written examination given online in September/October, January/February, and May/June.

Students may apply to take the candidacy exam when they have completed 39 credits of coursework, including completing the required core courses and research courses (Note: Students who have a clinical doctorate may apply to take the candidacy exam when they have completed 30 credits of coursework. If a “pass” is not achieved on the first candidacy exam, a student has up to two opportunities to remediate (e.g., re-take part or all of the exam, take additional coursework, etc.) in order to achieve a “pass” and remain in the program.

Dissertation Guidelines

With input from the academic adviser, students must select a dissertation committee chair prior to initiating the dissertation proposal process. This occurs following successful completion of the candidacy examination. The chair shall hold an earned Doctorate and a faculty appointment (excluding adjunct positions) in SHMS. The chair will act as the student’s primary research adviser and advocate throughout the dissertation process and assist the student in the selection of the other committee members.

Proposal Hearing and Dissertation Courses

Dissertation I culminates when the candidate successfully orally defends the proposal. Candidates must receive written approval of the proposal from the dissertation committee. Candidates register for Dissertation II following successful completion of the oral proposal hearing and undertakes the research investigation outlined in the proposal following receipt of IRB approval for the dissertation study. It is expected that candidates will register for Dissertation Advisement following completion of data collection, results oral presentation and completion of the dissertation results chapter write-up. Candidates will continue to register for Dissertation Advisement until the dissertation document has been fully approved and accepted by the Dissertation Committee and the study has been defended in the oral dissertation defense. Students must complete a minimum of 12 credits of dissertation coursework.

Dissertation Defense

The candidate must submit to all committee members a “near” complete (i.e., minimal changes expected post-defense) dissertation manuscript a minimum of two weeks prior to the scheduled oral defense of the dissertation. Students must submit the application for Dissertation defense at the beginning of the term in which the defense is expected, or a minimum of two months in advance of an expected hearing date that is in the first month of the term. Public notification of the author, title, date and location of the defense will be made to the Office of the Provost, SHMS faculty, students and the University community two weeks prior to the event. A dissertation defense will not be considered approved and accepted until all members of the dissertation committee sign the manuscript’s signature page. A dissertation may be signed only when no revision or only minor revisions to the manuscript are required. Candidates must adhere to all dissertation guidelines as specified by the program and the university.

Graduation

Students are expected to complete the Ph.D. degree within eight years from the date of their initial program matriculation. Under exceptional circumstances, a student’s dissertation committee may apply to the department faculty for a one-year extension on the condition that the student is expected to complete the degree requirements within that one year. An additional and final one-year extension may be granted by the department faculty; failure to complete the degree in this ten-year period may result in dismissal from the program. Note for students admitted to the program prior to AY 2016-2017, the maximum time-to-completion will be addressed on an individual basis.

Also, effective spring term 2016, in addition to completing all required coursework and successfully defending the dissertation study, in order to graduate with the Ph.D. in Health Sciences degree, students must also submit their dissertation document digitally to the Library and Proquest and have it successfully accepted.

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

Nalin Johri , Ph.D., MPH, Acting Program Director

The Department of Interprofessional Health Sciences and Health Administration offers the Master of Healthcare Administration (M.H.A.), and Graduate Certificates in the following areas: Certificate in Healthcare Administration: Certificate in Global Health Management, Certificate in Population Health Management and Certificate in Practice Management. The M.H.A. degree requires 42 credits, while the certificates program requires 15 credits. Students who complete the Graduate Certificate in Healthcare Administration with a 3.0 GPA or higher can apply all earned credits toward the M.H.A. degree if they wish to continue

their education. Courses are offered in the late afternoons and evenings, and online to accommodate the schedules of working professionals.

The M.H.A. program is a member of the Association of University Programs in Healthcare Administration (AUPHA), a national association of university-based educational programs, faculty practitioners, and provider organizations whose members are dedicated to continuously improving the field of health management and practice. The program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). Specific information regarding the M.H.A. program's application process, competencies, curriculum, and student achievement is available at the M.H.A. web page at www.shu.edu/mha.

Healthcare Administration

Today's fast changing healthcare system has a critical need for managers with advanced managerial competencies and leadership skills. Seton Hall University's Master of Healthcare Administration (M.H.A.) and Certificate in Healthcare Administration, Global Health Management, Population Health Management, and Practice Health Management prepare managers for leadership roles within the healthcare industry.

Housed in the Department of Interprofessional Health Sciences and Health Administration in the School of Health and Medical Sciences, the M.H.A. degree and the Graduate Certificate offerings are designed around the student's professional interests and career challenges. Providing a rigorous and thorough understanding of the healthcare environment, the programs address "real world" strategies and skills that will help managers make significant contributions to their organizations. Designed for professionals who wish to advance in their management career or individuals interested in pursuing a healthcare management position, it draws students from a broad array of health service organizations such as healthcare systems, hospitals, assisted living facilities, medical group practices, managed care organizations, home care agencies, pharmaceutical companies, management consulting firms and industries that supply services to healthcare organizations.

The 42-credit M.H.A. program may be completed in a 24-month period. The curriculum consists of courses designed to develop core competencies vital to the success of the contemporary healthcare manager. These courses address topics such as strategic leadership, population health, healthcare data analytics, financial management, healthcare ethics, and health policy. The Certificate in Healthcare Administration consists of six required courses for a total of 15 credits. This graduate certificate is designed for individuals who (1) want to explore a career in healthcare management (2) possess a graduate degree and need to develop specific management skills, or (3) want to take some graduate courses without applying for the M.H.A. degree program. Students who complete the Certificate in Healthcare Administration

with a minimum 3.0 GPA or higher can apply all earned credits toward the MHA degree.

M.H.A. On-campus and Online/Hybrid Formats

The Master of Healthcare Administration (M.H.A.) program is a 42-credit curriculum that is offered in two delivery formats: on-campus courses or online/hybrid courses. The use of online/hybrid designation attests to the three required intensive on-campus residencies for online education. Students are admitted to either the on-campus format or the online/hybrid format and complete their degree requirements according to their selected format.

M.H.A. On-campus

Students enrolled in the 42 credit M.H.A. on-campus format take courses during the late afternoon and early evening hours. The on-campus M.H.A. program may be completed in a 2-year timeframe or with the approval of the student's advisor, the time-to-complete the degree may be extended. This latter option allows students to maintain their employment while they pursue the M.H.A. degree. All M.H.A. courses are offered each academic year to accommodate student scheduling needs. Students selecting the M.H.A. on-campus format do not attend M.H.A. online/hybrid courses.

Any MHA student requesting a waiver to take an online/hybrid course (1 course maximum) due to ONLY this scheduling conflict (course not offered on-campus in their last semester and necessary for graduation) must seek advisor and program director's approval.

International students and Spring admits must adhere to the two-year master course schedule which includes required summer courses in order to complete the program in two years.

M.H.A. Online/Hybrid

Students selecting the 42 credit M.H.A. online/hybrid format complete all of their coursework online and at the three required on-campus intensive residencies. Online/hybrid M.H.A. students complete the degree in a 24-month timeframe. Required/intensive residencies are held at the beginning of the program (orientation), at one year into the program, (mid-residency), and at the completion of the program (final residency & graduation). The M.H.A. online/hybrid format is a cohort model and students selecting this format do not attend M.H.A. on-campus courses.

Program of Study

The Master of Healthcare Administration program is a 42-credit curriculum with courses designed to develop core competencies vital to the success of the contemporary healthcare manager. The curriculum provides a synthesis of general management concepts and healthcare specific applications emphasizing analytic and management decision-making skills. Regardless of whether a student selects the on-campus or the online/hybrid learning option, the curriculum is

the same.

The 42 credits required for the degree are designed to be taken in a proscribed sequence and prerequisites are included in the catalogue course descriptions. The degree requirements below are listed in numerical order, not the required sequence

Degree Requirements

HCAD 6002	Research Methods and Statistical Analysis for Healthcare (3 credits)
HCAD 6005	Financial and Managerial Accounting and Costing in Healthcare (3 credits)
HCAD 7513	Healthcare Management (3 credits)
HCAD 7517	Health Finance (2 credits)
HCAD 7519	Population Health Management (3 credits)
HCAD 7520	Healthcare Data Analytics (3 credits)
HCAD 7521	21st Century Healthcare System (2 credits)
HCAD 7522	Healthcare Policy (2 credits)
HCAD 8515	Health Economics (2 credits)
HCAD 8517	Strategic Planning and Marketing in Healthcare Organizations (3 credits)
HCAD 8518	Legal and Human Resources Issues in Healthcare (3 credits)
HCAD 8521	Quality and Risk Management in Healthcare (3 credits)
HCAD 8523	Ethics in Healthcare (2 credits)
HCAD 8530	Emergency Management for Health Professionals (2 credits)
HCAD 8720	Professionalism and Leadership I (1 credits)
HCAD 8721	Professionalism and Leadership II (1 credit)
HCAD 8722	Professionalism and Leadership III (1 credit)
Applied Research and Practice Capstone Experience (Select One) HCAD 7991-7993, 7997 (3 credits)	

International Capstone (3 credits)

Note: Online/hybrid students beginning in August will be required to register for RGCN 8000 – Continuation during the Fall semester following their final Residency.

MHA Students must complete a 3-credit Applied Research and Practice (Capstone) experience toward the end of their course of study. The requirements depend on the student's managerial experience. The options are an internship/field placement (HCAD 7991), a practicum (HCAD 7992), or the research seminar (HCAD 7993). Online/hybrid students have an additional option of completing a Capstone Project (HCAD 7997). A new option, HCAD 799X International Capstone may be available Spring 2022.

Criteria for Admission to the M.H.A. Program

The following are prerequisites for admission to the program leading to the Master of Healthcare Administration degree (M.H.A.):

- graduate of an accredited college with a bachelor's degree;
- three letters of recommendation indicating that the applicant

possesses the aptitude and ambition to complete a course of study for the M.H.A. degree. Preferably, letters should be from current or previous employers and/or from last school attended;

- statement of goals and career interests;
- completion of an application for admission along with official transcripts from all undergraduate courses and, if applicable, graduate courses. Applicants with international degrees must have their academic records evaluated by a member agency of the National Association of Credential Evaluation Services (NACES);
- minimum cumulative GPA of 3.0 on a 4.0 scale in the coursework of the most recently conferred undergraduate or graduate degree (note: applicants with a cumulative GPA of 2.8-2.99 who have a minimum of 2 years post-degree healthcare experience are also encouraged to apply);
- curriculum vitae or resume; and
- If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting an internet-based score of 90 or above. The International English Language Testing System (IELTS) can also be accepted documenting a score in the 6.5 band or above. Exception to this requirement may be granted if the applicant is a U.S. resident and a graduate of a U.S. college within the previous two years.
- International Students: The M.H.A. at Seton Hall University has always welcomed international students as members of its learning community. All students must meet the established admission requirements, M.H.A. protocols and policies are shared with the Director of the Office of International Programs to ensure compliance with all federal and university rules. All international students are required to complete 9 credits per semester per their visa and university requirements. Given the requirement of 9 credits of study per semester, international students are expected to follow the 2-year plan to finish within the time allotted by their visa. International students admitted to the M.H.A. program are responsible for obtaining their own housing and transportation as well as living expenses and any other incidental program expenses. Students who wish to enroll in HCAD 7991 – Internship are required to obtain authorization from the M.H.A. Program Director and the Office of International Programs. Additionally, students are responsible for their own transportation to and from any internship site.

Application Deadlines

Applicants may apply online at the Seton Hall University website: www.shu.edu. Applications are processed on a "rolling admission" basis with deadlines for the on-campus format of August 1 for the fall term and December 1 for the spring term and for the online format July 1 for the fall term.

Graduate Certificates in Healthcare

Administration

The Department of Interprofessional Health Sciences and Health Administration offers four graduate certificates: Graduate Certificate in Healthcare Administration, Graduate Certificate in Global Health Management, Graduate Certificate in Population Health, and Graduate Certificate in Practice Management.

If a current student enrolls in an MHA certificate in Global Health Management, Population Health Management, or Practice Management, before they complete the MHA degree, they will receive credit for 1 previously completed MHA course if applicable to that Certificate. If an MHA student has already completed more than one of the certificate's required courses, they would be encouraged to take substitute courses. If an MHA student is currently enrolled in the program, they will not need to complete a Certificate application.

If an MHA graduate wishes to enroll for a certificate the graduate would need to apply for the Certificate and no courses would be transferred in, but they would be eligible for substitute courses. Students who complete the Graduate Certificate in Healthcare Administration with a 3.0 or higher can apply all credits towards the M.H.A. degree if they wish to continue their education.

Admissions Requirements for Graduate Certificate in Healthcare Administration

Applicants for the Certificate in Healthcare Administration must meet the same admission requirements as applicants for the M.H.A. degree:

- graduate of an accredited college with a bachelor's degree;
- statement of goals and career interests;
- completion of an application for admission along with official transcripts from all undergraduate courses and, if applicable, graduate courses. Applicants with international degrees must have their academic records evaluated by a member agency of the National Association of Credential Evaluation Services (NACES);
- minimum cumulative GPA of 3.0 on a 4.0 scale in the coursework of the most recently conferred undergraduate or graduate degree (note: applicants with a cumulative GPA of 2.8-2.99 who have a minimum of 2 years post-degree healthcare management experience are also encouraged to apply);
- curriculum vitae or resume; and
- If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting an internet-based score of 90 or above. The International English Language Testing System (IELTS) can also be accepted documenting a score in the 6.5 band or above. Exception to this requirement may be granted if the applicant is a U.S. resident and a graduate of a U.S. college within the previous two years.

Application Deadlines

Applicants for the Certificate in Healthcare Administration may apply online at the Seton Hall University website: www.shu.edu. Applications are processed on a "rolling admissions" basis, with deadlines for the on-campus format of August 1 for the fall term and December 1 for the spring term and for the online format July 1 for the fall term.

M.H.A. Academic Credit for Certificate Course Work

The Certificate in Healthcare Administration is awarded for the successful completion of 15 graduate credits as designated. Students in the certificate program are subject to the same academic policies of the School of Health and Medical Sciences as degree students.

If a student enrolls in an MHA certificate in Global Health Management, Population Health Management, or Practice Management, before they complete their MHA degree, they will receive credit for one previously completed MHA course if applicable for the certificate. These graduate credits can be applied toward the M.H.A. degree provided the student achieves a B or better and attains a 3.0 cumulative GPA or higher in the certificate program and satisfied the admission requirements for the M.H.A. program. If an MHA student has already completed more than one of the certificate's required courses while in the MHA program, they would be encouraged to take substitutions.

Incoming students who select an MHA Graduate Certificate in Global Health Management, Population Health, or Practice Management would be able to apply all required program courses, if the student is accepted into the MHA degree program before completion of the certificate.

If an MHA graduate wishes to enroll for a certificate, the graduate would need to apply to the certificate, and only MHA graduates within the past few years may transfer in one course applicable to the certificate. Enrollees would be eligible to take substitute courses.

Certificate Curriculum (minimum 15 credits)

The Graduate Certificate in Healthcare Administration is earned by successfully completing the following REQUIRED coursework.

HCAD 6005	Financial and Managerial Accounting and Costing in Healthcare (3 credits)
HCAD 7513	Healthcare Management (3 credits)
HCAD 7519	Population Health Management (3 credits)
HCAD 7521	21st Century Healthcare Systems (2 credits)
HCAD 7522	Healthcare Policy (2 credits)
HCAD 8523	Ethics in Healthcare (2 credits)

Graduate Certificate in Global Health Management

Recognizing the importance of a global focus on health, the Department of Interprofessional Health Sciences and Health Administration in the School of Health and Medical Sciences, in collaboration with the School of Diplomacy and

International Relations, also offers the on-campus Graduate Certificate in Global Health Management.

Admissions Requirements for Graduate Certificate in Global Health Management

Applicants for the Graduate Certificate in Global Health Management must meet the following admission requirements:

- graduate of an accredited college with a bachelor's degree;
- statement of goals and career interests;
- completion of an application for admission along with official transcripts from all undergraduate courses and, if applicable, graduate courses. Applicants with international degrees must have their academic records evaluated by a member agency of the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO);
- minimum cumulative GPA of 3.0 on a 4.0 scale in the coursework of the most recently conferred undergraduate or graduate degree (note: applicants with a cumulative GPA of 2.8-2.99 who have a minimum of 2 years post-degree experience in a related field are also encouraged to apply);
- three letters of recommendation;
- curriculum vitae or resume; and
- If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) documenting an Internet-based score of 90 or above. The International English Language Testing System (IELTS) can also be accepted documenting a score in the 6.5 band or above. Exception to this requirement may be granted if the applicant is a U.S. resident and a graduate of a U.S. college within the previous two years.

Application Deadlines

Applicants for the Graduate Certificate in Global Health Management may apply online at the Seton Hall University website. Applications are processed on a "rolling admissions" basis, with deadlines for the on-campus format of August 1 for the fall term and December 1 for the spring term and for the online format July 1 for the fall term.

M.H.A. Academic Credit for Certificate Course Work

The Certificate in Global Health Management is awarded for the successful completion of 15 graduate credits as designated. Students in the certificate program are subject to the same academic policies of the School of Health and Medical Sciences as degree students.

If a student enrolls in an MHA certificate in Global Health Management, Population Health Management, or Practice Management, before they complete their MHA degree, they will receive credit for one previously completed MHA course if applicable for the certificate. These graduate credits can be applied toward the M.H.A. degree provided the student achieves a B or better and attains a 3.0 cumulative GPA or

higher in the certificate program and satisfied the admission requirements for the M.H.A. program. If an MHA student has already completed more than one of the certificate's required courses while in the MHA program, they would be encouraged to take substitutions.

Incoming students who select an MHA Graduate Certificate in Global Health Management, Population Health, or Practice Health Management would be able to apply all required program courses, if the student is accepted into the MHA degree program before completion of the certificate.

If an MHA graduate wishes to enroll for a certificate, the graduate would need to apply to the certificate, and only MHA graduates within the past few years may transfer in one course applicable to the certificate. Enrollees would be eligible to take substitute courses.

Certificate Curriculum (minimum 15 credits)

The Graduate Certificate in Global Health Management is earned by successfully completing 15 credits (6 credits in the School of Health and Medical Sciences, 6 credits in the School of Diplomacy and International Relations, and 3 credits of electives).

SHMS Requirement: 2 of the following core courses (5 or 6 credits):Credits

HCAD 7515	Global Health Management	3
HCAD 7519	Population Health Management	3
HCAD 8530	Emergency Management for Health Professionals	2

Diplomacy Requirement: 2 of the following courses (6 credits):

DIPL 6276	Global Health Governance	3
DIPL 6277	Global Health, Bioterrorism, and International Security	3
DIPL 6280	International Health and Development	3

ELECTIVES: at least 3 credits from below or remaining core courses (above):

DIPL 7411	Journal Editorial Board Assistant	1
DIPL 6278	Global Health Diplomacy	3
GMHS 7316	Independent Study	1
HCAD 7521	21st Century Healthcare Systems	2
HCAD 7522	Healthcare Policy	2
HCAD 7991JA	Independent Study	1
HCAD 7992JA	Practicum / Independent Study / Real World Application	1
HCAD 8523	Ethics in Healthcare Administration	2

Students can also choose any of the core SHMS or Diplomacy classes not taken as part of the requirement to satisfy the 3 credit elective.

For course descriptions of DIPL courses, please refer to the School of Diplomacy and International Relations section of

the catalogue.

The following graduate course credits can be applied toward the M.H.A. degree, provided the student achieves a B or better in each course, and, attains a 3.0 cumulative GPA or higher in the certificate program and satisfies the admission requirements for the M.H.A. program:

HCAD 7515	Global Health Management (3 credits)*
HCAD 7519	Population Health Management (3 credits)
HCAD 7521	21st Century Healthcare Systems (2 credits)
HCAD 8523	Ethics in Healthcare (2 credits)
HCAD 8530	Emergency Management for Health Professionals (2 credits)

HCAD 799X International Capstone (3 credits)

**Students may request this course as a substitution for HCAD 7513 – Healthcare Mgt.*

Note: Students should apply to the program before completion of the certificate.

Graduate Certificate in Population Health Management

The Department of Interprofessional Health Sciences and Health Administration also offers the Graduate Certificate in Population Health Management.

Admissions Requirements for Graduate Certificate in Population Health Management

Applicants for the Certificate in Population Health Management must meet the same admission requirements as applicants for the MHA degree:

- graduate of an accredited college with a bachelor's degree;
- statement of goals and career interests;
- completion of an application for admission along with official transcripts from all undergraduate courses and, if applicable, graduate courses. Applicants with international degrees must have their academic records evaluated by a member agency of the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO);
- minimum cumulative GPA of 3.0 on a 4.0 scale in the coursework of the most recently conferred undergraduate or graduate degree (note: applicants with a cumulative GPA of 2.8-2.99 who have a minimum of 2 years post-degree experience in a related field are also encouraged to apply);
- three letters of recommendation;
- curriculum vitae or resume; and
- If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) documenting an Internet-based score of 90 or above. The International English Language Testing System (IELTS) can also be accepted documenting a score in the 6.5 band or above. Exception to this requirement may be granted if the applicant is a U.S. resident and a graduate of a U.S. college within the previous two years.

Application Deadlines

Applicants for the Graduate Certificate in Population Health Management may apply online at the Seton Hall University website. Applications are processed on a "rolling admissions" basis, with deadlines for the on-campus format of August 1 for the fall term and December 1 for the spring term and for the online format July 1 for the fall term.

M.H.A. Academic Credit for Certificate Course Work

The Certificate in Population Health Management is awarded for the successful completion of 15 graduate credits as designated. Students in the certificate program are subject to the same academic policies of the School of Health and Medical Sciences as degree students.

If a student enrolls in an MHA certificate in Global Health Management, Population Health Management, or Practice Management, before they complete their MHA degree, they will receive credit for one previously completed MHA course if applicable for the certificate. These graduate credits can be applied toward the M.H.A. degree provided the student achieves a B or better and attains a 3.0 cumulative GPA or higher in the certificate program and satisfied the admission requirements for the M.H.A. program.

Incoming students who select an MHA Graduate Certificate in Global Health Management, Population Health, or Practice Health Management would be able to apply all required program courses, if the student is accepted into the MHA degree program before completion of the certificate.

If an MHA graduate wishes to enroll for a certificate, the graduate would need to apply to the certificate, and only MHA graduates within the past few years may transfer in one course applicable to the certificate. Enrollees would be eligible to take substitute courses.

Certificate Curriculum (15 credits)

The Graduate Certificate in Population Health Management is earned by successfully completing the following coursework:

Required Courses

HCAD 7513	Healthcare Management (3 credits)
HCAD 7519	Population Health Management (3 credits)
HCAD 7520	Healthcare Data Analytics (3 credits)
HCAD 7521	21st Century Healthcare Systems (2 credits)

Recommended Electives

HCAD 7522	Healthcare Policy (2 credits)
HCAD 7530	Change Management and Innovation in Healthcare (2 credits)
HCAD 8515	Health Economics (2 credits)
HCAD 8523	Ethics in Healthcare (2 credits)
HCAD 7991JA	Independent Study (1 credit)

The following graduate course credits can be applied toward the M.H.A. degree, provided the student achieves a B

or better in each course, and, attains a 3.0 cumulative GPA or higher in the certificate program and satisfies the admission requirements for the M.H.A. program:

HCAD 7513	Healthcare Management (3 credits)
HCAD 7520	Healthcare for Data Analytics (3 credits)
HCAD 7521	21st Century Healthcare Systems (2 credits)
HCAD 7522	Healthcare Policy (2 credits)
HCAD 8515	Health Economics (2 credits)
HCAD 8523	Ethics in Healthcare (2 credits)
HCAD 799XX	International Capstone

Note: Students should apply to the program before completion of the certificate.

Graduate Certificate in Practice Health Management

The Department of Interprofessional Health Sciences and Health Administration also offers the Graduate Certificate in Practice Health Management.

Admissions Requirements for Graduate Certificate in Practice Health Management

Applicants for the Certificate in Practice Health Management must meet the same admission requirements as applicants for the MHA degree:

- graduate of an accredited college with a bachelor's degree;
- statement of goals and career interests;
- completion of an application for admission along with official transcripts from all undergraduate courses and, if applicable, graduate courses. Applicants with international degrees must have their academic records evaluated by a member agency of the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO);
- minimum cumulative GPA of 3.0 on a 4.0 scale in the coursework of the most recently conferred undergraduate or graduate degree (note: applicants with a cumulative GPA of 2.8-2.99 who have a minimum of 2 years post-degree experience in a related field are also encouraged to apply);
- three letters of recommendation;
- curriculum vitae or resume; and
- If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) documenting an Internet-based score of 90 or above. The International English Language Testing System (IELTS) can also be accepted documenting a score in the 6.5 band or above. Exception to this requirement may be granted if the applicant is a U.S. resident and a graduate of a U.S. college within the previous two years.

Application Deadlines

Applicants for the Graduate Certificate in Practice Health Management may apply online at the Seton Hall University website. Applications are processed on a "rolling admissions" basis, with deadlines for the on-campus format of August 1

for the fall term and December 1 for the spring term and for the online format July 1 for the fall term.

M.H.A. Academic Credit for Certificate Course Work

The Certificate in Practice Health Management is awarded for the successful completion of 15 graduate credits as designated. Students in the certificate program are subject to the same academic policies of the School of Health and Medical Sciences as degree students.

If a student enrolls in an MHA certificate in Global Health Management, Population Health Management, or Practice Health Management, before they complete their MHA degree, they will receive credit for one previously completed MHA course if applicable for the certificate. These graduate credits can be applied toward the M.H.A. degree provided the student achieves a B or better and attains a 3.0 cumulative GPA or higher in the certificate program and satisfied the admission requirements for the M.H.A. program.

Incoming students who select an MHA Graduate Certificate in Global Health Management, Population Health or Practice Management would be able to apply all required program courses, if the student is accepted into the MHA degree program before completion of the certificate.

If an MHA graduate wishes to enroll for a certificate, the graduate would need to apply to the certificate, and only MHA graduates within the past few years may transfer in one course applicable to the certificate. Enrollees would be eligible to take substitute courses.

Certificate Curriculum (15 credits)

The Graduate Certificate in Practice Health Management is earned by successfully completing the following coursework.

Required Courses

HCAD 7513	Healthcare Management (3 credits)
HCAD 7521	21st Century Healthcare Systems (2 credits)
HCAD 7525	Practice Management for the Health Sector (3 credits)

Recommended Electives

HCAD 6005	Financial and Managerial Accounting and Costing in Healthcare (3 credits)
HCAD 7520	Healthcare Data Analytics (3 credits)
HCAD 7530	Change Management and Innovation in Healthcare (2 credits)
HCAD 7991	Independent Study (1 credit)
HCAD 8521	Quality and Risk Management in Healthcare (3 credits)
HCAD 8523	Ethics in Healthcare (2 credits)
HCAD 8530	Emergency Management for Healthcare Professionals (2 credits)

The following graduate course credits can be applied toward the M.H.A. degree, provided the student achieves a B or better in each course, and, attains a 3.0 cumulative GPA or higher in the certificate program and satisfies the admission requirements for the M.H.A. program:

HCAD 6005	Financial and Managerial Cost Accounting
-----------	------------------------------------------

	in Healthcare (3 credits)
HCAD 7513	Healthcare Management (3 credits)
HCAD 7520	Healthcare for Data Analytics (3 credits)
HCAD 7521	21st Century Healthcare Systems (2 credits)
HCAD 8521	Quality and Risk Management (3 credits)
HCAD 8523	Ethics in Healthcare (2 credits)
HCAD 8530	Emergency Management for Health Professionals (2 credits)
HCAD 799X	International Capstone

Note: Students should apply to the program before completion of the certificate.

M.S. Physician Assistant

Physician Assistants (PAs) are healthcare professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, order and interpret tests, diagnose illnesses, counsel patients on preventive healthcare issues, assist in surgery, and prescribe treatments. Within the physician-PA relationship, PAs exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. A PAs practice may also include education, research and administrative services. PAs can be found in all areas of medicine. They practice in the areas of primary care medicine, family medicine, pediatrics, women's health, internal medicine, emergency medicine, and a variety of medical and surgical sub-specialties.

Goals

The Master of Science - Physician Assistant program is designed to:

- Provide a high-quality, comprehensive didactic education which ensures graduates possess the basic science and clinical knowledge to serve as an effective PA.
- Provide a wide range of clinical experiences to ensure that graduates have the broad patient exposure necessary to develop essential clinical skills.
- Prepare graduates to function as competent entry-level PAs in diverse settings.
- Foster an appreciation for interprofessional patient care.
- Afford students the opportunity to develop a foundation for competence in research.

This 96-credit, three-year professional program includes courses specific to PA practice that are intended not only to provide students with the technical skills necessary to perform as certified practitioners, but also provides the foundation for graduates to become critical thinkers, life-long learners, and empathetic clinicians.

Mission

The mission of the Physician Assistant Program at Seton Hall University is to prepare primary care PAs who practice in diverse settings. The program provides the foundation for graduates to become critical thinkers who practice evidence-

based, patient-centered medicine.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Seton Hall University Physician Assistant Program** sponsored by **Seton Hall University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **March 2027**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Admission

The curriculum of the PA program is rigorous, and the admissions process is extremely selective. In reviewing applications, the Admissions Committee considers academic performance, performance on the Graduate Record Examination (GRE), healthcare experience, and letters of recommendation as outlined below. Special admissions consideration is given to students enrolled in the dual degree program at Seton Hall University. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites by the June 1st prior to the start of the program.

Academic Requirements for Admission

Application to the program is open to individuals who:

- possess a baccalaureate degree* from an accredited institution and have a cumulative GPA of 3.2 or greater
- have a 3.2 GPA in the following prerequisite courses, with no grade lower than a "C."

Course	Credits
Chemistry I with Lab	4
Chemistry II with Lab	4
General Biology I with Lab	4
General Biology II with Lab	4
Microbiology with Lab	4
Statistics or Calculus	3
Psychology	3
Anatomy and Physiology I with Lab	4
Anatomy and Physiology II with Lab	4
OR	
Human Anatomy with Lab	4
Human Physiology with Lab	4

As noted above, prerequisite science courses listed above must include a laboratory component and must have been completed within 10 years prior to matriculation. Prerequisite courses must be completed at an accredited institution of higher education. College Level Examination Program

(CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for prerequisite courses required for admission.

*Individuals who do not possess a baccalaureate degree should consult the Undergraduate Catalogue for the Dual Degree program (BS/MS) with the College of Arts and Sciences - Department of Biological Sciences.

Standardized Testing

The Graduate Record Examination (GRE) is required of all applicants. While the program does not use a strict cutoff score, most competitive applicants will have scores at or above the fiftieth percentile in each test area.

The Test of English as a Foreign Language (TOEFL) is required of any applicant who is not a native speaker of English. A score report must be forwarded documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above. All international transcripts must be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES).

Letters of Recommendation

Applicants are required to obtain three letters of recommendation from sources able to attest to an applicant's academic ability and character. It is recommended that letters be obtained from course instructors and clinical supervisors. Letters from family members and casual acquaintances are not acceptable.

Healthcare Experience Requirement

Applicants are required to obtain a minimum of 250 hours of healthcare experience. It is recommended that at least 25 of these hours be spent shadowing a PA. A minimum of 250 hours must be documented for an application to be considered complete and ready for review. A wide variety of paid and volunteer healthcare experiences will meet the requirement. Priority consideration is giving to applicants with direct patient care experience.

Examples of direct patient care experience include but are not limited to: nursing (licensed practical nurse certified nurse's aide, registered nurse, nurse practitioner, certified nursing assistant), physical therapy, occupational therapy, athletic training, emergency medical services (paramedic or emergency medical technician), medical assistant, emergency department technician, medical assistant, patient care assistant, registered pharmacist and registered dietician in a clinical setting.

Other acceptable healthcare experience include but are not limited to: shadowing a PA, physician or nurse practitioner, pharmacy technician, medical mission trip volunteer, pharmacy technician, medical scribe. Unacceptable experiences include but are not limited to: coaching, serving as a camp counselor, science tutoring, laboratory based research, veterinary medicine, babysitting and lifeguarding.**

Interviews

All applicants considered for admission will be invited to campus for an interview. The interview is used to assess an applicant's knowledge of the PA profession, their motivation for becoming a PA and communication and interpersonal skills. Meeting the minimum standards for admission does not guarantee that an applicant will be invited for an interview.

Advanced Standing and Transfer Students

Regardless of previous educational or work experience, all students are required to complete the entire PA curriculum. No advanced placement, transfer credit, or credit for experiential learning will be granted.

Application Deadlines

Applicants may apply online at the Seton Hall University website: www.shu.edu. Seton Hall University does not participate in CASPA. Seats fill quickly, and applicants are encouraged to apply as early as possible.

General Admission: Applications for general admission are accepted from June 15 through a deadline of December 15. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites by June 1st prior to the start of the program. Applicants may be asked to provide proof of enrollment in any outstanding prerequisite courses. Information regarding application procedures and deadlines may be obtained from the School of Health and Medical Sciences, (973) 275-2596.

Employment During the Academic Year

Training to become a PA demands a full-time commitment. Due to the rigorous nature of the curriculum, it is recommended that students not engage in outside employment. If a student chooses to work during the academic year, the work schedule must not interfere with class performance or clinical rotation schedules.

Curriculum Requirements

Professional Year I

Fall Semester

GMPA 6001	Human Anatomy
GMPA 6104	Psychiatry
GMPA 6105	Professional Seminar I
GMPA 6111	Human Physiology
GMPA 6114	Pharmacology I
GMPA 6203	Introduction to Clinical Medicine I

Spring Semester

GMPA 6107	Pathophysiology
GMPA 6113	Neuroscience
GMPA 6115	Pharmacology II
GMPA 6205	Introduction to Clinical Medicine II
GMPA 6206	Electrocardiography
GMPA 6208	Laboratory Diagnostics

Summer Semester

GMPA 6209	Diagnostic Imaging
GMPA 6305	Professional Seminar 2

Professional Year II

Fall Semester

GMPA 7305	Professional Seminar 3
GMPA 7312	Fundamentals of Clinical Medicine
GMPA 7314	Introduction to Clinical Medicine III
GMPA 8510	Biostatistics

Spring Semester

GMPA 7404	Research Methods I
GMPA 7405	Professional Seminar 4

Six supervised clinical practice experience blocks*

Summer Semester

One or two supervised clinical practice experience blocks*

Professional Year III

Fall Semester

GMPA 8604	Biomedical Ethics
GMPA 8605	Principles of Epidemiology
GMPA 8509	Research Methods II
GMPA 8515	Professional Seminar 5

Four supervised clinical practice experience blocks*

Spring Semester

GMPA 8512	Research Methods III
GMPA 8615	Professional Seminar 6
GMPA 8603	Healthcare Policy

Four supervised clinical practice experience blocks*

**The number of supervised clinical practice experience blocks indicated for each semester is an approximation. Student rotation schedules will vary based upon clinical site availability.*

Supervised Clinical Practice Experiences (Clinical Rotations)

Students shall not be permitted to begin supervised clinical practice experiences until they have successfully completed all preceding didactic coursework. Students are required to complete clinical experiences in the following: family medicine, outpatient medicine, internal medicine, surgery, pediatrics, obstetrics/gynecology, behavioral/mental health, emergency medicine, and elective rotations.

Graduation Requirements

Students will not be eligible for graduation until all didactic coursework and required supervised clinical practice experiences have been successfully completed. Successful completion of clinical rotations requires that students document exposure to patients across the lifespan and across a variety of clinical settings. Specific documentation requirements may be found in the Program Handbook. Students who fail to meet documentation requirements will be required to register for additional supervised clinical practice experience blocks at the current graduate tuition schedule. Students who are required to complete additional rotation

blocks may experience a loss of vacation time and/or delayed graduation.

As required by the Accreditation Review Commission on Education for the Physician Assistant, the Department conducts summative assessments during the final semester of the program. A variety of measures are used to assess clinical knowledge, patient skills and professional development. No student will be eligible for graduation until all summative assessments have been successfully completed.

Doctor of Physical Therapy (DPT)

The Doctor of Physical Therapy is the post-baccalaureate degree conferred upon successful completion of a professional entry-level physical therapy educational program. Physical therapy is a dynamic profession with an established theoretical base and widespread clinical application in the preservation, development and restoration of optimal physical function. This Doctor of Physical Therapy program is intended to prepare physical therapists to be employed within the healthcare delivery system. Upon graduation, these practitioners will be able to provide a broad range of patient care services as well as pursue research, teaching and administrative responsibilities. The curriculum also provides graduates with the skills to assume roles in rehabilitation services, prevention and health maintenance programs, and professional and community organizations.

The Commission on Accreditation in Physical Therapy Education (CAPTE) grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. CAPTE is listed as a nationally recognized accrediting agency by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). The Doctor of Physical Therapy program at Seton Hall University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, Virginia 22305-3085; Telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The program's accreditation has been granted until June 30, 2031.

Mission

The mission of the program is to educate individuals to become Doctors of Physical Therapy, who are competent practitioners capable of autonomous and inter-professional care, possessing a depth and breadth of knowledge to support the best practice of physical therapy for optimizing movement and function throughout the lifespan. Program graduates are prepared to be reflective practitioners to address the needs of society and to assume leadership roles within the profession and health care environment. As a program within a Catholic university, graduates learn to provide care with sensitivity and

respect for all individuals within the communities they serve. The mission is accomplished through diverse academic and clinical experiences, professional development, and evidence-based inquiry, which is supported by faculty leadership, scholarship and service. The shared missions of physical therapy and the other professional entry programs within the School of Health and Medical Sciences provide opportunities for mutual support and interprofessional practice, sharing of resources and interactive development of programs.

This is a three-year, full-time academic program that includes academic and clinical experiences in physical therapy that foster the integration of foundation sciences, clinical practice, professional roles and expectations, and servant leadership. This combination allows students to acquire the necessary knowledge, behaviors, and hands-on skills to enter a variety of practice settings. The coursework emphasizes the application of theory and research to practice, with emphasis on the human movement system and collaboration within inter- and intra- professional teams. Upon completion, graduates will be prepared for the National Physical Therapy Examination.

Admission

The curriculum of the Doctor of Physical Therapy Program is rigorous, and the admissions process is extremely selective. Applicants holding a baccalaureate degree must complete an application through the Physical Therapist Centralized Admissions Service (PTCAS); this is located at www.ptcas.org. In reviewing applications, the Admissions Committee will determine candidates' eligibility upon review of the following: undergraduate academic performance, performance on the Graduate Record Examination (GRE), and non-quantifiable items such as letters of recommendation, healthcare experiences, and essay review. Special admissions consideration is given to students enrolled in the dual degree program at Seton Hall University, who do not participate in the PTCAS process.

Information regarding the application deadline may be obtained from the School of Health and Medical Sciences, (973) 275-2051.

Admission

Admission to the program requires:

- official transcripts from all colleges and universities attended;
- a baccalaureate degree from an accredited institution with a cumulative grade point average (GPA) of 3.2 on a four-point scale;
- completion of the following prerequisite courses with a GPA of 3.2; and a grade of "C" or better in each course;
 - Human Anatomy and Physiology (8 credits)
 - Physics (8 credits)
 - Chemistry (8 credits)
 - College Math or Statistics (3 credits)
 - English/Communication (3 credits)

- Social and Behavioral Sciences (3 credits)
- Psychology (3 credits)
- a minimum of 25 hours of clinical observation with a licensed physical therapist in the delivery of physical therapy services in a clinical environment;
- Two letters of recommendation, one of which is from a physical therapist and another from an academic faculty or advisor and/or employer;
- the Graduate Record Examination (GRE), Seton Hall PTCAS GRE Code is 3886;
- a written essay; and
- completion of the essential functions statement.

As noted above, prerequisite science courses listed above must include a laboratory component (online laboratories are accepted) and must have been completed within 10 years prior to matriculation. Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites by June 1st prior to the start of the program. For more information on COVID-19's impact on admission requirements, please visit the Doctor of Physical Therapy admissions webpage for the most up-to-date guidance.

Individuals who do not possess a baccalaureate degree should consult the Undergraduate Catalogue for the Dual Degree program (BS/DPT) with the College of Arts and Sciences - Department of Biological Sciences.

Standardized Testing

The Graduate Record Examination (GRE) is required of all applicants. While the program does not use a strict cutoff score, most competitive applicants will have scores at or above the 50th percentile in each test area. Candidates who have already earned a graduate degree may request that the GRE be waived. Such requests will be considered on a case-by-case basis.

If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting a computer-based score of 220 or above, or pass all four sections of the new TOEFL examination. The passing section scores are: Writing = 24; Speaking = 26; Listening = 18; and Reading = 21. All international transcripts must be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES).

Advanced Standing and Transfer Students

Regardless of previous educational or work experience, all students are required to complete the entire Doctor of Physical Therapy curriculum. No advanced placement, transfer credit, or credit for experiential learning will be granted.

Curriculum Requirements

The Doctor of Physical Therapy Program is a full-time lock-step program and requires continuous enrollment throughout the three years of study. Students who have interrupted enrollment will be required to register and successfully complete a 1 credit Independent Study course

prior to beginning courses with clinically-related experiences. This independent study will emphasize continued mastery of previously learned knowledge and skills. Permission of the department chairperson is required. The following courses must be taken in the predetermined sequence.

Professional Year I

Summer Session II

GDPT 6150	Physiology I: Foundations of Human Physiology
GDPT 6160	Kinesiology I: Biomechanics of Human Motion
GDPT 6170	Critical Thinking and the Clinical Reasoning Process
GDPT 6180	Professional Roles in Physical Therapy

Fall Semester

GDPT 6240	Therapeutic Interventions I
GDPT 6250	Physiology II: Systems Pathophysiology
GDPT 6260	Kinesiology II: Applied Structure and Function
GDPT 6270	Human Anatomy
GDPT 6280	Clinical Assessment and Diagnostic Skills I
GDPT 6290	Critical Inquiry I

Spring Semester

GDPT 6330	Neuroscience
GDPT 6340	Therapeutic Interventions II: Functional Mobility
GDPT 6350	Physiology III: Bioenergetics of Exercise
GDPT 6360	Kinesiology III: Control and Analysis of Posture, Gait and Balance
GDPT 6370	Community Health and Wellness Outreach I
GDPT 6380	Clinical Assessment and Diagnostic Skills II
GDPT 6390	Critical Inquiry II

Professional Year II

Summer Session I

GDPT 7140	Therapeutic Interventions III: Motor Learning and Exercise
GDPT 7180	Clinical Assessment and Diagnostic Skills III: Diagnostic Imaging and Electrodiagnostics
GDPT 7190	Pharmacology

Summer Session II

GDPT 7150	Movement Development Across the Life Span
GDPT 7170	Clinical Diagnosis and Management I: Cardiovascular and Pulmonary Conditions

Fall Semester

GDPT 7240	Therapeutic Interventions IV: Rehabilitation Technology
GDPT 7250	Psychosocial and Ethical Issues in Health Care
GDPT 7270	Clinical Diagnosis and Management II: Congenital and Developmental Conditions
GDPT 7280	Clinical Diagnosis and Management III:

GDPT 7230	Lower Quarter Musculoskeletal Conditions <i>Optional Elective: Clinical Research Experience I</i>
-----------	------------------------------------------------------------------------------------------------------

Spring Semester

GDPT 7340	Management and Regulatory Issues in Health Care
GDPT 7350	Community Health and Wellness Outreach II
GDPT 7370	Clinical Diagnosis and Management IV: Upper Quarter Musculoskeletal Conditions
GDPT 7380	Clinical Diagnosis and Management V: Neurological Conditions
GDPT 7390	Clinical Diagnosis and Management VI: Integumentary Conditions:
GDPT 7330	<i>Optional Elective: Clinical Research Experience II</i>

Professional Year III

Summer Session I

GDPT 8150	Clinical Education Seminar
GDPT 8170	Clinical Diagnosis and Management VII: Progressive Multi-system Conditions
GDPT 8180	Clinical Diagnosis and Management VIII: Urogenital Conditions

Summer Session II

GDPT 8160	Clinical Reasoning: Capstone Project I
GDPT 8190	Clinical Internship I (8 weeks)

Fall Semester

GDPT 8260	Clinical Reasoning Capstone Project II
GDPT 8290	Clinical Internship II (12 weeks)

Spring Semester

GDPT 8360	Clinical Reasoning Capstone Project III
GDPT 8370	Professional Development and Leadership Seminar (3 weeks)
GDPT 8390	Clinical Internship III (12 weeks)

M.S. in Occupational Therapy

The Master of Science in Occupational Therapy (M.S.O.T.) professional program is designed to educate occupational therapists who are practitioners, contributors, and managers. As practitioners, occupational therapists establish, restore, maintain or enhance health and wellness through engagement in activities and occupations, and participation in lifestyles that are satisfying to clients. As contributors, occupational therapists advocate for their profession and clients, use current research to inform practice, and participate in the development of occupational therapy scholarship. As managers, occupational therapists plan, establish, supervise and evaluate occupational therapy services, promote occupational therapy services, collaborate with other professionals.

This 84-credit program consists of two years of didactic learning and two Level II fieldwork rotations. The program consists of courses specific to occupational therapy practice that are intended to provide students with the theoretical knowledge and technical skills necessary to perform as entry-

level practitioners in a rapidly changing global society. All students must complete Level II fieldwork within 24 months following completion of academic preparation.

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

Graduates of the program are eligible to take the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification or attain state licensure.

Admission

For more information on COVID-19's impact on admission requirements, please visit the Master of Science in Occupational Therapy requirements webpage for the most up-to-date guidance.

Admission to the program requires:

- a baccalaureate degree from an accredited institution with a minimum overall GPA of 3.2;
- completion of the following pre-requisite courses with a minimum GPA of 3.2 and a grade of "C" or better in each course; and
- three letters of recommendation, one from a registered occupational therapist (OTR).

Course	Credits
Human Anatomy and Physiology (with Lab)	8
English	3
Statistics	3
Introduction to Sociology	3
Introduction to General Psychology	3
Abnormal Psychology	3
Developmental Psychology (Across the Life Span)	3

Anatomy and Physiology must include a laboratory.

Students with incomplete prerequisites may apply; however, they must state how they will satisfy the prerequisites prior to the start of the program. All prerequisite courses must be completed within 10 years of the application date. College Level Examination program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for prerequisite courses required for admission.

Applicants are required to perform a minimum of 50 hours of volunteer work with an occupational therapist (OTR). One letter of recommendation must be from an occupational therapist (OTR). The Committee on Admissions will determine candidates' eligibility upon review of the

following: GPA; non-quantifiable items, including letters of recommendation, occupational therapy volunteer experiences, employment experiences, healthcare experiences, professional and community activities, and a written essay demonstrating understanding of and commitment to the profession. If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above.

Information regarding the application deadline may be obtained from the School of Health and Medical Sciences, (973) 761-7145 or email shms@shu.edu.

Curriculum Requirements

First Year

Fall Semester

GMOT 6100	Professional Formation I
GMOT 6155	Functional Anatomy and Kinesiology I
GMOT 6160	Neuroscience for Occupational Therapy
GMOT 6185	Introduction to Occupational Therapy
GMOT 6270	The Occupational Therapy Process

Spring Semester

GMOT 6170	Occupational Therapy Practice Skills
GMOT 6200	Professional Formation II
GMOT 6240	Functional Anatomy and Kinesiology II
GMOT 6250	Group Process in Occupational Therapy
GMOT 6260	Cognition, Perception, Vision and Function
GMOT 7303	Research Methods I

Summer Session

GMOT 6301	Health and Medical Complexities of Older Adults
GMOT 6303	Evaluation of Older Adults
GMOT 6305	Interventions for Older Adults

Second Year

Fall Semester

GMOT 6700	Professional Formation III
GMOT 6750	Health and Medical Complexities of Adults
GMOT 6760	Evaluation of Adults
GMOT 6770	Interventions for Adults
GMOT 7320	Research Methods II

Spring Semester

GMOT 6780	Professional Ethics in Occupational Therapy
GMOT 6800	Professional Formation IV
GMOT 6850	Health and Medical Complexities of Children/Adolescents
GMOT 6860	Evaluation of Children/Adolescents
GMOT 6870	Interventions for Children/Adolescents
GMOT 6880	Wellness and Health Promotion I

Summer Session

GMOT 6965	Health Care Policies and Organizations
GMOT 6970	Fieldwork Preparation
GMOT 6980	Wellness and Health Promotion II

Third Year**Fall Semester**

GMOT 7013 Level II Fieldwork I

Spring Semester

GMOT 7000 Professional Formation V

GMOT 7023 Level II Fieldwork II

Summer Semester (optional)

GMOT 7033 Level II Fieldwork III (optional)

M.S. in Speech-Language Pathology

The mission of the Master of Science in Speech-Language Pathology program is to prepare students as independent professionals with a broad knowledge base, competency in clinical service delivery, and a strong foundation in the principles of evidence-based practice. Aligned with the Catholic mission of Seton Hall University and the School of Health and Medical Sciences, students will be prepared with the skill set to assume servant leadership roles in a global society. The program promotes a culture of life-long learning, collaboration, creation of new knowledge, and contribution to the profession and the community.

This comprehensive 65-credit, five-semester program includes academic courses, experiential learning opportunities, and clinical practica in speech-language pathology that are intended to provide students with the necessary skills to perform as entry-level practitioners and enable students to grow and adapt to the rapid changes in the profession and the health care service delivery system.

Accreditation

The Master of Science in Speech-Language Pathology program received full accreditation for an eight-year period by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) effective May 1, 2014 through April 30, 2022. In order for an individual to be eligible to apply for national certification with ASHA, a student must initiate and complete coursework and clinical practicum at a CAA-accredited institution.

Admission

A baccalaureate degree from an accredited institution with a cumulative GPA of no less than 3.2 on a four-point scale is required for all applicants. Admission to the program is open to individuals who have an undergraduate degree in speech-language pathology or who have completed a minimum of 18 credits of pre-professional coursework in communication sciences and disorders with a grade of "B" or better that must include the six courses listed below. Applicants must complete an application through the Communication Sciences and Disorders Centralized Admissions Service (CSDCAS); this is located at <https://csdcas.liaisoncas.com/> Special

admissions consideration is given to students enrolled in the dual degree programs (a) Elementary and Special Education, b) Psychology) at Seton Hall University who do not participate in the CSDCAS process. Further details are available in the undergraduate catalogue.

The Department of Speech-Language Pathology offers the following undergraduate pre-professional courses:

		Credits
GMSL 5001	Phonetics	3
GMSL 5003	Language Development	3
GMSL 5004	Audiology	3
GMSL 5005	Anatomy and Physiology of the Speech and Swallowing Mechanism	3
GMSL 5006	Hearing and Speech Science	3
GMSL 5007	Introduction to Communication Disorders	3

The Admissions Committee determines a candidate's eligibility upon review of all academic transcripts, Graduate Record Examination (GRE) scores within the past five years, a personal statement of professional goals, three letters of recommendation, and 25 hours of observation of a professional holding a certificate of clinical competence (CCC) in Speech-Language Pathology.

Completion of at least one course with a grade of "C" or better in each of the following areas is required for admission:

- English Composition
- Statistics
- Social or Behavioral Science (Typically a course in psychology, sociology, or cultural anthropology)
- Biological Science (Typically a course in biology, general human anatomy, physiology, genetics, or zoology)
- Physical Science (physics or chemistry)

Please note that pre-professional coursework in Speech-Language Pathology cannot be used to fulfill the course requirements in the above mentioned areas (i.e., English composition, statistics, social or behavioral science, biological and physical science). Further, all prerequisite courses must be completed no more than 10 years prior to the application date. If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) score report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above. Information regarding the application process may be obtained from the Department of Speech-Language Pathology at (973) 275-2825 or e-mail shms@shu.edu.

Curriculum Requirements**Professional Year I**

GMSL 6007	Physiologic and Acoustic Phonetics
GMSL 6009	Diagnostic and Clinical Principles
GMSL 6010	Child Language Development and Disorders
GMSL 6011	Speech Intelligibility and its Disorders in Children
GMSL 6012	School Age Language and Literacy
GMSL 6022	Biomedical Ethics and Professional Issues

	in Speech-Language Pathology
GMSL 6141	Neuroscience
GMSL 6518	Acquired Disorders of Language & Cognition
GMSL 6521	Dysphagia
GMSL 6522	Pediatric Dysphagia and Procedures in Early Intervention
GMSL 6523	Fluency Disorders
GMSL 6524	Augmentative and Alternative Communications
GMSL 7001	Audiology and Aural Rehabilitation for the Speech-Language Pathologist
GMSL 7002	Research Methods I
GMSL 7003	Research Methods II*
GMSL 7010	Traumatic Brain Injury
GMSL 7039	Research Project I*
GMSL 7041	Clinical Practicum/Clinical Seminar I

Professional Year II

GMSL 6013	Adult Neuromotor Disorders of Communication
GMSL 6525	Voice Disorders
GMSL 7013	Craniofacial Disorders
GMSL 7040	Research Project II *
GMSL 7102	Clinical Practicum/Clinical Seminar II
GMSL 7103	Clinical Externship

**To meet the research requirements of the program, students have the option of enrolling in GMSL 7003 Research Methods II (offered in professional year I) or enrolling in a research project sequence [GMSL 7039 Research Project I (offered in professional year I) & GMSL 7040 Research Project II (offered in professional year II)].*

Graduate students are required to complete a professional portfolio in order to complete graduation and certification requirements.

M.S. in Athletic Training

The Master of Science in Athletic Training program (MSAT) is intended to prepare graduates to critically analyze and convey information to patients, colleagues and other health professionals. These clinicians will be able to provide a broad range of patient care services and perform research and administrative responsibilities. This is accomplished through students and faculty building collaborations, participating 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.

This is a two year, 64-credit, six-semester Professional Level Master of Science Degree Program. Students develop the knowledge and skills needed to perform as athletic training clinicians and to grow and adapt to the rapid changes in the profession and health care. Upon program completion, students will be thoroughly prepared for the Board of Certification Examination (BOC) and to enter the profession as athletic training clinicians. Additionally, the curriculum prepares students for the Strength and Conditioning Specialist (CSCS) examination.

Accreditation

The Master of Science in Athletic Training is a CAATE accredited professional graduate program. The Commission on Accreditation of Athletic Training Education (CAATE) maintains educational standards for accredited athletic training education programs.

Admission

- Baccalaureate degree from an accredited institution
 - Cumulative grade point average (GPA) of 3.0 on a four-point scale. However, applicants not meeting the cumulative 3.0 GPA requirement are encouraged to apply and will be seriously considered
 - Completion of the following pre-requisite courses with a grade of "C" or better:

○ Human Anatomy & Physiology (with lab)	8 credits
○ Biological or Exercise Science	3 credits
○ Physics (with lab)	4 credits
○ Chemistry (with lab)	4 credits
○ English	3 credits
○ Statistics or College Math	3 credits
○ Social Sciences	6 credits
 - Fifty (50) hours of clinical observation with an athletic trainer
 - Official transcripts from all colleges and universities attended
 - Current certifications in CPR/AED for the Professional Rescuer
 - Letter of recommendation from an athletic trainer
 - Two additional letters of recommendation required
 - Completion of applicant essay question
 - Student must read, sign, understand and meet the Standards of Essential Functions of the School of Health and Medical Sciences and the MSAT program.
 - If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report documenting a paper-based score of 550 or above, a computer-based score of 213 or above, or an Internet-based score of 79 or above
 - Graduate Record Examination (GRE) is not required.
- Qualified students are admitted without regard to race, color, religion, age, disability, natural origin, sexual orientation, ancestry or gender. Students with incomplete

prerequisites may apply; however, they must state how they will satisfy the prerequisites by the end of the Spring semester prior to the start of the program. All prerequisite courses must be completed no longer than 10 years prior to the application date.

Curriculum Requirements

Professional Year I

GMAT 6000	Foundations of Athletic Training
GMAT 6101	Human Physiology
GMAT 6111	Functional Human Anatomy
GMAT 6121	Principles of Evaluation in Athletic Training
GMAT 6131	Research Methods I
GMAT 6141	Research Project I
GMAT 6151	Clinical Practicum I
GMAT 6201	Foundations of Therapeutic Interventions
GMAT 6211	Kinesiology
GMAT 6221	Exercise Physiology, Nutrition, and Wellness
GMAT 6231	Research Methods II
GMAT 6241	Research Project II
GMAT 6251	Clinical Practicum II

Professional Year II

GMAT 7000	Seminar in Athletic Training
GMAT 7005	Biomedical Ethics
GMAT 7010	General Medical Conditions
GMAT 7015	General Medical Clinical Rotation
GMAT 7111	Orthopedic Clinical Medicine and Imaging
GMAT 7121	Targeted Application of Treatment in the Extremities
GMAT 7131	Research Methods III
GMAT 7141	Research Project III
GMAT 7151	Clinical Practicum III
GMAT 7201	Inter-Professional Practice
GMAT 7211	Psychosocial Issues in Athletic Training
GMAT 7221	Targeted Application of Treatment in the Spine
GMAT 7231	Pharmacology in Athletic Training
GMAT 7241	Healthcare Administration
GMAT 7251	Clinical Practicum IV

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

GDPT 6150 (PTFY 4150) Physiology I: Foundations of Human Physiology

This course presents human physiology for the analysis of normal function and adaptive/restorative function available in the presence of health effecting the skeletal, connective tissue, muscular, integumentary, nervous, and other biological systems. Information will be presented at the tissue, organ and system level. *2 credits*

GDPT 6160 (PTFY 4160) Kinesiology I: Biomechanics of Human Motion

This course presents the application of basic principles of physics, anatomy, and physiology to understand human movement. The development and function of the musculoskeletal system (bone, muscle, and ligaments), the mechanical behavior of these biological tissues, the external/internal forces that contribute to normal motion provides the groundwork for understanding, describing and analyzing the biomechanics of human motion. *2 credits*

GDPT 6170 (PTFY 4170) Critical Thinking and the Clinical Reasoning Process

This course introduces the student to the cognitive strategies and processes utilized to (1) collect and interpret information needed to understand a patient’s problem/situation, (2) plan and implement appropriate interventions, (3) evaluate the outcomes and (4) reflect on the effectiveness of the reasoning process. Basic clinical and critical reasoning models in the context of patient centered health care and working in a healthcare team is emphasized. *1 credit*

GDPT 6180 (PTFY 4180) Professional Roles in Physical Therapy

The course introduces the student to the physical therapy profession. Five themes of professional practice are explored; the physical therapist as clinician, consumer of research, inter-professional care provider, lifelong learner and educator. Foundational skills in written and oral communication, professional values and behaviors, population-specific differences, utilization of healthcare informatics and evidenced-based practice are presented. *3 credits*

GDPT 6240 (PTFY 4240) Therapeutic Interventions I

This course introduces the student to the application of physical therapy intervention skills as part of the treatment process. Emphasis is placed on developing skills in fundamental patient care. Students will be introduced to basic manual therapy techniques, therapeutic exercise, and functional training to achieve patient/client goals & outcomes that address problems resulting from evaluation of the movement system. *2 credits*

GDPT 6250 (PTFY 4250) Physiology II: Systems Pathophysiology

This course examines the concepts of pathophysiology and the mechanisms of change that contribute to the genesis of a

diseased state. Common diseases and disorders are covered and clinical laboratory measurements and values used in differential diagnosis will be presented from a systems perspective. Clinical cases will be used to present standard patterns of clinical examination, evaluation, diagnosis, prognosis, intervention and communication/referral with other health care practitioners. Discussions will address changes in response to disease or trauma across the lifespan. *2 credits*

GDPT 6260 (PTFY 4260) Kinesiology II: Applied

Structure and Function

This course builds knowledge and skills in application of biomechanical principles relative to human motion through regional analysis of body segments. 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 individual joint structure and its application to segmental and overall body movement. *3 credits*

GDPT 6270 (PTFY 4270) Human Anatomy

This cadaveric-based human anatomy course is designed to develop knowledge concerning structural and functional regional gross human anatomy. The course focuses on the clinical application of anatomical concepts in both lectures and laboratory sessions. Structured laboratory sessions also incorporate the use of models, medical terminology and palpation of key anatomical structures. The course utilizes case-based vignettes to promote critical thinking and allow students to apply theory to a clinical population. *5 credits*

GDPT 6280 (PTFY 4280) Clinical Assessment & Diagnostic Skills I

The course facilitates skills acquisition in basic elements of patient examination and professional physical therapy practice. Emphasis is placed on elementary physical therapy examination of the non-medically complex patient. This includes systems screening, selection and performance of basic tests and measures for function, the integumentary, cardiovascular – pulmonary and musculoskeletal systems, interpretation and evaluation of examination findings, differential diagnosis, development of an individualized plan of care, appropriate referrals and effective communication of patient/client information.

3 credits

GDPT 6290 (PTFY 4290) Critical Inquiry I

This course is designed to provide students with a working knowledge of the evidence-based research process and its importance in the practice of physical therapy. Students will learn about the variety of research publications and apply the critical appraisal process to the literature. *2 credits*

GDPT 6330 (PTFY 4330) Neuroscience

This course will cover the basic structure, organization, and function of the central nervous system (CNS). Learning experiences focus on understanding the localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma or diseases of the various parts of

the CNS. *3 credits*

GDPT 6340 (PTFY 4340) Therapeutic Interventions II: Functional Mobility

This course promotes the development of clinical skills related to functional mobility and movement in the home and community including transfers, ambulation, and use of wheelchairs and assistive devices for locomotion and various other activities of daily living (ADL). Therapeutic exercise interventions will be utilized to achieve patient/client goals & outcomes that address problems resulting from evaluation of the movement system. *3 credits*

GDPT 6350 (PTFY 4350) Physiology III: Bioenergetics of Exercise

This course presents both the normal and pathological human body responses to physiological conditions and processes in relationship to their influence on human movement including the nutritional and metabolic mechanisms in relation to movement & functional activities. Included are the study of muscle physiology, metabolism, cardiovascular and respiratory adaptations, aging, thermoregulation, aerobic and anaerobic training exercise prescription, and use of ergogenic aides. Topics will focus on evaluation and management for a healthy population as well as for those with chronic diseases and disabilities. *2 credits*

GDPT 6360 (PTFY 4360) Kinesiology III: Control and Analysis of Posture, Gait and Balance

This course provides continued instruction in the study of human movement with regards to posture, balance and gait. The neuromuscular and musculoskeletal mechanisms involved in the development, maintenance and adaptations of posture, gait, and balance will be presented. Students will participate in the assessment of normal and deviated posture, gait, and balance including identification of compensatory mechanisms. *3 credits*

GDPT 6370 (PTFY 4370) Community Health & Wellness Outreach I

This course introduces students to the foundations of health promotion and wellness and strategies for preventing lifestyle-related noncommunicable diseases. The primary theories of health behavior and the physical and social determinants of health will be examined. The course will focus on community health risk assessment utilizing evidence-based best practices for screening, risk stratification and the design of targeted interventions. *1 credit*

GDPT 6380 (PTFY 4380) Clinical Assessment and Diagnostic Skills II

The course promotes skills acquisition in basic elements of patient examination and professional physical therapy practice. Emphasis is placed on elementary physical therapy examination of the medically complex, but hemodynamically stable patient. This includes systems screening, selection and performance of basic tests and measures for the musculoskeletal, neurological and cardiovascular – pulmonary systems and their relationship to function, balance and gait, interpretation and evaluation of examination findings,

differential diagnosis, development of an individualized plan of care, appropriate referrals and effective communication of patient/client information. Principles and basic procedures for the examination of health, wellness and functional mobility are introduced and explored, including the home and work environment.

3 credits

GDPT 6390 (PTFY 4390) Critical Inquiry II

This course is a continuation of Critical Inquiry I and includes experimental and non-experimental research designs, methodology and statistical concepts. Students will continue to search for evidence and critically appraise it specifically for application to clinical diagnosis, prognosis and treatment effectiveness. Students develop the skills needed to ask and answer clinical questions using best evidence and practice using sample data and statistical software. *2 credits*

GDPT 7140 Therapeutic Interventions III: Motor Learning and Exercise

This course integrates the previously learned principles of motor control learning and control into advanced techniques of therapeutic movement used by the physical therapist to achieve optimal movement gains after injury or disease. The focus will be on linking patient/client outcomes with interventions that address motor problems resulting from evaluation of the movement system in an innovative manner.

3 credits

GDPT 7150 Movement Development Across the Life Span

Overview of human motor development as it changes across the life span from conception to oldest age. Differences in physical, cognitive, and psychosocial development are explored using a framework that highlights the contribution of multiple interacting systems that contribute to the movement system including the effects of culture and family preferences.

3 credits

GDPT 7170 Clinical Diagnosis and Management I: Cardiovascular & Pulmonary Conditions

Analysis of common pathologies, clinical tests & measures, and interventions used to diagnose and manage movement dysfunction related to cardiovascular and pulmonary physical therapy across the lifespan. Clinical skills in differential diagnosis include the interpretation of ECG, monitoring, palpation and auscultation of the chest and abdomen, lab values, imaging studies, and exercise tests is developed. Practice guidelines are presented for the application of selected pharmacological, surgical, and psychological and physical therapy interventions with an emphasis on a team approach to patient care and outcome assessment across practice settings. *4 credits*

GDPT 7180 Clinical Assessment & Diagnostic Skills III: Diagnostic Imaging and Electrodiagnostics

This course presents the theory and utilization of diagnostic imaging and electro-diagnostics in the management of patients commonly seen in physical therapy. Emphasis is placed on the integration of information garnered from diagnostic imaging and electrodiagnostics for multiple systems and organs of the

human body to guide clinical decision making and the establishment of an individualized plan of care, referrals and effective communication of patient/client information. *2 credits*

GDPT 7190 Pharmacology

Problem-oriented approach to examining the most commonly used pharmacologic agents seen in clinical practice. Basic principles of pharmacodynamics and pharmacokinetics, along with pertinent physiology are presented. Practical aspects of dosing schedules, therapeutic effects, interactions and adverse reactions is emphasized, especially as they apply to physical performance, movement, functional activities and safety. *2 credits*

GDPT 7230 Optional Elective: Clinical Research Experience I

A faculty mentored research experience involving the collection and analysis of data needed to answer one or more questions related to the practice of physical therapy. Various research options may include experimental studies, surveys, case reports, systematic reviews, and qualitative studies. *1 credit*

GDPT 7240 Therapeutic Interventions IV: Rehabilitation Technology

This course focus on the application of modern technology in interventions utilized to achieve patient/client goals & outcomes that address problems resulting from evaluation of the movement system. Topics will include prescription, application and evaluation of orthotics as well as biophysical agent as a component of the plan of care. *4 credits*

GDPT 7250 Psychosocial & Ethical Issues in Health Care

An exploration of the psychosocial factors that may influence a patient's response to illness or disability. Topics include coping with stress, loss, chronic pain, depression, altered body image, addiction, abuse, caregiving, and grief. Additionally, principles of ethical decision making are applied to selected health care scenarios along with mechanisms for preventing and reporting fraud, abuse, and unethical conduct. An in-depth review of the physical therapy licensure regulations (state practice act), APTA practice policies, and accreditation standards are also addressed. *3 credits*

GDPT 7270 Clinical Diagnosis and Management II: Congenital & Developmental Conditions

Analysis of common pathologies, clinical tests & measures, and interventions used to diagnose and manage movement dysfunction related to evidence based practice in pediatric physical therapy. Emphasis will be placed on congenital and developmental conditions encountered in pediatrics. The administration, application, and interpretation of common pediatric assessments will be presented to assist in the development of comprehensive plans of care to address the needs of families and children with these conditions. *4 credits*

GDPT 7280 Clinical Diagnosis and Management III: Lower Quarter Musculoskeletal Conditions

Analysis of common pathologies, clinical tests and interventions used to diagnose and manage movement

dysfunction of the lower quarter with emphasis on the evaluation, tests and measures for evidence based musculoskeletal physical therapy in surgical and non-surgical conditions. A patient centered care model for intervention of musculoskeletal dysfunction including medical screening, imaging, physical exam, evaluation, post-surgical, manual therapy techniques, therapeutic exercises, patient/client management and goal setting will be stressed. *4 credits*

GDPT 7330 Optional Elective: Clinical Research

Experience II

This elective course will allow the student to participate in the analysis and dissemination of information to a professional audience. The selected presentation format may include a journal article, poster presentation or a platform presentation that is ready for submission to a peer-reviewed venue. *1 credit*

GDPT 7340 Management & Regulatory Issues in Health Care

This course addresses the theory and application of leadership and management principles in the context of the evolving health care environment and the role of the physical therapist as an autonomous practitioner and an advocate for health and wellness initiatives. Emphasis is on leadership, entrepreneurship, management, strategic and operational planning, legal structures, business development, networking, marketing, business communication, accounting, finance management, human resource management, third party regulation and reimbursement, and risk management. *3 credits*

GDPT 7350 Community Health and Wellness Outreach II

This course offers experiential learning in designing and performing a health risk assessment of community dwelling older adults utilizing evidence-based best practices for screening, risk stratification and the planning of targeted interventions.

1 credit

GDPT 7370 Clinical Diagnosis and Management IV: Upper Quarter Musculoskeletal Conditions

Analysis of common pathologies, clinical tests, and intervention used to diagnose and manage movement dysfunction of the upper quarter with emphasis on the evaluation, tests and measures for musculoskeletal dysfunction. A patient centered care model for intervention of musculoskeletal dysfunction including medical screening, imaging, physical evaluation, post-surgical, manual therapy techniques, therapeutic exercises, patient/client management and goal setting will be stressed. *4 credits*

GDPT 7380 Clinical Diagnosis and Management V: Neurological Conditions

Analysis of common pathologies, clinical tests, and intervention used to diagnose and manage movement dysfunction following acquired neurological disorders of central nervous system for the adult population. Clinical diagnosis and management includes the examination, evaluation, diagnosis and prognosis of the movement system impacted by these acquired neurological disorders. Practice guidelines based on practice-based evidence are presented for

physical therapy treatments with attention to interventions that optimize functional capacity and performance to achieve individual goals and outcomes. *4 credits*

GDPT 7390 Clinical Diagnosis and Management VI: Integumentary Conditions

Analysis of common pathologies, clinical tests, and intervention used to diagnose and manage movement dysfunction related to the integumentary system including physical therapy management of patients with wounds, amputations and burns. Practice guidelines based on evidence are presented for individuals with amputations and wounds to optimize movement and function. *2 credits*

GDPT 8001 Independent Study

Independent study provided under the supervision of a faculty member to foster student understanding and experience in alignment with the DPT program goals. Subject and meeting hours will be arranged. Credit for this course may be obtained only once. Departmental permission is required. *1 credit*

GDPT 8150 Clinical Education Seminar

This course prepares the student for full time clinical education experiences. Topics will inform students about necessary knowledge, behaviors, and skills consistent with clinical practice expectations as one advances toward entry level practice. This course includes labs. *0 credit*

GDPT 8160 Clinical Reasoning Capstone Project I [online]

This online course, concurrent with Clinical Internship I, allows the student to practice application of clinical reasoning and critical thinking processes in assignments and case studies related to the concurrent clinical experiences. *1 credit*

GDPT 8170 Clinical Diagnosis and Management VII: Progressive Multi-System Conditions

Analysis of common pathologies, clinical tests and measures, and interventions used to examine, evaluate, diagnose and manage movement dysfunction related to progressive and/or degenerative neuro-musculoskeletal disorders with multisystem dysfunction across the lifespan. Practice guidelines based on practice-based evidence are presented for physical therapy treatments with attention to interventions that optimize functional capacity and performance to achieve individual goals and outcomes. *4 credits*

GDPT 8180 Clinical Diagnosis and Management VIII: Urogenital Conditions

Analysis of common pathologies, physical therapy examination, tests and measures, and intervention used to diagnose and manage movement dysfunction following urogenital conditions across the life span. This includes differential diagnosis, interpretation of the imaging studies, pelvic exam, urinary stress testing, pelvic floor muscle strength, posture, and movement patterns. Practice guidelines based on practice-based evidence are presented including application of selected pharmacological, surgical, psychological, with attention to physical therapy interventions that optimize functional capacity and performance to achieve individual goals and outcomes related to the urogenital system. *1 credit*

GDPT 8190 Clinical Internship I (8 weeks)

The course is the first full-time clinical practice internship. Emphasis is on development of professional practice and attainment of skills in physical therapy practice and patient management incorporating evidence-based practice guidelines with progression to an intermediate level performance. *4 credits*

GDPT 8260 Clinical Reasoning Capstone Project II [online]

This online course, concurrent with Clinical Internship II, allows the student to practice advanced application of clinical reasoning and critical thinking processes in assignments and case studies related to the concurrent clinical experiences. *1 credit*

GDPT 8290 Clinical Internship II (12 weeks)

This is the second full-time clinical internship. Emphasis is on the practice of skills in physical therapy with refinement to an advanced intermediate level performance. *6 credits*

GDPT 8360 Clinical Reasoning Capstone Project III [online]

This online course, concurrent with Clinical Internship III, allows the student to practice advanced application of clinical reasoning and critical thinking processes in assignments and case studies related to the concurrent clinical experiences. *1 credit*

GDPT 8370 Professional Development & Leadership Seminar

This capstone course synthesizes curricular threads and serves as the students' final preparation as autonomous practitioners of physical therapy. Students will develop professional goals and a structured plan that prepares them to obtain licensure, develop a professional resume, seek employment as a physical therapist, pursue leadership opportunities within the physical therapy profession and become lifelong learners. *2 credits*

GDPT 8390 Clinical Internship III (12 weeks)

This is the final full-time clinical internship. Emphasis is on the practice of skills in physical therapy with refinement to entry level performance. *4 credits*

GMAT 6000 (ATFY 4000) Foundations of Athletic Training

This course provides entry-level athletic training students with the basic knowledge of how to perform the various responsibilities of a certified athletic trainer. Students become familiar with the recognition, evaluation, and emergency care of acute athletic related injury/illness. During this class students practice and begin developing taping, wrapping and wellness screening skills. *6 credits*

GMAT 6101 (ATFY 4101) 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*

GMAT 6111 (ATFY 4111) Functional Human Anatomy

This course provides entry-level athletic training students the knowledge of functional human anatomy using a regional approach with emphasis placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems and review of the gastrointestinal and reproductive system. Anatomical models, cadaveric dissection and interactive computer software complement didactic classroom activities. *3 credits*

GMAT 6121 (ATFY 4121) Principles of Evaluation in Athletic Training

The focus of this course is on evaluation techniques used in Athletic Training. Students will be introduced to more advanced topics in athletic training including acute musculoskeletal pathologies commonly seen in sports. In addition, emphasis is placed on basic physical handling skills, safe and ethical patient interactions, health care record information collection, general screening for all systems, basic musculoskeletal evaluation skills and other essentials of patient-practitioner interaction commonly used in an athletic training setting. *4 credits*

GMAT 6131 (ATFY 4131) Research Methods I

This course is designed to provide students with an overview of the research process. A variety of research designs will be covered including experimental, quasi-experimental, and non-experimental designs. Methods for gathering representative samples and controlling experiments will also be covered. Students will gain experience collecting and performing elementary statistics on data, and reviewing published research articles. *1 credit*

GMAT 6141 (ATFY 4141) Research Project I

This course is designed to provide students with the opportunity to design a mentor-supervised research project. Working in teams, students will pursue the initial phase of their research projects by developing the background and research question, developing a rationale, and writing a project proposal. During the subsequent 2 semesters, students will continue to develop and execute the research project. Students may also submit their projects to the IRB of Seton Hall University or HUMC for review. *1 credit*

GMAT 6151 (ATFY 4151) Clinical Practicum I

The clinical components of this course consist of a two-week immersive experience as well as the traditional 15-week semester long rotation. The athletic training student work on developing hands-on proficiency through the performance of selected athletic training skills with an athletic patient population with the clinical instructor's direct supervision and instruction. The seminar component will reinforce skills learned during the Foundations of AT course. *2 credits*

GMAT 6201 (ATFY 4201) Foundations of Therapeutic Interventions

This course emphasizes the use of biophysical agents (such as heat, cold, compression, electrotherapeutic techniques), basic manual therapy techniques, and therapeutic exercise techniques to manage impairments and functional limitations in patients. This course will stress an evidence-based practice

approach based for the selection and application of appropriate procedures. Clinical decision-making and goal setting will be practiced throughout. *3 credits*

GMAT 6211 (ATFY 4211) Kinesiology

This course presents the application of physics, anatomy, and physiology to the understanding of human movement. Emphasis is placed on the study of development and function of the musculoskeletal system (bone, muscle, and ligaments) in contributing to normal motion. The laboratory component of this course reviews the theory and application of physical examination and evaluation through the use of selected biomechanical instruments. Posture, gait and activity analysis are included. *2 credits*

GMAT 6221 (ATFY 4221) Exercise Physiology, Nutrition, and Wellness

This course presents both the normal and pathological human body responses to physiological conditions and processes in relationship to their influence on human performance. Emphasis is placed on the role of nutrition in human performance, as well as the study of muscle physiology, metabolism, cardiovascular and respiratory adaptations, aging, thermoregulation, strengthening, aerobic and anaerobic training and exercise prescription. Application of examination and evaluation procedures is provided through the use of selected human performance instruments. *3 credits*

GMAT 6231 (ATFY 4231) Research Methods II

This course provides students with the tools to collect and analyze data. Students will continue to analyze peer-reviewed literature to improve critical thinking skills. Emphasis will be placed on concepts of authorship, data collection, data entry, data analysis and interpretation utilizing SPSS and Excel software programs. *1 credit*

GMAT 6241 (ATFY 4241) Research Project II

This course provides students with the tools to collect and analyze data. Students will also re-work the research proposal to improve skills in both writing and scholarship. Students work closely with mentors to collect data using the proposed methods from the research proposal. Students will also begin data entry and analysis. *1 credit*

GMAT 6251 (ATFY 4251) Clinical Practicum II

The students continue to develop clinical proficiency through the performance of selected athletic training skills with an athletic patient population. 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 athletic training evaluation and management of musculoskeletal problems of the extremities and proper medical documentation. *2 credits*

GMAT 7000 Seminar in Athletic Training

This course is designed to review the academic competencies taught during the first year of the Seton Hall University MSAT Program. Students will review test taking skills and be given comprehensive exams to test their cumulative body of

knowledge. In addition, there will be lectures on professional development and self-branding. *1 credit*

GMAT 7005 Biomedical Ethics

The students will discuss the application of human personal and professional values, judgment, and choices to selective ethical dilemmas that arise in clinical practice. The course emphasis is on various traditional and contemporary approaches to normative ethics within decision making models, and applicable to resolving professional dilemmas in the delivery of health care. *2 credits*

GMAT 7010 General Medical Conditions

This course will address general medical conditions commonly seen by the athletic trainer. Topics will be presented by a variety of medical professionals from the community. Students will demonstrate increasing competence in the examination, evaluation, management, prognosis, and intervention skills for general medical conditions in the physically active population. *2 credits*

GMAT 7015 General Medical Clinical Rotation

This is a week-long immersive clinical experience in a non-orthopedic clinical setting. The immersive clinical experience will not only expose the athletic training students to a variety of non-orthopedic conditions but also to working in an inter-professional environment. *1 credit*

GMAT 7111 Orthopedic Clinical Medicine and Imaging

This course presents the theory and utilization of basic clinical imaging in the management of patients with various neuro-musculoskeletal, peripheral vascular, cardiopulmonary, and selected medical conditions. Along with an in-depth overview of the orthopedic provider evaluation, treatment, and management of both acute and chronic musculoskeletal conditions as well as illness and degenerative conditions. Such conditions will be discussed from both an acute and chronic standpoint, focusing specifically on surgical management when applicable. Emphasis is placed on the uses of basic radiological techniques for multiple biological systems and organs of the human body, on the rehabilitation management and communication between orthopedic provider and athletic trainer. *3 credits*

GMAT 7121 Targeted Application of Treatment to the Extremities

This course emphasizes the use of advanced manual therapy techniques, therapeutic exercise techniques, and biophysical agents to manage impairments and functional limitations in patients with pre-existing, sub-acute, chronic/overuse and post-surgical conditions. This course will stress an evidence-based practice approach based for the selection and application of appropriate procedures to manage impairments and functional limitations. Students will develop skill in musculoskeletal assessment and goal setting and will incorporate manual therapy techniques in conjunction with therapeutic exercise and biophysical modalities. *6 credits*

GMAT 7131 Research Methods III

This course provides students with the tools to interpret and discuss data findings. Students will continue to analyze peer-

reviewed literature to improve critical thinking skills. Emphasis will be placed on concepts interpretation of data analysis findings, abstract and manuscript creation and submission. Also, students will apply concepts of research to Athletic Training clinical practice. *1 credit*

GMAT 7141 Research Project III

This course provides students with the tools to analyze and present data. Students will work closely with the advisor to collect and analyze data using the proposed methods from the research proposal. In class, students will engage in peer-mentoring to develop effective research presentations. Outside of class, students will collect and analyze data, and prepare poster presentations. *1 credit*

GMAT 7151 Clinical Practicum III

With a decrease in direct assistance from the clinical instructor, students will demonstrate more advanced techniques and increasing competence in the prevention, evaluation, and intervention of athletic injuries, illnesses and health-related conditions for an active patient population. The seminar component will help prepare students for the BOC examination by reviewing registration procedures and designing a study plan as well as skills related to job applications. *2 credits*

GMAT 7201 Inter-Professional Practice

This course utilizes information gained through the IPE signature core workshops and continues via IPE modules to develop understanding, respect and foster communication among the healthcare professions. *1 credit*

GMAT 7211 Psychosocial Issues in Athletic Training

This course will serve as an introduction to the primary concepts of sport psychology for graduate students in Athletic Training and Counseling Psychology. The goal of this course is to provide participants insight into the importance of psychological theory and practice in athletic experience. Social, cognitive, affective and behavioral factors in athletic performance and participation will be covered. Topics will include: historical foundations of sport psychology, career transitions, confidence building, motivation, sport burnout, team dynamics, problem behaviors in athletics, performance enhancement techniques, psychology of athletic injury, and ethical issues. *2 credits*

GMAT 7221 Targeted Application of Treatment to the Spine

The management of musculoskeletal dysfunction is examined with emphasis on the development of analytical knowledge necessary to evaluate problems related to the spine. Normal musculoskeletal physiology of spinal joints is the basis for understanding pathophysiology and therapeutic intervention. A problem solving model for intervention of spinal joint dysfunction including medical screening, examination and goal setting will be stressed. Students will develop skill in manual therapy techniques and integration of these techniques with therapeutic exercise and physical modalities. *3 credits*

GMAT 7231 Pharmacology in Athletic Training

Problem oriented approach to examining the most commonly

used pharmacologic agents seen in Athletic Training practice. Basic principles of pharmacodynamics and pharmacokinetics, along with pertinent physiology are presented. Practical aspects of dosing schedules, therapeutic effects, interactions and adverse reactions emphasized, especially as they apply to physical performance and safety. Clinical decision making will be practiced throughout the course to develop appropriate strategies to educate the patient on the use of medications and performance-enhancing substances. *2 credits*

GMAT 7241 Healthcare Administration

This course provides the student with an introduction to the local healthcare delivery system. Students learn the principles of administration and organization specific to the profession of athletic training. *2 credits*

GMAT 7251 Clinical Practicum IV

With the clinical instructor providing approval, students will demonstrate competence and independence in the comprehensive management of athletic related injuries, illness and health-related conditions. The student will have the opportunity to develop competence in non-direct athletic patient care, including consulting, administration and clinical research. The seminar component will assist students in developing professional behaviors applicable to an entry-level professional. *2 credits*

GMED 5002 International Innovation Project

This international innovation project course incorporates didactic and experiential learning through transdisciplinary collaboration with international healthcare professionals to address issues in global health. Students will participate in a concentrated 5-week project to promote skills in management, strategic planning, leadership, innovation and entrepreneurship within the healthcare sector. In cooperation with community partners, students design proposals for innovative solutions to meet client needs. This course is designed for exchange students only. *1 credit*

GMED 6109 Internal Clinical Medicine

Survey of major classes of problems or diagnoses involving pathology of general medical conditions includes the presentation of patterns of practice in the specialties of general medicine. Use of clinical cases to present standard patterns of physician evaluation, diagnosis, intervention and communication/referral with other health care practitioners. *2 credits*

GMHS 6110 Health Services Issues and Trends

An analysis of selected professional and policy issues affecting the present and projected healthcare delivery system. Issues concerning healthcare personnel, patients, healthcare technology, organizational structures and facilities, finance mechanisms and the role of government are stressed in relation to how they influence healthcare services and delivery. The course uses a blended instructional format by combining classroom instruction with virtual instruction. This course utilizes a hybrid instructional format. *3 credits*

GMHS 6210 Curriculum Development in Health Professions Education

An intensive study of the basic principles and procedures utilized in the development of health professional curricula, as well as the instruction implemented with the health care facility and community. Students will learn the principles of curricula plans and component parts, and will be engaged in developing evidence-based curricula addressing the current and projected needs of health care and professional education. *3 credits*

GMHS 6211 Institutional Culture and Human Relationships

Communication challenges in the diverse clinical and educational areas are identified as opportunities for organizational enrichment. Issues related to cross-cultural communication and gender, age and other diversity issues are examined, with a focus on the interdisciplinary perspectives and the relevant psycho-social dynamics inherent to developing sound leadership and staff relations. The course utilizes an online instructional format. *3 credits*

GMHS 6212 Finance in Healthcare

An exploration of the issues that healthcare leaders must understand and care about for institutions to survive during the continual reorganization of healthcare and its payment structures. Students will focus on leadership and policy aspects of various types of healthcare institutions, through examination and thought about the corporate form and requirements dictated by that form, starting with the concept of an integrated delivery system. Some topics will include regulations, licensure and accreditation standards, corporate forms, health insurance reform, economic regulatory theory and cost containment, certificates of need regulations, Medicare and Medicaid providers, ERISA benefits and the Federal Right to Care. Material will be presented from the law and policy perspectives with emphasis on questioning the benefits and deficits of the current healthcare system in the US. Additional issues will include: reimbursement, DRG coding changes and insurance. *3 credits*

GMHS 6230 Leadership, Theory and Practice

This course focuses on understanding key leadership theories (1920-present) and how they are practiced, particularly in health care organizations; examining critical variables related to the expression of leadership, such as, power, motivation and influence, context, gender, culture, emotional intelligence, and, teamwork; exploring students' personal leadership capabilities through the use of assessment instruments, reflection, and feedback; and, planning leadership development activities. The course is organized as an action learning experience, with equal emphasis on reviewing concepts and engaging in activities in which learning emerges from acting, observing, and critically inquiring. This course utilizes a hybrid instructional format. *3 credits*

GMHS 6240 Management and Leadership in Health Professions Education

This course challenges students to increase their knowledge

and understanding of evidence-based management principles and practices, particularly in the four major functions of management (planning, organizing, leading and controlling), to expand their working knowledge of management terminology, and to explore key approaches and tools that managers utilize to influence organizational outcomes. The course utilizes a hybrid instructional format. *3 credits*

GMHS 6302 Topical Seminar -I

The focus of this Topical Seminar is to aide students in their scholarly journey by providing a structured immersion approach to exploration and application of the scholarly method. In this Topical Seminar doctoral students collectively work with a course instructor/facilitator to explicitly develop a draft document of chapter 2 of their dissertation document. *3 credits*

GMHS 6311 Topical Seminar -II

The focus of this Topical Seminar is to aide students in their scholarly journey by providing a structured immersion approach to exploration and application of the scholarly method. In this Topical Seminar doctoral students collectively work with a course instructor/facilitator to explicitly develop a draft document of chapter 1 of their dissertation document. *3 credits*

GMHS 6310 Topical Seminar -III

The focus of this Topical Seminar is to aide students in their scholarly journey by providing a structured immersion approach to exploration and application of the scholarly method. In this Topical Seminar doctoral students collectively work with a course instructor/facilitator to explicitly develop a draft document of chapter 3 of their dissertation document. *3 credits*

GMHS 6409 Styles of Teaching and Learning in Health Professions Education

Study of alternative relationships in the teaching-learning process. Course experiences will be guided by the "spectrum of teaching styles," a framework that delineates options in teaching and learning. Organizing students and subject matter; managing time, space and equipment; interacting with students; choosing verbal behavior; and creating cognitive connections with learners. This course utilizes a hybrid instructional format. *3 credits*

GMHS 7110 Strategic Planning for Healthcare and Health Professions Education

This course focuses on methods related to strategic planning in healthcare institutions and health professions education programs. The methods include planning, implementing and evaluating clinical or educational outcomes. The course uses a blended instructional format by combining classroom instruction with virtual instruction. *3 credits*

GMHS 7202 Issues in Motor Control: Reaching and Manipulation

This seminar is designed to advance the practitioner's knowledge base and clinical decision-making skills in dealing with issues related to upper extremity control. Upper extremity control is explored using a multidimensional

framework that highlights the contribution of the individual, task and environment to the organization and control of reach and manipulation across the life span. *3 credits*

GMHS 7203 Issues in Motor Control: Gait

The course has been designed to advance the practitioner's knowledge base and clinical decision-making skills in dealing with issues related to gait and lower extremity control. This course will examine: 1) contemporary theories of motor control as related to the acquisition, organization and control of locomotor skills, 2) changes in gait and extremity control across the lifespan, 3) effects of pathology on gait and extremity control, 4) qualitative and quantitative measures of gait and extremity movement and 5) current treatment approaches used in rehabilitation. Literature from both clinical and experimental research provides the basis for classroom discussion designed to explore the implications of this information for clinical practice. *3 credits*

GMHS 7306 Investigatory Methods in Electromyography

Designed to provide students with knowledge of EMG through a combination of data collection, analysis and interpretation, and discussion of relevant literature. Data acquisition and signal processing of various types of movements will allow the student to explore practical and theoretical issues affecting interpretation. Lab time outside of class period to collect and analyze the data is required to complete required course projects. *3 credits*

GMHS 7312, 7315, 7318 Independent Study in Health Sciences

These courses provide the student with intensive study of a specialized area within the field of health sciences under the mentorship of a faculty member. Subject and credit hours will be arranged. Permission of departmental advisor is required. *1-3 credits*

GMHS 7403 Philosophy of Science

This course introduces the student to a broad range of philosophical and sociological concepts in the development of the scientific and medical enterprises. While not a strict philosophy course, the reading encompasses many of the foundations of the body of modern philosophy of science, while at the same time drawing the student into historical readings on medical practice, biology, psychiatry, epidemiology, and mechanisms. Exploration of theory, hypothesis, probability and other related aspects of scientific inquiry are reviewed. Chaos Theory, Quantum Science and String Theory are explored at the end to provide a full spectrum review of scientific research processes. This course utilizes a hybrid instructional format *3 credits*

GMHS 7500 Statistical Methods I

Part I - Nature of statistics. This is the first course of a two-course sequence in statistics learning. The following topics are covered in this first course: descriptive statistics, graphical methods, measures of central tendency and variability, probability, correlation and regression. The SPSS Statistical Analysis package will be used throughout the course. *3 credits*

GMHS 7501 Quantitative Research Methods

This course is designed to provide students with an introduction to research in health care. An overview of the research process will be provided, with an emphasis on how a research question is formulated based on a review of literature and identification of an appropriate theoretical framework. Quantitative research design strategies will be presented. This course utilizes a hybrid instructional format. *3 credits*

GMHS 7502 Qualitative/Survey Methods

This course continues the introduction to research methods by focusing on qualitative research methods and survey research methods. In the qualitative section of the course, students will consider research elements that are unique to conducting qualitative research such as basic assumptions, sampling, data collection and analysis, and report writing. In the survey methods section of this course the primary focus is on development a survey instrument. Theoretical and practical issues related to the development, validation and implementation of research surveys will be addressed. Key issues include: question construction, questionnaire design, validating and piloting a new survey and survey data collection methods. *3 credits*

GMHS 7503 Scientific Inquiry/Writing

This course is designed to foster student's skills in critical thinking related to the scientific method and to provide students with a foundation in writing and communicating scientific information. A blended instructional format is utilized, combining classroom instruction with virtual instruction. Students will demonstrate a problem-solving approach in the literature search and critical analysis of the scientific literature. Various methods of scientific communication will be addressed, and students will gain practical experience in scientific writing. This course utilizes a hybrid instructional format. *3 credits*

GMHS 7508 Statistical Methods II

Part II - Nature of statistics. This is the second course of a two-course sequence in statistics learning. The following topics are covered: sampling distributions, inferential statistics, estimation and hypothesis testing, tests of independence and nonparametric statistics. The SPSS Statistical Analysis package will be used throughout the course. Prerequisite: GMHS 7500. *3 credits*

GMHS 7602 Research Seminar

This course focuses on the application of qualitative and quantitative designs, particularly via critiques of published articles, the development of a hypothetical proposal and an IRB application and the role and scope of the Institutional Review Board. Prerequisites: GMHS 7500, 7508, 7501, 7502; plus permission of the instructor. *3 credits*

GMHS 7603 Biomedical Ethics and Legal Issues in Healthcare

This course focuses on the disarray in healthcare based on four distinct themes: 1) malpractice/quality of care; 2) bioethics/individual autonomy; 3) public health/right of patients vs. state; and 4) financing/regulatory/access to and

cost of care. The course examines the conceptual whole and fundamental structural relationships while using the traditional themes of quality, ethics, access to and cost of care, while stressing three major themes; practitioner/patient relationships; state oversight of practitioners and patients; and institutional transactions and forms, all while keeping a focus on bioethics and health services research published in health policy literature to get a stronger empirical and theoretical base for exploring healthcare and healthcare GMHS law and the two fields' broad social impact where they overlap and compete for placement. *3 credits*

GMHS 7604 Survey Research in Health Care

This advanced quantitative research course provides students with a theoretical and practical understanding of survey research methods. The course focuses on design, development, execution, and analysis of surveys. Key issues related to sampling, question construction, questionnaire design, data collection methods, response handling, and ethics will be addressed. Particular attention will be given to the application of survey methods to the resolution of health care problems and the advancement of health care knowledge. *3 credits*

GMHS 7605 Qualitative Research Methods

This course provides students with a theoretical and practical understanding of qualitative research methods. Drawing on several qualitative research traditions (e.g. case study, ethnography, grounded theory, phenomenology, biography...etc.), students will consider how different modes of inquiry allow researchers to study things in their natural settings, and to attempt to interpret phenomena in terms of the meanings people bring to them. Key issues related to research design, such as data collection, analysis, and report writing, as well as, issues related to assessing the quality of a qualitative study will be addressed. Particular attention will be given to the application of qualitative research methods to health care issues. *3 credits*

GMHS 8113 Principles of Motor Control and Learning

This course will contain three major topics. The first topic will explore the historical and current theories of motor control. Specifically, topics related to the control processes and mechanisms of skilled movement will be addressed. The students will be introduced to the techniques currently available to measure movement including kinetics, kinematics and emg. In the second topic, students will learn about the variables that are most important for the learning of new movement behaviors. The third topic will explore issues related to the recovery of motor function such as neural plasticity, cortical reorganization and motor learning following brain damage. The student will have the opportunity to review the literature relevant to each of the topics and to observe and analyze the process and measure the outcome of a subject learning a novel motor skill. *3 credits*

GMHS 8200 Topics in Articulation/Phonological Development and Disorders

Intensive study of selected topics regarding the development

of articulatory and phonological processes in children and the development, nature, and clinical management and disorders of articulation and phonology. Topics will vary according to student needs. *3 credits*

GMHS 8201 Topics in Dysphagia

This advanced seminar course will address current topics related to the assessment and intervention of dysphagia in pediatric and adult populations. *3 credits*

GMHS 8203 Topics in Language Acquisition and Disorders

Intensive study of selected topics regarding language acquisition and the etiology and clinical management of language disorders. Topics may vary according to student needs. *3 credits*

GMHS 8204 Topics in Neurogenic Disorders

This advanced seminar course will address current topics related models of speech, language and cognition as it relates to impairments in children and adults with neurogenic disorders, and its impact on assessment and treatment. *3 credits*

GMHS 8206 Topics in Speech Analysis Methods and Instrumentation

Intensive review of, and practical exercises with, laboratory instrumentation for the analysis of acoustic and physiological characteristics of speech production. Topics may vary according to student needs. *3 credits*

GMHS 8207 Topics in Autism Spectrum

This advanced seminar course will address current topics related to the assessment and intervention of children on the autism spectrum. *3 credits*

GMHS 8208 Topics in Speech Motor Control

Intensive study of selected topics regarding the neuromotor processes underlying normal speech production. Topics may vary according to student needs. *3 credits*

GMHS 8400 Government Regulation/Scientific Inquiry and Grantsmanship

Various grants funding agencies, search tools, and University resources are covered, with an emphasis on identifying appropriate granting sources. Basic principles of grantsmanship and scientific writing, and strategies to improve funding potential are reviewed. Students will review grants in mock study sections. *3 credits*

GMHS 8402 LabVIEW

This course will introduce students to the use of the LabVIEW computer programming language for the collection, manipulation and processing of data collected from instruments which measure various aspects of human movement. *3 credits*

GMHS 8508 Practicum

Provides students the opportunity to integrate the goals of the program in a practical situation through the application of clinical, administrative or educational principles in a healthcare organization or institution of higher learning. The type of practicum and facility assigned depends on the student's background and career goals. Prerequisite:

Permission of instructor. *3 credits*

GMHS 9305 Investigatory Methods in Biomechanics of Human Movement

Goals of this course are to develop an understanding of the variety of methods of data collection, data processing and analysis used in human movement research. Students gain an understanding of the concepts and techniques required in analyzing human movement. Develops the skills necessary to choose practical research questions and analytical methods concerning human movements. Lab time outside of class period to collect and analyze data is required to complete required course projects. Permission required. *3 credits*

GMHS 9504 Dissertation I

Working with the committee, the student develops his/her study proposal. Areas emphasized include review of the literature, identification of problem statements/research question(s)/hypotheses, selection and application of appropriate methods, conducting a pilot study and consideration of protection of human subjects/IRB requirements. Includes reviews and critiques of sample proposals, mock proposal hearings and candidate presentations of draft proposals. This course culminates in the dissertation proposal hearing. *4 credits*

GMHS 9505 Dissertation II

Working with the committee, the student conducts participant recruitment, data collection, analysis of the data and an initial draft of the study's findings. Prerequisite: GMHS 9504, Dissertation I. *4 credits*

GMHS 9506 Dissertation Advisement

The candidate will submit a completed dissertation and successfully orally defend the dissertation in a public forum. Candidates must adhere to all dissertation guidelines as specified by the program. Prerequisite: GMHS 9505. *4 credits*

GMOT 6100 (OTFY 4100) Professional Formation I

This course focuses on the acquisition of professional knowledge and skills expected of graduate students in a professional program. *2 credits*

GMOT 6155 (OTFY 4155) Functional Anatomy and Kinesiology I

This course focuses on understanding and analyzing typical and atypical human movement across the life span using anatomy and kinesiology principles. This course includes labs. *4 credits*

GMOT 6160 (OTFY 4160) Neuroscience for Occupational Therapy

This course covers body functions and structures of the nervous system, including the impact of impairment on activity and participation. *2 credits*

GMOT 6170 (OTFY 4170) Occupational Therapy Practice Skills

This course introduces basic health assessment; client and provider safety; and demonstration and integration of occupational therapy practice skills. This course includes labs. *2 credits*

GMOT 6185 (OTFY 4185) Introduction to Occupational Therapy

This course introduces the students to the foundations of the occupational therapy profession. This course includes labs. *4 credits*

GMOT 6200 (OTFY 4200) Professional Formation II

This course develops critical thinking and clinical reasoning skills for occupational therapy practice. *2 credits*

GMOT 6240 (OTFY 4240) Functional Anatomy and Kinesiology II

This course continues to focus on understanding and analyzing typical and atypical human movements across the life span using anatomy and kinesiology principles. This course includes labs. *2 credits*

GMOT 6250 (OTFY 4250) Group Process in Occupational Therapy

This course integrates theories of group dynamics and leadership with the development and implementation of functional activity-based groups. This course includes fieldwork I experiences. *4 credits*

GMOT 6260 (OTFY 4260) Cognition, Perception, Vision and Function

This course addresses cognition, perception, and visual impairments; their impact on function; and principles of related occupational therapy assessments and interventions. This course includes labs. *3 credits*

GMOT 6270 (OTFY 4270) The Occupational Therapy Process

This course introduces the principles and implementation of the occupational therapy process. *4 credits*

GMOT 6301 Health and Medical Complexities of Older Adults

This course examines common health conditions associated with older adults and how impairment impacts activity and participation. *2 credits*

GMOT 6303 Evaluation of Older Adults

This course focuses on the evaluation and assessment of older adults. *2 credits*

GMOT 6305 Interventions for Older Adults

This course integrates theories and interventions for occupational therapy practice with older adults. This course includes labs and fieldwork I experiences. *4 credits*

GMOT 6700 Professional Formation III

This course continues to develop clinical reasoning, clinical integration and evidence-based practice. This course includes service learning experiences. *2 credits*

GMOT 6750 Health and Medical Complexities of Adults

This course examines common health conditions associated with adults and how impairment impacts activity and participation. *2 credits*

GMOT 6760 Evaluation of Adults

This course focuses on the evaluation and assessment of adults. *2 credits*

GMOT 6770 Interventions for Adults

This course integrates theories and interventions for

occupational therapy practice with adults. This course includes labs and fieldwork I experiences. *6 credits*

GMOT 6780 Professional Ethics in Occupational Therapy

This course introduces principles of ethics and law for occupational therapy practice. *2 credits*

GMOT 6800 Professional Formation IV

This course advances clinical reasoning and knowledge of culturally responsive service delivery when collaborating with diverse clients. *2 credits*

GMOT 6850 Health and Medical Complexities of Children/Adolescents

This course examines common health conditions associated with children and adolescents and how impairment impacts activity and participation. *2 credits*

GMOT 6860 Evaluation of Children/Adolescents

This course focuses on the evaluation and assessment of children and adolescents. *2 credits*

GMOT 6870 Interventions for Children/Adolescents

This course integrates theories and interventions for occupational therapy practice with children and adolescents. This course includes labs and fieldwork I experiences. *5 credits*

GMOT 6880 Wellness and Health Promotion I

This first of a two-course sequence examines emerging occupational therapy practices, program development, and research in practice. This course includes preparation for the service learning and/or capstone project. *3 credits*

GMOT 6965 Health Care Policies and Organizations

This course addresses the practice and management of occupational therapy services across healthcare, education and community environments. *2 credits*

GMOT 6970 Fieldwork Preparation

This course addresses expectations, trends and issues in the clinical environment to facilitate successful performance in level II fieldwork. *1 credit*

GMOT 6980 Wellness and Health Promotion II

This course continues with the application and community delivery of service learning/capstone projects developed in Wellness and Health Promotion I. *4 credits*

GMOT 7000 Professional Formation V

This course focuses on transitioning into professional roles and continued professional development as practitioners and managers. *1 credit*

GMOT 7013 Level II Fieldwork I

The Level II Fieldwork course requires students to integrate the roles of practitioner, contributor, and manager in a clinical setting. Time spent in clinical setting is equivalent to a full-time job. *3 credits*

GMOT 7023 Level II Fieldwork II

The Level II Fieldwork course requires students to integrate the roles of practitioner, contributor, and manager in a clinical setting. Time spent in clinical setting is equivalent to a full-time job. *3 credits*

GMOT 7033 Level II Fieldwork III (optional)

This optional Level II Fieldwork course requires students to

integrate the roles of practitioner, contributor, and manager in an additional area. Time spent in clinical setting is equivalent to a full-time job. *3 credits*

GMOT 7303 (OTFY 4303) Research Methods I

This course addresses the use of quantitative methods to inform clinical practice and research. *3 credits*

GMOT 7320 Research Methods II

This course continues to address research for and in practice. *2 credits*

GMPA 6001 (PAFY 4001) Human Anatomy

Instruction in significant aspects of human anatomy with respect to PA practice. Lecture instruction as well as dissection in cadaver lab are methods used to convey material. Clinical application of anatomic structure and function are emphasized. *4 credits*

GMPA 6104 (PAFY 4104) Psychiatry

An overview of psychiatric concepts and an introductory approach to the evaluation of patients with mental and behavioral problems. Includes the various psychiatric syndromes, in terms of causal factors, clinical presentation, diagnosis, treatment and prognosis. The impact that psychological problems have on the total health care of the patient will be emphasized. *2 credits*

GMPA 6105 (PAFY 4105) Professional Seminar 1

Focuses on developing skills needed for success in the PA curriculum. Topics addressed include an instruction to PA practice, professionalism and integrity, study skills and stress management. The course also explores how to effectively work with diverse patient population, serve vulnerable populations, and complete a community outreach project. This is a hybrid course requiring online participation and attendance at class sessions. *2 credits*

GMPA 6107 (PAFY 4107) Pathophysiology

Building upon the foundation provided in GMPA6111/PAFY4111, this course provides an in-depth study of the pathophysiologic changes which occur in the body in response to disease and injury. The course discusses how pathologic changes noted at both the cellular and organ system levels alter homeostasis. Correlation to the clinical aspect of disease is emphasized. *3 credits*

GMPA 6111 (PAFY4111) Human Physiology

An in-depth exploration of the physiologic aspects of homeostasis at both the cellular and organ system levels. Topics include the cell, musculoskeletal, cardiac, pulmonary, digestive, renal, endocrine, and reproductive systems. Open to physician assistant majors only. *3 credits*

GMPA 6113 (PAFY 4113) Neuroscience

Covers the basic structure, organization, and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma or diseases of the various parts of the CNS. *3 credits*

GMPA 6114 (PAFY4114) Pharmacology I

Develops skills related to the principles of pharmacology as

they pertain to therapeutic agents, prescription, and non-prescription medications. The pharmacology and therapeutic properties of commonly prescribed medications will be a focus of the pharmacology courses. Discussion will include the principal mechanisms of action of major classes of therapeutic agents, understanding of pharmacokinetics and pharmacodynamics, indications, side effects, contraindications, drug interactions, monitoring, and clinical use. Students will complete modules of the Medication-Assisted Treatment Training Program in this course. *2 credits*

GMPA 6115 (PAFY4115) Pharmacology II

Building on Pharmacology I, develops skills related to the principles of pharmacology as they pertain to therapeutic agents, prescription, and non-prescription medications. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacokinetics and pharmacodynamics, indications, side effects, contraindications, drug interactions, monitoring, and clinical use. Students will complete modules of the Medication-Assisted Treatment Training Program in this course. *2 credits*.

GMPA 6203 (PAFY 4203) Introduction to Clinical Medicine I

Introduction to comprehensive principles of medical history taking and hands-on physical examination techniques, systematically organized emphasizing anatomic and physiologic exam proficiencies and proper utilization of medical equipment. Foundations of medical documentation are established. Psychosocial and behavioral elements and the effective relationship between the PA, other health professionals and the patient are explored. Exercises with standardized patients introduce students to real-life medical scenarios. *4 credits*.

GMPA 6205 (PAFY 4205) Introduction to Clinical Medicine II

Building upon Introduction to Clinical Medicine I, this course refines the foundational skills of comprehensive systematic medical history taking and physical exam, cultivating competencies in problem-focused analysis and critical thinking techniques. Clinical case scenarios, team-based learning activities, standardized patient experiences and evolution of advanced documentation proficiencies establish familiarity with signs and symptoms of medical diagnoses, allowing for evidence-based differential diagnoses formulation. Emphasis is placed on interpersonal communication skills, empathy and trust-building in patient care. *4 credits*.

GMPA 6206 (PAFY 4206) Electrocardiography

Introduction to analysis of the electrocardiogram. The course will review cardiac electrophysiology and indications for ECG testing. Students will learn how to perform a 12 lead ECG as well as how to analyze an ECG for rate, rhythm, axis, intervals, cardiac hypertrophy and ischemia/infarction. *1 credit*

GMPA 6209 Diagnostic Imaging

Introduction to diagnostic imaging. Following an introduction to different imaging modalities and their indications, the course will progress through an organ-system based review of normal radiographic anatomy and pathologic findings. *2 credit*.

GMPA 6208 (PAFY 4208) Laboratory Diagnostics

Introduction to laboratory diagnostic testing. The course will review indications for testing, normal results, and common pathologic findings discovered in testing blood, urine, stool, cerebrospinal fluid, synovial fluid and other body fluids. Students will have the opportunity to practice laboratory procedures including phlebotomy, urinalysis and guaiac testing for occult blood. *2 credits*

GMPA 6305 Professional Seminar 2

Develops skills needed for success in research focusing on an introduction to evidence based medicine. Instruction will be provided on how to write a PICO question as well as how to search the medical literature. *2 credits*.

GMPA 7305 Professional Seminar 3

Prepares students with tools to address comprehensive health needs of diverse populations as it relates to health prevention and maintenance, respectful accommodation of beliefs related to health, and enhanced communication skills to establish connection and trust. Diversity extends to all patient populations, including but not limited to all ages, gender identification, racial status, sexual identity, varying physical and intellectual abilities, disease states (chronic/acute), cultures, socioeconomic status, psychosocial situation and religion. *2 credits*.

GMPA 7312 Fundamentals of Clinical Medicine

Provides a comprehensive systems-based overview of various disease entities in preparation for clinical rotations. Students will gain in-depth knowledge of the etiology, clinical presentation, differential diagnosis, diagnostic and therapeutic approach to diseases processes. The specialties of internal medicine, surgery, pediatrics, and obstetrics and gynecology are addressed among others. *8 credits*

GMPA 7314 Introduction to Clinical Medicine III

Utilizes clinical case scenarios, problem-focused medical history taking and physical exam proficiency, and appropriately applied diagnostic studies to establish clear differential diagnoses, definitive clinical assessment and medical management plans. Plans include extensive detail of clinical therapeutics, additional diagnostics, recognition of specialist referrals, elaborate patient education and follow-up. Teaching strategies encourage evidence-based critical thinking with group research and presentations of medical conditions, interactive hand-on clinical scenarios with classmates, standardized patients and simulation, and enhancement of fine-tuned documentation skills with peer review. Clinical procedural skills are practiced in laboratory sessions. *4 credits*

GMPA 7404 Research Methods I

Provides an overview of research for PAs and introduces

fundamental skills required for research in the health professions. Students will further their understanding of how to search the medical literature. By the end of the Research sequence of courses, students will complete a Research project, a Quality Improvement Project or a Case Study. In some cases, students may join an ongoing project. Student projects/cases studies may be started during the Research Methods I course and will continue in Research Methods II and Research Methods III. If applicable, IRB application(s) may be initiated during Research Methods I. *2 credits*

GMPA 7405 Professional Seminar 4

An organ-systems based review course culminating in formative assessments of knowledge base. This course will also review coding and billing, public health systems, quality improvement, risk management, cost-effective care, and HIPAA. *2 credits*

GMPA 8000 Internal Medicine

Required supervised clinical practice experience in internal medicine. *4 credits*

GMPA 8001 Surgery

Required supervised clinical practice experience in surgery. *4 credits*

GMPA 8002 Pediatrics

Required supervised clinical practice experience in pediatrics. *4 credits*

GMPA 8003 Obstetrics and Gynecology

Required supervised clinical practice experience in obstetrics and gynecology. *2 credits*

GMPA 8004 Behavioral and Mental Health

Required supervised clinical practice experience in behavioral and mental health. *2 credits*

GMPA 8005 Outpatient Medicine I

Required supervised clinical practice experience in outpatient medicine. *2 credits*

GMPA 8006 Outpatient Medicine II

Required supervised clinical practice experience in outpatient medicine. *2 credits*

GMPA 8007 Family Medicine

Required supervised clinical practice experience in family medicine. *2 credits*

GMPA 8009 Emergency Medicine

Required supervised clinical practice experience in emergency medicine. *2 credits*

GMPA 8010-8011 Elective Rotations

Required elective supervised clinical practice experiences. *2 credits each*

GMPA 8012-8014 Elective Rotations

Additional elective supervised clinical practice experience. *2 credits each*

GMPA 8015 Underserved Population Healthcare

Clinical experience providing an overview of underserved population healthcare. The course explores medical and social issues which foster cultural agility relative to underrepresented communities both internationally and

locally. Following the completion of required preparatory coursework, students rotate in a domestic or international medically underserved environment. Course content encourages critical introspection and exploration of contributions students can provide to enhance underserved population health initiatives. *2 credits*

GMPA 8509 Research Methods II

This course will continue to develop the fundamental skills required for research in the health professions. Methods of data collection and analysis will be explored. *2 credits*

GMPA 8510 Biostatistics

Introduction to statistical research methods in health science as applied to study of distribution of disease in human population. The course is intended to develop students' competencies in the application of the statistical techniques used to explore, describe, and analyze information for research or evaluation purposes. Topics include hypotheses testing, t-tests, analysis of variance, linear correlation and regression, nonparametric tests, and power analysis. An introduction to statistical software is included. *2 credits*

GMPA 8512 Research Methods III

The research process will culminate with a presentation of the student's research. By the end of Research Methods III, students will prepare one or more of the following: a poster, an abstract, a paper suitable for publication in a peer reviewed journal and a presentation. *2 credits*

GMPA 8515 Professional Seminar 5

An ongoing organ-system based review course, also addresses patient safety, prevention of medical errors, quality improvement and risk management. *2 credits*

GMPA 8603 Healthcare Policy

An overview of the health care industry and policies with information regarding the various topics related to the US health care delivery system. The impact that health care policy and managed care has on the total health of a patient will be discussed. The course is given in the Spring semester of the third professional year so that the student can incorporate clinical skills with an analytic perspective on those issues that drive the current health care system. *2 credits*

GMPA 8604 Biomedical Ethics

The application of human and professional values, judgments and choices to selective ethical dilemmas that arise in practice. Emphasis will be placed upon various traditional and contemporary approaches to normative ethics within decision making models applicable to resolving professional dilemmas in the delivery of health care. Open to physician assistant majors only or permission by department chair. *2 credits*

GMPA 8605 Epidemiology

An introduction to the basic epidemiologic strategies and thinking. Epidemiologic sophistication fosters a questioning attitude; without it, medical practices may be introduced and accepted even though they lack adequate support from well-controlled studies. Students will be exposed to the variations that characterize acute/infectious and chronic disease epidemiology. Implications for primary care practitioners will

be emphasized. *2 credits*

GMPA 8615 Professional Seminar 6

An ongoing organ-system based review course. The course also prepares students for the transition to practice by covering PA practice statutes, credentialing, contract negotiation and malpractice. The course culminates in summative assessments of clinical knowledge, skills and professionalism. *2 credits*

GMPA 8999 Independent Study

Independent study provided under the supervision of a faculty member to foster student understanding and experience in alignment with MS – Physician Assistant program goals. Subject matter and meeting hours will be arranged on an individual basis. Departmental permission is required. *1 credit*

GMSL 6007 Physiologic and Acoustic Phonetics

This course addresses physiological aspects of the ventilatory, laryngeal, supralaryngeal, and orofacial mechanism as it relates to normal speech production. The acquisition and analysis of aerodynamic and acoustic aspects of voice and speech will be reviewed along with its application to disordered speech assessment. *3 credits*

GMSL 6009 Diagnostic and Clinical Principles

This course focuses on assessment in communication disorders as a problem-solving process. Students will develop knowledge and skill competencies in selection, administration, and analysis of testing materials as well as writing and interpreting clinical notes and reports for pediatric populations. The course will also cover review of policies, procedures, expectations, and professional behavior in the clinical environment. *2 credits*

GMSL 6010 Child Language Development and Disorders

This course is an advanced study of the relationship between language development, cognitive development, and language impairment in pediatric populations from birth to five years of age. First, the course begins by giving the student a solid footing in typical developmental milestones as well as current theories of language development and disorders. Second, populations of children who demonstrate language impairment, including late talkers, Autism Spectrum Disorder, Down syndrome, and Preschool Language Impairment/Specific Language Impairment are explored. Third, the importance of the assessment process in determining a diagnosis, a prognosis, and recommendations for intervention are emphasized. Finally, setting of appropriate language goals and scaffolding of language performance in treatment sessions. Students will gain an understanding of how language development within culturally and linguistically diverse backgrounds differs from language impairment. Students will become familiar with ASHA standards, ethics and scope of practice as it relates to language impairment and working with individuals from diverse cultural and language backgrounds. *4 credits*

GMSL 6011 Speech Intelligibility and Its Disorders in Children

This course provides a strong foundation in the typical

development of speech intelligibility and the knowledge and skills needed to assess and treat children with speech intelligibility disorders. Students will learn the developmental milestones related to speech intelligibility development and undergo a review of the normal anatomical and physiological process for producing intelligible speech and review IPA transcription. Students will expand their knowledge of the assessment, diagnostic and treatment aspects of pediatric speech intelligibility. Characteristics of special populations will also be considered. *3 credits*

GMSL 6012 School Age Language and Literacy

This course will cover principles and practices relevant to the assessment and treatment of language and literacy disorders in school age populations including children and adolescents ages 5 to 21. The goal of this course is to equip students with the knowledge and skills that ASHA specifies as necessary for school-based speech-language pathology. Topics covered include: foundational knowledge in the structure of schools; screening, referral, and diagnostic procedures in school settings; collaborating on Individualized Education Plan (IEP) teams; developing evidence-based treatment plans that meet Individuals with Disabilities Education Act (IDEA) guidelines; and theoretical foundations for the treatment of language-based learning disabilities and literacy deficits. *3 credits*

GMSL 6013 Adult Neuromotor Disorders of Communication

An overview of acquired disorders of speech motor planning, programming and execution in neurologically impaired adolescents, young adults and older populations. Special emphasis will be on the methods of assessment and rehabilitation for apraxias and dysarthrias. *2 credits*

GMSL 6022 Biomedical Ethics and Professional Issues in Speech-Language Pathology

This course presents a study of the application of human and professional values, judgment, and choices to selected ethical and professional dilemmas that arise in health care practice. The scope of practice and code of ethics in speech-language pathology will be explored, along with ethical clinical decision making models. Professional issues (e.g., professional communication, conflict resolution, cultural competence) will also be discussed, using a skills-based approach. *2 credits*

GMSL 6141 Neuroscience

This course offers information pertaining to communication neuroscience. Communication neuroscience is a specialized sub-field of cognitive neuroscience that deals with the neural networks that support human communication. Special emphasis will be placed on topics such as the development, structure, function and pathology of the nervous system in relation to cognition, language and communication. *3 credits*

GMSL 6518 Acquired Disorders of Language and Cognition

The focus of this course will be on theoretically-motivated protocols for diagnostic evaluation and treatment of aphasia.

This course, in its entirety, will deal with the conceptual scaffoldings of two major paradigms of thought in the field of aphasia, namely, the impairment approach and the social-functional approach. In addition, this course offers information on the cognitive-linguistic deficits in the right hemisphere damaged adults. *3 credits*

GMSL 6521 Dysphagia

This course is an advanced study of the nature, etiology and physiology of the normal and disordered swallow across the lifespan. Instrumentation as it relates to the diagnosis of dysphagia will be presented. Treatment and clinical decision making will be highlighted. *3 credits*

GMSL 6522 Pediatric Dysphagia and Procedures in Early Intervention

This course provides a solid foundation in the typical development of feeding and the disorders of feeding. Students learn to conduct a clinical feeding evaluation and apply treatment principles that are evidence-based. The course covers the developmental stages of bottle feeding through advancing textures and cup drinking. We discuss tube weaning, sensory-motor issues and multi-component feeding disorders in medically-involved children. There is a special unit on premature infants. Graduate students spend the day rotating through 3 stimulation experiences in the high fidelity NICU center where infant manikins produce stress and aspiration-risk cues. The graduate students conduct a bottle readiness assessment as part of the experience. Early Intervention topics from earlier in the MS program extend into this specialty course with a NJ EIS focus. Our clinical focus is on late talkers, autism spectrum disorder and children at biological and/or environmental risk for communication and feeding disorders. The course is deeply rooted in evidence-based practice of the American Speech, Language, Hearing Association and the World Health Organization. *3 credits*

GMSL 6523 Fluency Disorders

This course is an advanced study of the nature and etiology of stuttering and other fluency disorders. Current assessment protocols and evidence based intervention programs for pediatric and adult populations are emphasized. *3 credits*

GMSL 6524 Augmentative and Alternative Communication

Assessment, treatment, and management of infants and children with speech motor disorders; intensive study of the interdisciplinary approach to augmentative and alternative communication; team approach to designing appropriate

treatment plans, neuromotor management, environmental control, computer access and funding support. *3 credits*

GMSL 6525 Voice Disorders

Review of the anatomy and physiology of the vocal mechanism and normal and abnormal ventilatory and laryngeal function. Identification, assessment and diagnosis, with emphasis on outcome-based management of patients with laryngeal disorders and conditions affecting the voice. *3 credits*

GMSL 7001 Audiology and Aural Rehabilitation for the Speech-Language Pathologist

The objective of this course is to supply the prospective SLP with the information necessary to interpret and best utilize the results of an audiologic assessment, and enable them to plan and carry out appropriate intervention and management strategies. Students will be provided with up to date information/best practices regarding the basic knowledge and skill necessary for performing audiologic screenings (pure tone, tympanometric and otoacoustic emissions as per ASHA's Scope of Practice for the SLP) as well as a working knowledge of evaluation procedures and interpretation of audiometric results, normal and abnormal hearing processes, appropriate treatment and referral. Communication assessment, intervention and management of children and adults with hearing loss will be addressed. Students will also gain an understanding of individualization of treatment/rehabilitation plans, the importance of family education and involvement, and collaborative interdisciplinary team models. *3 credits*

GMSL 7002 Research Methods I

This course provides an overview of concepts as it relates to the question, design, and data analysis of a research study. The goal is to help students in developing skills that will make them better consumers of research. *3 credits*

GMSL 7003 Research Methods II

The goal of this course is for students to use critical thinking skills in the evaluation of research in the field of communication sciences and disorders. Students will gain a clearer understanding in evaluating the efficacy of treatment and intervention studies across multiple areas within the field of speech-language pathology. Focus on evidence-based treatment models and single-subject designs will empower students to become better consumers of research. *3 credits*

GMSL 7010 Traumatic Brain Injury

This course offers information pertaining to the effects of traumatic brain injury on human communication and cognition from a life-span perspective. Although a variety of communication disorders can result from traumatic brain injury, this course mainly highlights the cognitive and linguistic deficits in this population. Contemporary approaches to assessment and treatment of such disorders form the core of this course. *3 credits*

GMSL 7013 Craniofacial Disorders

Study of the evaluation and treatment of speech, language, and feeding problems associated with cleft palate and other

craniofacial disorders. *3 credits*

GMSL 7039 Research Project I

Faculty-supervised research review or pilot project focusing on a single area within Speech-Language Pathology or Speech, Language, and Hearing Sciences. *2 credits*

GMSL 7040 Research Project II

Faculty-supervised independent research on a single area within Speech-Language Pathology or Speech, Language and Hearing Sciences. *1 credit*

GMSL 7041 Clinical Practicum/Clinical Seminar I

Supervised clinical practicum in speech-language pathology with associated clinical seminar. *3 credits*

GMSL 7102 Clinical Practicum/Clinical Seminar II

Supervised clinical practicum in speech-language pathology with associated clinical seminar. *2 credits*

GMSL 7103 Clinical Externship

Advanced intensive supervised clinical practicum in speech-language pathology with associated clinical seminar. *5 credits*

HCAD 6002 Research Methods and Statistical Analysis for Healthcare

This course reviews and applies research study design methodologies (quantitative, qualitative and mixed), as well as statistics for healthcare professionals and practitioners. Topics include descriptive and inferential statistics, issues in sampling and hypothesis testing, analysis of variance, and regression. Students use hands-on applications essential to developing, analyzing, and interpreting healthcare studies. Computer software is used for statistical analysis. *3 credits*

HCAD 6005 Financial and Managerial Accounting and Costing in Healthcare

Provides a hands-on introduction to basic financial reports and financial analysis for planning and decision-making. Emphasizes tools for analyzing financial statements, determining profitability, cost and pricing models and budgeting critical for managerial decision making. Comprehensive understanding of the application of financial information to support managerial planning, control, and resource allocation functions will be emphasized by exploring the interaction of financial, strategic, organizational policy and the external environment information on decisions. *3 credits*

HCAD 7513 Healthcare Management

This course studies the role of the contemporary healthcare manager with emphasis on identifying basic managerial skills and knowledge that contributes to effective healthcare administration. Course materials focus on contemporary knowledge, skills and real-world applications for management of diverse healthcare organizations. Recommended Prerequisite: HCAD 7521 or permission of instructor. *3 credits*

HCAD 7515 Global Health Management

This course is designed to provide health professionals with an essential global health systems skill set. The approach, organization and outcomes of global health systems provides invaluable lessons for health system delivery that can be

applied across the continuum of healthcare service and delivery. With the assistance of the instructor, students will complete weekly assignments building on the six components of global health systems and the Sustainable Development Goals (SDG). The intended result of the course is for the students to complete projects that integrate an understanding of global health systems approaches appropriate for making strategic choices in healthcare organization, management, delivery, and outcomes. Recommended Prerequisites: HCAD7521 and instructor approval. *3 credits*

HCAD 7517 Health Finance

Designed to enhance analytical and managerial decision-making skills; this course builds on the concepts presented in HCAD 6005 and covers financial analysis applications such as: working capital needs assessment, risk and return, capital planning, the use of debt and equity in organizational financing structures and the cost of capital as applied to health sector organizations. By focusing on the proper application of financial analysis into the managerial decision-making process this, course will enable students to become better stewards of scarce resources. This course has been designed to ensure that students understand, think through and correctly apply key financial concepts and processes to better manage health sector organizations. Prerequisite: HCAD 6005 or permission of instructor. *2 credits*

HCAD 7519 Population Health Management

Population Health Management provides a comprehensive review of population health approaches, strategies, and programs designed to improve consumers' access and quality of care while managing costs. Course content covers policy implications and delivery of population health approaches within the health sector, their impact on consumers and providers, and consumer engagement programs throughout the continuum of care. The course also integrates social determinant identification, basic managerial epidemiological concepts, and highlights the potential use of data analytics for decision-making. *3 credits*

HCAD 7520 Healthcare Data Analytics

This course is designed to provide health professionals with an essential data analytics skill set that can be applied across the continuum of healthcare service and delivery. With the assistance of the instructor, students will complete weekly assignments building on the core functions of data analysis, visualization and presentation, data mining strategies, database management, modelling of trends and population-health management applications. The intended result of the course is for the students to complete projects that integrate an understanding of health data and analytic strategies that are appropriate for making strategic choices in health policy and general healthcare delivery research and management within the Triple Aim framework. Prerequisites: HCAD 6002 and instructor approval. *3 credits*

HCAD 7521 21st Century Healthcare Systems

Provides a systematic overview of the structures and organizations in U.S. healthcare delivery systems with

emphasis on interactions of governmental policy, authorities, delivery systems, financing of health care, regulation, competition, organizational innovations in healthcare services and alternate delivery strategies. Also examines stakeholder interests. *2 credits*

HCAD 7522 Healthcare Policy

A major overview of current U.S. health policies and their implications with in-depth study of the policy process and analytical approaches to decision making. Special emphasis on the nature and role of healthcare policy studies in decision-making. Also includes an examination of comparative international systems. Recommended Prerequisite: HCAD 7521 or permission of instructor. *2 credits*

HCAD 7525 Practice Management for the Healthcare Sector

This course is designed to provide a comprehensive overview of medical practice management, the issues, tools and techniques to resolve administrative issues. Practice Management will provide the learner with insights into contemporary financial models and regulatory issues that influence today's practice environment. Specific attention is focused on culture dynamics, human resource applications, and governance issues that make medical practices unique among healthcare organizations. Recommended Prerequisites: HCAD 7521 and 7513 or permission of instructor. *3 credits*

HCAD 7530 Change Management and Innovation in Health Care

This course is designed to delve into strategic innovation, change and effective change management practices in the health care organization. Innovation involves taking new knowledge and turning it into new processes, services or organizational models. Learners will recognize the need and opportunities for change. As innovation is change, becoming an effective change manager is the focus of this course. We will explore the challenges and trends that are driving change in health sector apply design thinking, and explore the process of diffusing innovation. Recommended Prerequisites: HCAD 7521 and 7513 or permission of instructor. *2 credits*

Applied Research and Practice Experience

Pre-service students are required to take HCAD 7991. Other students may select from HCAD 7991, HCAD 7992, or HCAD 7993, to be decided in consultation with a faculty adviser. Online/hybrid students have an additional option – HCAD 7997. Students must have a majority of their courses completed to register for these capstones. HCAD 799X International Capstone may be available Spring 2022.

HCAD 7991 Internship

Designed for pre-service students or for those with fewer than two years of management experience, this course affords students an opportunity to learn management skills through onsite experience. The students must complete a minimum of 300 hours of managerial or administrative work under the tutelage of a healthcare administrator and complete all

assignments associated with the internship. Seminar discussions link students' real-world experience with common human resource management topics. Requires instructor approval. Students may be required to complete and pay for site-specific testing requirements. *3 credits*

HCAD 7992 Practicum

Consists of a 3-credit, group-consulting project related to an area of healthcare administration or management. The practicum typically requires the writing of a management report and the delivery of an oral presentation for the partner organization. All work is completed under faculty supervision. May require transportation to practicum site. Requires instructor approval. *3 credits*

HCAD 7993 Research Seminar

Designed for students currently working full time on a supervisory or management level in healthcare, this course gives each individual the opportunity to design and conduct a research project that focuses on a management or policy problem at his/her place of employment or in the public arena. The student presents methodology, results and recommendations both as a written capstone project and as an oral presentation. Requires instructor approval. *3 credits*

HCAD 7997 Project Completion

This course is an independent project based on an aspect of healthcare delivery, administration or policy. With the assistance of the instructor, the topic is of the student's own choosing. The course provides an excellent opportunity for the student to delve more deeply into an area of healthcare which he or she has not previously studied, or to relate the curriculum to their workplace. The intended result of the project is for the student to make a contribution to his or her organization or profession. Requires instructor approval. *3 credits*

HCAD 799X International Capstone

This 7-week hybrid course is a comparative, analytical group project based on a selected component of healthcare organization, delivery, financing, or policy. It provides students with an excellent opportunity to explore and analyze a global health system via a virtual partnership collaboration and a short-term on-site residency. Students gain a greater appreciation and cultural sensitivity to healthcare experiences of other countries and produce an analytical report and presentation on their group's chosen aspect of healthcare. Requires instructor approval. *3 credits*

HCAD 8515 Health Economics

The study and application of economic process and methods pertinent to healthcare managers and policy practitioners. Traditional economic models of supply and demand, competition, market power, labor choices, production functions and efficiency are applied to the health sector. Primary focus is on the application of economic principles to facilitate real world management decisions. Prerequisite: Prior completion of an introductory economics course; HCAD 7521 or permission of instructor. *2 credits*

HCAD 8517 Strategic Planning and Marketing in

Healthcare Organizations

Study of the role, functions and application of strategic planning and marketing in healthcare organizations. Emphasis on the process of strategy assessment, development, and implementation and the unique aspects of healthcare services and service design/performance as they interact with marketing plans. Prerequisites: HCAD 6005, 7513, 7521, and 8515 or permission of instructor. *3 credits*

HCAD 8518 Legal and Human Resources Issues in Healthcare

Overview of legal issues associated with the delivery of healthcare and the legal pitfalls surrounding everyday practice and administration. Additionally, explores legal aspects of human resource administration in health care, as well as issues of liability and corporate responsibility. Prerequisites: HCAD 7521, 7513 or permission of instructor. *3 credits*

HCAD 8521 Quality and Risk Management in Healthcare

This course provides an overview of quality improvement and information management systems for health care leaders. Quality performance management models, approaches, tools, and techniques are presented in the context of organizational culture and leadership. Management techniques applicable to the use of health information systems are discussed along with QI/QM applications and topics - computerized records, order entry systems, and electronic health care applications. Reviews current ethical, legal and policy implications and regulations. Prerequisite: HCAD 6002 or permission of instructor. *3 credits*

HCAD 8720 Professionalism and Leadership I

In this first of three courses in Professionalism and Leadership, students will explore the dynamic nature of leadership in the context of modern healthcare organizations. Various theories and models concerning leadership styles will be considered and students will utilize instruments to consider their preferences regarding leadership styles. Additionally, to assist students in their professional development the course will focus on several introductory elements of the MHA Program's Professionalism Module. *1 credit*

HCAD 8721 Professionalism and Leadership II

In this second of three courses in Professionalism and Leadership, students will explore the dynamic nature of leadership in the context of modern healthcare organizations. Various concepts related to leadership, including but not limited to power, motivation, talent management, emotional intelligence...etc. will be considered. Additionally, to assist students in their professional development the course will focus on several mid-program elements of the MHA Program's Professionalism Module. *1 credit*

HCAD 8722 Professionalism and Leadership III

In this third of three courses in Professionalism and Leadership, students will focus on synthesizing prior MHA course learning and applying it to case studies of modern healthcare organizations facing transformational challenges and to career planning. Students will also reconsider leadership styles, but in the context of leadership teams.

Additionally, to assist students in their professional development the course will focus on several noted last year elements of the MHA Program's Professionalism Module. *1 credit*

HCAD 8523 Ethics in Healthcare

This course offers students a basis for analyzing medical and healthcare ethics involving clinical practice, legal dimensions, and public policy. Personal, professional, and organizational ethical dilemmas and decision-making responsibilities are discussed in the context of contemporary healthcare factors and environment. *2 credits*

HCAD 8530 Emergency Management for Health Professionals

As health professionals at all levels seek to understand the impact of natural and man-made disasters on health status, best practices for emergency management strategies are emerging. Using an all-hazards approach, this course provides an overview of emergency preparedness and its application to all aspects of a population's health. Focuses on issues such as bioterrorism, food security, pandemics, and other related topics. Skills necessary for performing risk vulnerability assessments, developing emergency management plans, and crisis versus traditional operational processes will be covered. *2 credits*

RGCN 8000 Registration Continuation

Matriculated students in GPHS who are not taking any coursework during the Fall or Spring semester of an academic year must register for this course in order to maintain an active status in the program. *no credit*

Seton Hall University School of Law



Seton Hall University School of Law
One Newark Center
Newark, NJ 07102
(973) 642-8500
law.shu.edu

Dean: Kathleen Boozang, J.D., LL.M.

Senior Associate Dean for Graduate & Professional Education: Timothy Glynn, J.D.

Academic Director of Division of Online Learning:
Carl Coleman, J.D.

Assistant Dean for Graduate & Professional Education:
Ela Bochenek, J.D.

Co-Director, Gibbons Institute of Law, Science and Technology: David W. Opderbeck, J.D., LL.M.

Co-Director, Gibbons Institute of Law, Science and Technology; Director of the Institute for Privacy Protection: Gaia Bernstein, J.D., LL.M., J.S.D.

Associate Academic Director Division of Online Learning:
Angela Slater, J.D.

Faculty: Ball; Bernstein; Boozang; Coleman; Cornwell; Elberg; Fata; Goggans; Glynn; Graziul; Hardy;

Hafetz; Heimer; Israel; Jacobi; Jerome; Kahl; Kramen; Lipton; Lubben; Maldonado; Masterson; Matos; McCauliff; Moore; Oliva; Pilgrim; Ragone; Rea; Scanlon; Sheppard; Signorino; Sullivan; Schreiber; Slater; Valente; Zoller.

Master of Science in Jurisprudence in Financial Services, Health, Science and Technology Law [LW_FSCM_MSJ],

[LW_HHOS_MSJ], [LW_INPR_MSJ], [LW_PMDC_MSJ], [LW_PLCS_MSJ]

Seton Hall Law School offers a Master of Science in Jurisprudence (M.S.J.) with concentrations in Financial Services Compliance (FSCM), Health & Hospital Law (HHOS), Intellectual Property Law (INPR), Pharmaceutical & Medical Device Law & Compliance (PMDC), and Privacy Law & Cyber Security (PLCS). The M.S.J. program provides professionals working in health care, life sciences, information technology, telecommunications, and financial services with the tools and expertise to navigate the complex legal and regulatory aspects of regulated industries.

The M.S.J. degree is designed to accommodate the busy schedules of working professionals:

- Courses are available online or onsite
- Multiple degree tracks are tailored to industry specialties
- Classes are small, ensuring individual attention
- Online courses run only 8 weeks each
- 3 start dates throughout the year make scheduling easy
- Students may complete the M.S.J. degree in as little as two years.

The M.S.J. provides a rigorous grounding in the law for students who do not want to become lawyers, but who, instead, want to use the law to enhance their effectiveness and marketability in a primarily non-legal career. Combining this degree with their professional experiences, M.S.J. graduates have numerous opportunities available to them. Alumni work in a broad spectrum of positions as compliance officers, contract analysts, healthcare administrators, nurse managers, patent/trademark assistants, pharmaceutical financial analysts, quality assurance managers, supervisors, clinical operations directors and lobbyists. Courses are offered online to accommodate working students.

Admission Requirements

A candidate seeking admission to the M.S.J. Program must have at least a bachelor's degree from a regionally accredited college or university, or the foreign equivalent.

The Admissions Committee prefers candidates who have professional experience in an area related to the academic concentration they wish to pursue: health care, life sciences,

information technology, telecommunications or financial services, with preference given to applicants with two or more years of relevant experience. Decisions are based on quality of undergraduate performance and, if applicable, graduate school academic records, ability to do superior work, and writing skills.

Candidates are not required to take pre-admissions tests such as the LSAT, GRE or GMAT. Any applicant whose pre-college education was in a language other than English will be required to take the Test of English as a Second Language (TOEFL).

Admission Procedures

Interested applicants must apply directly to the Law School. Please contact the Center for Health & Pharmaceutical Law & Policy at (973) 642-8871 or go to law.shu.edu/MSJ to request information regarding the M.S.J. degree. Applications may be accessed and submitted online at law.shu.edu/MSJapply, along with:

- 500-word personal statement outlining applicant's professional goals;
- current résumé or employment history;
- official transcripts from all colleges/universities attended; and
- two letters of recommendation.

Financial Assistance

Financial aid may be available through the Federal Loan Program. For more information, please call the Office of Financial Resource Management at (973) 642-8744.

Course of Study

The M.S.J. candidate must complete 31 credit-hours of coursework online or at the Law School. The M.S.J. candidate's curriculum is substantially made up of required/core courses. The program begins three times a year: in January, June or September with the 4-credit Introduction to Law and Legal Writing to orient the M.S.J. student to the tools of legal reasoning. Thereafter, the M.S.J. candidate must take 3-4 required courses of 3 credits each, depending on concentration area, which are designed specifically to provide an overview of basic areas of legal study.

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the "Course Catalogue Search" function in Self-Service Banner

Course Descriptions

Core Courses - Financial Services Compliance

CORP 7140 Introduction to Corporate Law

This course exposes students to the organization and operation of business enterprises, including the various forms of business entities, which entity to use for particular purposes, and basic legal issues that arise throughout the lifecycle of a business. Students discuss the roles of shareholders, directors, and officers in the development or termination of a business, as well as the legal obligations of agents, partners, corporate officers and directors. At the conclusion of this course, students will have a broad understanding of a variety of business enterprises from multiple points of view. *2 credits*

CORP 7160 Governance, Compliance, Enforcement and Risk Management

This course explores corporate governance metrics for complying with federal and state regulatory frameworks, including internal corporate compliance protocols used to fulfill the company's mission and to minimize risk in the management of the corporation. Topics covered include: corporate governance internal protocols; relationship dynamics between corporate fiduciaries and stakeholders; development of compliance and risk management policies and procedures; governmental regulatory compliance frameworks; and the attorney's role in compliance programs. *2 credits*

CORP 7170 Securities Regulation and Compliance

This course focuses on mandatory affirmative disclosure requirements under the Securities Act of 1933 and the Securities Exchange Act of 1934, triggered by the public offering of securities and by their trading in public markets. Topics covered include: federal regulation of the offer and sale of securities under the Securities Act of 1933; exemptions from federal registration; reporting obligations of public companies under the Securities Exchange Act of 1934; sanctions and civil damage liability for violating these requirements. *2 credits*

HLTH 7390 Introduction to Law & Legal Writing

This course introduces students to the American legal system and the basic components of legal analysis. Students explore the structure of the American legal system at both the federal and state level, and learn to compare and contrast varied sources of law, including statutes, regulations, and judicial decisions. Part of the course is devoted to the use of open access internet resources to locate primary and secondary sources of law. This course serves as the foundation for all subsequent courses taken as part of the MSJ degree and prepares students for the legal analysis and writing necessary for successful completion of those courses. *4 credits*

HLTH 7404 Introduction to Contracts & Torts

This course introduces students to the law of contracts and to basic principles underlying the law of torts. Students study contract formation, the nature and limits of contractual agreements, defenses to contract enforcement, and remedies for breach of contract. Course material also covers the basic principles underlying the law of negligence, the roles of judges, juries, and legislatures in creating and enforcing standards of care, the factors courts consider in determining the causes of a particular outcome, and the elements of selected business torts. *3 credits*

Core Courses - Health & Hospital Law, Intellectual Property Law, Pharmaceutical & Medical Device Law & Compliance, and Privacy Law & Cyber Security

HLTH 7390 Introduction to Law & Legal Writing

(see description above) *4 credits*

HLTH 7400 Fundamentals of Business Law

This course introduces MSJ students to the law of contracts and to basic principles governing different forms of business associations. Students study contract formation; the nature and limits of contractual agreements; defenses to contract enforcement; remedies for breach of contract; the formation and termination of partnerships, corporations, agency and sole proprietorships; the legal obligations of agents, partners, and corporate officers and directors; and the elements of selected business torts. *3 credits*

HLTH 7402 Constitutional Law Survey

This course provides an overview of the key concepts and legal doctrines underlying the American constitutional structure. Topics covered include the roles and responsibilities of the executive, legislative, and judicial branches of government; standing; justiciability; limits on federal and state law-making authority; the commerce clause; due process and fundamental rights; and equal protection. Students will complete the course with greater knowledge of the Supreme Court's authority and role, which will enhance the student's developing understanding of legal analysis. *3 credits*

HLTH 7409 Torts: Liability for Civil Wrongs

This course examines the law governing private recovery for injuries to person or property, with a focus on the law of negligence. Students will explore the negligence principle, affirmative duties to act, including duties based on statutory violations, causation, defenses to tort liability, damages, and defamation. Upon completion of the course, students will have a broad understanding of the basic principles underlying the law of negligence and the policy objectives of the tort system. *3 credits*

Additional courses

Privacy Law and Cybersecurity**CORP 7180 EU Data Protection & Privacy Law**

This course introduces students to the legal regime governing information privacy, data protection, and data security in the European Union. Topics covered include the privacy jurisprudence of the European Court of Human Rights, the EU Data Protection Directive and the General Data Protection Regulation, data protection authorities, international data transfers, and cybersecurity in Europe. *2 credits*

CORP 7185 Financial Privacy Law

This course explores the federal, state and judicial regimes designed to protect the privacy and security of financial information. Topics covered include regulation of sharing consumer information by financial institutes under the Gramm-Leach Bliley Act; regulation of credit reporting agencies under the Fair Credit Reporting Act (FCRA); identity theft and businesses' responsibilities under the Federal Trade Commission's (FTC) Red Flag Rules; protections of individual financial information against the government under the Fourth Amendment and the Right to Financial Privacy Act (RFPA); state financial privacy laws; and the Breach Notification Rule and financial privacy. *2 credits*

HLTH 7504 HIPPA Privacy & Security

This course allows students to explore multiple layers of HIPAA compliance with a focus on the entities and information to which HIPAA applies; patient consent; types of health information requiring heightened protection; individual rights protected under the Privacy Rule; and administrative, physical and technical safeguards under the Security Rule. Practical exercises give students the opportunity to apply newly-obtained knowledge to analyze whether situations meet the standards for compliance with HIPAA. Upon completion of this course, students will have an in-depth understanding of the federal law designed to protect the privacy and security of health information. *2 credits*

INDL 7306 Consumer Data Privacy Law

This course examines the complicated and porous scheme of legal privacy protections governing online and offline individual consumer information in the United States. The course will examine topics including the role of privacy policies, the Federal Trade Commission's (FTC) enforcement of privacy violations, the Electronic Communications Privacy Act (ECPA) and the Computer Fraud and Abuse Act (CFAA). The course will also cover protections for children's information under the Children's Online Privacy Protection Act (COPAA), statutes providing protections against marketing calls and spam, and the role of tort lawsuits for individual consumer privacy violations. *2 credits*

INDL 7311 Education Privacy Law

This course examines laws governing student records, school searches and surveillance and drug testing. Topics will include the Family Education Rights and Privacy Act

(FERPA); the Interaction between FERPA and the federal law governing health information (HIPAA); the role of the Fourth Amendment in governing searches, drug testing and surveillance in schools and institutions of higher education; and big data and the privacy of student information. *2 credits*

INDL 7550 Cybersecurity & Privacy: Law, Policy, Compliance

This course examines the legal, policy and compliance challenges raised by efforts to protect the Internet and other forms of networked computer systems. Topics include threats to cybersecurity, including mismanagement, crime, terrorism, and war; the law and policy of foreign and domestic Internet governance; private infrastructure and the Law of Emergencies; the Computer Fraud and Abuse Act; US and European Union privacy law; and emerging compliance frameworks for cybersecurity. *2 credits*

LABR 7600 Workplace Privacy Law

This course examines the modern realities of privacy in the workplace, covering the kinds of personal information an employer may want to learn about an employee, or prospective employee, as well as the kinds of monitoring an employer may conduct in relation to employees: email monitoring, social media monitoring, drug testing, and even DNA testing. Attention is paid to the use of new technologies, including digital technologies and biotechnological advances, that enable new forms of incursion into employee privacy. The course surveys the current patchwork of American laws that apply to workplace privacy, including principles of constitutional law, tort law, contract law and federal statutes that protect employee privacy. Comparison is drawn with laws in other countries, specifically countries of the European Union, as these laws are increasingly relevant to organizations that operate across national borders. *2 credits*

Financial Services Compliance

CORP 7150 Regulating Depository Banks

This course explores the regulation of depository banks and their holding companies. Topics covered include permitted activities of banks; state and federal charting and regulation; laws related to depository insurance; and the Gramm-Leach-Bliley Act after the enactment of Dodd-Frank. Course materials explore the structure of the American deposit insurance system, international efforts at regulatory coordination, and issues of supervision and enforcement. *2 credits*

CORP 7160 Global Corruption: Regulation, Compliance and Enforcement

(see description above) 2 credits

CORP 7180 EU Data Protection & Privacy Law

(see description above) 2 credits

CORP 8165 Introduction to Corporate Finance

This course covers the fundamentals of corporate finance. Topics covered include key features of capital structure, differences among types of financial instruments, mergers, acquisitions, and issues in addressing corporate financial

distress. Students complete the course with a broad understanding of the key financial instruments used by corporations and the legal rules that govern those instruments. *2 credits*

CORP 8170 Regulating Broker-Dealers

This course examines government regulation of broker-dealer operations at all levels, especially under the Securities Exchange Act of 1934. Topics covered include: capital requirements; treatment of customer property; broker-customer relationship; and the Securities Investor Protection Act. *2 credits*

CORP 8180 Regulating Funds & Investment Advisors

This course examines mutual funds (investment companies) and other related entities like hedge funds and private equity funds. Topics covered include: the Investment Company Act of 1940; the Investment Advisers Act Of 1940; regulation of swaps and other derivatives under Dodd-Frank; the role of the CFTC in regulating this market; and relationship between funds and their broker-dealers. *2 credits*

INDL 7550 Cybersecurity & Privacy: Law, Policy, Compliance

(see description above) 2 credits

Health & Hospital Law

CORP 7160 Global Corruption: Regulation, Compliance and Enforcement *(see description above) 2 credits*

CORP 7180 EU Data Protection & Privacy Law

(see description above) 2 credits

HLTH 7504 HIPPA Privacy & Security *(see description above) 2 credits*

HLTH 7514 Disability Law

This course will examine the laws protecting persons with disabilities, including the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, the Fair Housing Act, and the Fourteenth Amendment, as well as the cases interpreting these laws. It will explore the definition of “disability,” potential claims, covered entities and their defenses, and available remedies. Substantive areas to be covered include education, employment, housing, public accommodations, government services, and the rights of persons in institutions. *2 credits*

HLTH 7524 Children’s Health and the Law

This course examines the law governing medical treatment of minors, with an emphasis on the tension between parental authority, the child’s needs and wishes, the duty of medical professionals to provide adequate care, and the state’s interest in protecting the child from harm. Topics covered include: religious objections to treatment; mental health and substance abuse treatment; reproductive healthcare; the withholding or withdrawal of life-sustaining treatment; medical neglect and medical child abuse; public health and bioethical issues affecting children. *2 credits*

HLTH 7660 The Law of Patient Care

This course provides an overview of key legal, ethical and

regulatory issues related to the provision of medical care, including the formation and termination of the physician-patient relationship, the Emergency Medical Treatment and Active Labor Act, medical malpractice, informed consent law, and medical confidentiality. Students evaluate the law's approach to complex bioethical dilemmas, including decisions for patients who lack decision-making capacity, treatment decisions for children and adolescents, and mental health treatment. Carefully selected case studies and guided analysis of legal issues in healthcare allow students to apply newly-acquired knowledge to real-world situations. *2 credits*

HLTH 7670 Compliance Issues for Healthcare Providers

This course provides an overview of healthcare compliance issues faced by professionals seeking to comply with federal and state laws and regulations governing the health care industry. Topics covered include compliance fundamentals, nonprofit corporate and tax issues, the Anti-Kickback Statute, the False Claims Act, Stark Law basics, hospital-physician relationships, peer review and credentialing, and medical errors and patient safety. Upon completion of the course, students will have a broad understanding of legal and ethical issues in healthcare delivery. *3 credits*

HLTH 7680 Clinical Research and the Law

This course immerses students in the federal laws, regulations, and policies applicable to clinical research with human participants, including the Common Rule, the FDA protection of human subjects, the HIPAA Privacy Rule, and NIH and FDA policies on conflicts of interest, informed consent in research and the inclusion of women and minorities in clinical research. Upon completion of the course, students will have a broad understanding of the legal and ethical framework of clinical research from multiple points of view. *2 credits*

HLTH 7690 Stark Law and Compliance

The course gives students an opportunity to explore, in-depth, the federal physician self-referral prohibition, including the implications of violations of the Stark Law, mitigating risk of legal exposure, and compliant physician relationships. Practical examples provide tools to apply the Stark Law in business and legal settings. Upon completion of the course, students will understand the key elements, regulatory exceptions and policies behind the Stark Law. *2 credits*

HLTH 9509 The Law of End-of-Life Decision-Making

This course explores the legal, ethical and public policy issues related to end-of-life medical care. Students work with peers and the professor to evaluate the arguments for and against the legalization of physician-assisted suicide, articulate the relationship between healthcare reimbursement policies and the quality of end-of-life care, and distinguish between advance directives and POLST forms. Throughout the course, students build awareness of court-imposed limitations on various parties' decision-making powers and develop practical skills that enhance their understanding of the complexity of end-of-life medical care. *2 credits*

Pharmaceutical & Medical Device Law & Compliance

CORP 7160 Global Corruption: Regulation, Compliance and Enforcement

(see description above) 2 credits

CORP 7180 EU Data Protection & Privacy Law

(see description above) 2 credits

HLTH 7504 HIPPA Privacy & Security

(see description above) 2 credits

HLTH 7560 FDA Regulation & Liability

This course explores the FDA's extensive regulation of the pharmaceutical and medical device industries, including the FDA approval process, pharmacovigilance, products liability and FDA preemption, FDA oversight of advertising and promotion, and life science companies and the First Amendment. Practical exercises give students multiple opportunities to analyze new information and explain how it applies to real-world situations. *2 credits*

HLTH 7580 Compliance Issues in the Life Sciences: Fraud and Corruption

This course examines life science companies' obligations under laws designed to detect and respond to bribery, fraud, waste, and abuse. Topics covered include: The Anti-Kickback Statute; The False Claims Act; The Foreign Corrupt Practices Act and other international anti-bribery legislation; The Racketeer Influenced and Corrupt Organizations Act (RICO); enforcement mechanisms; corporate compliance programs. *2 credits*

HLTH 7590 Compliance Issues in the Life Sciences: Advertising, Promotion and Transparency

This course exposes students to the laws, regulations, guidances and enforcement actions related to medical device and prescription drug advertising and promotion, including direct-to-consumer advertising, First Amendment protections applicable to advertising and promotion, and transparency and disclosure requirements. Students engage with each other online to assess the industry's approach to self-regulation and discuss the opportunities and risks of using social media platforms for advertising, promotion, and patient relations. Upon completion of this course, students will have a broad understanding of the compliance issues surrounding advertising and promotion of prescription drugs and medical devices. *2 credits*

HLTH 7680 Clinical Research and the Law

(see description above) 2 credits

HLTH 9529 Biotechnology and the Law

This course provides students the opportunity to assess the scope of federal administrative agency oversight of biotechnology in agriculture, industry, and healthcare. Topics include examination of foundational technologies such as recombinant DNA technology; current applications, including nanobiotechnology and synthetic biology; academic-industry relationships; protection of human subjects in research and institutional review of clinical trials; data privacy and security issues; and protection of intellectual property. Activities

include group and individual analysis of biotechnology case studies, including problems raised by synthetic biology and rDNA in agriculture. Upon completion of this course, students will appreciate the variety of legal, policy, scientific, social, and ethical issues in the realm of biotechnology. 2 credits

INDL 7550 Cybersecurity & Privacy: Law, Policy, Compliance

(see description above) 2 credits

Intellectual Property Law

CORP 7180 EU Data Protection & Privacy Law

(see description above) 2 credits

HLTH 9529 Biotechnology and the Law

(see description above) 2 credits

INDL 7500 Patent & Trade Secret Law

This course provides an overview of the basic doctrines of patent law, as well as related rights, such as trade secret law and drug law exclusivity under the Hatch-Waxman Act. Topics covered include the standards and procedures for obtaining patent protection, patent infringement litigation, the relationship between patent protection and trade secret law, and the role of patent law and litigation in the pharmaceutical industry. 2 credits

INDL 7550 Cybersecurity & Privacy: Law, Policy, Compliance

(see description above) 2 credits

INDL 8301 Copyright Law

This course introduces students to the basic concepts and doctrines of copyright law, including originality, ownership, and copyright infringement. Activities allow for analyzing issues raised for copyright law by specialized works such as software, architecture and databases, as well as new technologies that facilitate copying. Upon completion of this course, students will understand the foundational principles of copyright law and the doctrine of fair use, and be able to apply this knowledge to assess ongoing controversies affecting the development of copyright and information gathering and dissemination. 2 credits

INDL 8302 Trademark and Unfair Competition Law

This course explores common law and statutory protection of ideas, trade secrets, and trademarks, including acquisition and loss of trademark rights, registration with the USPTO, licensing, infringement, dilution and misappropriation of trademarks, and fair use and Internet use of trademarks and related remedies. Upon completion of the course, students will explain the policies underlying trademark law and its relationship to creation of brand identity through words and other symbols, analyze the issues raised for trademark law by specialized forms of identification such as trade dress, design, sounds, shapes and colors, and assess how functionality of a design affects trademark rights and claims of trademark infringement. 2 credits

College of Nursing



Interprofessional Health Sciences Campus

123 Metro Blvd., Suite S

Nutley, NJ 07110

(973) 542-6200

nursing@shu.edu

Dean: Marie C. Foley, Ph.D., R.N.

Associate Dean for Undergraduate Programs:

Judith Lucas, Ed.D., A.P.R.N., B.C.

Associate Dean for Graduate Studies and Research:

Kathleen Neville, Ph.D, R.N., FAAN

Assistant Dean for Business Affairs:

Theresa L. Deehan, M.A.S.

Assistant Dean for Student Success:

Elizabeth McDermott, Ph.D.

Director of Graduate Admissions and Compliance:

Gabriele Zengewald, M.A.

Undergraduate Department Faculty: Ampiauw; Barra-Schneider; Carolina; Conklin; Connolly; Conway; Darby; DeVito; Huryk; Innella; Jameson; Kass; Kendra; Kenney-Lau; Leonard; Logan; Lucas; Ropis; Serrano; Sternas; Stinson (*Chair*); Torres; Ulak; Wall; Wells; Wilt

Graduate Department Faculty: Clark-Pappas; Foley; Greenberg; Hansell; Hinic; Lothian (*Chair*); Maglione; Martello-Gill; McClure; Neville; Roberts; Sturm

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and post-graduate APRN certificate programs at Seton Hall University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

Historical Overview

Nursing courses were first offered by Seton Hall University in 1937 with an enrollment of eight students. Each of these students received a bachelor's degree in nursing education in 1940, at which time the School of Nursing Education was organized as an autonomous division. From this small beginning the College of Nursing has grown and now serves over 1,000 students annually.

Seton Hall University has continued to recognize the complexity of modern healthcare delivery and the educational preparation needed to meet these challenges by initiating a graduate level master's degree program in nursing in September 1975, a Ph.D. program in 2006, and a D.N.P. program in 2009. The M.S.N., DNP and post MSN/APRN Certificate programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE), and the Ph.D. in Nursing and the D.N.P. programs meet all University requirements for doctoral education.

College of Nursing Mission Statement

The College of Nursing's mission is to educate generalists and specialists in nursing at the undergraduate and graduate levels, respectively. Undergraduate and graduate curricula exist within a university community that embraces a student body enriched by cultural, ethnic, and racial diversity where religious and ethical commitment and academic freedom are valued. The College of Nursing aims to cultivate values in its students and graduates that enable a commitment to lifelong learning, service and leadership for the greater good of the global society.

Graduate Philosophy

The faculty of the College of Nursing believes that graduate education is achieved in a values-centered environment with diversity of educational and technological resources, and professional experiences that foster creative inquiry. Graduate level programs prepare students for entry into professional practice and/or advanced role development.

The faculty believes that graduate students in nursing initiate, as well as contribute to, change directed toward improving the quality of nursing care, education, and leadership. They develop skills in analyzing the economic forces of health care and in influencing the sociopolitical process as a means of affecting health care at local, national, and global levels. Collegial relationships among students and faculty at the College of Nursing are encouraged in an atmosphere that fosters scholarly achievements, continued development of critical thinking skills, and self-actualization.

The philosophy of the graduate nursing program is the basis for the development of the following outcomes. At the conclusion of the programs, the students will:

1. Communicate in a scholarly manner;
2. Demonstrate advanced critical thinking and decision-making skills;
3. Use best evidence to advance practice; and
4. Act as a servant leader in a global society.

Faculty Preparation

Faculty teaching courses in the Graduate Nursing Division hold advanced degrees in nursing. All of the full-time faculty possess an earned doctoral degree and most are actively engaged in research.

Faculty seek to disseminate nursing knowledge through the

provision of consultation as accreditation visitors and through scholarly presentations at the state, national and international level. They also promote scholarship through publications and service on the editorial boards of refereed journals.

In keeping with the College of Nursing's belief in the importance of active involvement in professional and community activities, many members of the College of Nursing faculty and administration are active with and hold positions of leadership in a variety of professional organizations.

In addition, many clinical faculty have advanced certification in their areas of practice, exemplifying the College's belief that excellence in teaching demands expertise in practice.

Graduate Nursing Programs

Doctoral Programs

- Doctor of Philosophy in Nursing (Ph.D.) (*applications are being considered for possible enrollment in Fall 2022*)
- Doctor of Nursing Practice (D.N.P.)

Master of Science Programs

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Clinical Nurse Leader: Master's Level Entry Program
- Health Systems Administration with Case Management

Joint Degree Programs

- M.S.N., Health Systems Administration/Master of Business Administration (M.B.A.).

Certificate Programs

- Post-Master's Certificate, Nurse Practitioner
- Post Masters Certificate in Executive Healthcare Administration
- Post Baccalaureate Certificate in Population Focused Nursing Practice

RN to MSN Bridge Program

For eligible registered nurses with a non-nursing BA/BS prior to enrolling in the M.S.N. program.

Academic Information

Academic Standards

The following academic standards apply to all students enrolled in the Graduate Program.

1. Students are required to maintain a cumulative grade point average (GPA) of at least 3.0.
2. Students receiving a first grade of "C" or "C+" in any course and/or a GPA less than 3.0 are not in good academic standing. Students are required to contact their adviser immediately.
3. If students earn a second grade of "C" or "C+" in the same or subsequent semester they will be dismissed from the program.
4. If students receive a grade of "F" in any course, they will be dismissed from the program.
5. Students must have a minimum GPA of 3.0 to graduate.

Leave of Absence

Requests for a leave of absence should be sent to Enrollment Services and the Office of the Registrar, with a copy to be sent to the program director, and the student's academic adviser. Upon return to the University, the student must notify and meet with the program director. Students who have an interruption in their practicum sequence are required to develop a remediation plan with their adviser to assure success in their program. This is developed on a case by case basis. Such plans may include skill evaluation, additional studies and clinical practicum hours and fees. Students are advised to review the university catalog requirements for Leave of Absence.

Continuity

Students in the Master's degree programs who do not register for courses in the Fall and Spring semesters (as well as the semester of graduation) must register for 'Registration Continuation' (RGCN 8000). Students who are not registered in courses and are resolving incomplete grade requirements in order to qualify for their degree must also register for RGCN 8000. Failure to register without being granted a **leave of absence** is interpreted as withdrawal from the program.

For doctoral programs, please see specific program requirements.

Add/Drop Policy for Students Enrolled in Clinical Nursing Courses

A student is not permitted to change from one clinical course to another once the semester has started.

Status of Students

1. Matriculated students in the Master's programs may take up to six years to complete the requirements. Students in the Ph.D. and D.N.P. programs may take up to 10 years to complete the requirements.
2. Nonmatriculated students in the master's and D.N.P. programs may not take more than 6 graduate credits. Nonmatriculated master's students may only enroll in NURS 6123 and/or NURS 6124 prior to application. Enrollment as a nonmatriculated student does not guarantee admission. Students are considered to be matriculated at the

time they are offered official acceptance into the program and accept the offer. Students in the Clinical Nurse Leader and Ph.D. programs cannot register for any course before official matriculation.

3. Students who wish to change their nursing major within the graduate programs must consult with the program director from the current program and the program director from the desired program within the College of Nursing.
4. Registering for a course during pre-registration does not assure admission into the course.
5. Undergraduate students may be permitted to register for NURS 6123 and/or NURS 6124 in their last two semesters of undergraduate study if they have a cumulative GPA of 3.5 at the time of enrollment in the course(s).

Financial Aid

In addition to aid available through Enrollment Services, graduate nursing students may be eligible to apply for aid through the Associate Dean for Business Affairs in the College of Nursing. Scholarship, loans, and/or any traineeship funding opportunities are posted on the graduate student Blackboard sites with application deadlines and forms.

Honor Society

Eligible graduate nursing students may be invited to apply for membership in the Gamma Nu Chapter of Sigma Theta Tau, International Honor Society of Nursing. Refer to the Graduate Student Handbook for further information.

Learning Resources

The College is one site where didactic instruction is provided. The College of Nursing is co-located with the School of Health and Medical Science, and the School of Medicine in a new building in Nutley, NJ which is approximately 10 miles from the South Orange Campus. This new Interprofessional Health Sciences (IHS) building is shared by the three schools with a focus on Interprofessional education. This state-of-the-art facility contains many classrooms, including traditional and state-of-the-art learning studios which better accommodate a flipped classroom pedagogy. This campus provides many opportunities for interprofessional experiences related to simulations, service learning, and work on inter-professional teams and guest speakers for students in all three schools.

Classrooms in the IHS building are located on floors 1, 2, and 3 of the building. The lower level (below floor 1) houses security offices, a student lounge and a bookstore. The 1st floor of the building is where the library with an Associate Dean and 4 health sciences librarians, the chapel and chaplain, food service, student support services including rooms for disability services and quiet testing environments and counseling services are located. A chapel and full-time chaplain, quiet and group study rooms and some classrooms are located on this floor as well. There is adequate office space and conference rooms for faculty, administration and

staff throughout the building.

All of the labs and more classrooms are located on the second floor along with some administrative offices. The skills labs include 3 flexible skills rooms with 8 beds in each room which can be flexed into 1 large 24 bed room if needed, and 2 part-task training rooms, for practice of foundational and specialized clinical skills. The health assessment labs include 16 standardized patient encounter rooms and 3 health assessment examination table labs with 8 exam tables per room. The simulation labs include state-of-the-art clinical, control room, and debriefing environments for each of the 7 rooms, along with state-of-the-art adult, birthing, pediatric and neonatal high fidelity simulation mannequins, a nursing/communication station and an operating room. Some of the patient simulation rooms can be flexed between a single or double patient room or an ICU, PACU etc. There are two debrief rooms which can be flexed into simulation rooms for use during high traffic times during the semester. Nurse practitioner students, since those programs are online, will utilize the laboratory environments during their mandatory residency immersion weekends, and as needed.

A wide variety of clinical sites are used to prepare students with the advanced nursing knowledge and skills necessary for their roles as educators, administrators or advanced nurse practitioners.

Ph.D. in Nursing [NU_NUPH_PHD]

Applications are being considered for possible enrollment in Fall 2022

The College of Nursing offers a 48 credit plus dissertation advisement credits, post master's in nursing program curriculum leading to the Doctor of Philosophy in Nursing (Ph.D.) degree. The Ph.D. in nursing curriculum is composed of core and related course requirements in knowledge development in nursing science, research methods, select cognates and dissertation advisement. These courses may be taken from within the College of Nursing or from designated course offerings from other schools and colleges within the University with permission of the program director.

Students will identify a research concentration, which will culminate in a doctoral dissertation focusing on theory development and testing in academic, research, clinical practice or healthcare administration. The primary goal of the Ph.D. in nursing program is to prepare nurse scholars for a lifetime of intellectual inquiry, creative scholarship and research.

Criteria for Admission

The following are required for admission to the Ph.D. in Nursing Program:

- Graduate of an N.L.N.A.C., A.C.E.N. or C.C.N.E. accredited master's program in nursing with a minimum of

3.0 GPA;

- Résumé or curriculum vitae;
 - Statement of career goals and research interests;
 - Two letters of recommendation from nurse professionals;
 - Writing sample;
 - Official transcripts from all post-secondary colleges and schools attended, both undergraduate and graduate;
 - Satisfactory score on the Graduate Record Exam (GRE) within the past 5 years;
 - Documentation of professional nursing licensure within the United States;
 - TOEFL scores (minimum scores of 22 in reading, 22 in listening, 26 in speaking, and 24 in writing are required) and WES reports for all nurses educated outside the United States and/or educated in a language other than English; and
 - Application fee of \$75.00.
- Selected candidates will be invited for a personal interview.

Pre-Dissertation Advisement

Students will be assigned to an academic adviser upon admission to the program, based upon the student's area of interest. Once a dissertation committee is selected, the chair of the dissertation committee will assume the responsibility of academic advisement.

The academic adviser or dissertation committee members must approve selection of cognates. The cognate courses support the topic of the dissertation and/or research methods. Students are carefully advised to identify a research concentration early in the doctoral program to facilitate appropriate course choices.

Ph.D. Candidacy Requirements

Students must qualify for candidacy in the Ph.D. program through participation in a scholarly dialogue that includes the development and presentation of a comprehensive concept paper to a faculty committee. Students must pass candidacy before beginning the dissertation sequence.

Eligibility for Candidacy

1. Matriculation: Only Ph.D. students who are fully matriculated are eligible for the Candidacy Examination. Matriculation occurs at the first registered semester.
2. Good academic standing: All doctoral students are required to have a cumulative, doctoral minimum grade point average of 3.0 to qualify for the Candidacy Examination.
3. Candidacy Examination application must be filed within one year of completing NURS 8701 and before taking NURS 9900.
4. Scheduling of a candidacy oral presentation is determined based on student eligibility and faculty and student schedules.

Continuous Registration for Ph.D. Students

Doctoral students who are engaged in preparation for, or have passed candidacy, but have not completed Dissertation

Seminar (NURS 9902) must register for the 1 credit Continuing Ph.D. Advisement course (NURS 8002-8008) each semester they are not registered for any other 3 credit course.

Doctoral students who have passed candidacy and have completed Dissertation Seminars I or II (NURS 9902 or 9903), with or without having successfully passed dissertation proposal review, must continuously register for a Dissertation Advisement course (NURS 9904-9918, then 9941 plus) during any semester in which they are not registered for any other 3 credit course, until the dissertation is completed and the final oral defense of dissertation is passed and any required revisions have been made to the satisfaction of the chair and committee members if required, post-defense. If the dissertation defense is completed successfully in a given semester, and any required revisions have been completed post-defense in that semester, but the student does not officially graduate until the next semester, then the student must register for THCN 8999 Thesis Continuation for the semester in which graduation occurs. Students also should refer to the general University Catalogue statements on continuity with regard to leaves of absence and continuation. Failure to register without being granted a leave of absence constitutes resignation.

Dissertation Defense and Graduation Dates

The candidate must submit a dissertation oral defense application and the required number of copies of the completed dissertation document to the Ph.D. program director four weeks prior to a scheduled oral dissertation defense. Ph.D. graduation dates in the College of Nursing will be limited to the Fall or Spring semesters of the academic year and comply with the Seton Hall University submission deadlines and procedure dates for Fall or Spring graduates. (Refer to this graduate catalogue for graduate program academic policies that pertain to application, submissions and doctoral defenses.) For additional information specific to all Ph.D. in Nursing candidacy and dissertation processes, please refer to the Ph.D. in Nursing Community Blackboard Site, where guidelines, documents and forms specific to the Ph.D. program can be accessed.

Time Limit for Ph.D. Degree Students

Candidates for the doctoral degree in nursing are expected to fulfill all requirements for the degree within ten years of matriculation. The time period of an authorized Leave of Absence is not counted toward the degree time limit.

Ph.D. in Nursing Curriculum Plan

I. All Ph.D. students will take the following courses:

Nursing Science Core:		Credits
NURS 8001	Ethics for Health Care and Nursing	3
NURS 8101	Emerging Nursing Theory	3

NURS 8102	Building Nursing Knowledge: Evidence for Practice	3
NURS 8104	Special Topics in Health Care	3
PHIL 7100	Philosophy of Science	3
Total: 15		

II. All Ph.D. students will take the following research core courses:

Research Course Sequence:		Credits
CPSY 7005	Statistical Theory and Computer Application I	3
CPSY 7006	Statistical Theory and Computer Application II	3
ELMP 8890	Survey Research	3
NURS 8701	Research Design and Methods of Inquiry in Nursing	3
NURS 8702	Qualitative Research Design	3
Total: 15		

III. All Ph.D. students will take the following core dissertation courses:

Dissertation Sequence:		at least 9 credits
NURS 9900	Doctoral Colloquium	3
NURS 9902	Dissertation Seminar I	3
NURS 9903	Dissertation Seminar II*	3
NURS 9904-9918	Dissertation Advisement** Continuous Registration	1 per course

* *NURS 9903 may be waived if a student's proposal is completed; however, an additional appropriate cognate is then required for substitution*

** *Students who have finished coursework but have not passed dissertation proposal review must register for one credit for Dissertation Advisement until successful completion, defense of the dissertation, and completion of any required revisions.*

IV. All Ph.D. students take a minimum of one additional 3-credit research course specific to their research method.

Research Cognate		Credits
NURS 8703 or	Qualitative Research Analysis* Advanced statistical or design method course as per advisor**	3

* *All qualitative dissertations*

** *All quantitative dissertations*

V. All Ph.D. students will take a minimum of six additional cognate credits. Some students may require additional courses to develop an area of expertise or research interest.

Total Program Credits: A minimum of 48 credits, plus continuous dissertation advisement (which does not count toward the 48 required credits). The total number of credits required to graduate is determined by the academic needs of the student.

Doctor of Nursing Practice Program [NU_NUNV_DNP]

The College of Nursing offers a 31-37 credit program for the student who has completed an M.S.N. with a major in Advanced Practice Nursing (Direct Care) or Health Systems/Nursing Administration (HSA; Indirect Care) leading to the Doctor of Nursing Practice (D.N.P.) degree or a 71-77 credit program for the post baccalaureate student.

The program prepares graduates to improve the health care of diverse populations through application of research, analysis of health care systems and leadership in development of practice models, health policy and standards of care. The D.N.P. curriculum is comprised of core course requirements in theory and research, and didactic and practice course requirements in a chosen specialty area, either Advanced Practice Nursing (APN) or Health Systems Administration (HSA). Advanced practice nursing includes the nurse practitioner, the clinical nurse specialist, certified nurse midwives, and the certified registered nurse anesthetist. These courses are offered within the College of Nursing as well as at other schools and colleges in the university.

The D.N.P. requires a total of 1,000 hours of post-baccalaureate supervised clinical practice and will culminate in completion of a Scholarly Project. Applicants with an M.S.N. degree who major in APN or HSA/Nursing Administration will be evaluated on a case by case basis to determine required coursework and clinical hours.

Upon completion of the D.N.P. program the graduate will be able to:

- Evaluate and apply conceptual models, theories, and research in order to improve health care of diverse populations.
- Analyze the social, economic, political, and policy components of health care systems which affect care planning and delivery.
- Assume leadership roles in the development of clinical practice models, health policy, and standards of care in order to advance health care.
- Integrate professional values and ethical decision-making in advanced nursing practice.
- Systematically investigate a clinically focused area of nursing.

Criteria for Admission

The following are required for admission to the D.N.P. Program:

- Graduate of an A.C.E.N. or C.C.N.E. accredited Baccalaureate or Master's Program in Nursing with a minimum of 3.0 GPA;

- Résumé or curriculum vitae;
- Personal statement (not more than 1,000 words) outlining career goals and objectives, career progress and area of interest for Scholarly Project;
- Two professional letters of recommendation;
- Official transcripts from all post-secondary colleges and schools attended, both undergraduate and graduate; and
- An MSN 3.5 GPA. For applicants who do not have a 3.5 GPA, a satisfactory score on the Graduate Record Exam (GRE) taken within the past 5 years is required.

The following areas of undergraduate study must be completed prior to the first graduate course in nursing and are not credited toward the graduate degree: Statistics, Nursing Research and an Undergraduate Physical Assessment course. Nurse practitioner students must complete a basic physical assessment (with hands on component) refresher course no more than three years prior to enrolling in Practicum I is required.

- Documentation of professional nursing licensure, CRNP license (if applicable) and specialty certification (if applicable) within the United States;
- TOEFL scores (minimum scores of 22 in reading, 22 in listening, 26 in speaking and 24 in writing) and WES reports for all nurses educated outside the United States and/or educated in a language other than English; and
- Application fee of \$75.00, and
- Selected candidates will be invited for a personal interview.

Prior to enrollment in clinical courses, accepted students must complete Joint Commission and OSHA requirements for immunization, medical history, liability insurance, criminal background check and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals).

Pre-Scholarly Project Advisement

Students will be assigned to an academic advisor upon admission to the program based upon the student's area of interest. Students will choose the role they prefer, Advanced Practice Nursing or Health Systems Administration, and identify how they want to put their knowledge into practice in that health care arena. Once a Scholarly Project committee is selected the chair of the Scholarly Project committee will assume the responsibility for academic advisement for the student.

D.N.P. Scholarly Project Approval Process and Requirements

Students must qualify for Scholarly Project Approval in the D.N.P. program by first satisfactorily completing the Scholarly Project Dialogue, which is the formal presentation of a project related to professional practice to a faculty committee. Students must receive written approval for the Scholarly Project before they begin to implement it. Eligibility to apply for Scholarly Project Dialogue:

1. Matriculation: Only D.N.P. students who are fully

- matriculated are eligible to qualify for the Scholarly Project.
2. Good Academic Standing: All D.N.P. students are required to have a minimum cumulative, post master's grade point average of 3.0 to qualify for the Scholarly Project Dialogue.
3. Scholarly Project Dialogue application must be filed before taking NURS 9922.
4. Scheduling of a Scholarly Project Dialogue is determined based on student eligibility and faculty and student schedules

Continuous Registration for D.N.P. Students

D.N.P. students who completed Scholarly Project Dialogue, received approval for their proposed Scholarly Project and completed the Scholarly Project I and II course sequence must register for a one-credit Scholarly Project Advisement course (NURS 9924-9935) each semester until they have satisfactorily completed and defended the Scholarly Project.

Students should also refer to the general University catalogue statements on continuity with regard to Leave of Absence and Continuation. Failure to register without being granted a leave of absence constitutes resignation. Students must complete all degree requirements within ten years of matriculation.

Curriculum Plan for Post MSN Applicants

Core Course Requirements		Credits
CPSY 7005	Statistical Theory & Computer Applications I	3
NURS 9937	Population Health in Advanced Nursing Practice	3
NURS 9938	Integrity in Nursing Leadership	3
NURS 9939	Leadership in Healthcare Business	3
NURS 9940	Advanced Nursing Practice in Healthcare Systems	3
NURS 8500 or HCAD 8521	Informatics for Evidence-Based Practice Quality and Information Management Systems	3
NURS 9919	Using Research for Evidence-Based Practice	3
NURS 9920	D.N.P. Residency I	3
NURS 9921	D.N.P. Residency II	3
NURS 9922	Scholarly Project I	3
NURS 9923	Scholarly Project II	3
NURS 9924-9935	D.N.P. Continuous Scholarly Project Advisement	1
		Total: 33+

Advanced Practice Nursing Specialty (APN) Requirements

M.S.N. coursework will be reviewed and additional coursework will be determined on an individual basis

Health Systems Administration (HSA) Specialty Requirements

M.S.N. coursework will be reviewed and additional

coursework will be determined on an individual basis
The 31 credits calculated for coursework in the post Master's D.N.P. program does not include the scholarly project advisement courses required for continuous enrollment. Enrollment for additional D.N.P. Continuous Scholarly Project Advisement credits will be determined in consultation with the student's advisor. Each enrollment will add 1 credit to the course credits calculated above. The total number of credits required to graduate is determined by the academic needs of the student.

Curriculum Plan for Post Baccalaureate Applicants

Core Course Requirements		Credits
CPSY 7005	Statistical Theory & Computer Applications I	3
NURS 6123	Theoretical Basis for Advanced Nursing Practice	3
NURS 6124	Forces in Health Care	3
NURS 7141	Nursing Research I	3
NURS 7470	Advanced Professional Role Enactment	3
NURS 9937	Population Health in Advanced Nursing Practice	3
NURS 9938	Integrity in Nursing Leadership	3
NURS 9939	Leadership in Healthcare Business	3
NURS 9940	Advanced Nursing Practice in Healthcare Systems	3
NURS 8500 or HCAD 8521	Informatics for Evidence-Based Practice Quality and Information Management Systems	3
NURS 9919	Using Research for Evidence-Based Practice	3
NURS 9920	D.N.P. Residency I	3
NURS 9921	D.N.P. Residency II	3
NURS 9922	Scholarly Project I	3
NURS 9923	Scholarly Project II	3
NURS 9924-9935D	D.N.P. Continuous Scholarly Project Advisement	1
Total: 44-45+		

APN Specialty Course Requirements		Credits
NURS 6221	Health Concepts for Aging	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7243 or NURS 7242	Advanced Practice Nursing I: Adults Advanced Practice Nursing I: Younger Years	3
NURS 7236	Acute Care Theory I	3
NURS 7246 or NURS 7244	Advanced Practice Nursing II: Adults Advanced Practice Nursing II: Younger Years	3
NURS 7250	Acute Care Theory	3

NURS 7333 or NURS 7334	Graduate Practicum I: Older Years Graduate Practicum I: Younger Years	3
NURS 7370	Advanced Health Assessment and Clinical Decision Making	3
NURS 7344 or NURS 7348	Graduate Practicum II: Younger Years Graduate Nursing Practicum II: Acute Care	3/4
NURS 7349	Graduate Nursing Practicum II: Older Years	3/4
NURS 7357	Graduate Nursing Practicum III: Younger Years	3/4
NURS 7359	Graduate Nursing Practicum III: Older Years	3/4
NURS 7360	Graduate Nursing Practicum III: Acute Care	3/4
NURS 7364 or NURS 7366	Graduate Nursing Practicum IV: Younger Years Graduate Nursing Practicum IV: Older Years	3/4
NURS 7369	Graduate Nursing Practicum IV: Acute Care	3/4
NURS 7470	Advanced Professional Role Enactment	3
NURS 7510	Graduate Practicum II: PNP Acute Care	4
NURS 7512	Graduate Practicum III: Pediatric Acute Care	4
NURS 7514	Graduate Practicum IV: Pediatric Acute Care	4
NURS 7610	Advanced Practice Nursing Theory I: PNP Acute Care	3
NURS 7612	Advanced Practice Nursing Theory II: PNP Acute	3
NURS 7614	Advanced Practice Nursing Theory III: PNP Acute	3

Total APN Specialty Credits for each program: 30-36

HSA Specialty Course Requirements		Credits
GMHS 6211	Institutional Culture and Human Relationships	3
GMHS 7110	Strategic Planning for Healthcare and Health Professions Education	3
NURS 6224	Nursing and Health Systems Administration	3
NURS 6305	Financial Management of Health Care Systems	3
NURS 6306	Legal and Risk Management Issues in Health Care	3
NURS 6993	Required Clinical Independent Study	3
NURS 7307	Managed Care and Reimbursement Systems	3
NURS 7310	Managerial Internship in Health Systems Administration	3
NURS 7600	Executive Internship in Health Systems Administration	4

NURS 8600 Executive Interpersonal Collaboration 3
Total: 31

Master of Science in Nursing Programs

The College of Nursing offers seven 30-48 credit majors leading to the Master of Science in Nursing degree. Areas of concentration include Advanced Practice Nurse; Pediatric Nurse Practitioner Primary Care; Pediatric Nurse Practitioner Acute Care; Adult-Gerontology Primary Care Nurse Practitioner; Adult-Gerontology Acute Care Nurse Practitioner; Psychiatric Mental Health Nurse Practitioner; Health Systems Administration with Case Management, and Clinical Nurse Leader.

Criteria for Admission

- Baccalaureate degree with a major in nursing from an N.L.N.A.C., A.C.E.N., or C.C.N.E. accredited program;
- Cumulative GPA of 3.0 or above (3.2 or above for Adult Gerontology Acute Care Nurse Practitioner), plus a “B” average in all nursing courses;
- Statement of professional goals;
- Registered professional nurse licensure in U.S. state of practice and in New Jersey if clinical performed in New Jersey;
- Professional liability insurance;
- Letters of reference (one professional, one academic) (2 professional letters may be used if applicant is out of school over 5 years);
- TOEFL scores (minimum scores of 22 in reading, 22 in listening, 26 in speaking, and 24 in writing) and WES reports for all nurses educated outside of the United States and/or educated in a language other than English;
- A \$75 application fee; and
- Selected students will be invited for a personal interview.

Prior to enrollment in clinical courses, accepted students must complete Joint Commission and OSHA requirements for immunization, medical history, liability insurance, criminal background check and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals).

Nurse practitioner track applicants must have a minimum of at least one year of relevant nursing experience (two years-experience for Adult Acute Care Nurse Practitioner students), prior to enrolling in practicum courses.

Academic Prerequisites

The following areas of undergraduate study must be completed prior to the first graduate course in nursing and are not credited toward the graduate degree: Statistics, Nursing Research and an Undergraduate Physical Assessment course. Nurse practitioner students must complete a basic physical assessment refresher course no more than three years prior to

enrolling in Practicum I.

Degree Requirements

For the Master of Science degree, satisfactory completion of 30-48 credits in the following areas is required:

	Credits
Theoretical Basis of Nursing	3
Forces in Health Care	3
Nursing Research	3
Didactic Nursing Courses	6-14
Clinical Nursing Courses	6-17
Other Required Courses	6-14
Electives	3-6
Total:	30-48

Nine to 12 credits per semester constitute a full-time load. Students enrolled with 6 credits of which at least 3 credits are clinical are considered full-time equivalent students. Students typically take 5-8 semesters to complete the MSN degree, depending upon the program. Part-time students may take up to six years to complete the requirements. If the program is not completed in six years, students must apply for an extension. Students' programs will be revised, as necessary, to meet current degree requirements.

Clinical Instruction

Clinical instruction in all majors of the graduate program follows the preceptorship model. At sites serving as placements for development of students' clinical and functional role expertise, agency personnel collaborate with the faculty in identifying master's and doctorally prepared personnel within the agencies who serve as onsite preceptors. Under this collaborative model of instruction, students' learning experiences are guided and enhanced by the faculty members who have primary responsibility for students' progress. The preceptors may include nurses, physicians or members of other disciplines with whom the nurse educator, administrator or advanced practice nurse interacts. The onsite preceptors are invaluable in helping each student to identify and take advantage of the learning opportunities available within an institution.

*** *Out-of-state students should check with the Director of Graduate Admissions in the College of Nursing (see website: <https://www.shu.edu/nursing/graduate-admission-requirements.cfm>) to ensure that securing a clinical rotation will not be a problem before applying to a program.*

M.S.N. Nurse Practitioner [NU_NPPV_MSN], [NU_MSCC_MSN], [NU_NAPV_MSN], [NU_NAAV_MSN]

Students selecting the nurse practitioner tracks are prepared as Pediatric or Adult-Gerontology Nurse Practitioners. Students in the Pediatric track focus on the maintenance and promotion of health and the management of children with

acute and/or chronic illness.

Students in the Adult-Gerontology track focus on the primary prevention and management of adults with acute and chronic illnesses in either primary or acute care settings.

The major emphases of the nurse practitioner tracks are to develop graduates with: (1) a base for continued inquiry and contributions to the art and science of nursing and the knowledge and skills to exert a leadership role in the formulation of healthcare policy; (2) expertise in the provision of health care; and (3) leadership ability in today's health care environment. Students complete courses in theory of advanced nursing practice where they develop skills in making independent clinical judgments as well as participate in experiences involving peer review, client advocacy, the development of collaborative, interdisciplinary relationships and role negotiation. Clinical instruction is carried out by nurse practitioners and/or physicians who actively model collaborative practice behaviors. An introductory basic physical assessment course is required within the three years prior to beginning Graduate Nursing Practicum I.

Curriculum Plan: Pediatric Primary Care Nurse Practitioner (NPPV)

Students in the Pediatric Primary Care Nurse Practitioner track complete a minimum of 540 clinical hours and are eligible to sit for the Pediatric Nursing Certification Board (PNCB) Primary Care Certified Pediatric Nurse Practitioner examination.

		Credits
NURS 6123	Theoretical Basis for Advanced Nursing Practice	3
NURS 6124	Forces in Health Care	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7141	Nursing Research I	3
NURS 7242	Advanced Practice Nursing I: Younger Years	3
NURS 7244	Advanced Practice Nursing II: Younger Years	3
NURS 7334	Graduate Nursing Practicum I: Younger Years	3
NURS 7344	Graduate Nursing Practicum II: Younger Years	3
NURS 7357	Graduate Nursing Practicum III: Younger Years	3
NURS 7364	Graduate Nursing Practicum IV: Younger Years	3
NURS 7370	Advanced Health Assessment and Clinical Decision Making	3
NURS 7470	Advanced Professional Role Enactment	3
		Total: 42

Curriculum Plan: Pediatric Acute Care Nurse Practitioner (MSCC)

Students in the Pediatric Acute Care Nurse Practitioner track complete a minimum of 645 clinical hours and are eligible to sit for the Pediatric Nursing Certification Board (PNCB) Acute Care Certified Pediatric Nurse Practitioner examination.

		Credits
NURS 6123	Theoretical Basis for Advanced Nursing Practice	3
NURS 6124	Forces in Health Care	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7141	Nursing Research I	3
NURS 7334	Graduate Nursing Practicum I: Younger Years	3
NURS 7370	Advanced Health Assessment and Clinical Decision Making	3
NURS 7470	Advanced Professional Role Enactment	3
NURS 7510	Graduate Nursing Practicum II: PNP Acute	4
NURS 7512	Graduate Nursing Practicum III: PNP Acute	4
NURS 7514	Graduate Nursing Practicum IV: PNP Acute	4
NURS 7610	Advanced Practice Nursing Theory I: PNP Acute	3
NURS 7612	Advanced Practice Nursing Theory II: PNP Acute	3
NURS 7614	Advanced Practice Nursing Theory III: PNP Acute	3
		Total: 48

Curriculum Plan: Psychiatric/Mental Health Nurse Practitioner (NPSV)

Students in the Psychiatric/Mental Health Nurse Practitioner track complete a minimum of 600 clinical hours and are eligible to sit for the ANCC Psychiatric Mental Health Nurse Practitioners Board Certification Examination.

		Credits
NURS 6123	Theoretical Basis for Advanced Nursing Practice	3
NURS 6124	Forces in Health Care	3
NURS 6220	Advanced Practice PMH Nursing: Non-pharmacological interventions	3
NURS 6222	Advanced Physical and Psychiatric Assessment and Decision Making Across the Lifespan	4
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7141	Nursing Research I	3
NURS 7335	Graduate Nursing Practicum I: Psychiatric/ Mental Health	3
NURS 7245	Advanced Practice PMH Nursing: Child and Adolescent	3

NURS 7346	Graduate Nursing Practicum II: PMHMP Advanced Practice PMH Nursing: Child and Adolescent Practicum	4	NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7347	Advanced Practice PMH Nursing: Adults throughout the Lifespan	3	NURS 6415	Clinical Pharmacology	3
NURS 7358	Advanced Practice PMH Nursing Practicum: Adults throughout the Lifespan	4	NURS 7141	Nursing Research I	3
NURS 7470	Advanced Professional Role Enactment	3	NURS 7236	Acute Care Theory I	3
NURS 7515	Advanced Practice PMH Nursing Practicum IV: Complex Problems	4	NURS 7250	Acute Care Theory	3
Total: 49			NURS 7333	Graduate Practicum I: Older Years	3
			NURS 7348	Graduate Nursing Practicum II: Acute Care	4
			NURS 7360	Graduate Nursing Practicum III: Acute Care	4
			NURS 7369	Graduate Practicum IV: Acute Care	4
			NURS 7370	Advanced Health Assessment and Clinical Decision Making	3
			NURS 7470	Advanced Professional Role Enactment	3
			Total: 48		

Curriculum Plan: Adult-Gerontology Primary Care Nurse Practitioner (NAPV)

Students in the Adult-Gerontology Nurse Practitioner track complete 600 hours of preceptor supervised clinical practice with adults and the aged and are eligible to sit for the American Academy of Nurse Practitioner (AANP) or the American Nurses Credentialing Center (ANCC) Adult-Gerontology Nurse Practitioner examinations.

		Credits
NURS 6123	Theoretical Basis for Advanced Nursing Practice	3
NURS 6124	Forces in Health Care	3
NURS 6221	Health Concepts for Aging	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7141	Nursing Research I	3
NURS 7243	Advanced Practice Nursing I: Adults	3
NURS 7246	Advanced Practice Nursing II: Adults	3
NURS 7333	Graduate Nursing Practicum I: Older Years	3
NURS 7349	Graduate Nursing Practicum II: Older Years	4
NURS 7359	Graduate Nursing Practicum III: Older Years	4
NURS 7366	Graduate Nursing Practicum IV: Older Years	4
NURS 7370	Advanced Health Assessment and Clinical Decision Making	3
NURS 7470	Advanced Professional Role Enactment	3
Total: 48		

Curriculum Plan: Adult-Gerontology Acute Care Nurse Practitioner

		Credits
NURS 6123	Theoretical Basis for Advanced Nursing Practice	3
NURS 6124	Forces in Health Care	3
NURS 6221	Health Concepts for Aging	3
NURS 6223	Health Promotion	3

Certification as an Advanced Practice Nurse

All advanced role courses have parallel experiences in didactic and clinical practicum. Differential learning experiences between specialty practices such as pediatric, adult-gerontology, and psychiatric mental health nurse practitioners and health system administration are focused on the clinical requirements for each specialty track such as children, older adults or administration. Supervised clinical hours, as well as didactic classes in specialty curricula are arranged in a prescribed curricular sequence so that upon completion of the program requirements, the eligibility requirements to sit for national certification through the American Nurses Credentialing Center (ANCC), Psychiatric Mental Health Nurse Practitioners Certification, the American Academy of Critical Care Nurses, American Academy of Nurse Practitioners Board, Pediatric Nursing Certification Board (PNCB) are satisfied. These requirements and expectations are detailed by specialty track advisors and discussed with students during advisory sessions.

Post-Master's Certificate Program

Advanced Practice: Pediatric Nurse Practitioner, Adult-Gerontology Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner

These programs are designed to prepare the nurse with a master's degree in nursing to become a nurse practitioner. They are 18-39 credit (30 credits for those wishing to earn a second master's degree) programs that include didactic and clinical courses. Students gain in-depth knowledge of human development and develop clinical skills necessary for complete health assessment and management of acute, minor illnesses and stabilized chronic illnesses.

Clinical placements are individualized and congruent with

certification requirements. Placement is made with certified, experienced advanced nurse practitioners. Upon completion of the program, graduates are eligible to apply for certification as advanced nurse practitioners with the appropriate certifying body.

Certificate Requirements		Credits
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 6415	Clinical Pharmacology	3
NURS 7370	Advanced Health Assessment and Clinical Decision Making (For Pediatric and Adult NP Programs)	3
NURS 7470	Advanced Professional Role Enactment	3
NURS 7622	Advanced Physical and Psychiatric Assessment and Decision Making Across the Lifespan (For Psych Mental Health NP Program Only)	4

Pediatric Nurse Practitioner

NURS 7242	Advanced Practice Nursing I: Younger Years	3
NURS 7244	Advanced Practice Nursing II: Younger Years	3
NURS 7334	Graduate Nursing Practicum I: Younger Years	3
NURS 7344	Graduate Nursing Practicum II: Younger Years	3
NURS 7357	Graduate Nursing Practicum III: Younger Years	3
NURS 7364	Graduate Nursing Practicum IV: Younger Years	3

Total: 18

Adult-Gerontology Nurse Practitioner (Primary and Acute Care)

NURS 6221	Health Concepts for Aging	3
NURS 7243 or NURS 7236	Advanced Practice Nursing I: Adults Acute Care Theory I	3
NURS 7246 or NURS 7250	Advanced Practice Nursing I: Adults Acute Care Theory	3
NURS 7333	Graduate Nursing Practicum I: Older Years	3
NURS 7349 or NURS 7348	Graduate Nursing Practicum II: Older Years Acute Care	4
NURS 7359 or NURS 7360	Graduate Nursing Practicum III: Older Years Acute Care	4
NURS 7366 or NURS 7369	Graduate Nursing Practicum IV: Older Years Acute Care	4

Total: 24

Psychiatric Mental Health Nurse Practitioner

NURS 7335	Graduate Nursing Practicum I:	
-----------	-------------------------------	--

NURS 7245	Psychiatric Mental Health (PMH) Advanced Practice PMH Nursing: Child and Adolescent	3
NURS 7346	Graduate Nursing Practicum II: Advanced Practice PMH Nursing: Child and Adolescent	4
NURS 7347	Advanced Practice PMH: Adults Throughout the Lifespan	3
NURS 7358	Graduate Nursing Practicum III: Advanced Practice Adults Throughout the Lifespan	4
NURS 7515	Graduate Nursing Practicum IV: Advanced PMH Nursing Complex Problems	4
NURS 6220	Advanced Practice PMH Nursing: Non-pharmacological Interventions	3
Total: 24		

Post-Baccalaureate Certificate in Population Focused Nursing Practice

Post-baccalaureate graduate study in the Population Focused Nursing Practice certificate program provides nurses with the opportunity to explore areas in nursing that will expand their roles in health promotion, illness prevention and management of chronic illness states for diverse populations. This program requires completion of six specialty courses and is designed to meet the need of nurses addressing health care needs for diverse populations. Students admitted to the Certificate in Population Focused Nursing Practice program are not matriculated for a graduate degree, but may elect this option at any time during the program.

Prerequisites

- Baccalaureate degree from an accredited nursing program
- Valid New Jersey Professional Nurse Licensure
- GPA 3.0

Certificate Requirements		Credits
HCAD 7520	Healthcare Data Analytics	3
NULD 6510	Epidemiology and World Health	3
NURS 6500	Determinants of Population Health Nursing Perspectives	3
NURS 6501	Addressing Policy, Management and Economics for Population Focused Nursing	3
NURS 6502	Global Population Health Nursing Priorities	3
NURS 6503	Interprofessional Population Health Capstone	1
Total: 16		

Post-Master's Certificate in Executive Healthcare Administration [NU_GNXH_NM]

Study in the Executive Healthcare Administration certificate program provides nurses with a master's degree the opportunity to explore areas in nursing that will further expand their roles within the profession. The program requires completion of the four specialty courses of the Health Systems Administration with Case Management master's degree program as well as a 90-hour executive internship with a Chief Nursing Officer preceptor. The capstone project prepares students to perform effectively in a high-level management or executive position in a healthcare provider institution. Students who have completed Seton Hall's Health System Administration with Case Management program can earn this certificate upon the completion of NURS 7600.

Certificate Requirements		Credits
NURS 6224	Nursing and Health Systems Administration	3
NURS 6304	Case Management	3
NURS 6305	Financial Management of Health Care Systems	3
NURS 7307	Managed Care and Reimbursement Systems*	3
NURS 7600	Executive Internship in Health Systems Administration*	4
Total:		16

* Denotes clinical course

Note: With permission from the program director, students may elect to substitute other courses offered within the College of Nursing for one of the above.

M.S.N., Health Systems Administration with Case Management [NU_NHCV_MSN]

Nurse executives require the sound clinical knowledge and business skills necessary to function effectively within today's integrated healthcare delivery systems. Students will be taught organizational and financial management perspectives about organizations that provide services through horizontal and vertical integration initiatives. A base for continued inquiry and contributions to the art and science of nursing is provided, as are the knowledge and skills to exert a leadership role in the formulation of healthcare policy.

Graduates will be fully prepared to advocate for and direct the provision of high-quality patient care while at the same time addressing realities of the costs. In the current healthcare

climate of rapid change in technology and patient care services, coupled with increasing implementation of managed care systems, healthcare care professionals are seeking mechanisms for enhancing quality. The comprehensive review of Case Management as it relates to the patient-centered experience is provided to the student. Knowledge of the continuum of resources available within the healthcare delivery system and in the community is essential. Integration of case management initiatives into strategic mission of the organization facilitates a collaboration that will produce integrated programs providing the best possible patient care outcomes and ensuring survival and success.

The M.S.N., in Health Systems Administration with Case Management focuses on the new set of skills/competencies demanded by today's healthcare environment: interprofessional teamwork, global thinking, multitasking, creativity and flexibility. Students completing the curriculum are eligible to sit for the American Nurses Credentialing Center (ANCC) Nursing Administrator Examination; the Commission for Case Management Certification (CCMC) Examination and upon successful completion of all the requirements may apply and sit for the American College of Healthcare Executives (ACHE) Board of Governors Examination to advance as a Fellow.

Curriculum Plan		Credits
NURS 6123	Theoretical Basis for Advanced Nursing Practice	3
NURS 6124	Forces in Health Care	3
NURS 6224	Nursing and Health Systems Administration	3
NURS 6304	Case Management	3
NURS 6305	Financial Management of Health Care Systems	3
NURS 6306	Legal and Risk Management Issues in Health Care	3
NURS 7141	Nursing Research I	3
NURS 7307	Managed Care and Reimbursement Systems*	3
NURS 7310	Managerial Internship in Health Systems Administration*	3
NURS 9919	Using Research for Evidence-Based Practice	3
Total:		30

* Denotes clinical course

Dual Degree Programs

M.S.N., Health Systems Administration/Master of Business Administration, M.B.A. [NU_NHSV_MSN]

Seton Hall University's College of Nursing and the Stillman School of Business, both recognized leaders in their fields, have joined to offer nurses the clinical knowledge and business skills needed to function effectively within today's integrated healthcare delivery systems. Graduates receive both an M.S.N. (Master of Nursing, Health Systems Administration) and an M.B.A. (Master of Business Administration). As nurse executives, they will be fully prepared to advocate quality patient care while at the same time addressing administrative issues. A base for continued inquiry and contributions to the art and science of nursing is provided, as are the knowledge and skills to exert a leadership role in the formulation of healthcare policy.

The M.S.N. in Health Systems Administration focuses on the new set of skills demanded by today's healthcare environment: teamwork, global thinking, multitasking, creativity and flexibility. Along with clinical expertise, students learn to be responsive to the needs of multiple constituencies from patients to physicians. The M.B.A. provides a newly revised multidisciplinary environment integrating the latest technology into the strategic planning process.

Students are empowered with the requisite management skills to be leading healthcare decision makers. The combined M.S.N./M.B.A. program offers both full-time and part-time options to meet the needs and time constraints of nurse professionals. Students will take 25 credits within the College of Nursing and 30 credits within the School of Business.

Full-time students can complete the M.S.N. and M.B.A. in three years. A part-time option allows students to complete the M.S.N. and M.B.A. in 42 months.

The Faculty

Faculty members at the College of Nursing and Stillman School of Business include distinguished educators, researchers and practitioners who bring real-world management perspectives to the learning environment. Students receive individualized attention, as well as supportive career direction and guidance. All students will be assigned the program director of the M.S.N./M.B.A. program as their academic adviser.

Curriculum Plan:		Credits
NURS 6123	Theoretical Basis of Advanced Nursing Practice	3
NURS 6124	Forces in Health Care	3
NURS 6224	Nursing and Health Systems Administration	3
NURS 6305	Financial Management of Health Care Systems	3
NURS 7141	Nursing Research I	3
NURS 7307	Managed Care and Reimbursement Systems*	3
NURS 7600	Executive Internship in Health Systems Administration	4

NURS 9919	Utilizing Research for Evidence-Based Practice	3
BMBA 9450	The Launch Experience	2
BMBA 9451	Corporate Social Responsibility	2
BMBA 9452	International Perspective	2
BMBA 9453	Accounting for Decision-Makers	2
BMBA 9454	Legal Environment	2
BMBA 9455	The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456	Management Theory and Practice	2
BMBA 9457	Market Decision Making	2
BMBA 9458	Information Technology Management	2
BMBA 9459	Economics for Managers	2
BMBA 9460	Financial Decision Making	2
BMBA 9461	Business Consulting	3
Guided Electives		5

Total: 55

M.S.N. Clinical Nurse Leader Program [NU_NULE_MSN]

The Master's Entry Clinical Nurse Leader Program at Seton Hall University's College of Nursing is designed to prepare the non-nurse for clinical leadership positions in nursing in acute and chronic health care settings. The Master's Level Entry Clinical Nurse Leader degree program includes course work in interdisciplinary team care, patient-centered care, evidence-based practice, resource management, and utilization of informatics. Graduates of this program will be prepared for licensure (NCLEX-RN) and the AACN's Clinical Nurse Leader certification, and to provide direct patient care as well as lead the nursing team at the bedside, be it in a hospital or a community location. The graduate of this program does not acquire an advanced practice specialty, but functions in a role utilizing horizontal leadership skills, leading and collaborating to improve the overall quality of care in otherwise frequently fragmented care delivery settings commonly found in today's health care practice environments.

Admission

Students may apply for admission to the program. All applications are reviewed by the Graduate Admissions Committee on a rolling basis. The following criteria apply:

- To be considered for admission to this graduate program, applicants must submit a completed application and:
 - A minimum of a baccalaureate degree from an accredited institution or WES evaluation (or equivalent);
 - All transcripts from all colleges/universities attended;
 - Minimum cumulative grade point average of 3.2 on a 4.0 scale on all college/university courses completed prior to admission;
 - All ESL applicants to the CNL program must have taken the TOEFL within the past 5 years unless

degreed from a U.S. accredited college or university. Any applicant must achieve along with a minimum reading section score of at least 22, listening score of at least 22, speaking section score of at least 26, and writing section score of at least 24 to be considered for admission to the CNL program;

- e. Two letters of recommendation, one professional and one academic; two professional letters accepted if applicant is out of school longer than 5 years; and
 - f. A personal interview for qualified applicants is required.
2. Students must have completed the following program pre-requisites prior to admission: All pre-requisites require a C+ grade:
- a. Anatomy and Physiology with lab – 8 credits
 - b. Microbiology (with a lab) – 4 credits
 - c. Organic or Biochemistry with lab – 4 credits
 - d. Ethics – 3 credits
 - e. Statistics – 3 credits
 - f. Developmental Psychology – 3 credits
 - g. Economics – 3 credits
3. Prior to enrollment in clinical courses, accepted students must complete Joint Commission and OSHA requirements for immunization, medical history, liability insurance, criminal background check and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals).

Curriculum Plan

The curriculum requires 80 credits for graduation and the completion of a comprehensive nursing exam.

Year 1		Credits
Fall		
NULD 6001	Introduction to Nursing Leadership in Healthcare	1
NULD 6006	Health Assessment	3
NULD 6011	Clinical Role Development I: Nursing Care of Adults and the Aged	5
NULD 6015	Pathophysiology	4
NULD 6020	Pharmacology	3
Total: 16		
Spring		
NULD 6200	Leading Healthcare Teams	1
NULD 6203	Clinical Role Development II: Nursing Care of Persons with Psychiatric Illness	5
NULD 6206	Clinical Role Development III: Nursing Care of Adults with Acute Health Problems	5
NULD 6209	Ethical Issues in Nursing and Healthcare	3
NULD 6212	Theory and Evidence-Based Practice	4
Total: 18		
Summer		
NULD 6300	Clinical Role Development IV: Nursing Care of Childbearing Families	5

NULD 6305	Clinical Role Development V: Nursing Care of Childbearing Families	5
NULD 6315	Legal Aspects of Nursing	1
Total: 11		

Year 2

Fall

NULD 6124	Forces in Healthcare	3
NULD 6400	Clinical Role Development VI: Community Health Nursing	5
NULD 6405	Clinical Role Development VII: Nursing Care of Critically Ill Individuals	5
Total: 13		

Spring

NULD 6500	Clinical Role Development VIII: Synthesis Practicum	4
NULD 6501	Clinical Role Development VIII: Synthesis Seminar	2
NULD 6505	Organization of Healthcare Environments	3
NULD 6510	Epidemiology & World Health	3
Total: 12		

Summer

NULD 6600	Clinical Nurse Leader Role in Healthcare	3
NULD 6605	Clinical Nurse Leader Capstone Practicum	7
Total: 10		

Information for Students in the Master's Level Entry Clinical Nurse Leader Program

Master's Level Entry students in the Clinical Nurse Leader program complete a progression of clinical and didactic courses which prepare them to function as beginning practitioners with advanced knowledge in management and leadership. Upon completion of all coursework the graduate is prepared to sit for the professional nurse (NCLEX-RN) licensure and is required to sit for the American Academy of Colleges of Nursing (AACN) Clinical Nurse Leader exam.

RN to MSN Bridge Program

This program is for registered nurses with a baccalaureate degree in another field who wish to obtain their master's degree in nursing. Candidates must complete all requirements for admission to the master's program (see page 296 Criteria for Admissions and Academic Prerequisites) including the following courses.

NURN 3001	Professional Nursing I	6
NURN 4017	Community Health	5

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

NULD 6001 Introduction to Nursing Leadership in Healthcare

This course explores the history of nursing leadership to the present with emphasis on the evolution of healthcare and healthcare delivery, and an introduction to systems theory. Leadership is defined as it applies to both micro and macro systems. The interdisciplinary work of the CNL is emphasized. *1 credit*

NULD 6006 Health Assessment

This course focuses on acquiring, analyzing, and refining healthy assessment data as a basis for the development of an accurate nursing problem list. Normal variations and abnormalities characteristic of different developmental, cultural, and ethnic groups are considered throughout the course. This course serves as an introduction to therapeutic communication, psychomotor skills, and interpersonal skills used in providing patient care. The laboratory portion of the course allows the student to practice assessment in a simulated patient care environment. *3 credits*

NULD 6011 Clinical Role Development I: Nursing Care of Adults and the Aged

This course provides the student with theoretical knowledge to deliver safe, effective nursing care to adults and aged clients. Clinical experience focuses on developing and applying health assessment and fundamental nursing skills to adults and the aged with minimal health deviations. These experiences will take place in primary, secondary, and/or tertiary care settings. *5 credits*

NULD 6015 Pathophysiology

This course provides a conceptual, integrative approach to view and examine pathophysiological phenomena that will serve to focus on clinical problems encountered across disease or illness categories. The pathophysiological phenomena are those for which nurses assume a major role in assessing, monitoring, evaluating, and managing. Concentration is on mechanisms and pathological consequence of each phenomenon. *4 credits*

NULD 6020 Pharmacology

This course focuses on the role of the nurse in pharmacological therapy and considers sociocultural, economic, and technologic changes in the safe administration of prescription medications, over-the-counter drugs, and herbal therapy. Drug categories, including prototypes related to each body system will be studied. Emphasis is on developing the knowledge and critical thinking skills needed to formulate and implement plans of care for clients receiving pharmacological therapy in acute care, critical care, and community settings. *3 credits*

NULD 6124 Forces in Healthcare

This course examines the issues and concepts that are relevant

to an understanding of the relationship among social and economic networks, bio-medical ethics and health policy. Emphasis will be placed on the process by which health care policy is formulated and on identifying the central issues within the social, ethical and political framework together with their supportive and non-supportive argumentation. *3 credits*

NULD 6200 Leading Healthcare Teams

This course introduces the student to the nursing role in leading healthcare teams, and examines the principles of collaboration, coordination, and change. Students in this course learn principles of delegation, interdisciplinary teams and group processes, as well as interpersonal communication skills. Prerequisite: CNL first semester courses. *1 credit*

NULD 6203 Clinical Role Development II: Nursing Care of Persons with Psychiatric Illness

This course is designed to provide an opportunity to learn and use biopsychosocial concepts in the care of mentally ill of all ages and in a variety of hospital and community settings. The focus of the course is on assessment strategies, plans of care, nursing interventions, medication management, and rehabilitative processes for individuals with a variety of acute and chronic mental health problems. Prerequisite: CNL first semester courses. *5 credits*

NULD 6206 Clinical Role Development III: Nursing Care of Adults with Acute Health Problems

This course provides the student with opportunities to acquire the knowledge and clinical skills necessary to provide safe effective nursing care to adults experiencing acute illness. Care is delivered within a nursing process framework, which is viewed as a continuous discipline specific approach to problem solving. It utilizes critical thinking in making clinical judgments. Clinical experiences in acute care settings focus on the principles of family centered care and offer opportunities to provide care concentrating on health promotion, risk reduction, disease prevention and illness management. Prerequisite: CNL first semester courses. *5 credits*

NULD 6209 Ethical Issues in Nursing and Healthcare

This course focuses on ethical issues encountered in nursing and healthcare environments that are influenced by professional, legal and societal concerns. Selected ethical decision-making models will be applied in professional nursing dilemmas that impact quality of care. Prerequisite: CNL first semester courses. *3 credits*

NULD 6212 Theory and Evidence-Based Practice

This course provides an overview of nursing and healthcare related theory, research, and evidence-based practice. Students continue to develop the skills and knowledge to critique individual research studies, conduct systematic literature reviews, and use these abilities to address immediate clinical nursing problems. Students learn to identify health outcomes and important related outcome measures. Prerequisite: CNL first semester courses. *4 credits*

NULD 6300 Clinical Role Development IV: Nursing Care

of Childrearing Families

This course focuses on giving the student a framework for evaluating developmental health care needs unique to children from birth through young adulthood with emphasis on the family context. Additionally, the student will acquire the knowledge and clinical skills necessary to assess and provide safe effective nursing care for children and adolescents experiencing an episodic or acute illness. Clinical experiences are in primary, secondary and tertiary care settings and focus on the principles of family centered care for health promotion, risk reduction, disease prevention and illness management. Prerequisite: CNL second semester courses. *5 credits*

NULD 6305 Clinical Role Development V: Nursing Care of Childbearing Families

This course encompasses the care of childbearing families, spanning preconception planning and care through pregnancy, birth and family integration. The course presents the management of normal and high-risk pregnancy and explores the social, cultural, economic, and other factors that impact the changing individual and family dynamics. Prerequisite: CNL second semester courses. *5 credits*

NULD 6310 End-of-Life Care

This course is designed for the student to develop an awareness of the dying process as a life transition. The focus will be on planning and evaluating nursing care which is culturally and spiritually sensitive to patient and family needs. The students and faculty will discuss the literature from the biological, psychosocial and spiritual domains and its utilization for end-of-life care. Prerequisite: CNL second semester courses. *1 credit*

NULD 6315 Legal Aspects of Nursing

This course reviews the rights, privileges and obligations of nurses in their relationship to each other, their employers, their patients, and all providers of health care. Emphasis is placed on developing the ability of the nurse to recognize and apply relevant legal concepts to insure his/her legal safety while providing optimal patient care. *1 credit*

NULD 6400 Clinical Role Development VI: Community Health Nursing

This course emphasizes application of concepts, theories, and competencies that are the foundation for population-focused nursing practice in the community setting which may include but is not limited to hospices, schools, childcare or senior centers. Students will have opportunities to engage in direct and/or indirect care to culturally diverse individuals, families, aggregates, and communities. Prerequisite: CNL third semester courses. *5 credits*

NULD 6405 Clinical Role Development VII: Nursing Care of Critically Ill Individuals

This course focuses on the use of the nursing process in the management of complex health problems, including the use of advanced pharmacological therapies, with particular emphasis on the collaborative and independent functions of the nurse in an intensive, specialty, and technologically advanced care environment. Prerequisite: CNL third semester courses. *5*

*credits***NULD 6500 Clinical Role Development VIII: Synthesis Practicum**

This course provides students with the opportunity to integrate the knowledge and skills acquired from previous courses. Students refine clinical skills in group patient care delivery, priority setting, and decision-making, explore the nurse's role in the formal organization, the progression of leadership roles and responsibilities, and begin the transition to leadership in professional nursing practice. Prerequisite: CNL fourth semester courses. *5 credits*

NULD 6505 Organization of Healthcare Environments

Students are introduced to the healthcare system as a laterally integrated care environment with a conceptual framework based on organizational theory. Students examine strategies of the CNL within the interdisciplinary system, using an evidence-based approach. Students develop competency in nursing informatics to monitor and improve organizational and clinical performance. Prerequisite: CNL fourth semester courses. *3 credits*

NULD 6510 Epidemiology and World Health

This course focuses on the distribution and determinants of health-related states or conditions in specified populations and the application of this study to control health problems. Students are presented with epidemiologic models and methods in order to assess the health of individuals and populations and to assess the health of individuals and populations to prevent or control health conditions, diseases, and injuries. Emphasis is on a local to global perspective and on application of methods to improve healthcare delivery and health policy. Prerequisite: CNL fourth semester courses. *3 credits*

NULD 6600 Clinical Nurse Leader in Healthcare

This course offers a framework for a conceptual analysis of the CNL role with advanced application of leadership skills to actual and/or simulated problems. Students explore the context of professional nursing in the healthcare system, standards of ethical nurse leadership and higher-level theories involving lateral integration of care and organizational culture. Prerequisite: CNL fifth semester courses. *3 credits*

NULD 6605 Clinical Nurse Leader Capstone Practicum

This course is an intensive clinical experience supervised by a professional nurse preceptor. The experience allows for full implementation of the clinical nurse leader competencies and includes a strong interdisciplinary practice focus. Seminars will be scheduled with faculty to discuss clinical progress and issues. A capstone project is required and will be presented at the end of the course. Prerequisite: CNL fifth semester courses. *7 credits*

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*

NURS 6123 Theoretical Basis for Advanced Nursing Practice

The course focus includes study of selected contemporary nursing and related theories. Major philosophical and theoretical orientations that provide the foundation for nursing practice are analyzed. Theory development and its connection to empirical research are evaluated. *3 credits*

NURS 6124 Forces in Health Care

This course examines the issues and concepts that are relevant to an understanding of the relationships among forces in health care. Emphasis will be placed on the process by which health care policies are formulated and on identifying the central issues within policies together with their supportive and non-supportive argumentation. *3 credits*

NURS 6220 Advanced Practice PMH Nursing: Nonpharmacological Interventions

Individual, family, and group therapeutic techniques when caring for individuals with psychiatric/mental health disorders across the lifespan will be introduced. Each therapeutic modality will be presented using key concepts, explanation of the therapeutic process, and application of techniques. *3 credits*

NURS 6221 Health Concepts for Aging

This didactic course is designed to explore issues related to care of the elderly, including healthful aging, and issues related to chronic illness and frailty. Age related changes and the biopsychosocial theories of aging will provide the foundation for understanding key aspects of healthful aging. Principles of evidence-based practice will be utilized to explore the management of chronic health problems unique to older adults. An analysis of public policy and the impact of the prospective payment system in long-term care will highlight the constraints of healthcare services to institutionalize and community residing elders. Prerequisite: NURS 7236 or 7243. *3 credits*

NURS 6222 Advanced Physical and Psychiatric Assessment and Decision Making Across the Lifespan

This course will focus on advanced comprehensive and integrated assessment skills leading to the creation of accurate, efficacious, and expedient clinical decisions in the advanced nursing role. This course will also introduce the

process of clinical psychiatric/mental health assessment and diagnosis that focuses upon the development of skills necessary for the nurse practitioner student to make accurate physical and psychiatric assessments and diagnoses in patients across the lifespan. *4 credits*

NURS 6223 Health Promotion

The course focuses on primary, secondary and tertiary levels of prevention across the life span. Age and condition specific strategies for health promotion and risk reduction are synthesized from the physical, social and psychological sciences. The student views the person/family/community from a nursing perspective, while integrating new theories and strategies for screening and early intervention programs. The provision of comprehensive health promotion and screening are analyzed from an interdisciplinary and public health perspective. Prerequisites: NURS 6123, 6415 and 7141. *3 credits*

NURS 6224 Nursing and Health Systems Administration

This course addresses the political, social, legal, and ethical realities affecting nursing administrators in integrated health care delivery systems. Theoretical as well as operational perspectives are presented, particularly as they distinguish nursing administration from business administration. Students analyze the interactions of government authorities, delivery systems, the financing of healthcare, regulation, competition and organizational innovation. *3 credits*

NURS 6225 Teaching Methodologies and Curriculum

This course provides a working knowledge of the interrelationships between curriculum and instruction. Evolving concepts of curriculum development and current practices and trends are presented. Emphasis is on the relationship of philosophy to curriculum development. *3 credits*

NURS 6227 Health Assessment of the School-Aged Individual

This course presents comprehensive and systematic approaches to the assessment of children and families. Emphasis is placed on collaborating with family and professional to promote health. *3 credits*

NURS 6304 Case Management

This course investigates the role of the nurse case manager in a managed care environment. Case management initiatives employed with specific multicultural clinical populations will be discussed with a focus on patient and family education to maximize health. Prerequisite: NURS 6224 or by permission. *3 credits*

NURS 6305 Financial Management of Health Care Systems

This course will focus on the financial aspects of integrated health care delivery systems. Basic principles of economics and accounting will be reviewed as they relate to health care organizations. Emphasis will be on the synthesis of clinical and financial operations in ways that limit resource consumption and maximize resource utilization. Prerequisite:

NURS 6304 or by permission. *3 credits*

NURS 6306 Legal and Risk Management Issues in Health Care

This course examines legal issues and risks in healthcare administration. The course will address the broad and divergent elements of health care risk management that healthcare facilities and administrators experience in the current environment of managed care. Prerequisite: NURS 6304 or by permission. *3 credits*

NURS 6411 Advanced Clinical Pathophysiology

Pathogenesis of major conditions will be presented. Symptoms and signs of clinical situations will be analyzed and discussed in order that the student may have an understanding of the etiology of health deviations as well as a cognizance of the rationale for their management. *3 credits*

NURS 6415 Clinical Pharmacology

This course provides a working knowledge of pharmacotherapeutics with emphasis on the needs of clients throughout the lifespan. Concepts in qualitative and quantitative drug actions within the body are discussed. Prerequisite: NURS 6411. *3 credits*

NURS 6500 Determinants of Population Health Nursing Perspectives

This course will examine the determinants of population health and etiology of associated disease throughout the lifespan. Students will critically examine personal, social, economic, and environmental factors that influence health status and nursing care delivery related to social and physical factors in the environment in the United States of America. Concepts and theories related to social, geographical, and biological factors that impact population health will be analyzed. Strategies to decrease barriers and improve resources to facilitate optimized health will be discussed. *3 credits*

NURS 6501 Addressing Policy, Management and Economics for Population Focused Nursing

This course examines health care economics and the management of clinical practice as it relates to the delivery of quality health care services in diverse health care settings. The course will analyze the dynamic interplay among the driving forces of economics, health policy, quality improvement, and standards of care in the delivery of health care services to maximize health outcomes of populations. Students will explore economic concepts and measurement tools to critically appraise a population health issue, design strategies to improve nursing care and evaluate the outcomes related to safety, fiscal principles, management strategies, and quality of care. The economics of population health will be explored. *3 credits*

NURS 6502 Global Population Health Nursing Priorities

Using an interprofessional approach, this course will examine population health priorities, programs and policies, and explore the major determinants of morbidity and mortality globally. Introduction to nursing priorities across the lifespan with emphasis on health and aging, mental health, poverty,

and global health initiatives to promote health and disease prevention. Students will explore personal, social, economic, and political factors contributing to international nursing issues. Various tools and strategies for addressing global health priorities will be evaluated. *3 credits*

NURS 6503 Interprofessional Population Health Capstone

This capstone course will explore international and national health care, including universal health problems, issues and concerns addressing population health. Through interprofessional collaboration among nursing and diverse health professions, students will analyze and compare a variety of health care priorities, initiatives and health care systems in the United States and other countries or geographic communities. Through project development and implementation, leadership in addressing health disparities to improve population health will be a focus. *1 credit*

NURS 6991-6993 Independent Study in Nursing

Opportunity for graduate nursing students to study a selected area or problem in nursing and to enhance the ability for self-directed learning. Students are assigned or select qualified faculty to serve as consultants. *1/2/3 credits*

NURS 7141 Nursing Research I

This course examines methods of nursing research. Critique of published quantitative and qualitative nursing research studies is conducted. Emphasis is on the utilization of knowledge to provide evidence-based nursing skills. Students develop skills for preparing practice focused, nursing research utilization projects. Prerequisites: undergraduate nursing research course, undergraduate basic statistics course, NURS 6123. *3 credits*

NURS 7236 Acute Care Theory I

This course focuses on providing the student nurse practitioner with the necessary knowledge and skills to formulate clinical judgments needed to initiate, manage and evaluate culturally competent health care regimens for adults and the aged in the acute care setting. Content is built upon concepts of the biopsychological aspects taught in the required prerequisites. Emphasis is placed on commonly occurring health problems within the acute care setting. The concepts of health promotion and health maintenance are integrated throughout the course. Prerequisites: Successful completion of core courses and Practicum I including NURS 6123, 6124, 6411, 6415, 7141, 7333, 7370. Corequisite: NURS 7349. *3 credits*

NURS 7242 Advanced Practice Nursing I: Younger Years

Students acquire theory to initiate, manage, and evaluate health care regimens for children and adolescents within a framework for clinical decision-making and clinical management in a variety of pediatric health care situations, building on the prerequisite courses. The student conceptualizes the nurse practitioner role as part of a collaborative interdisciplinary team. Prerequisites: NURS 6415, 7334, 7370. Corequisite: NURS 7344. *3 credits*

NURS 7243 Advanced Practice Nursing I: Adults

This course focuses on providing the student nurse practitioner with the necessary knowledge and skills to

formulate clinical judgments needed to initiate, manage and evaluate culturally competent health care regimens for adults. Content is built upon concepts of the biopsychosocial aspects taught in the required prerequisites. Emphasis is placed on commonly occurring health problems. The concepts of health promotion and health maintenance are integrated throughout this course. Prerequisites: Successful completion of core courses and NURS 7333, 7370. Corequisite: NURS 7349. *3 credits*

NURS 7244 Advanced Practice Nursing II: Younger Years

This course focuses on the synthesis of current nursing theory relevant to pediatric health care and special care management of the developing individual with a long-term health care deviation from birth through adolescence within the context of the family, community and culture. Prerequisites: NURS 7242, 7334, 7344, 7370. Corequisite: NURS 7357. *3 credits*

NURS 7245 Advanced Practice PMH Nursing: Child and Adolescent

The focus of this course is the Psychiatric/Mental Health Nurse Practitioner role in health promotion, diagnosis, and management in psychiatric practice with diverse populations. Emphasis is placed on the care of children and adolescents with psychiatric/mental health issues. The course will examine assessment techniques and psychopharmacological interventions when working directly with children, adolescents, and their caretakers. It will emphasize evidence-based interventions that address diverse groups of children and adolescents within their social contexts (e.g., peer group, school, family, community). Special attention will be given to issues of diversity and equity as they relate to building therapeutic relationships. In view of the reliance on direct practice experiences with children and adolescents, students will be placed in clinical sites concurrently with this course. *3 credits*

NURS 7246 Advanced Practice Nursing II: Adults

This course builds on information taught in the required prerequisites and provides the student with the necessary knowledge and skill to formulate complex clinical judgments needed to initiate, manage, and evaluate culturally competent primary health care regimens for adults. The concepts of health promotion and health maintenance continue to be integrated throughout this course. Students will continue to synthesize and evaluate theoretical knowledge in primary health care of adults with increased independence and decision-making ability. Prerequisites: NURS 6221, 7243, 7343. Corequisite: NURS 7356. *3 credits*

NURS 7250 Acute Care Theory

This course builds on information taught in the required prerequisites and provides the student with the necessary knowledge and skills to formulate complex clinical judgements need to initiate, manage, and evaluate culturally competent acute care regimes for adults and the aged. The concepts of health promotion and health maintenance continue to be integrated throughout this course. Students will continue to synthesize and evaluate theoretical knowledge in acute care

of adults and the aged with increased independence and decision-making ability Prerequisites: NURS 7236, 7333, 7348, 7370. Corequisite: NURS 7360. *3 credits*

NURS 7307 Managed Care and Reimbursement Systems

This practicum course examines how integrated health care delivery systems are reimbursed for services. Types of managed care organizations and their organizational and operational structures are studied. The internship/practicum format allows the student to examine and participate in financial management operations employed in an actual health care setting. Prerequisite: NURS 6305 or by permission. *3 credits*

NURS 7310 Managerial Internship in Health Systems Administration

The initial internship experience offers students the opportunity to develop midlevel leadership/management competencies within selected healthcare organizations. Course focus is on the assessment of integrated health care delivery systems and on the multicultural constituencies served by these systems. Hospital operations, the roles and interrelationships of managers and administrators in organizational units are examined. Prerequisite: NURS 7307 or by permission. *3 credits*

NURS 7333 Graduate Practicum I: Older Years

Students spend 120 hours in a practice setting where they acquire mastery of advanced comprehensive and integrated assessment skills. These include bio-psycho-socio-economic, developmental and functional appraisals of all age groups with a focus on cultural competence. Specialty assessments are incorporated. The student practices advanced assessment skills and begins role acculturation under close preceptorship supervision. Prerequisites: Matriculation for the Master of Science in Nursing degree or acceptance for the Post-Master's Certificate; basic physical assessment course completed within the past three years; NURS 6415. Corequisite: NURS 7370. *3 credits*

NURS 7334 Graduate Practicum I: Younger Years

The focus of this course is on clinical practice with children, performing behavioral, developmental, functional, environmental and physical assessments. Emphasis is on the student's clinical judgment and decision-making during pediatric care and health supervision for children. Current best evidence for practice is applied in clinical encounters with children and families. The student develops an appreciation of the role of the advanced practice nurse in pediatric health care. Prerequisites: Matriculation for the Master of Science in Nursing degree or acceptance for the Post-Master's Certificate; basic physical assessment course completed within the past three years; NURS 6415. Corequisite: NURS 7370. *3 credits*

NURS 7335 Graduate Practicum I: Psychiatric/Mental Health

This introductory clinical course (120 hours) will provide the foundation to acquire mastery of advanced comprehensive and integrated assessment skills. These include bio-psycho-socio-

economic, developmental, and functional appraisals of health status across the lifespan with a focus on cultural competence. Specialty assessments are incorporated including use of interviewing techniques and completing an initial bio-psycho-social assessment. The student practices advanced bio-psychosocial assessment skills and begins role acculturation under close preceptorship supervision. *3 credits*

NURS 7344 Graduate Practicum II: Younger Years

This course focuses on building the student's clinical appraisal, diagnostic decision-making, and management skills for health promotion, illness prevention or acute episodic illness in children. Students manage the care of children and their families from a variety of economic, cultural and familial backgrounds. The advanced practice nursing role is analyzed. Prerequisites: NURS 6415, 7334. Corequisite: NURS 7242. *3 credits*

NURS 7346 Advanced Practice PMH Nursing: Child and Adolescent Practicum II

This course will provide students with a clinical experience in the delivery of psychiatric/mental health care to children and adolescents with mental health problems including: collection of subjective and objective data from children and adolescents and their caregivers; use of the techniques of interview; deriving psychiatric diagnoses; planning care for acute and chronic psychiatric/mental health issues in children and adolescents using community resources; use of interventions including short-term problem focused psychotherapy, group therapy and psychopharmacologic modalities. *4 credits*

NURS 7347 Advanced Practice PMH Nursing: Adults Throughout the Lifespan

The focus of this course is the Psychiatric/Mental Health Nurse Practitioner role in health promotion, diagnosis, and management in psychiatric practice with diverse populations across the lifespan. Emphasis is placed on the care of young, middle and older adults with psychiatric/mental health issues. The course will examine assessment techniques and psychopharmacologic interventions for working directly with adults of all ages, including geriatric populations. It will emphasize evidence-based interventions that address diverse groups of adults within their social contexts (e.g., work, family, community). Special attention will be given to issues of diversity and equity as it relates to building therapeutic relationships. In view of the reliance on direct practice experiences with adults throughout their lifetime, students will be placed in clinical sites concurrently with this course. *3 credits*

NURS 7348 Graduate Nursing Practicum II: Acute Care

Students spend 160 hours in a clinical practice setting where they gain skill in providing scientifically based culturally competent acute health care to adults and the aged. With faculty guidance and preceptor supervision students manage the health and illness of clients based upon analysis and findings from health histories, physical examination, developmental and behavior assessments within the acute care setting. Prerequisite: NURS 7333. Corequisite: NURS 7236. *4*

credits

NURS 7349 Graduate Nursing Practicum II: Older Years

Students spend 160 hours in a clinical practice setting where they gain skill in providing scientifically-based, culturally competent primary health care to adults and the aged. With faculty guidance and preceptor supervision, students manage the health and illness of clients based upon analysis of findings from health histories, physical examination, developmental and behavioral assessments. Prerequisite: NURS 7333. Corequisite: NURS 7243. *4 credits*

NURS 7356 Graduate Nursing Practicum III: Older Years

Students spend 120 hours in a clinical practice setting where they continue to develop skills needed to provide culturally competent primary health care to adults with increasingly complex health and illness issues. With faculty guidance and preceptor supervision students manage the health and illness of clients. Prerequisites: NURS 7243, 7343. Corequisite: NURS 7246. *3 credits*

NURS 7357 Graduate Nursing Practicum III: Younger Years

This course focuses on providing cost-effective care for clients with a long-term health deviation. Emphasis is on development of therapeutic regimens for children with long term health deviations in collaboration with the family and the interdisciplinary team. Prerequisites: NURS 7242, 7334, 7344. Corequisite: NURS 7244. *3 credits*

NURS 7358 Advanced Practice PMH Nursing Practicum III: Adults Throughout the Lifespan

This course will provide students with a clinical experience in the delivery of psychiatric/mental health care to young, middle and older adults with psychiatric/mental health problems including: collection of subjective and objective data; use of the techniques of interview; deriving psychiatric diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short-term problem focused psychotherapy, group therapy and psychopharmacologic modalities. *4 credits*

NURS 7359 Graduate Nursing Practicum III: Older Years

Students spend 160 hours in a clinical practice setting where they continue to develop skills needed to provide culturally competent primary health care to adults and the aged with increasingly complex health and illness issues. With faculty guidance and preceptor supervision, students manage the health and illness of clients. Prerequisites: NURS 6221, 7243, 7349. Corequisite: NURS 6221, 7246. *4 credits*

NURS 7360 Graduate Nursing Practicum III: Acute Care

Students spend 160 hours in a clinical practice setting where they continue to develop skills needed to provide culturally competent acute health care to adults and the aged with increasingly complex health and illness issues. With faculty guidance and preceptor supervisions students manage the health and illness of clients in acute care setting. Prerequisite: NURS 7348. Corequisites: NURS 6221, 7250. *4 credits*

NURS 7363 Graduate Nursing Practicum IV: Older Years

Students spend 120 hours in a clinical practice setting where

they continue to integrate and synthesize data and demonstrate expert clinical judgment and decision making in the provision of culturally competent care to adults. With faculty and preceptor consultation students manage the health and illness of increasing numbers of clients with complex problems.

Prerequisites: NURS 7246, 7356. Corequisite NURS 7453. *3 credits*

NURS 7364 Graduate Nursing Practicum IV: Younger Years

The focus of the course is on the advanced application of knowledge and skills synthesized from previous work in nursing and the supportive biopsychosocial sciences and humanities. Interdisciplinary collaboration for effective, holistic health care is emphasized. Students function in the role of the nurse practitioner under supervision. Prerequisites: NURS 7242, 7244, 7334, 7344, 7357. *3 credits*

NURS 7366 Graduate Nursing Practicum IV: Older Years

Students spend 160 hours in a clinical practice setting where they continue to integrate and synthesize data and demonstrate expert clinical judgment and decision making in the provisions of culturally competent care for adults and the aged. With faculty and preceptor consultation, students manage the health and illness of increasing numbers of clients with complex problems. Prerequisites: NURS 7246, 7359.

Corequisite: NURS 7470. *4 credits*

NURS 7369 Graduate Nursing Practicum IV: Acute Care

Students spend 160 hours in a clinical practice setting where they continue to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of culturally competent care to adults and the aged in the acute care setting. With faculty and preceptor consultations students manage the health and illness of increasing numbers of clients with complex acute care problems. Prerequisite: NURS 7360.

Corequisite: NURS 7470. *4 credits*

NURS 7370 Advanced Health Assessment and Clinical Decision Making

The focus of this course is on advanced comprehensive and integrated assessment skills leading to the making of accurate, efficacious, and expedient clinical decisions in the expanded nursing role. Relevancy of data is considered in the context of the patients' bio-psycho-socio-economic, cultural, developmental, and functional status. Strategies in shared decision making and decision support are explored. Failed heuristics, biases, and cognitive dispositions to respond are addressed. Assessments relevant to specialties are included.

Prerequisite: NURS 6415. Corequisite: NURS 7333 or 7334. *3 credits*

NURS 7470 Advanced Professional Role Enactment

This course will focus on sensitizing the student to the emerging and ever-changing role of the Advanced Practice Nurse. Students will explore the societal, economic, and politico-legal developments affecting acceptance and utilization of the role. Issues related to role development, leadership skills and case management for diverse client populations are analyzed. Prerequisite: Three semesters of

advanced practice clinical nursing courses. *3 credits*

NURS 7510 Graduate Practicum II: Pediatric Acute Care

This clinical course will provide the novice Pediatric Acute Care Nurse Practitioner student with a higher appreciation of the pathophysiological basis and management of acute health disorders with children and their families. The student has an opportunity to practice and refine clinical appraisal, diagnostic, decision-making, and management skills with critically ill children from birth through adolescence. This course will foster the student's growth in professional autonomy as well as encouraging development in his or her clinical role as a collaborator and member of an interdisciplinary team. Prerequisites: NURS 6223, 6411, 6415, 7334, 7370. Corequisite: NURS 7610. *4 credits*

NURS 7512 Graduate Practicum III: Pediatric Acute Care

The course builds upon preceding Pediatric Acute Care Nurse Practitioner clinical courses. The clinical course prepares students to perform critical assessment, diagnosis and management of emerging crisis and organ system dysfunction in children with acute, critical health conditions. The course emphasizes stabilizing patients, reducing complications, restoring optimal health, providing psychosocial support to pediatric patients and their families. The student will continue to develop the role of a pediatric acute, critical health care provider, perform advanced technological skills, and collaborate with the health care team in meeting the needs of critically ill children and their families. Prerequisites: NURS 6223, 6411, 6415, 7334, 7370, 7510, 7610. Corequisite: NURS 7612. *4 credits*

NURS 7514 Graduate Practicum IV: Pediatric Acute Care

The focus of this clinical course is to prepare Pediatric Acute Care Nurse Practitioner students to assess, evaluate and manage complex chronic disease and technology dependent children. This course will provide students with higher appreciation of the role of the Pediatric Acute Care Nurse Practitioner managing children with chronic health disorders and specialized needs transitioning into different levels of care. Students will focus on the strategies within the acute care setting, interprofessional collaboration of services and transition to medical home for children and families with complex health care needs. Prerequisites: NURS 6223, 6411, 6415, 7334, 7370, 7510, 7512, 7610, 7612. Corequisite: NURS 7614. *4 credits*

NURS 7515 Advanced Practice PMH Nursing Practicum IV: Complex Problems

This course builds upon all previous practicum courses. Utilization and translation of theory into psychiatric/mental health practice. This course will examine methods of intervention with a true sensitivity and understanding of the influence of race, ethnicity, culture, age, and gender with individuals, families, and groups. *4 credits*

NURS 7600 Executive Internship in Health Systems

Administration

This executive-level internship experience offers students the opportunity to demonstrate advanced leadership/management competencies in a selected healthcare organization. Course focus is on the depth and breadth of integrated delivery system components and on the multicultural constituencies served by these systems. Learning outcomes stress creative leadership behaviors and the development of a strategic business plan for a product or service that serves organization's constituency. Prerequisite: Successful completion of all courses in HSA major or by permission. *4 credits*

NURS 7610 Advanced Practice Nursing Theory I: Acute Care Management of Infants, Children, and Adolescents

In this course, students acquire theory to initiate, manage, and evaluate critical health care regimens for infants, children and adolescents. This course provides the Pediatric Acute Care Nurse Practitioner student working with infants through adolescence with an expanded scientific knowledge base to manage acute health disorders with children and their families with a focus on episodic and acute illness requiring immediate treatment and stabilization. Building on prerequisite courses, a framework is provided for clinical decision-making and clinical management in acute care pediatric health care settings. The course emphasizes Pediatric Acute Care Nurse Practitioner's management, which includes critical assessment, diagnosis, laboratory testing, pharmacologic, continual monitoring, and ongoing management of intensive therapies in a variety of patient care settings. Prerequisites: NURS 6223, 6411, 6415, 7334, 7370. Corequisite: NURS 7510. *3 credits*

NURS 7612 Advanced Practice Nursing Theory II: Acute Care Management of Infants, Children and Adolescents

This course builds upon preceding Pediatric Acute Care Nurse Practitioner course content and will prepare students to perform critical assessment, diagnosis and management of children with complex acute, critical, and chronic health conditions. Selected physiologic systems will be explored from a developmental and multicultural perspective. Core concepts in acute care including stabilization of children in emergent and life-threatening situations, advanced ventilation, pain, sedation, and palliative and end of life care will be examined. Ethical and legal issues pertinent to pediatric acute care and the role of the Pediatric Acute Care Nurse Practitioner will also be explored. Prerequisites: NURS 6223, 6411, 6415, 7334, 7370, 7510, 7610. Corequisite: NURS 7512. *3 credits*

NURS 7614 Advanced Practice Nursing Theory III: Management of the Medically Fragile and Technology Supported Child and Family

The focus of this course is to appraise the role of the Pediatric Acute Care Nurse Practitioner as a coordinator and manager of medically complex and technology dependent children. Evaluation of the economic, cultural, behavioral, and psychosocial impact on children and families with chronic and multifarious disorders transitioning into the community will

be emphasized within diverse populations. Prerequisites: NURS 6223, 6411, 6415, 7334, 7370, 7510, 7512, 7610, 7612. Corequisite: NURS 7514. *3 credits*

NURS 8001 Ethics of Healthcare and Nursing

A study of the normative and organizational dimensions of healthcare ethics, bioethics, nursing and research. Emphasis is on various traditional and contemporary approaches to normative ethics, as well as the ways in which ethical decisions are shaped by the culture and structure of organizations and professions. Philosophical ideas, nursing, and social science theory will be explored and applied in the context of dilemmas encountered in professional nursing. *3 credits*

NURS 8002-8008 Continuing Ph.D. Advisement

Doctoral students who are engaged in preparation for, or have passed Candidacy, but have not completed NURS 9902, must register for the one credit continuing Ph.D. advisement course each semester they are not registered for any other 3 credit course. *1 credit each*

NURS 8048 Curriculum Development and Teaching in Nursing

This course examines issues in higher education with a focus on curriculum development and teaching in nursing education. This course includes critiquing a curriculum, identifying student outcomes and competencies and designing a nursing course. The role of nursing faculty in higher education is included. *3 credits*

NURS 8101 Emerging Nursing Theory

The focus of this course is the development of scholarly inquiry in nursing. Students engage in a systematic analysis and critical evaluation of current nursing theory. Emphasis is placed on the historical development of nursing theory from its inception to the present. The course highlights the relationship between scientific inquiry and the development of knowledge and the practice of nursing. *3 credits*

NURS 8102 Building Nursing Knowledge: Evidence for Practice

The focus of this course is the critical evaluation of evidence derived from contemporary nursing research from a theoretical and methodological perspective. Selected studies that are representative of different methods of inquiry are carefully critiqued. Students are helped to interrelate findings, identify gaps in knowledge, and explore concepts of their own interest. Emphasizes the extent and nature of potential synthesis of knowledge across traditional boundaries. Prerequisite: NURS 8101. *3 credits*

NURS 8104 Special Topics in Health Care

This course is designed to develop knowledge about contemporary issues in health care and the state of nursing science in specific areas. Emphasis is placed on critical appraisal and synthesis of nursing and multidisciplinary literature that will guide future research and practice. Culturally informed competencies and health disparities will be threaded throughout course discussions. Prerequisites: NURS 8701, CPSY 7005. *3 credits*

NURS 8201 Independent Study 1 credit**NURS 8202 Independent Study 2 credits****NURS 8203 Independent Study 3 credits****NURS 8500 Informatics for Evidence-Based Practice**

The focus of this course is on the integration of informatics knowledge, skills, and attitudes to support culturally-competent evidence-based practice. Selected informatics topics relevant to evidence-based practice with varied populations are included, such as: 1) the development, use, and evaluation of computer systems for clinical practice, decision support and shared clinical decision-making; 2) standards in clinical terminology; data storage, and transmission; 3) clinical data capture, analysis, and application for quality improvement; and 4) computer-aided instruction.

Prerequisites: Successful completion of core courses and Practicum III. Corequisite: NURS Practicum IV. *3 credits*

NURS 8600 Executive Interpersonal Collaboration

This executive-level communication and advanced collaboration strategies course offers students the opportunity to recognize and eventually demonstrate advanced leadership/management, communication and relationship management competencies to improve unique patient, family, community and population health outcomes. The major emphasis of the course will focus on the depth and breadth of integrated delivery system components and on nurse-patient-community-physician partnerships to achieve health outcomes and organizational efficiency through the development and implementation of high performing, multidisciplinary teams. Prerequisites/Corequisites: Successful completion of all didactic courses in HSA major or by permission of the professor. *3 credits*

NURS 8701 Research Design and Methods of Inquiry in Nursing

The principles and methods employed in a variety of qualitative and quantitative research designs used for the development of nursing knowledge are presented and compared. Issues of clinical practice research are discussed. The importance of selecting an appropriate design for an identified research problem is emphasized. Prerequisites: GMHS 7403, NURS 8102. Corequisite: CPSY 7005. *3 credits*

NURS 8702 Qualitative Research Design

The focus of this course is the use of qualitative methods to build knowledge. This is the first of two courses in the qualitative research sequence that are required for students who choose to do a qualitative dissertation. In this course the student develops a simple qualitative study (not the dissertation) and collects data. In the second course the student leaves the field and the focus is on rigorous analysis and writing up the results. In this course the students learn by doing. Students conduct interviews, engage in participant observation, develop field notes, and examine their personal beliefs. Students are guided with support from peers to develop codes, categories and themes. Trustworthiness guides the design, data collection, and analysis. Ethical issues related to qualitative research are discussed. Prerequisite: NURS

8701. *3 credits*

NURS 8703 Qualitative Research Analysis

The focus of this course is the completion of the field study begun in NURS 8702 Qualitative Research Design. The student leaves the field and continues the work of deeper analysis. Work becomes increasingly focused and complex. Trustworthiness guides the work of analysis. Students are challenged to reflect and understand the influence of personal beliefs on their interpretations. Students have an opportunity to explore a wide range of ways of reporting findings and writing qualitative reports. At the completion of the course the student has the foundational skills required to do the qualitative dissertation. Prerequisite: NURS 8702. *3 credits*

NURS 9900 Doctoral Colloquium

This course integrates scholarship and policy central to the role of nurse scientist, nurse leader, and nurse educator that influence the future of nursing and health care. An emphasis is placed on identifying potential phenomena of interest to nursing and engaging in focused academic discussions in an ongoing process to select and refine a specific phenomenon for dissertation research. Prerequisites: Candidacy status; NURS 8701. *3 credits*

NURS 9902 Dissertation Seminar I

This course consists of a seminar and discussion for doctoral candidates. Students develop the dissertation research proposal with guidance of faculty and input of fellow students. Emphasis is on the refinement of the problem statement, research question(s)/hypothesis, review of the literature and selection and application of appropriate methods. Prerequisites: NURS 9900 or 9901 and all previously required research and statistics courses. *3 credits*

NURS 9903 Dissertation Seminar II

This course consists of a seminar and discussion for doctoral candidates who are continuing to develop their dissertation proposal. The focus is on candidate discussion and presentation of topics related to issues dealing with the development of the dissertation proposal. Discussion of scholarly writing is included as well as opportunities for a "mock" oral defense of final dissertation proposal. Prerequisite: NURS 9902. *3 credits*

NURS 9904-9918 Dissertation Advisement

Doctoral students who have completed Dissertation Seminars I or II, with or without having successfully passed dissertation proposal review, must continuously register for dissertation advisement (NURS 9904-9923) any semester they are not registered for any other 3 credit course until the dissertation is completed and the final oral defense of dissertation is passed. Students must maintain contact with their dissertation chair and committee members and be involved in the research and writing process. Prerequisite: NURS 9902 or 9903. *1 credit each*

NURS 9919 Using Research for Evidence-Based Practice

This course will build on knowledge of the essentials of research and the components of evidence-based practice (EBP). The student will acquire the knowledge and skills

necessary to evaluate and apply evidence-based principles in clinical settings. Development of scholarly writing ability utilizing APA format will be emphasized. Prerequisite: NURS 7141 or equivalent. *3 credits*

NURS 9920 D.N.P. Residency I (Two semester course sequence)

Synthesis of the evidence for health care delivery occurs. Depending upon the focus of the student's D.N.P. studies, the emphasis of the residency is on health care delivery for clients or on health care delivery in systems. Settings for practice are varied and expand upon previous practica in the D.N.P. curriculum. A total of 135 clinical practice hours are completed within the first semester of the D.N.P. residency. Prerequisites: Approval of the Program Director. *3 credits*

NURS 9921 D.N.P. Residency II (Two semester course sequence)

Synthesis of the evidence for health care delivery occurs. Depending upon the focus of the student's D.N.P. studies, the emphasis of the residency is on health care delivery for clients or on health care delivery in systems. Settings for practice are varied and expand upon previous practica in the D.N.P. curriculum. A total of 135 clinical practice hours are completed within the second semester of the D.N.P. residency. Prerequisite: NURS 9920. *3 credits*

NURS 9922 Scholarly Project I

This course focuses on designing and implementing a scholarly project in which research is translated into practice in the student's specialty. The project benefits a group, population or community rather than an individual patient or family and addresses an identified health related need. Students develop the scholarly project with the guidance of faculty and community-based nursing experts. A total of 120 clinical hours are completed within the semester. This is a Pass/Fail course. Prerequisite: NURS 9921. *3 credits*

NURS 9923 Scholarly Project II

This course is a continuation of Scholarly Project I. The focus is project implementation, and evaluation. Students implement and evaluate project outcomes with the guidance of faculty and community-based nursing experts. A plan for professional and public dissemination of the project results will be elaborated. A total of 120 clinical hours are completed within the semester. Prerequisite: NURS 9922. *3 credits*

NURS 9924-9935 D.N.P. Continuous Scholarly Project Advisement

D.N.P. students who have completed Scholarly Project I and II must continuously register for advisement (NURS 9924-9935) any semester they are not registered for any other 3 credit course until the project is completed and the final presentation is passed. Students must maintain contact with their Scholarly Project chair and committee members and be involved in the project implementation and evaluation. Prerequisite: NURS 9922 or 9923. *1 credit each*

NURS 9937 Population Health for Advanced Nursing Practice

This course addresses the issue of population health in relation

to advanced nursing practice. Students will develop awareness, knowledge and skills required to identify population parameters, the potential impact of the population-based approach to care, and the importance of designing interventions at the population level in advanced nursing practice. This course will address the issue of population health in relation to health disparities and epidemiological principles. *3 credits*

NURS 9938 Integrity in Nursing Leadership

This course addresses the intersection of clinical integrity and clinical leadership in the context of advanced nursing practice. Using a case-based approach, nursing and biomedical ethical norms are integrated with leadership theory in the analysis of problems encountered by nurses in advanced roles. Contemporary leadership theories, foundational and advanced principles of ethical leadership, and dilemmas in the delivery of healthcare are examined in depth. Prerequisite: NURS 6123 or equivalent. *3 credits*

NURS 9939 Leadership in Healthcare Business

This course examines health care economics and the business of clinical practice as it relates to the delivery of quality health care services. The course will analyze the dynamic interplay between the driving forces of economics, health policy, quality improvement, and standards of care in the delivery of health care services to maximize health outcomes. Students will explore economic concepts and measurement tools to critically appraise a health care issue, design strategies to improve clinical outcomes and evaluate the achievement of the improvement goals including outcomes related to safety, fiscal principles, efficiency, and quality. Prerequisite: NURS 6124, 7470 or permission of Program Director. *3 credits*

NURS 9940 Advanced Nursing Practice in Healthcare Systems

This course addresses the leadership role of advanced nursing practice within health care organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. This course will explore critical topics in organizational and systems leadership that emphasize the primacy of clinical work and the opportunity for nursing innovation to transform service delivery, develop entrepreneurial knowledge and skills, improve health outcomes and ensure patient safety. Inter-disciplinary theories and practice of leadership will be explored at different levels of nursing practice: individual practice settings, health care organizations and the national health care system. Leadership, management and communication strategies to move interdisciplinary groups toward common goals and objectives will be examined. Prerequisite: NURS 6124, 7470 or permission of Program Director. *3 credits*

Immaculate Conception Seminary

School of Theology



Lewis Hall

(973) 761-9575

theology@shu.edu

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

Vice Rector and Business Manager:

Reverend Robert K. Suszko, M.B.A., M.Div.

Associate Deans:

Reverend Christopher M. Ciccarino, S.S.L., S.T.D.

Dianne M. Traflet, J.D., S.T.D.

Director of Formation: Reverend Renato J. Bautista, M.Div.

Director of the Institute for Christian Spirituality:

Dianne M. Traflet, J.D., S.T.D.

Director of the Center for Diaconal Formation:

Deacon Andrew E. Saunders, M.A.

Faculty: Justin M. Anderson, Ph.D.; Rev. Renato J. Bautista,

M.Div.; Rev. Christopher M. Ciccarino, S.S.L., S.T.D.;

Timothy P. Fortin, Ph.D.; Gregory Y. Glazov, D.Phil.

(Oxon.); Eric M. Johnston, Ph.D.; Rev. Joseph R. Laracy,

S.T.D.; Patrick R. Manning, Ph.D.; Monsignor Gerard H.

McCarren, S.T.D.; Rev. Douglas J. Milewski, S.T.D.; Jeffrey

L. Morrow, Ph.D.; Rev. Roberto Ortiz, S.T.L., S.T.D. (cand.);

Rev. James P. Platania, S.S.L., S.T.D. (cand.); Joseph P. Rice,

Ph.D.; Ellen R. Scully, Ph.D.; Dianne M. Traflet, J.D., S.T.D.;

Víctor Velarde-Mayol, M.D., Ph.D.; Monsignor C. Anthony

Ziccardi, S.S.L., S.T.D.

Formation Faculty: Rev. Renato J. Bautista, M.Div.; Rev.

Christopher M. Ciccarino, S.S.L., S.T.D.; Rev. Mariusz

Eugene R. Koch, C.F.R., M.Div., M.A.; Monsignor Gerard H.

McCarren, S.T.D.; Rev. William M. McDonald III, S.T.L.;

Rev. Roberto Ortiz, S.T.L., S.T.D. (cand.); Monsignor Joseph

R. Reilly, S.T.L., Ph.D.; Rev. Robert K. Suszko, M.B.A.,

M.Div.

Faculty Emeriti: Zeni V. Fox, Ph.D.; Monsignor James C.

Turro, S.T.L., S.S.L., Ph.D.

Faculty Retired and Emeritus: Rev. W. Jerome Bracken,

C.P., Ph.D.; Monsignor Thomas G. Guarino, S.T.D.; Rev.

Lawrence B. Porter, Ph.D.; Monsignor Robert J. Wister,

Hist.Eccl.D.

(ICSST) is the School of Theology of Seton Hall University and the major seminary of the Roman Catholic Archdiocese of Newark. ICSST admits both seminarians studying for the Catholic priesthood and lay students.

Founded in 1860 at Seton Hall, Immaculate Conception Seminary remained part of the University until 1927, when it moved to separate facilities in Darlington, near Mahwah, NJ. In 1984, Immaculate Conception Seminary re-affiliated with the University.

Mission Statement

Immaculate Conception Seminary is a House of Formation for the Roman Catholic priesthood and the School of Theology of Seton Hall University.

As a House of Formation, the Seminary offers men preparing for the priesthood the personal, academic, ministerial and spiritual formation essential for their conversion to Jesus Christ and for their commitment to a life of service to the Church.

As a School of Theology, the Seminary provides: a theological and philosophical foundation for men and women pursuing undergraduate and graduate studies; a theological foundation and a pastoral and spiritual formation for men and women preparing for ministries among the people of God; a theological foundation for men and women desiring to pursue doctoral studies; and varied opportunities for continuing theological education. Approved by the Board of Overseers – March 23, 2017.

Accreditation

ICSST is accredited by the Association of Theological Schools in the United States and Canada and the Middle States Association of Colleges and Schools.

Degree Programs

For the past 161 years, the Seminary has dedicated itself to providing an educational and formational program of the highest caliber for men preparing to serve God's People through the priesthood. Since 1974, the Seminary also has prepared lay men and women to fulfill their Christian vocations, rooted in the new life received in the Sacrament of Baptism, and to dedicate themselves to their specific roles in the mission of the Church.

ICSST offers three graduate degree programs: the Master of Arts in Theology, the Master of Arts in Pastoral Ministry and the Master of Divinity.

ICSST offers one undergraduate degree program: the Bachelor of Arts in Catholic Theology.

Certificate Programs

In addition to degree programs, ICSST offers certificate programs in Catholic Evangelization and Christian Spirituality.

Immaculate Conception Seminary School of Theology

Center for Diaconal Formation

The academic program offered through the Center for Diaconal Formation is the prescribed curriculum for all deacon candidates who are seeking ordination and are enrolled in their diocese's class cohort. The program is consistent with the intellectual norms established in the *National Directory for the Formation, Ministry and Life of Permanent Deacons in the United States*. Completion of the academic program leads to a Master of Arts in Theology with a systematic concentration (12 courses; 36 credits) and includes four extra specialized diaconate-specific courses for a Certificate in Diaconal Studies. Course curriculum is delivered at the main campus in South Orange and at three off-campus locations: St. Paul Inside the Walls, 205 Madison Avenue, Madison, NJ; St. John Neuman Pastoral Center, 146 Metlars Lane, Piscataway, NJ; and Diocese of Trenton Chancery, 701 Lawrenceville Road, Lawrenceville, NJ. For more information on the Center for Diaconal Formation, contact Deacon Andrew E. Saunders, M.A. '08, Director, at (973) 313-6335.

Summer Session

ICSST offers courses throughout the summer both for students already matriculated in a program and for nonmatriculated and visiting students. For more information on Summer classes, contact the Secretary for Student Support Services at (973) 761-9633.

Visiting Scholars

ICSST regularly invites visiting scholars from other institutions as a way of providing students with exposure to distinguished faculty and thinkers in the field of theology. Past scholars have included Eamon Carroll, O.Carm. (Loyola, Chicago); Norris Clarke, S.J. (Fordham, New York); Marcel Dumais, O.M.I. (St. Paul's University, Ottawa); Eduardo Echeverria, Ph.D. (Sacred Heart Major Seminary, Detroit); Balthasar Fischer (Trier); Albert Fuchs (Katholisch-Theologische Hochschule, Linz); Bruno Hidber, C.Ss.R. (Alphonsian Academy); Robert Imbelli (Boston College); John M. McDermott, S.J. (Sacred Heart Major Seminary, Detroit); Edward T. Oakes, S.J. (Regis, Denver); Mary O'Driscoll, O.P. (Angelicum, Rome); Alberic Stacpoole, O.S.B. (Ampleforth Abbey, Yorkshire); D. Vincent Twomey, S.V.D. (Maynooth); Walter Vogels (University of St. Paul, Ottawa); Edward J. Yarnold, S.J. (Oxford University); and Zygmunt Zielinski (Catholic University of Lublin).

Archbishop Peter L. Gerety Fund for Ecclesiastical History

The Archbishop Peter L. Gerety Fund for Ecclesiastical History was established by the former Archbishop of Newark (1974-86) to promote study, research and scholarship in Church history broadly considered. It carries out its mandate in four major ways:

- **Gerety Lectures:** ICSST sponsors lectures by distinguished guest speakers on subjects in the field of Church history.

Past lecturers have included Christopher Bellitto; J. Ian Boyd, C.S.B.; Raymond Leo Cardinal Burke; Stephen Carter; Avery Cardinal Dulles, S.J.; Virgilio Elizondo; John Tracy Ellis; James Fisher; Gerald Fogarty; Robert P. George; Philip Gleason; Scott W. Hahn; Jan Michael Joncas; Mary Kenny; Simon C. Kim; John O'Malley, S.J.; Mark Francis O'Malley; Jaroslav Pelikan; Peter C. Phan; Dermot A. Quinn; Albert Raboteau; Margaret Reher; Most Reverend Arthur J. Serratelli; Thomas Shelley; D. Vincent Twomey, S.V.D.; and Robert J. Wister.

- **Gerety Seminar Award:** An annual prize of \$300 is given to the Catholic seminarian enrolled at ICSST who completes the best project in Church history in a given year.
- **Gerety Book Award:** A biennial subvention of \$2,000 is provided for the publication of a book, a substantial portion of which deals with the history of the Roman Catholic community in New Jersey. It is expected that the book will reflect the use of the archives of the Archdiocese of Newark and/or other deposits in the archives of Seton Hall University under care of the New Jersey Catholic Historical Records Commission.
- **Gerety Research Award:** A \$300 prize is given for the best monograph produced as a result of research in the archives of the Archdiocese of Newark and/or other deposits in the archives of Seton Hall University under care of the New Jersey Catholic Historical Records Commission.

Admission

The Seminary School of Theology requires the following:

- a baccalaureate degree, preferably in the humanities, from an accredited college or university (particular distribution requirements are listed under each degree program);
- original transcripts of all undergraduate and graduate academic coursework from all colleges, seminaries and universities. Student transcripts or photocopies are not acceptable;
- all credentials in languages other than English must be accompanied by certified English translations;
- evaluation of foreign academic credentials: international applicants must have all transcripts from institutions not accredited in the United States or Canada evaluated by an organization that is a member of the National Association of Credential Evaluation Services (NACES.org). Alternatively, transcripts may be evaluated by AACRAO. All evaluations must be course-by-course evaluations, as confirmation of course level and degree equivalency. Applications submitted without credential evaluations will not be considered for admission or transfer credit evaluation. Students are responsible for all costs associated with credential evaluations. International students are subject to a one-time fee of \$400. This fee is assessed in the first semester of attendance;
- Graduate Entrance Exam: Official test results from the Graduate Record Examination (GRE) are preferred; alternatively, Miller Analogies Test (MAT);

- two letters of recommendation attesting to the student's academic potential and personal qualifications to pursue advanced theological studies;
- completed application forms; and
- results of the TOEFL Test (for students born or raised in non-English-speaking countries). Seminarians applying to the M.Div. program already sponsored by a diocese or religious community may elect to take ESL testing on campus prior to initial registration.

Additional requirements or exceptions for particular degree programs are included in the descriptions of those programs.

Master of Arts in Theology (M.A.) [ST_BIBL_MAT], [ST_BIBN_MAT], [ST_HSTD_MAT], [ST_HSTN_MAT], [ST_CETH_MAT], [ST_CETN_MAT], [ST_STHO_MAT], [ST_STHN_MAT]

The Master of Arts in Theology program offers students a substantial academic background in specific theological disciplines. ICSST offers the M.A. in Theology in two formats: general and research. The general M.A. is for students seeking a terminal degree in theology that allows them to pursue in-depth studies without a formal research component. The general M.A. is well-suited for persons teaching at the secondary school level. The research M.A. serves as the basis for further graduate studies and includes language reading and research requirements usually deemed prerequisites to doctoral studies. Admission and matriculation requirements and concentrations are the same for both formats.

Students considering further studies in theology are advised to pursue the research M.A., which leaves more options available. Because the general format M.A. is a terminal degree, ICSST will not recommend general format graduates to doctoral programs.

Admission Requirements

In addition to the aforementioned general admission requirements for all ICSST programs, M.A. applicants:

- Should have completed at least 12 credits or the equivalent in theology/religious studies in their undergraduate programs. Students lacking this background may be required to enroll in additional coursework to satisfy this requirement; and
- Must have a personal interview with the associate dean.

Note: At least two years of service to the Church is preferred.

Matriculation Requirements

All students must maintain an average of at least 3.0 on a 4.0 scale in coursework leading to the M.A. in Theology. Students must complete degree requirements within five

years. Extensions of time to fulfill degree requirements may be requested from the ICSST Educational Policy Committee for justifiable reasons.

Concentrations

Concentrations are available in four areas: Biblical Studies, Moral Theology, Systematic Theology and Church History. A fifth concentration, in Jewish-Christian Studies, is available by taking courses offered through the University's Department of Jewish-Christian Studies.

Degree Requirements

All students must take STHO 6020 Research Seminar in the first semester of study.

In addition, students must complete certain core courses, according to the area of concentration for their M.A.

1. Students enrolled in an M.A. with a concentration in Biblical Studies (BIBL/BIBN) must complete:
 - a. BIBL 6201 Pentateuch
 - b. BIBL 6501 Synoptic Gospels
 - c. and any one of the following:
 - i. BIBL 6203 Prophetic Literature
 - ii. BIBL 6205 Wisdom Literature & Psalms
 - iii. BIBL 6503 Johannine Literature
 - iv. BIBL 6505 Pauline Literature
2. Students enrolled in an M.A. with a concentration in Church History (HSTD/HSTN) must complete:
 - a. HSTD 6340 The Church of the Fathers, the Age of Faith, and the Renaissance
 - b. HSTD 6341 The Church of the Reformations, the Missions, and Today
 - c. HSTD 6807 American Christianity
 - d. and any one of the following:
 - i. HSTD 6222 Popes and the Papacy
 - ii. HSTD 6226 Ecumenical Councils
3. Students enrolled in an M.A. with a concentration in Moral Theology (CETH/CETN) must complete:
 - a. CETH 6105 Fundamental Moral Theology
 - b. and any one of the following:
 - i. CETH 6205 Healthcare Ethics
 - ii. CETH 6306 Catholic Sexual Ethics
 - iii. CETH 6407 Catholic Social Teaching.
4. Students enrolled in an M.A. with a concentration in Systematic Theology (STHN/STHO) must complete any two of the following:
 - a. STHO 6202 Revelation and Faith
 - b. STHO 6203 Christology
 - c. STHO 6205 Christian Anthropology
 - d. STHO 6207 Ecclesiology
 - e. STHO 6501 Worship of the Church
 - f. STHO 6503 Sacraments of Initiation
 - g. STHO 6505 Eucharist

In exceptional circumstances, the associate dean who serves as the student's adviser, as well as the chair of the department in which the student is pursuing an M.A., may permit the

substitution of another course for one of those required above.

The M.A. degree program is normally two academic years of full-time study.

General (Terminal) Option (BIBN, HSTN, CETN, STHN)

Students selecting the M.A. in Theology, general option, must complete 36 credits of coursework, divided into 21 credits in one of the major areas listed under “concentrations” and 12 credits in the other areas of concentration, divided as evenly as possible among them. Students concentrating in Biblical Studies also must complete 6 credits in Biblical Greek (BIBL 6006 and 6007) and 6 credits in Biblical Hebrew (BIBL 6113 and 6114). As close as possible to their final semester of studies, students also must complete 3 credits in the M.A. Seminar (STHO 6999), a capstone course integrating their theological studies from among the various concentrations.

Research Option (BIBL, HSTD, CETH, STHO)

The M.A. in Theology program, research format, consists of four components: coursework, language reading requirement, comprehensive examinations and thesis. These four components are divided as follows:

I. Coursework (36 credits)

Students must complete 36 hours of graduate coursework, divided into 21 credits in one of the major areas listed under “concentrations” and 15 credits in the other areas of concentration, divided as evenly as possible among them. No pastoral theology (PTHO) courses are applicable to the M.A. in Theology degree.

II. Language Reading Requirement

Students must demonstrate reading knowledge of French or German. This requirement should be met as early as possible; no student will be permitted to advance to comprehensive examinations without satisfying it. Substitution of other languages is generally not permitted unless the student demonstrates a compelling relationship between the proposed language substitute and his area of research. Students meet the language reading requirement by taking a one-hour translation examination administered and graded by a faculty member chosen by the associate dean. The exam may be taken during the Fall or Spring semester.

III. Comprehensive Examinations

Students must complete written comprehensive examinations in their areas of concentration, demonstrating relative mastery of the chosen area of concentration. Comprehensives are taken after coursework and the language reading requirement have been fulfilled. Exams may be taken during the Fall or Spring semester.

IV. Thesis

Students must submit an acceptable thesis of substantial length (80-100 pages) in the chosen field of concentration on a topic previously approved by the Educational Policy Committee, only after all other degree requirements have been met successfully. The thesis is read by a mentor and a reader,

each of whom grades the thesis, with the final grade established as an average by the associate dean. The final thesis must be filed in the ICSST Library.

V. Additional Requirements for Biblical Studies Students

In addition to the requirements described in I-IV, students concentrating in Biblical Studies must successfully complete 6 credits in Biblical Greek (BIBL 6006 and 6007) and 6 credits in Biblical Hebrew (BIBL 6113 and 6114) prior to comprehensive examinations.

Master of Arts in Pastoral Ministry (M.A.P.M.) [ST_SPTM_MAM]

The Master of Arts in Pastoral Ministry program prepares students for competent leadership in a specialized ministry in the Catholic Church. The program strives to provide the student with both a theological education and specialized training in a chosen field of ministerial engagement.

Admission Requirements

In addition to the aforementioned general admission requirements for all ICSST programs, M.A.P.M. applicants must:

- submit the results of psychological testing, including the Minnesota Multiphasic Personality Inventory (MMPI), the Rorschach, the Autobiographical Sketch, the Gestalt Test and the Draw-a-Person Test, all taken at a center approved by ICSST; and
- have a personal interview with the associate dean.

Note: At least two years of service to the Church is preferred.

Degree Requirements

The M.A.P.M. program consists of four components: coursework; field education and theological reflection; spiritual formation; and the Integration Seminar/Final Comprehensive Project, as follows. All students must take STHO 6020 Research Seminar in the first semester of study.

The M.A.P.M. degree program is normally three academic years of full-time study.

I. Coursework (42 credits)

Students complete coursework according to the distribution below, divided into 30 credits in a core theological curriculum and 12 credits in their area of pastoral specialization. Specific courses are selected in consultation with the student's academic adviser.

A. Core Theological Curriculum

Students must complete 3 credits in each of the following core areas. The courses listed represent typical choices, not concrete requirements.

Core Areas	Possible Course Choices
New Testament	BIBL 6501, 6503, 6505
Old Testament	BIBL 6201, 6203, 6205

Church History	HSTD 6201, 6202
Liturgy	STHO 6501
Christology or Trinity	STHO 6203, 6204
Ecclesiology	STHO 6207
Sacramental Theology	STHO 6503, 6505, 6509
Moral Theology	CETH 6105, 6306
Theological Foundations for Ministry	STHO 6575

B. Concentration Area

Students must earn 12 credits in PTHO courses. The coursework should represent a coherent concentration in a particular area of pastoral ministry and be determined by the student's present and prospective ministerial needs.

II. Field Education and Theological Reflection

All M.A.P.M. students must complete the equivalent of 6 credits of field education in professionally supervised settings approved by ICSST. Students may meet this requirement as follows: (1) by taking part in two single-semester field education experiences of six to eight hours weekly in a supervised setting; (2) by enrolling in clinical pastoral education; or (3) by other means approved by the associate deans.

Concomitantly with field education, students must enroll in a theological reflection group, which normally meets approximately 10 times over the course of an academic year. Registration for the group is made through the associate dean.

III. Spiritual Formation

The formation program has three components. The first is the "Foundational Spiritual Experience." A cognitive and experiential introduction to the spiritual life, this year-long program explores movements in the spiritual life. Liturgy, instruction, faith-sharing and communal prayer are some of the elements.

The second component of formation is spiritual direction. A list of recommended directors, persons associated in some way with the school who are familiar with the program and its goals, is available from the associate dean.

The third formation component is a retreat of several days made at some time during the course of studies. When the retreat has been completed, the student should inform the associate dean.

IV. Integration Seminar and Final Comprehensive Project

All students must enroll in and successfully complete the 3-credit Integration Seminar (PTHO 9101). Completion of this seminar involves successful preparation of an acceptable final comprehensive project in ministry, attesting to the student's successful integration of theological knowledge and pastoral expertise with its appropriate application to a selected pastoral issue. Copies of the final project are submitted to the ICSST Library.

Master of Divinity (M.Div.)

[ST_DIVN_MDM], [ST_DIVS_MDM]

The Master of Divinity program is the main professional degree program providing theological training for those preparing to undertake ministry in the Roman Catholic Church, primarily through ordination to the priesthood. The program meets all the requirements of the United States Conference of Catholic Bishops' *Program of Priestly Formation* (Fifth Edition, 2005). The Academic Program for Priesthood Candidates is the prescribed curriculum for all seminarians seeking ordination. In particular and exceptional cases, with the approval of rector/dean, qualified students who are not seeking ordination are admitted to the M.Div. program.

Admission Requirements

In addition to the aforementioned general admission requirements for all ICSST programs, M.Div. applicants:

- must undertake psychological testing, according to protocols issued by the Office of the Rector/Dean;
- must have a personal interview with the rector/dean and/or the appropriate associate dean. Scheduling for such interviews is initiated by ICSST; and
- should have earned at least 15 undergraduate hours in religious studies/theology and at least 30 undergraduate hours in philosophy as part of their undergraduate education, corresponding to the themes required by the *Program of Priestly Formation* (Fifth Edition, 2005). Further preparation will be provided through the Pre-Theology program at ICSST.

Note: For seminarians already sponsored by a diocese or religious community, on-site testing at Seton Hall University for English language abilities (with possible additional requirements in ESL classes) may be substituted for the TOEFL, in consultation with the associate dean.

Matriculation Requirements

M.Div. students must maintain at least a 3.0 GPA on a 4.0 scale. The M.Div. program should be completed within six years (exclusive of any Philosophy or Pre-Theology requirements) unless extension of time is granted upon petition to the ICSST Educational Policy Committee due to extenuating circumstances.

Degree Requirements

The M.Div. curriculum consists of four components: coursework; field education and theological reflection; spiritual formation; and the M.Div. Comprehensive Projects, as follows. All students must take STHO 6022 Graduate Research Seminar in the first semester of study.

The M.Div. degree program is normally four academic years of full-time study for students who have completed all prerequisite courses. The M.Div. degree program is normally six academic years of full-time study for students who must complete prerequisite courses.

I. Coursework (74 credits)

Students must complete academic coursework according to

the following distribution:

A. Biblical Studies (12 credits) **Credits**

BIBL 6501 Synoptic Gospels (or specific study of a Gospel) 3

BIBL 6505 Pauline Literature 3

Select two of the following:

BIBL 6201 Pentateuch 3

BIBL 6203 Prophetic Literature 3

BIBL 6205 Wisdom Literature and Psalms 3

B. Historical Studies (6 credits)

HSTD 6340 The Church of the Fathers, the Age of Faith, and the Renaissance 3

Select any other HSTD course 3

C. Moral Theology (6 credits)

CETH 6105 Fundamental Moral Theology I 3

CETH 6201 Fundamental Moral Theology II 3

D. Pastoral Theology (27 credits)

Students preparing for priestly ordination must select the following courses:

PTHO 6109 Introduction to Preaching 2

PTHO 6112 Preaching Practicum I 2

PTHO 6113 Preaching Practicum II 2

PTHO 6203 Pastoral Psychology & Counseling 3

PTHO 6401 Canon Law General 3

PTHO 6405 Canon Law of Marriage 3

PTHO 6601 Pastoral Ministry: Introduction 3

PTHO 6726 History of Spirituality 3

PTHO 6939 Leadership and Parish Administration 3

Select a spirituality course in consultation with adviser 3

Students who are not preparing for priesthood must complete 27 credits of PTHO courses selected in light of ministerial needs, in consultation with their academic adviser.

E. Systematic Theology (23 credits)

STHO 6022 Graduate Research Seminar 2

STHO 6202 Revelation and Faith 3

STHO 6203 Christology 3

STHO 6204 Trinity 3

STHO 6205 Christian Anthropology 3

STHO 6207 Ecclesiology 3

STHO 6503 Sacraments of Initiation 3

Select one of the following:

STHO 6501 Worship of the Church 3

STHO 6505 Eucharist 3

II. Field Education and Theological Reflection

All students must complete the equivalent of 12 credits of pastoral field education accompanied by participation in a minimum of 10 sessions (two semesters) in a theological reflection group. Students preparing for priestly ordination meet these requirements by taking PTHO 6500, 6501 and 6939 (which, together with PTHO 6601 make up a four course pastoral sequence for priesthood). Students who are not preparing for priesthood, in consultation with the Office of the Associate Dean, can fulfill the requirements for pastoral field education and theological reflection in other ways, including: (1) four semesters of supervised field education experience of

six to eight hours weekly at an approved site; (2) two such semesters and an internship of at least five days per week for at least six weeks; or (3) clinical pastoral education. ICSST must approve the proposed method of complying with the field education requirement.

III. Spiritual Formation

ICSST provides an integrated spiritual formation program for resident seminarians enrolled in the M.Div. program, based on the vision of St. John Paul II's Apostolic Exhortation *Pastores Dabo Vobis*. The program includes: daily celebration of the Eucharist and the Liturgy of the Hours; a weekly group formational program, which includes distinguished speakers; a structure of regular personal mentoring and spiritual direction; days of reflection and organized retreats; and participation in a Summer program of enhanced spiritual formation after I and III Theology, in conjunction with the International Institute for Clergy Formation (Seton Hall University) and the Institute for Priestly Formation (Creighton University). Resident students are regularly reviewed and assessed by the formation faculty. Non-resident seminarians usually participate in the formation programs of their own communities, though they are welcome to avail themselves of formational opportunities at ICSST as may be beneficial to them. Students who are not preparing for priesthood participate in the formation program outlined under Spiritual Formation of the M.A.P.M. degree program.

IV. M.Div. Comprehensive Projects

Students must demonstrate successful integration of theological knowledge with application to specific pastoral issues. Students preparing for priestly ordination fulfill this requirement through a series of written comprehensive projects, which are part of the four-course pastoral sequence for priesthood (PTHO 6500, 6501, 6601 and 6939). Students who are not preparing for priesthood fulfill this requirement through a seminar and M.Div. comprehensive project in consultation with the associate dean. Copies of the M.Div. project are submitted to the ICSST Library.

Academic Program for Priesthood Candidates

The 126-credit Academic Program for Priesthood Candidates is the prescribed curriculum at ICSST for all seminarians seeking ordination to the Roman Catholic priesthood. The program fulfills all the requirements of the United States Conference of Catholic Bishops' *Program of Priestly Formation* (Fifth Edition, 2005). Students meeting the requirements of this program automatically fulfill the requirements of the M.Div. program. The curriculum is as follows:

First Year**Fall Semester (16 credits)**

		Credits
BIBL 6501	Synoptic Gospels	3
CETH 6105	Fundamental Moral Theology I	3
HSTD 6340	The Church of the Fathers, the Age of Faith, and the Renaissance	3
PTHO 6518	Integrating Music and Liturgical Celebration	2
STHO 6022	Graduate Research Seminar	2
STHO 6202	Revelation and Faith	3

Spring Semester (18 credits)

BIBL 6201	Pentateuch	3
CETH 6201	Fundamental Moral Theology II	3
HSTD 6341	The Church of the Reformations, the Missions, and Today	3
PTHO 6601	Pastoral Ministry: Introduction	3
STHO 6205	Christian Anthropology	3
STHO 6503	Sacraments of Initiation	3

Second Year**Fall Semester (18 credits)**

BIBL 6203	Prophetic Literature	3
CETH 6205	Healthcare Ethics	3
HSTD 6807	American Christianity	3
PTHO 6203	Pastoral Psychology and Counseling	3
STHO 6203	Christology	3
STHO 6501	Worship of the Church	3

Spring Semester (17 credits)

BIBL 6503	Johannine Literature	3
CETH 6306	Catholic Sexual Teaching	3
CETH XXXX	Required Moral Theology Elective	3
PTHO 6109	Introduction to Preaching	2
PTHO 6500	Evangelization and Sanctification	3
STHO 6207	Ecclesiology	3

Third Year**Fall Semester (17 credits)**

BIBL 6505	Pauline Literature	3
CETH 6407	Catholic Social Teaching	3
HSTD XXXX	Required Church History Elective	3
PTHO 6112	Preaching Practicum I	2
PTHO 6501	Teaching, Catechetics and Apologetics	3
STHO 6204	Trinity	3

Spring Semester (14 credits)

BIBL 6205	Wisdom Literature and Psalms	3
PTHO 6401	Canon Law General	3
PTHO 6503	Liturgical Practicum	2
PTHO XXXX	Required Pastoral Theology Elective	3
STHO 6509	Christian Marriage	3

Fourth Year**Fall Semester (14 credits)**

PTHO 6113	Preaching Practicum II	2
PTHO 6405	Canon Law of Marriage	3

PTHO 6939	Leadership and Parish Administration	3
STHO 6505	Eucharist	3
STHO XXXX	Required Systematic Theology Elective	3
Spring Semester (12 credits)		
PTHO 6726	History of Spirituality	3
STHO 6507	Reconciliation and Anointing of the Sick	3
STHO 6740	Priesthood and Ministry	3
	Required Elective	3

Additional Requirements

Electives: The four required electives shown above must consist of one course each in: moral theology (CETH); church history (HSTD); spirituality (PTHO); and systematics (STHO).

Spanish Language: Seminarians for whom English is their primary language and who are studying for dioceses that require Spanish language proficiency also take PTHO 6017/6018 in their third and/or fourth year of theological studies. (Students should complete Elementary Spanish prior to beginning Pastoral Spanish).

Joint M.Div./M.A. Option

In the course of complying with the Academic Program for Priesthood Candidates, a student meets all requirements for the M.Div. degree. Because there are “surplus” credits in the Academic Program for Priesthood Candidates beyond what is applied toward the M.Div., a student may apply these additional credits toward the M.A. in Theology, either in the research or general format. Credits cannot serve “double-duty.” That is, once credits have been applied toward one degree, they cannot be used toward the other. Assuming that a student has met all the requirements of the Academic Program for Priesthood Candidates, including successful completion of the four required electives, he needs the following additional credits in his concentration area to meet credit requirements of the M.A.: Systematic Theology – 6; Moral Theology – 6; Church History – 15; Biblical Studies – 15 (plus the Greek and Hebrew requirements).

Remaining Requirements

(I) For students choosing the research format: language reading requirements, comprehensive examinations and thesis;
(II) For students choosing the general format: the M.A. Seminar also must be completed successfully. In the four years of preparation for the priesthood, it is possible to complete all coursework requirements (in either degree format) and, where applicable, language requirements. Students choosing the research option often complete comprehensives and thesis after ordination. The M.A. is conferred one semester after the M.Div. For more information on the joint degree option, contact the Office of the Associate Dean at (973) 761-9633.

Pre-Theology Program

For students preparing for priestly ordination who possess an undergraduate Bachelor's degree or equivalent, but who do not have sufficient preparation in Philosophy and Theology, the Pre-Theology program provides a sequence of courses that satisfies all the preparatory requirements for admission to major seminary study in accordance with the United States Conference of Catholic Bishops' *Program of Priestly Formation* (Fifth Edition, 2005).

Students whose undergraduate preparation includes one or more of the courses in this sequence may be exempted from particular requirements. The normal duration of the program is two academic years, with the following course sequence:

First Year

Fall Semester (15 credits)		Credits
LATN 1101	Elementary Latin I	3
PLTL 1111	History of Philosophy I	3
PLTL 1242	Philosophical Logic	3
THEO 1501	To Know God: Introduction to Roman Catholic Doctrine	3
THEO 2514	Fathers of the Church	3
Spring Semester (15 credits)		
LATN 1102	Elementary Latin II	3
PLTL 1112	History of Philosophy II	3
PLTL 2223	Philosophy of Nature	3
THEO 1102	The Bible: Word of God and Book of the Church	3
THEO 1502	The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments	3

Second Year

Fall Semester (15 credits)		
BIBL 3106	New Testament Greek I	3
PLTL 1113	History of Philosophy III	3
PLTL 2218	Philosophy of Being	3
PLTL 3214	Philosophy of Person	3
THEO 1203	New Life in Christ: Introduction to Roman Catholic Moral Theology	3
Spring Semester (15 credits)		
BIBL 3107	New Testament Greek II	3
PLTL 2241	Philosophical Ethics	3
PLTL 2243	Theory of Knowledge	3
PLTL 3416	Philosophy of God	3
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions	3

Center for Diaconal Formation

The academic program offered through the Center for Diaconal Formation is the prescribed curriculum for all deacon candidates who are seeking ordination and are enrolled

in their individual diocese's class cohort. The program is consistent with the intellectual norms established in the *National Directory for the Formation, Ministry and Life of Permanent Deacons in the United States*. Completion of the academic program leads to a Master of Arts in Theology with a systematic concentration (general/terminal option), which is no departure from the academic requirements of our existing Master of Arts in Theology degree program (12 courses, 36 credits), but also includes additional specialized diaconate-specific coursework for a Certificate in Diaconal Studies.

The program content is delivered over four years (eight academic semesters) and consists of 12 core courses (36 core credit hours) to satisfy the degree requirements and an additional four courses delivered either on a credit-bearing basis or alternatively on a non-credit-bearing basis in collaboration with each diocese or solely by the diocese for the completion of the certificate.

Admission Requirements

In addition to the aforementioned general admission requirements for all ICSST programs, M.A. applicants should have completed at least 12 credits or the equivalent in theology/religious studies in their undergraduate programs. Students lacking this background may be required to enroll in additional coursework to satisfy this requirement. Students must also complete the local diocese's application process and be accepted into their diaconate formation program as part of an established cohort in order to begin their academic formation.

Matriculation Requirements

All students must maintain an average of at least 3.0 on a 4.0 scale in coursework leading to the M.A. in Theology. Students must complete degree requirements within five years. Extensions of time to fulfill degree requirements may be requested from the ICSST Educational Policy Committee for justifiable reasons.

Degree Requirements

General (Terminal) Option

Diaconal candidate students in formation in the M.A. in Theology, general option, must complete 36 credits of coursework, with 21 credits in the systematic theology concentration and 12 credits in the other areas of concentration, divided as evenly as possible among them. As close as possible to their final semester of studies, students also must complete a 3-credit capstone course, STHO 6888 M.A. Seminar: Deacons and Christian Worship, integrating their theological studies from among the various concentrations.

All students must take STHO 6020 Research Seminar in the first year of study.

In addition, students must complete certain core courses in the systematic area of concentration to earn their M.A. (general option). The Immaculate Conception Seminary

School of Theology, in collaboration with each individual diocese, determines the course selection and sequencing of courses for a particular cohort.

Biblical Studies (6 credits)

BIBL 6501	Synoptic Gospels	3
BIBL 6529	Spirituality of the Old Testament	3

Systematic Theology (24 credits)

STHO 6202	Revelation and Faith	3
STHO 6203	Christology	3
STHO 6204	Trinity	3
STHO 6205	Christian Anthropology	3
STHO 6207	Ecclesiology	3
STHO 6504	Sacramental Theology – General	3
STHO 6550 or	Theology of Paul and John	
BIBL 6506	Introduction to Pauline and Johannine Literature	3
STHO 6888	M.A. Seminar: Deacons and Christian Worship (capstone)	3

Moral Theology (3 Credits)

CETH 6130	Major Themes in Christian Ethics	3
-----------	----------------------------------	---

History (3 Credits)

HSTD 6809	History of Christianity	3
-----------	-------------------------	---

Certificate in Diaconal Studies [ST_STCD_NM]

Additional Specialized Courses Required for Certificate in Diaconal Studies

An additional four courses qualify the student for a Certificate in Diaconal Studies. The dioceses may elect to have the four additional courses delivered on a graduate-level credit-bearing basis (12 credits). Alternatively, these courses may be delivered on a non-credit-bearing basis in collaboration between the diocese and the Center for Diaconal Formation or solely by the individual diocese, with the course content similar to the content of the courses listed below.

Canon Law (6 credits)

CETH 6401	Canon Law for Deacons	3
CETH 6405	Canon Law of Christian Marriage	3

Spirituality (3 credits)

STHO 6728	Theology of the Spiritual Life	3
-----------	--------------------------------	---

Homiletics (3 credits)

PTHO 6108	Introduction to Preaching for Deacons	3
-----------	---------------------------------------	---

For more information on the Center for Diaconal Formation, contact Deacon Andrew E. Saunders, M.A. '08, Director, at (973) 313-6335.

Certificate Programs

An ICSST certificate attests to the completion of a substantial and coherent program of learning, involving 18 to 24 credits in a given area of study, without completion of all the requirements for a degree program. A certificate program allows some students to finish a discrete program of learning and obtain a credential for it. Other students may use a

certificate program as a way of “testing the waters” prior to and/or en route to completion of a degree program. A certificate can be earned concurrently with a degree. ICSST offers a certificate in Catholic Evangelization and a certificate in Christian Spirituality.

Certificate Program in Catholic Evangelization [ST_STCE_NM]

This three-year certificate program is offered in collaboration with St. Paul Inside the Walls-The Catholic Center for Evangelization at Bayley-Ellard, Madison, NJ. Students take courses in a wide range of theological disciplines and participate in retreats and workshops, learning their spiritual gifts, deepening their faith, and growing as a small group community of faith.

Admission Requirements

Students must meet the same requirements as those for the M.A. in Pastoral Ministry program, except that the GRE/MAT and psychological testing are not required.

Course Requirements (18 credits)

BIBL 6210	Biblical Call Narratives
BIBL 6571/	
PTHO 6571	The Parables of Jesus
HSTD 6334/	
PTHO 6334/	
STHO 6334	Catholic Evangelization
PTHO 6333/	
STHO 6333	Evangelizing Church
PTHO 6244/	
STHO 6244	Prayer, Discipleship and Community
STHO 6999	M.A. Seminar

Additional Requirements

Students are required to participate in four Saturday sessions per year designed to help them to discern and deepen their spiritual gifts, while forming small group communities of faith and prayer. The sessions allow students to deepen their faith with one another, as they learn and hone skills of spiritual leadership and Catholic evangelization.

Certificate Program in Christian Spirituality [ST_STCS_NM]

For persons interested in a systematic and theoretical grounding in Christian spirituality, the Certificate in Christian Spirituality provides academic preparation in spirituality and a foundation for ministry, as well as opportunities for spiritual development. Perspectives from history, theology and

spirituality assist students seeking to understand and nurture Christian spirituality. Therefore, the program is structured with courses in each of these areas and offers a formal way of integrating these perspectives.

Admission Requirements

Students must meet the same requirements as those for the M.A. in Pastoral Ministry program, except that the GRE/MAT and psychological testing are not required.

Course Requirements (18 credits)

HSTD 6310 or

PTHO 6726 History of Spirituality

PTHO 6718 Spirituality and Contemporary Culture

PTHO 6728 or

STHO 6728 Theology of the Spiritual Life

PTHO 9101 Integration Seminar

3 credits in systematic theology (e.g., STHO 6254)

3 credits in particular areas of spirituality (e.g., PTHO 6254, 6710, 6743, 6746).

NOTE TO STUDENTS: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner

Course Descriptions

BIBL 3106/6006 New Testament Greek I

Introduction to New Testament Greek vocabulary and grammar, focusing on noun declensions and elementary verb tenses. Reading, translation and analysis of short passages from the New Testament. *3 credits*

BIBL 3107/6007 New Testament Greek II

Further study of New Testament Greek vocabulary and grammar, focusing on more advanced verb tenses and moods. Reading, translation and analysis of passages from the New Testament. Prerequisite: BIBL 3106/6006. *3 credits*

BIBL 6113 Biblical Hebrew I

An introduction to the most basic elements of Hebrew grammar with accent on the noun and the qal stem of the verb, Hebrew thought patterns and sentence structure, plus instruction in use of a Hebrew lexicon. A study of grammar accompanied by selected readings from Genesis. *3 credits*

BIBL 6114 Biblical Hebrew II

A continuation of BIBL 6113. Prerequisite: BIBL 6113. *3 credits*

BIBL 6117 (CETH 6117) Bible/Christian Morality

This course takes up the issue of difficult moral questions and

the way in which the Bible provides resources for resolving these questions in a Christian manner. The course is divided into two parts: Part 1 deals with difficult moral questions provided by biblical narratives themselves and reviews ways in which Christians have addressed them. These questions include the “dark passages of scripture,” such as laws commanding genocide in the book of Joshua, and Old Testament legislation on polygamy, slavery, adultery and homosexuality. Part 2 deals with the biblical principles of New Testament Christian ethics and how they apply to difficult contemporary moral problems in beginning, middle and end-of-life issues, sexual morality, capital punishment, pacifism and war. *3 credits*

BIBL 6201 Pentateuch

Introduction to critical theories useful to Pentateuchal research; historical and geographical context of the Pentateuch; literary genres; development of Pentateuchal books and their underlying theologies; and exegesis of selected passages. *3 credits*

BIBL 6203 Prophetic Literature

A study of the authority, role and key concepts of the Hebrew prophets in the context of their own times and the possible paradigms for the present; an in-depth study of significant passages in the classical prophets; exegesis of selected texts. *3 credits*

BIBL 6205 Wisdom Literature and Psalms

An examination of the notion of wisdom in the ancient Near East; genre of wisdom literature; close examination of selected sapiential books; study of various types of Psalms, their significance in Israel and their importance to the Church today; and exegesis of selected passages. *3 credits*

BIBL 6210 Biblical Call Narratives

Exploration of how divine calls bestow dramatic meaning and personhood upon the lives of various figures in the Bible and those who hear and receive their message. Such figures include Adam and Eve, Cain, Abraham, Jonah, St. Paul and the Church-Bride of the Apocalypse. Clarification of the nature of human objections to the divine call and the way in which they are divinely resolved. Exploration of how biblical narrative can enrich a theology and philosophy of vocation and personhood and strengthen the capacity to live and work in faith, hope and charity. *3 credits*

BIBL 6231 (PTHO 6267) Suffering and the Book of Job

Many Old Testament texts explore the meaning of human suffering, but the most sustained reflection on this subject is the Book of Job. The book focuses on how Job, a man renowned for his righteousness, is forced to prove by his suffering that this righteousness is authentic. In doing so, it prompts its readers to explore their own assumptions about suffering and righteousness and leads them to perceive how the meaning of human suffering is linked to religious freedom and love. The book will be of interest to all who wish to understand the poetic and spiritual power of the Old Testament and its pastoral applications to life’s deepest problems. *3 credits*

BIBL 6398 The Dark Passages of the Bible

This course explores violence-ridden and morally challenging passages of the Bible, including those that apparently sanction capital punishment, child-sacrifice, extermination of non-combatants in warfare, polygamy, slavery, lying and making the Cross a gateway to eternal life. The course seeks to familiarize students with these passages and illuminate Jewish and Christian ways of explaining their meaning and function in the canon. (Web-based). *3 credits*

BIBL 6399 (STHO 6399) Scripture & Forgiveness

The course explores the themes of forgiveness in the Old and New Testaments, with a view to supplying the student with Scriptural resources for thinking about and developing a theology of forgiveness. Rabbinic, Patristic and Catholic scholastic interpretations of biblical passages are explored to compare and contrast Jewish and Christian, Catholic and Protestant approaches to understanding forgiveness. The Scriptural passages explored include: 1) The themes of divine mitigation of punishment in the stories of Adam and Eve, Cain and Abel, and the atonement rituals; 2) Forgiveness motifs in the Psalms and the Wisdom books; 3) Forgiveness motifs in the Prophets, e.g. in the Book of Jonah; 4-6) Forgiveness in the Synoptic Gospels, e.g. the Sermon on the Mount, Jesus' Parables, Jesus' Practice of Forgiveness in his life and Passion; 7) Forgiveness in the Epistles of Paul and James in the context of their theologies of justification by faith and works. *3 credits*

BIBL 6408 Introduction to the New Testament

This course introduces students to the scholarly study of the New Testament, with a view also to its use in the liturgy and pastoral ministry. The background, structure, characteristics, themes, and theology of the various books of the New Testament are discussed, with special attention given to the four Gospels, the Acts of the Apostles, and the letters of St. Paul. Numerous passages from the New Testament are considered through more detailed exegesis, using both diachronic (historical-critical) and synchronic (narrative) methods, but also considering their theological meaning in light of the whole Bible (canonical exegesis), the Church's Tradition (e.g., Fathers of the Church and the liturgy) and the analogy of faith (the Church's faith taught by the Magisterium). Catholic principles for biblical interpretation guide the approach of the course. *3 credits*

BIBL 6410 Catholic Epistles – Hebrews

This course presents the Epistle to the Hebrews together with the seven Epistles, known as the seven Catholic or General Epistles: James, 1-2 Peter, 1-2-3 John and Jude. These works present a witness to Jesus of those who had seen him in his earthly career, namely two members of his family (James and Jude) and two of the most important of the Twelve (Peter and John). While discussing various scholarly debates about the Epistles, the course emphasizes basic themes and structure. (Cross-referenced to STHO 5631). *3 credits*

BIBL 6413 Infancy Narratives

This course examines the infancy narratives in the canonical

Gospels. The cultural, historical and theological aspects surrounding the Nativity and its proclamation will be considered. An exegetical study of the passages will be undertaken, emphasizing the historical-critical approach to biblical theology. *3 credits*

BIBL 6501 Synoptic Gospels

An historical and critical approach to the study of the gospels, its limits and benefits and its acceptability to the Church. The "synoptic problem" and the consequences of its resolution for study of the gospels. Diverse forms within the gospels and the characteristics of each gospel. *3 credits*

BIBL 6503 Johannine Literature

Consideration of the general characteristics, literary relationships, possible sources, overall structure and recurrent themes in John's Gospel; numerous passages exegeted. Overview of the Johannine epistles and their historical context. *3 credits*

BIBL 6505 Pauline Literature

Treatment of Paul's life and background; introduction to each of Paul's letters with attention to the historical situation and major interpretive concerns associated with each; theological development as evidenced from letter to letter; exegesis of selected passages. *3 credits*

BIBL 6506 (STHO 6550) Introduction to Pauline and Johannine Literature

This course aims to introduce the student to an appreciation of various historical, literary and theological aspects of the Fourth Gospel and of Paul's Letters, especially those to the Galatians and Romans. Special attention is paid to the way in which these writings reflect, interpret and develop the early Christian *kerygma* (proclamation) and thereby contribute to the Christian interpretation of Jesus, person and mission (Christology and Soteriology) and the means by which faith in him as the Christ and Son of God communicates abundant life (the Sacraments and Ecclesiology). *3 credits*

BIBL 6507 Luke-Acts

This course takes a detailed look at Luke's Gospel and its sequel the Acts of the Apostles. St. Luke's Gospel is the longest of the four canonical Gospels and includes many unique details absent from the others, including some of the most moving and famous of Jesus' parables like the Prodigal Son and the Good Samaritan. It also includes a unique infancy narrative which has shaped Christian celebrations of Christmas. The Acts of the Apostles is St. Luke's account of the early Church. In this course, students will read carefully through these texts historically and from the heart of the Church. *3 credits*

BIBL 6529 (PTHO 6396/STHO 6533) Spirituality of the Old Testament

The Old Testament insight into the progressive revelation of Divine Presence and Fidelity. A study of the creation stories; the Exodus event; the sagas; Divine forgiveness and faithfulness; the call to holiness and its particular and universal aspects. *3 credits*

BIBL 6535 (PTHO 6535) The Scriptural Sources and

Meaning of the Lord's Prayer

The purpose of this course is to explore the depth, wisdom and power of the Lord's Prayer by exploring its scriptural contexts and sources. Versions of the Prayer in all the Gospels and in the writings of Paul are studied to highlight the Trinitarian dimension of the Prayer and the way in which it maps out the Christian spiritual journey and enables Christ's disciples to escape from various cycles of violence that impede their quest for God's Kingdom. *3 credits*

BIBL 6570 (PTHO 6570/STHO 6570) Mary in Sacred Scripture

A study of Scriptural texts and themes related to the Blessed Virgin Mary: Old Testament texts/institutions that prefigure Mary; New Testament texts that refer to Mary. Exegesis of select Lucan and Johannine texts using both modern and traditional methods of interpretation. Scriptural foundations of Marian dogmas/doctrines, liturgical feasts and devotional practices. *3 credits*

BIBL 6571 (PTHO 6571) The Parables of Jesus

From the Prodigal Son to the Good Samaritan to the Good Shepherd, there are few things as familiar to us as these disarmingly simple yet penetrating narratives that Jesus used to articulate and proclaim the Kingdom of God during his ministry. They were fashioned by him both to awaken insight and to provoke response in his listeners. This course provides a close study of selected parables of Jesus from the Synoptic Gospels. Particular attention is paid to the cultural, biblical and literary contexts of the parables examined, so that students might approach "hearing" the parables as did their first audiences, both grasping their profound insights and responding to their call to conversion. Through doing so, students will come to appreciate the parables as indispensable sources of theology by and about Jesus, and as founts for authentic Christian spirituality in our own day. *3 credits*

BIBL 6723 (HSTD 6723) Passover: From Moses to Jesus

"Why is this night different from all other nights?" For centuries, this Passover question has invited remembrance of the mighty deeds by which the Lord rescued his people. This course will offer an extended reflection on the biblical Passover in three basic parts. First, we will explore the roots of Passover in the Old Testament, distilling both its history and theology as Israel's great feast of national liberation. Second, we will survey the Passover as recounted in intertestamental literature, to grasp how it was thought of and lived out in Jewish society in the time leading up to Jesus. Third, we will delve into the Passover in the New Testament to grasp how, from the ministry of Jesus, to the Last Supper, to the early Christian Eucharist, the Passover grew into a major theological font used to explain and understand what God was accomplishing in Christ. *3 credits*

BIBL 6724 (PTHO 6724) Jewish Roots of Christian Spirituality

Survey of the Jewish roots of Christian spirituality, with special attention to prayer (personal and communal) and liturgy (particularly the Eucharist). Theological roots of

Jewish spirituality; Psalms; Catholic-Jewish dialogue today. *3 credits*

BIBL 6803 (PTHO 6803) Biblical Prayer & Spirituality

The theme of prayer is intrinsic to biblical narrative. The course contains four units, which explore, respectively: 1) The role of prayer in the Old Testament and the perennial relevance of Old Testament prayers, especially the Psalms, to Christian prayer; 2) Jewish and Rabbinic prayer forms and their relevance to the understanding of Christian New Testament prayers, especially the Lord's Prayer, the Hail Mary and the liturgy of the Eucharist; 3) The Lord's Prayer and the Hail Mary themselves; and 4) The role that Scripture plays in the prayers of great Christian thinkers, writers, missionaries and saints. *3 credits*

CETH 6105 Fundamental Moral Theology I

This course examines the foundational elements of Roman Catholic moral theology in the post-Vatican II era. It understands the human person as a rational being capable, through God's gifts, of pursuing his or her ultimate end: life eternal with God. Accordingly, it entails an examination of this ultimate end of happiness, a theological anthropology underlying the person as a moral agent, the nature of human action, the sources of morality, the dispositions by which one is disposed to act well (virtues and gifts) or poorly (vice and sin), God's law, grace, and the worshipping Eucharistic community, as well as issues in contemporary Catholic moral theology. *3 credits*

CETH 6112 (STHO 6112) Moral Evil and Moral**Absolutes**

This course addresses whether there are some actions that are always and everywhere morally wrong. It seeks to review the Catholic response to this question through encountering the Christian tradition on such issues as abortion, contraception, the death penalty and torture. After investigating the nature of moral evil in Thomas Aquinas, this reading seminar will give an historical overview of the Christian tradition beginning with Sacred Scripture and culminating in St. John Paul II's encyclical *Veritatis Splendor*. *3 credits*

CETH 6117 Bible/Christian Morality

See BIBL 6117. *3 credits*

CETH 6121 Christ, Morality, and the Sacraments

This course focuses on the question of the meaning and reason for suffering in redemption. The course gives students the opportunity to study Aquinas' text on Christ's Passion and examine how Divine Providence acts through the Son's human actions of suffering to bring about His exaltation and a new relationship to God, the world and us. Moreover, the course concludes with a commentary on how Christ, as instrument of the Godhead and in His own person, influences our human acts of suffering, through the sacraments, to bring similar results. *3 credits*

CETH 6126 (STHO 6126) Ethics of Virtue

This course examines moral strengths as lived through the four cardinal virtues — both how these virtues can be obtained and how they are related to the Christian life through

the theological virtues (faith, hope and charity), the gifts of the Holy Spirit and the Beatitudes. *3 credits*

CETH 6130 Major Themes in Christian Ethics

This course examines the foundational elements of Roman Catholic moral theology in the post-Vatican II era. It understands the human person as a rational being capable, through God's gifts, of pursuing his or her ultimate end: life eternal with God. Accordingly, it entails an examination of this ultimate end of happiness, a theological anthropology underlying the person as a moral agent, the nature of human action, the sources of morality, the dispositions by which one is disposed to act well (virtues and gifts) or poorly (vice and sin), God's law, grace, and the worshiping Eucharistic community, as well as issues in contemporary Catholic moral theology. Particular attention is also given to Church teaching and pastoral situations in three specialized areas: sexual and family ethics, medical ethics, and social ethics. *3 credits*

CETH 6138 (STHO 6138) Theological Aesthetics: God, Beauty and Film

Films have a rich capacity to explore ideas and raise questions in something more than merely an intellectual manner. First, this course explores the medium of film itself and why it is so powerful. Second, it examines the human emotional life to which film is intimately connected and on which it operates. Finally, it explores anthropological, moral, theological and eschatological issues and questions raised in contemporary film. (Web-based) *3 credits*

CETH 6201 Fundamental Moral Theology II

This course continues to explore the fundamental concepts of the Catholic moral theology by focusing its attention on the development of good moral character. The students will gain systematic knowledge in the area of virtue ethics, which encourages the pursuit of particular virtues, understood as primary means of spiritual and moral growth. Special attention will be given to the operation of four cardinal virtues, theological virtues, and their supports. Through an investigation of the life of virtue centered on Jesus Christ, this course will assist the students in discovering the profound meaning of the Lord's call to missionary discipleship. Prerequisite: CETH 6105. *3 credits*

CETH 6205 Healthcare Ethics

To develop skills in using Catholic Church teaching and Natural Law argumentation, an examination of the concepts of health, the human person, personal and social responsibility, confidentiality, reproductive technologies, abortion, medical research, experimentation, transplants, psychotherapy, addiction, suicide, euthanasia and care of the disabled and dying. *3 credits*

CETH 6252 (PTHO 6224/STHO 6252) Theology of the Body

This course examines in depth the Theology of the Body as presented by St. John Paul II, along with evaluative commentary from within the Catholic theological community. It also explores the implications of this theology for sexual

ethics, sacramentality of marriage and celibacy. *3 credits*

CETH 6254 (PTHO 6254/STHO 6254) Theology and Spirituality of Marriage and the Family

Marriage and family life is a great gift of God's creation. Through the Sacrament of Marriage, spousal and familial love is taken up into the infinite love of Christ and the Church. In the communion of love open to God's gift of life, all married couples and their children are called to holiness. Through readings based on the works of St. Paul, St. Augustine, St. Thomas Aquinas, Hugh of St. Victor and St. John Paul II, this course explores the ways in which God's sanctifying presence is manifest in and through Christian spousal love that is open to life and placed at the service of the human community. *3 credits*

CETH 6259 (STHO 6259) Secularism and Catholicism

This course investigates the historical causes, nature and value of secularism as a cultural and socio-political phenomenon affecting Catholic religious experience in what was once called Latin Christendom. The course is not only interested in secularism as such, but also in various contemporary Catholic responses towards it. Throughout, the investigation will be viewed through the theological lens of Christian faith as revealed in Jesus Christ and authoritatively interpreted through the teaching authority of the Church. *3 credits*

CETH 6266 Spirituality of Disability

See PTHO 6266. *3 credits*

CETH 6306 Catholic Sexual Teaching

An historical and systematic study of Church teaching using the Scriptures, guest lectures, case studies and film to develop a cognitive and affective appreciation of the Catholic view of human sexuality. The course considers chastity, friendship, spousal love, procreation, natural family planning, extramarital sex, masturbation, homosexuality and birth control. *3 credits*

CETH 6316 Social Teachings of St. John Paul II

See STHO 6316. *3 credits*

CETH 6401 Canon Law for Deacons

A survey of Canon Law with an emphasis on topics central for diaconal ministry. Topics include: general norms, rights and obligations of the Christian faithful, especially the clergy, Sacraments (other than Matrimony), particularly Christian Initiation, Christian Burial, Temporal Goods and Sanctions. *3 credits*

CETH 6405 Canon Law of Christian Marriage

The role of the deacon in the preparation of couples for the Sacrament of Matrimony in light of the current legislation of the Church. Topics include marriage law and procedural law (including annulments and tribunals). *3 credits*

CETH 6407 Catholic Social Teaching

An exploration of the theological warrants for Catholic social justice ministry, its Scriptural foundations and its major principles as articulated in papal and episcopal documents. The application of these principles to family, to work, to economic systems and to political orders. An examination of the various ways that local churches and parishes can be

effective instruments in bringing about God's reign of peace and justice. *3 credits*

CETH 6421 (PTHO 6758) Theology of Work

This course explores various meanings/definitions of work; biblical, historical and theological warrants for a theology of work; ecclesial and ecumenical dimensions of a theology of work; theology of work in Catholic social teaching; spirituality of work in today's culture; applications to business/business ethics; implication and application of theology of work at the parish level. *3 credits*

CETH 6422 Christian Decision Making

This course investigates what it means to make a decision as a disciple of Jesus Christ. Bringing forth both old and new, the course does this in two ways. First, it looks to the Catholic scholarly tradition on the various aspects and elements of a prudential Christian decision. Second, it examines the Catholic spiritual tradition of discernment – its rules, exercises, and daily practices – so that both one's own life and those of others the student will encounter are daily opened more and more to Christ's call. *3 credits*

CETH 6507 Reconciliation and Anointing of the Sick

See STHO 6507. *3 credits*

CETH 6509 Christian Marriage

See STHO 6509. *3 credits*

CETH 6588 Christianity and Human Happiness

See PTHO 6588. *3 credits*

CETH 6655 (PTHO 6655) Contemporary Pastoral-Ethical Issues

Grounded in the moral teaching of the Catholic Church and sound pastoral practice, this course explores how to provide pastoral care in situations where common lifestyles and/or popular opinion are in tension with Catholic teaching and practice. The specific topics for discussion are updated regularly to reflect the most pressing current issues and needs in pastoral ministry. It is recommended that students take CETH 6105 and PTHO 6601 before taking this course. *3 credits*

HSTD 6222 Popes and the Papacy

The institution of the papacy and individual holders of the papal office; a survey of major periods in the development of Catholicism from the perspective of the papacy; special attention given to the last century and an investigation/analysis of the papal office. *3 credits*

HSTD 6226 The Ecumenical Councils

This course addresses the concept of the Church as the custodian of Tradition. It focuses on the ecumenical council as a vehicle for the discernment and teaching of Catholic doctrine. The specific theological and disciplinary questions addressed by each council are also used to elaborate ecclesial life, important questions and significant problems as they were perceived by the Church at a specific time. This course also explains the cultural, social and political situations which influenced each council and thereby demonstrates the use of historical criticism in theological method. *3 credits*

HSTD 6268 (STHO 6268) History of Vatican II

A study of the background against which Pope John XXIII called the Second Vatican Council. The course explores the Council's preparation, deliberation, and implementation through a study of the conciliar documents. *3 credits*

HSTD 6310 (PTHO 6726) History of Spirituality

A survey of the history of Christian spirituality: biblical origins; Patristic period; Desert Fathers; Benedict; Augustine; Benedictine Reforms; Franciscan and Dominican renewals; medieval spirituality; Rhineland Mystics; Ignatius; Francis de Sales; Sulpician influences; 20th-century movements; Vatican II; and contemporary situations. *3 credits*

HSTD 6334 Catholic Evangelization

See STHO 6334. *3 credits*

HSTD 6340 The Church of the Fathers, the Age of Faith, and the Renaissance

This course surveys the early centuries of the Church, using the Fathers of the Church as the primary lens of inquiry. While this course examines the Eastern Churches, the focus shifts to the Church of Western Europe from Charlemagne through the Gregorian Reform, the building of the great cathedrals, and the appearance of the friars. Finally, this course addresses the changing ecclesiastical culture of the Renaissance. *3 credits*

HSTD 6341 The Church of the Reformations, the Missions, and Today

This course presents an exposition and analysis of the various reform movements – organizational, monastic, theological, spiritual – within the Catholic Church beginning in the 15th century and culminating with the Council of Trent and its aftermath. The reform movements – Wycliffe, Hus, Zwingli, Luther, Calvin, Anabaptist, Radical – that gave birth to Protestantism and independent churches are presented and analyzed as well. After a brief exposition of earlier missionary activities, the evangelization of the Americas during the period of the European conquest and later evangelization of Asia and Africa during the colonial period are subjects of equal attention, with a focus on the methods of evangelization and analysis of their successes and failures. The Church of today is shown to be a result of these movements and evangelizing activities. *3 credits*

HSTD 6412 (PTHO 6419) Conversion and Vocation: Augustine and Monica

Within the famous story of Saint Augustine's conversion as told in *The Confessions* there is also a different kind of conversion depicted in the story of his mother's life. In both cases, conversion is intimately connected to the question of each's vocation. This course examines that connection as revealed in Augustine's *Confessions* and other writings, focusing on how one's conversion to Christ shapes one's life for the vocations of discipleship in the world, in marriage, in parenting, in religious life and in priesthood. *3 credits*

HSTD 6416 (PTHO 6772/STHO 6416) Confessions of Saint Augustine

Examines St. Augustine's masterpiece, *Confessions*, in detail

to see how Augustine seamlessly fuses Scripture, theology, rhetoric, personal history and spiritual growth into a comprehensive whole. *3 credits*

HSTD 6422 Augustine's Spirituality

Augustine's spirituality aspires to participate in the life of the Trinity through deliberate, affective and sacramental love made possible by the grace of Jesus Christ and the work of the Holy Spirit. It is realized by one's individual relationship with God, conduct in the larger society, and communal life in the Church. Using key works, including *Confessions*, *The Trinity* and *The City of God*, the course will trace the outlines of this profoundly Christian spiritual vision. *3 credits*

HSTD 6426 (PTHO 6426/STHO 6426) Priesthood in the Fathers

The Fathers of the Church are routinely and rightly studied for their essential role in laying the foundations of Christian doctrine, life, worship and morals. At the same time, nearly every one of them was a pastor as actively engaged in shepherding souls as in theological reflection. This course will examine a number of Church Fathers as priests, whose lives in the ministry remain instructive for modern Christians. *3 credits*

HSTD 6430 (STHO 6430) Worshipping with the Fathers of the Church

Examines the earliest records and descriptions of Christian worship, alongside the spiritual and theological understandings the first Christians brought to their worship and how these factors contributed to forming the liturgical sensibilities, structures, and cycles familiar to Christians today. Special attention is given to the writings of Church Fathers of the first 500 years. *3 credits*

HSTD 6611 Medieval Christianity

Monks and mystics; popes and pilgrims; the Rosary and Romanesque art; the Camino de Santiago and Charlemagne; barbarians and Byzantines; friars and Franks. This course explores the fascinating life of the Church from the close of antiquity to the prelude of the Reformation, including the rise of Islam and the Crusades, the split between Eastern and Western Christianity, and the Great Western Schism. So much of our day-to-day experience of Christianity (and Western civilization) has its roots in this period. This course explores the robust and fascinating story which is the medieval Church. *3 credits*

HSTD 6710 (PTHO 6710) Women Mystics

An exploration of the phenomenon and meaning of mysticism. A study of the lives, times and spirituality of such women mystics as Teresa of Avila, Thérèse of Lisieux, Edith Stein, Catherine of Siena, Faustina, Elizabeth of the Trinity and Julian of Norwich. An analysis of their major writings, including autobiographies, letters and poetry. *3 credits*

HSTD 6723 Passover: From Moses to Jesus

See BIBL 6723. *3 credits*

HSTD 6807 American Christianity

The development of Christianity in the Americas from the beginnings of evangelization to the present, focusing on the

Catholic Church in the United States; the impact of the English Reformation as setting the stage for the major cultural forces influencing the present-day United States; growth of the Church in the English colonies and its subsequent expansion, particularly due to 19th and 20th century immigration; Catholic education and the evolution of pastoral ministry; issues facing Catholicism in its contemporary encounter with cultural forces in America today. *3 credits*

HSTD 6809 History of Christianity

An overview of the development of Christianity from its origins to the present: the evolution of Christianity from a movement within Judaism to a world religion; Church polity, belief and spirituality in succeeding periods; and current challenges facing contemporary Christianity. Issues such as Church-state relations, the Reformation and the influence of the Enlightenment on the Church are major themes. *3 credits*

HSTD 6811 20th Century Catholicism

A survey of Catholic Church history in the 20th century, from the Modernism controversy under Pope Pius X up to the pontificate of St. John Paul II. Topics covered include the Lateran Treaties, the Liturgical Movement, World War II, the Church and Communism, and Vatican II. *3 credits*

HSTD 6839 Art and Architecture of the Churches of the Archdiocese of Newark

This course investigates the principles of historical and contemporary architecture and applies them to churches of the Archdiocese of Newark. It includes tours of exemplary churches and the ateliers of prominent architects and designers. The students will achieve knowledge and skills to interpret and evaluate the design of the churches they encounter. *3 credits*

PTHO 6013 Curricular Practical Training Internship I

This fulltime pastoral experience internship is designed to augment the experience of international students enrolled in the Master of Divinity Program in the American ecclesial & pastoral context. A learning agreement, developed between the seminarian his pastoral supervisor, is approved by his academic advisor at the beginning of the semester. An evaluative report on the experience is submitted by the supervisor at the end of the semester, for which the student will receive either "S" or "U." *3 credits*

PTHO 6014 Curricular Practical Training Internship II

This fulltime pastoral experience internship is designed to augment the experience of international students enrolled in the Master of Divinity Program in the American ecclesial & pastoral context. A learning agreement, developed between the seminarian his pastoral supervisor, is approved by his academic advisor at the beginning of the semester. An evaluative report on the experience is submitted by the supervisor at the end of the semester, for which the student will receive either "S" or "U." This course is a continuation of PTHO 6013. *3 credits*

PTHO 6015 Curricular Practical Training Internship III

This fulltime pastoral experience internship is designed to augment the experience of international students enrolled in

the Master of Divinity Program in the American ecclesial & pastoral context. A learning agreement, developed between the seminarian his pastoral supervisor, is approved by his academic advisor at the beginning of the semester. An evaluative report on the experience is submitted by the supervisor at the end of the semester, for which the student will receive either “S” or “U.” This course is a continuation of PTHO 6014. *3 credits*

PTHO 6016 Curricular Practical Training Internship IV

This fulltime pastoral experience internship is designed to augment the experience of international students enrolled in the Master of Divinity Program in the American ecclesial & pastoral context. A learning agreement, developed between the seminarian his pastoral supervisor, is approved by his academic advisor at the beginning of the semester. An evaluative report on the experience is submitted by the supervisor at the end of the semester, for which the student will receive either “S” or “U.” This course is a continuation of PTHO 6015. *3 credits*

PTHO 6017 Pastoral Spanish I

Beginning Spanish for non-Spanish speakers, focusing on building communication skills and addressing language situations encountered in pastoral ministry. *3 credits*

PTHO 6018 Pastoral Spanish II

A continuation of PTHO 6017. Prerequisite: PTHO 6017. *3 credits*

PTHO 6019 Pastoral Spanish III

An intermediate Spanish course for those with elementary knowledge of Spanish, continuing to build communication skills for use in pastoral ministry settings. Prerequisite: PTHO 6018. *3 credits*

PTHO 6020 Pastoral Spanish IV

A continuation of PTHO 6019. Prerequisite: PTHO 6019. *3 credits*

PTHO 6108 Introduction to Preaching for Deacons

Introduction to homiletics and engagement in the process of biblical preaching, with attention to its pastoral function. Emphasis on organization, composition and delivery. Evaluation of several homilies as preached to the class. *3 credits*

PTHO 6109 Introduction to Preaching

Introduction to homiletics and engagement in the process of biblical preaching, with attention to its pastoral function. Emphasis on organization, composition and delivery. Evaluation of several homilies as preached to the class. *2 credits*

PTHO 6112 Preaching Practicum I

A continuation of homiletic instruction where students deliver homilies for various occasions, subject to self, peer and professional criticism. *2 credits*

PTHO 6113 Preaching Practicum II

A continuation of PTHO 6112, with special attention to the practical delivery of homilies. Particularly designed for deacons. Prerequisite: PTHO 6112. *2 credits*

PTHO 6136 (STHO 6136) Great Spiritual Biographies

This course focuses on seven classic Catholic biographies that span the Christian centuries. In surveying this material the course aims to prompt the student to identify the essential ingredients of Christian sanctity, the key stages of the Christian spiritual journey, and the characteristic qualities of Christian leadership. The course will be of value to mentors, preachers, pastors and all students and teachers of Christian spirituality, history and literature. (Web-based) *3 credits*

PTHO 6194 (STHO 6194) Theology of the Permanent Diaconate

This course examines the origins of the permanent diaconate, its rise and fall, its restoration, and the post-Vatican II era with its emerging challenges and issues. A theology of the permanent diaconate, rooted in the ministry of Jesus Christ and guided by *The National Directory for the Formation, Ministry and Life of Permanent Deacons in the United States*, is developed to assist aspirants, diaconate candidates and permanent deacons in their ongoing formation, and for laity, seminarians and priests who collaborate with them in ministry. *3 credits*

PTHO 6199 (STHO 6199) Psychology for Theologians

What does psychology offer to the understanding of the human person? Does it provide the ultimate answers regarding the nature and goal of human life? This course examines the fundamental tenets of modern psychology and its explanation of the nature of the human person in light of Christian anthropology. It seeks, where possible, to resolve contradictions between psychology and Christian anthropology by offering a vision of the healthy psyche grounded in the Christian tradition. The course addresses what the theologian needs to know about the science of psychology and explores the pastoral implications of psychological insights. *3 credits*

PTHO 6203 Pastoral Psychology and Counseling

This course provides an introduction to interpersonal skills basic to the helping professions; the nature of counseling; responsibility of the counselor; goals in counseling; resistance and termination. Particular emphasis is placed on competency and self-understanding. The course is taught through lecture, demonstration and class exercises. *3 credits*

PTHO 6204 Pastoral Counseling/Psychology of the Chronically Ill and Disabled

When chronic illness/disability hits a family member, it “comes home to stay,” typically sending families into crisis. This course offers an in-depth study of the pastoral counseling of the chronically ill and disabled and their families. In addition to lectures, discussions, film and readings, students have an opportunity to meet with a family which is living with serious illness/disability. The priest’s/pastoral minister’s collaboration with physicians and allied health professionals is also addressed. Prerequisite: PTHO 6203 or permission of the instructor. *3 credits*

PTHO 6224 Theology of the Body

See CETH 6252. *3 credits*

PTHO 6244 (STHO 6244) Prayer, Discipleship and

Community

This class looks at the journey of a person's Spiritual Life. The journey involves an initial invitation from God, our response through prayer, our commitment as disciples and our living out this commitment in community. Our experiences of family life, past and present, become landmarks on this journey. The class consists of lectures, class participation, readings and prayer. *3 credits*

PTHO 6254 Theology and Spirituality of Marriage and the Family

See CETH 6254. *3 credits*

PTHO 6266 (CETH 6266) Spirituality of Disability

This course focuses on people who have sacrificed or suffered the loss of normal and vital bodily organs and physiological faculties but who nonetheless, on account of that loss, have gained or developed wondrous faculties of perception and insight that have brought immeasurable wealth to humanity. A partial aim of the course is to explore how such cases can serve to challenge the pressures upon medics to abandon the Hippocratic oath "to do no harm" to the disabled. Thus, by exploring such accounts and the philosophical, ethical and pastoral issues surrounding them, the course seeks to train and sustain pastoral ministers and medical and legal professionals interested in sustaining our culture's adherence to the Hippocratic oath to nurture and protect human life. *3 credits*

PTHO 6267 Suffering and the Book of Job

See BIBL 6231. *3 credits*

PTHO 6299 (STHO 6299) Tools for Effective Ministry

An exploration of key dimensions of effective ministry: the person of the minister, the invitation of the Gospel and the life of the community. The focus of this course is on central concepts drawn from various disciplines, including our theological and spiritual traditions, which are applied practically to issues such as working from one's strengths, empowering volunteers, designing change, and analyzing ministerial settings in order to more effectively develop vibrant disciples and communities of faith. *3 credits*

PTHO 6332 (STHO 6332) New Evangelization and Catechesis

This course presents a comprehensive approach to catechesis as a primary means for serving the Church's overall mission of evangelization, with particular emphasis on the themes of the New Evangelization. Methods and resources for promoting an evangelizing catechesis are explored, including pertinent USCCB documents and recommendations from the Synod of Bishops. Prayer, reflection and discussion of papal proclamations are integral to the course. *3 credits*

PTHO 6333 (STHO 6333) Evangelizing Church

A brief examination of the Church's origin and identity in the ministry of Jesus, the Gospels and Acts of the Apostles, her missionary self-understanding as expressed in her magisterial teaching, canon law, liturgical and sacramental life and catechesis, and the implications of this understanding for the diocese, parish and individual believer in making intentional disciples. The contention of recent popes—that evangelization

is, in fact, the Church's supreme duty, the reason for her existence and the key to her identity—will be tested and confirmed. *3 credits*

PTHO 6334 Catholic Evangelization

See STHO 6334. *3 credits*

PTHO 6345 (STHO 6345) Vatican II & the New Evangelization

From its beginning, the Church has sought to respond to the call to share the Good News of our faith in Jesus Christ. In *Evangelii Nuntiandi*, Pope Paul VI goes so far as to say that evangelization is an essential part of the Church's mission: "Evangelizing is in fact the grace and vocation proper to the Church, her deepest identity. She exists in order to evangelize." This course, conducted in Rome, Italy, explores how the Church through the ages, as reflected in the art and architecture of the city of Rome, has fulfilled this mission. (Rome-based) *3 credits*

PTHO 6396 Spirituality of the Old Testament

See BIBL 6529. *3 credits*

PTHO 6401 Canon Law General

Church law and its role in the Church today; history of Canon Law, particularly the 1983 Code. Consideration of the character of the 1983 Code of Canon Law as well as certain general institutes of law as they appear in Book I and particular canons in Books II, III and IV with reference to the status of laity and clerics and the functions of teaching, governing, and sanctifying. *3 credits*

PTHO 6403 (STHO 6403) Sacramental Life: Canonical Issues

The theology of the sacraments of the Catholic Church, and their relationship to the Code of Canon Law. Drawing from the documents of Vatican II and post-conciliar teaching, the course will provide a solid understanding of the theological-canonical understanding on the sacraments, how the sacraments are reflected and regulated in the Church's legislative structure, and how they are applied and ministered in the life of the Church. Theological-canonical issues on sacramental life that arise are analyzed and explored in detail, using the tools of theological analysis and reflection, Church law and other legal sources, including civil legislation. *3 credits*

PTHO 6405 Canon Law of Marriage

Canonical and pastoral aspects of current Church legislation on the Sacrament of Matrimony. Aspects of the 1983 Code and the new norms of Pope Francis having practical and innovative impacts on the marital state, particularly in the area of tribunal jurisprudence. *3 credits*

PTHO 6409 (STHO 6409) Sacraments of Initiation & Canon Law

This course examines from a canonical-pastoral perspective the Sacraments of Baptism, Confirmation and Eucharist. Drawing from the Code of Canon Law, Vatican II and the teaching of the Church's Magisterium, the course provides the student with a clear understanding of the sacraments of initiation, an examination of the pastoral issues that may arise,

and an appreciation of the important role that Church law plays in the ministry of those engaged in catechesis on the sacraments of initiation. *3 credits*

PTHO 6419 Conversion and Vocation: Augustine and Monica

See HSTD 6412. *3 credits*

PTHO 6426 Priesthood in the Fathers

See HSTD 6426. *3 credits*

PTHO 6447 Catholic Apologetics

See STHO 6447. *3 credits*

PTHO 6500 Evangelization and Sanctification

“The Church’s deepest nature is expressed in her three-fold responsibility: of proclaiming the word of God (*kerygma-martyria*), celebrating the sacraments (*leitourgia*), and exercising the ministry of charity (*diakonia*)” (Benedict XVI, *Deus Caritas Est*). This course explores these three interlocking dimensions of the Church’s mission with an emphasis on evangelization and how liturgy and service flow from and support this work of proclaiming the Gospel. Taught with an eye to pastoral application, the course provides students with a theological foundation for their evangelizing ministry in addition to familiarizing them with practical strategies for and the potential challenges of building and sustaining a faith community that is committed to serving God and neighbor through evangelization, worship and charity. *3 credits*

PTHO 6501 Teaching, Catechetics and Apologetics

It is essential to the life of the Church and the life of the world that Christians fulfill Jesus’ mandate to make disciples and teach all that he has commanded (Mt 28:19-20). This course prepares students to fulfill this teaching mandate in the 21st century. Students examine biblical, psychological and cultural foundations for teaching ministry. Building upon this foundation, students also explore a variety of catechetical and pedagogical approaches, strategies and resources. Since contemporary culture is not always hospitable to religious belief and ways of life, teachers of the faith must be prepared to offer a reasonable, compassionate and persuasive defense of Christianity. Recognizing this need, the course also equips students with the range of apologetic strategies they will need to respond to the diverse challenges brought against Christian faith in the present age. *3 credits*

PTHO 6503 Liturgical Practicum

Demonstration and practical exercises for priesthood candidates in the ministries of celebrating Eucharist and other sacramental liturgies, including RCIA and baptism of children, marriage, funerals, sacramental ministry to the sick and dying, Benediction and the Liturgy of the Hours in parishes. *2 credits*

PTHO 6516 (STHO 6506) Eucharist and the Family

This course explores the Church’s teaching and spirituality of the Eucharist as it relates to family life. It involves an in-depth examination of the St. John Paul II’s final encyclical, *Ecclesia de Eucharistia* (2003), and the reading of several essays on the Eucharist and Eucharistic spirituality from Pope Benedict

XVI. Special attention is paid to how the Second Vatican Council’s teaching that the Eucharist is the “source and summit of the Christian life” (*Lumen Gentium* 11) pertains to family life and spirituality. *3 credits*

PTHO 6518 Integrating Music and Liturgical Celebration

Principles of Vatican II and subsequent Church teaching on liturgical/musical integration. An overview of the history of liturgical music, emphasizing the proper balance of liturgical, pastoral and musical factors. Other topics: liturgical year; effective selection of music for particular celebrations; copyright issues. *2 credits*

PTHO 6535 The Scriptural Sources and Meaning of the Lord’s Prayer

See BIBL 6535. *3 credits*

PTHO 6570 Mary in Sacred Scripture

See BIBL 6570. *3 credits*

PTHO 6571 The Parables of Jesus

See BIBL 6571. *3 credits*

PTHO 6572 (STHO 6572) Ecumenical Dialogue and Mary

The importance of Mary, the Mother of Jesus, is clearly depicted in the New Testament. At the same time, there are some significant differences on important aspects of Marian doctrine between Catholics and Christians of communions stemming from the 16th-century Reformation. In the context of the modern ecumenical movement, this course explores the formal ecumenical dialogues since Vatican II concerning Mary, between Catholics and other Christian communions, to see how they have taken steps both toward new common understanding about Mary, and/or clarification of issues on which disagreement continues. *3 credits*

PTHO 6575 Ministry of the Laity

See STHO 6575. *3 credits*

PTHO 6587 (STHO 6587) Psychology of Religion

This course is situated on the interdisciplinary boundary between Psychology and Religion. It will undertake an appreciative and critical investigation of major psychologists Freud, Jung, Adler, Rank, Allport, Maslow, Skinner, Winnicott, Sullivan, Erikson, Kohut, Lifton, Becker, Prusyer, James, Lacan, Kristeva, et al., and the implications of their thinking for Theology. Areas of exploration will be fundamental issues of human personality and behavior, the struggle with suffering, the awareness of death, the imputability of guilt, the grace of forgiveness and the experience of the Holy. *3 credits*

PTHO 6588 (CETH 6588/STHO 6588) Christianity and Human Happiness

The joy of the gospel fills the hearts and lives of all who encounter Jesus” (Pope Francis, *The Joy of the Gospel*). The promise of happiness echoes resoundingly in the Christian tradition, and yet Catholics are leaving the Church in droves because they feel the Church has not made good on its promise. Informed by contemporary research on happiness, this course prepares seminarians and lay ministers to help others discover fulfillment and joy greater than the world can offer through Christian teachings and practices. This course

explores how the Church's teachings guide one to true happiness, by experiencing a variety of Christian spiritual practices, and by drawing out implications for ministries like spiritual direction, pastoral care, catechesis, and preaching. This course will also benefit people who want to discover for themselves how practicing Christian faith more intentionally can bring greater joy to one's day-to-day life. *3 credits*

PTHO 6601 Pastoral Ministry: Introduction

An introduction to pastoral theology in its mediating role between theological insight and pastoral practice. This course focuses on the pastoral situation as encountered through Catholic tradition, personal and cultural experience, aspects of pastoral ministry in the contemporary Church and ways of responding both pastorally and prophetically. *3 credits*

PTHO 6655 (CETH 6655) Contemporary Pastoral-Ethical Issues

Grounded in the moral teaching of the Catholic Church and sound pastoral practice, this course explores how to provide pastoral care in situations where common lifestyles and/or popular opinion are in tension with Catholic teaching and practice. The specific topics for discussion are updated regularly to reflect the most pressing current issues and needs in pastoral ministry. It is recommended that students take CETH 6105 and PTHO 6601 before taking this course. *3 credits*

PTHO 6705 Marian Spirituality

See STHO 6576. *3 credits*

PTHO 6710 Women Mystics

See HSTD 6710. *3 credits*

PTHO 6715 Spiritual Direction

Human and psychological bases for sound spiritual growth; relation of growth to the direction relationship and the journey toward freedom through awareness and discernment. *3 credits*

PTHO 6718 Spirituality and Contemporary Culture

An investigation of the correlation between Christian spirituality and contemporary American culture, seeking to achieve sensitivity to prevailing cultural ideas and to norms of the Christian tradition. The focus is on helping students to develop a spirituality that integrates the best of both realities. *3 credits*

PTHO 6724 Jewish Roots of Christian Spirituality

See BIBL 6724. *3 credits*

PTHO 6726 History of Spirituality

See HSTD 6310. *3 credits*

PTHO 6728 (STHO 6728) Theology of the Spiritual Life

Theology of the Christian spiritual life: biblical foundations; Patristic writings; classical sources; contemporary writings; anthropological foundations; progress in the spiritual life and its various stages; and mysticism. *3 credits*

PTHO 6743 Spirituality of St. Francis

The life and spiritual rule of St. Francis of Assisi; early Franciscanism; development of the Franciscan spirit through Church history; permanent influences of Franciscan spirituality on the Church. *3 credits*

PTHO 6758 Theology of Work

See CETH 6421. *3 credits*

PTHO 6772 Confessions of Saint Augustine

See HSTD 6416. *3 credits*

PTHO 6774 (STHO 6774) Theology and Practice of Prayer

This course provides a theology of Christian prayer, beginning in Scripture and then examining the teaching on prayer in Christian history. Various models of Christian prayer, expectations in prayer, difficulties in prayer, discernment in prayer, consolations and extraordinary phenomena in prayer, as well as some schools of prayer, are covered. The place of liturgical prayer and ecclesial prayer are discussed, along with contemporary writing on prayer. This course introduces exercises in prayer: meditation, vocal prayer, centering prayer, and *lectio divina*. *3 credits*

PTHO 6803 Biblical Prayer & Spirituality

See BIBL 6803. *3 credits*

PTHO 6939 Parish Administration This course seeks to introduce students to the administration of a parish as a pastor or parish administrator. It will invite students to examine their own conception of the role of a pastor and his administration of a parish, and inform, expand, confirm and challenge that with theological and theoretical foundations, and with a review of fundamentals and best practices in various areas of pastoral administration. In an initial way, it will also invite students to assess and reflect on their own temperament and pastoral approach, in order to help them begin to pastor with self-awareness and a shepherd's heart. *3 credits*

PTHO 9101 Integration Seminar

Integration of the various theological and pastoral disciplines encountered in the M.A. in Pastoral Ministry program, using "Pastoral Project" or "Case Study" methodologies. Submission and approval/acceptance of the final project complete the M.A.P.M. degree requirements. *3 credits*

STHO 6020 Research Seminar

This course consists of three one-hour meetings in which new students are instructed on effective study habits, on the use of the libraries and their resources, on the manner of conducting theological research and on the strategies and standards for composing research papers. Students are required to take this within the first three semesters of matriculation into a degree program. *no credits*

STHO 6022 Graduate Research Seminar

This course will provide a general introduction to the resources (print, electronic, and personnel) of a graduate theological library. Students will receive an extended introduction to the theological resources and methods proper to each of the major sacred sciences. Students will be guided to develop the practice of critical reading and analysis needed for graduate academic study. Students will also be introduced to introductory graduate academic writing. *2 credits*

STHO 6112 Moral Evil and Moral Absolutes

See CETH 6112. *3 credits*

STHO 6126 Ethics of Virtue

See CETH 6126. *3 credits*

STHO 6136 Great Spiritual Biographies

See PTHO 6136. (Web-based) *3 credits*

STHO 6138 Theological Aesthetics: God, Beauty and Film

See CETH 6138. (Web-based) *3 credits*

STHO 6194 Theology of the Permanent Diaconate

See PTHO 6194. *3 credits*

STHO 6199 Psychology for Theologians

See PTHO 6199. *3 credits*

STHO 6202 Revelation and Faith

An historical and systematic examination of the Catholic understanding of God's Self-Communication and humanity's correlative response in faith. On revelation: transmission of revelation; natural and supernatural revelation; Reformation and *sola Scriptura*; Trent and tradition; Newman on doctrinal development; and *la nouvelle theologie* and Vatican II. On faith: grace and faith; faith and scholasticism; Luther and *sola fides*; Trent on *fides fiducialis*; Vatican I and rational preparation for the act of faith; Blondel and the apologetics of immanence; and contemporary attempts (e.g., Rahner, Tracy, Metz) to ground the act of faith. *3 credits*

STHO 6203 Christology

The faith response to the Mystery of Jesus Christ, God's gift to us, in Scripture and Church tradition; an attempt to answer the question "Who do you say I am?" [Mt. 16:15] in light of contemporary concerns. *3 credits*

STHO 6204 Trinity

A systematic and historical examination of the doctrine of the Triune God: dialectical nature of God as both hidden and revealed, immanent and transcendent; attributes and perfections of God; Patristic and Conciliar debates about the nature of the Trinity; persons, processions, relations and missions within the Godhead; speculation in relation to the "economic" and "immanent" Trinity, as well as contemporary retrievals of psychological analogies. *3 credits*

STHO 6205 Christian Anthropology

Beginning with the Scriptural understanding of human origins, an examination of the human condition from the viewpoint of Christian revelation. The relationship of God with humanity; sin and redemption; the significance of grace, brokenness and healing; and the meaning of death and resurrection. Consideration of particular and general eschatology in developing a theological anthropology. *3 credits*

STHO 6207 Ecclesiology

The mystery of the Church in its various human incarnations throughout history; the Church's foundation, nature and fundamental structure. Themes: pluralism and the development of ecclesial life; "models" of the Church; the importance of Mary in the life of the Christian community. *3 credits*

STHO 6244 Prayer, Discipleship and Community

See PTHO 6244. *3 credits*

STHO 6246 Theology of Vatican II

A study of the background against which Pope John XXIII called Vatican Council II, the Council's preparation and its deliberation, as well as some consideration of its

implementation. *3 credits*

STHO 6252 Theology of the Body

See CETH 6252. *3 credits*

STHO 6254 Theology and Spirituality of Marriage and the Family

See CETH 6254. *3 credits*

STHO 6256 St. John Paul II and Sexual Ethics

See CETH 6227. *3 credits*

STHO 6259 Secularism and Catholicism

See CETH 6259. *3 credits*

STHO 6268 History of Vatican II

See HSTD 6268. *3 credits*

STHO 6270 Controversial Teachings of Vatican II

Fifty years after Its completion, Vatican II remains a controversial ecumenical council. Some argue that the council strayed too far from the tradition, introducing unwarranted innovations. Pope Benedict XVI delivered an important speech on the council, distinguishing between a "hermeneutic of discontinuity" and a "hermeneutic of reform." This course examines the most controversial teachings of Vatican II. Did the council introduce illegitimate innovations, as some critics charge? Issues examined include: Is the Declaration on Religious Freedom a proper development in light of the statements warning against religious liberty by 19th-century popes? What about the teaching of *Lumen Gentium* that the Church of Christ "subsists in" the Catholic Church? Did this statement unacceptably water down the Church's previous teaching on Catholicism's unique status? Does Vatican II's emphasis on ecumenism represent a bold reversal from earlier magisterial teaching? These and other issues are examined by a close reading of the conciliar documents. *3 credits*

STHO 6299 Tools for Effective Ministry

See PTHO 6299. *3 credits*

STHO 6316 (CETH 6316) Social Teachings of St. John Paul II

The teachings of St. John Paul II continue to shape the Catholic Church and its engagement with the modern world. This course explores the teachings of St. John Paul II and their powerful religious and moral insights, highlighting St. John Paul II's ethical approach to human life, culture, social justice, and world peace. *3 credits*

STHO 6332 New Evangelization and Catechesis

See PTHO 6332. *3 credits*

STHO 6333 Evangelizing Church

See PTHO 6333. *3 credits*

STHO 6334 (HSTD 6334/PTHO 6334) Catholic Evangelization

This course examines and discusses significant contributions to defining Catholic evangelization, including biblical warrants, Church documents, papal teachings, and select publications by Catholic scholars and ministry leaders. A historic review of the development of Catholic Evangelization gives particular focus to the pertinent documents of Vatican II, as well as St. John Paul II's concept of the New Evangelization, and Pope Emeritus Benedict's continued

teachings on the subject. Methods and programs for evangelization in parish ministry are explored, as well as how Catholics can evangelize in the daily activities of life, e.g., at home and in the marketplace. Guest speakers supplement lectures. *3 credits*

STHO 6345 Vatican II & the New Evangelization

See PTHO 6345. (Rome-based) *3 credits*

STHO 6399 Scripture & Forgiveness

See BIBL 6399. *3 credits*

STHO 6403 Sacramental Life: Canonical Issues

See PTHO 6403. *3 credits*

STHO 6409 Sacraments of Initiation & Canon Law

See PTHO 6409. *3 credits*

STHO 6416 Confessions of Saint Augustine

See HSTD 6416. *3 credits*

STHO 6426 Priesthood in the Fathers

See HSTD 6426. *3 credits*

STHO 6430 Worshipping with the Fathers of the Church

See HSTD 6430. *3 credits*

STHO 6447 (PTHO 6447) Catholic Apologetics

This course examines how Catholics have defended and proposed their faith from New Testament times to today. Emphasis is given to the various methods of apologetics that have developed as part of the Church's engagement with the modern world's profoundly religious questions about humanity and society, as well as the core claims of Christianity and of the Catholic Church. The purpose of this course is to provide graduate students with a sense of the diversity and usefulness of apologetics within the Catholic theological tradition. The course is thematically organized and addresses questions posed by atheists and agnostics, by non-Christians, and by Christians who are not Catholic. Readings are taken from all periods of Christian history, so that students are exposed to how Christians from various times responded to related questions and challenges which we still face today. *3 credits*

STHO 6501 Worship of the Church

An introduction to the theology of liturgy and the historical development of liturgy in the Catholic Church, focusing on the Roman Rite; an introduction to the history and theological development of the Mass, the Liturgy of the Hours and the Roman Calendar. *3 credits*

STHO 6503 Sacraments of Initiation

A Biblical, historical, theological and liturgical treatment of the Sacraments of Christian Initiation: the theologically normative adult initiation with restored catechumenate and its pastoral adaptation to infant baptism, confirmation and first Eucharist of children; anthropological, Christological and ecclesial dimensions of sacramentology, as well as questions common to the seven sacraments. *3 credits*

STHO 6504 Sacramental Theology – General

A study of the Christological and ecclesial dimensions of the Seven Sacraments in general, including the biblical, historical and liturgical development of each Sacrament, especially those central to diaconal ministry. *3 credits*

STHO 6505 Eucharist

A biblical, historical, systematic, liturgical and pastoral treatment of the Eucharist and the development of the Mass. Questions relating to institution, Real Presence, sacred meal, sacrifice, eschatology and ecumenism are examined. *3 credits*

STHO 6506 Eucharist and the Family

See PTHO 6516. *3 credits*

STHO 6507 (CETH 6507) Reconciliation and Anointing of the Sick

The Sacrament of Penance in its systematic, moral, pastoral and liturgical aspects, with special attention to the ministry of the priest-confessor. The Sacrament of the Sick in its biblical roots, historical evolution, systematic theology and contemporary liturgical celebration. *3 credits*

STHO 6509 (CETH 6509) Christian Marriage

The biblical, historical, systematic and liturgical development of Christian marriage from biblical origins, patristic thought, medieval synthesis, Reformation issues, and Tridentine responses, to its contemporary theology. Issues related to the theology of marriage (e.g., sacramentality of marriage, divorce and remarriage, faith and marriage, and the pastoral care of Christian marriage). *3 credits*

STHO 6531 Catholic Epistles-Hebrews

See BIBL 6410. *3 credits*

STHO 6533 Spirituality of the Old Testament

See BIBL 6529. *3 credits*

STHO 6550 Theology of Paul and John

See BIBL 6506. *3 credits*

STHO 6570 Mary in Sacred Scripture

See BIBL 6570. *3 credits*

STHO 6572 Ecumenical Dialogue and Mary

See PTHO 6572. *3 credits*

STHO 6575 (PTHO 6575) Ministry of the Laity

New Testament origins of ministry; the history of ministry through the centuries; an exploration of contemporary developments in the ministry of the laity; the teachings of Vatican II that have given rise both to an expansion of ministry in the Church and a focus on ministry in the world; recent developments, both in the teaching of St. John Paul II and grassroots initiatives. *3 credits*

STHO 6576 (PTHO 6705) Marian Spirituality

The biblical image of Mary; devotion to Mary as it developed through the ages and its effect on contemporaneous spiritualities; Vatican II on Mary; post-Conciliar developments in Mariology and their implications for a Marian spirituality today. *3 credits*

STHO 6577 Mariology

Planned lectures include: "Encountering the Mother of God in the New Testament," "Encountering the Mother of God in the Church Fathers," "Encountering the Mother of God in Medieval Spirituality," "Encountering the Mother of God in the Renaissance & Baroque," "Encountering the Mother of the God in 19th-Century Spirituality" and "Encountering the Mother of God Today." *3 credits*

STHO 6585 (CAST 3003/CORE 3983/THEO 3585)

Creation and Science

This course seeks to deepen a student's understanding of the relationship between the Catholic theology of creation and contemporary empirical science. Topics to be covered include the birth of science; the historical-philosophical environment of this birth; the interventions of recent Popes on the issue; the specificity of the cosmos as shown by current science; the unity of the cosmos and its beauty; the importance of philosophical realism; the doctrine of creation *ex nihilo et cum tempore*; the theory of the Big Bang; and the theory of evolution. Primary sources will be emphasized. *3 credits*

STHO 6587 Psychology of Religion

See PTHO 6587. *3 credits*

STHO 6588 Christianity and Human Happiness

See PTHO 6588. *3 credits*

STHO 6728 Theology of the Spiritual Life

See PTHO 6728. *3 credits*

STHO 6740 Priesthood and Ministry

This course sets forth the history and theology of the presbyterial office or priestly ministry in the Catholic Church and the relationship of priestly ministry to other ministries in the Church, such as lay ministry; the other two forms of ordained ministry, episcopal and diaconal; and the Petrine ministry. *3 credits*

STHO 6774 Theology and Practice of Prayer

See PTHO 6774. *3 credits*

STHO 6888 MA Seminar: Deacons and Christian Worship

A study of the history and theological development of the liturgy of the Roman Rite, with attention to the Liturgy of the Hours and the Liturgy of Vatican II, especially the Eucharist as the source and summit of Christian living. Course material has the goal of integrating these themes with the life and ministry of a deacon. *3 credits*

STHO 6999 M.A. Seminar

Capstone course required for all M.A. in Theology general format students, to be taken near the end of course work. Integration of the various theological perspectives gleaned from the student's study of the several concentrations in the degree. Seminar topic to be established by the professor and student. *3 credits*

Division of Continuing Education and Professional Studies



Arts & Sciences Hall, Room 246
1-888-227-2782

Email: CEPS@shu.edu
ceps.shu.edu

Dean: Karen A. Passaro, M.B.A., J.D.

Assistant Dean: Diane E. Russo, M.A.

The Division of Continuing Education and Professional Studies serves the personal and professional needs of a diverse community of learners through credit and non-credit courses, professional development programs, workshops, seminars, symposia, lecture series, and professional certification.

Uniquely positioned to respond to the needs of the adult learner, the Division of Continuing Education and Professional Studies provides the leadership in coordinating campus-wide academic partnerships to carry out the University's mission of educational outreach by offering a wide range of educational options through a full range of delivery methods and formats.

The Division of Continuing Education and Professional Studies also collaborates with academic departments to offer credit courses during summer and weekend semesters and works with faculty and administrative units to develop short-term travel-study programs supporting the development of traditional and non-traditional student populations.

Committed to maximizing the capacity to learn, whether it is on-campus, off-campus, or "anytime-anyplace," the

Division of Continuing Education and Professional Studies facilitates access to the outstanding academic and enrichment programs available through Seton Hall University.

The Division of Continuing Education and Professional Studies works with the colleges and schools to offer online degree and certificate programs as well as other online learning offerings that are designed for professionals who have the ability, desire and dedication to accept the rigors of a fast-paced, challenging curriculum.

Utilizing a web-based online delivery system, these programs provide a rich educational experience. Completing learning offerings online, students are able to earn the credential while continuing to meet professional and personal commitments.

The Division of Continuing Education and Professional Studies serves the educational aspirations and professional needs of students from the region and across the nation. CEPS works with outside organizations to customize learning opportunities for employees whether on campus, on online or on-site. CEPS also enjoys the Society for Human Resource Management Recertification Provider Status through 2019. 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 "anytime-anyplace."

Directory

Contact Information

Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079

Accounting and Taxation, Department of
Jubilee Hall
(973) 761-9133
Chair: Mark P. Holtzman

Admissions, Graduate
Presidents Hall
(973) 275-2892
Associate Provost: Chris Cuccia

Admissions, Undergraduate
Bethany Hall
(973) 313-6146

Advancement Services, Department of
Ring Building
(973) 378-9854
Associate Vice President: Mary Jean King

Africana Studies, Program in
Fahy Hall
(973) 275-5881
Director: Kelly Harris

Alumni Mentoring
Bayley Hall
(973) 761-9355

Alumni Relations, Department of
Ring Building
(973) 378-9801
Vice President, Interim: Matthew Borowick

Archives, University
Walsh Library
(973) 761-9476
Assistant Dean: Sarah Ponichtera

Arts and Sciences, College of
Fahy Hall
(973) 761-9022
Dean: Georita M. Frierson

Arts Council, Seton Hall
University Center
(908) 510-3339
Adviser: Christopher Aurilio

Asian Studies Program
Fahy Hall
(973) 761-9465
Director: Dongdong Chen

Asian Studies, M.A. in
Fahy Hall
(973) 761-9465
Director of Graduate Studies: Dongdong Chen

Athletic Communications, Office of
Richie Regan Recreation and Athletic Center
(973) 761-9493

Athletic Training, Department of
Interprofessional Health Sciences (IHS) Campus
(973) 275-2486
Chair: Vicci Hill-Lombardi

Athletics and Recreational Services, Department of
Richie Regan Recreation and Athletic Center
(973) 761-9498
Director: Bryan Felt

Bernard J. Lonergan Institute
Walsh Library
(973) 275-2407
Director: Gregory Floyd

Biological Sciences, Department of
Science and Technology Center (McNulty Hall)
(973) 761-9044
Chair: Heping Zhou

Biological Sciences, Graduate Programs in
Science and Technology Center (McNulty Hall)
(973) 761-9044
Director of Graduate Studies: Angela V. Klaus

Board Affairs, Office of
Presidents Hall
(973) 761-9203
Secretary Designee to the Board of Regents: Robert J. Sloan

Buccino Center for Leadership Development
Jubilee Hall
(973) 761-9103
Executive Director: Bryan Price

Budget Office
Bayley Hall
(973) 761-9369
Associate Vice President for Financial Planning and Budget:
David Rider

Bursar/Student Accounts

Bayley Hall
(800) 222-7183
Bursar: Catherine Winterfield

Business Administration, Master of

Jubilee Hall
(973) 761-9262

Business Affairs, Office of

Bayley Hall
(973) 761-9731
Director: Peter Trunk

Business Leadership Center

Jubilee Hall
(973) 275-2528
Director: Ruchin Kansal

Campus I.D. Office

Duffy Hall
(973) 761-9771
Manager: Ibiyemi Adesanya

Campus Ministry

Boland Hall
(973) 761-9545
Director: Reverend Colin Kay

Campus Tours

Bethany Hall
1-800-THE-HALL (843-4255)

Career Center

Bayley Hall
(973) 761-9355
Director: Reesa Greenwald

Catholic School Leadership Program (suspended)

Jubilee Hall
(973) 275-2735

Catholic Studies, Department of

Walsh Library
(973) 275-5845
Chair: Ines Murzaku

Catholic Theology, Undergraduate Degree Program in

Lewis Hall
(973) 275-2473

The Center for Academic Success

Mooney Hall
(973) 275-2286
Dean: Robin L. Cunningham

Coordinator: Maggie Hernandez

Center for Africana Studies

Jubilee Hall
(973) 275-2524
Director: Simone James Alexander

Center for Applied Catalysis and Green Chemistry

Science and Technology Center (McNulty Hall)
(973) 761-9033
Executive Director: Robert L. Augustine
Director: Setrak K. Tanielyan

Center for Catholic Studies

Fahy Hall
(973) 275-2525
Director: Gregory Floyd

Center for Community Research and Engagement

Jubilee Hall
(973) 761-9683
Executive Director: Roseanne Mirabella

Center for Computational Research

Science and Technology Center (McNulty Hall)
(973) 761-9129
Director: Stephen Kelty

Center for Diaconal Formation

Lewis Hall
(973) 313-6335
Director: Deacon Andrew E. Saunders

Center for Foreign Policy Studies

McQuaid Hall
(973) 275-2515
Director: Ann Marie Murphy

Center for Innovation and Entrepreneurship

Jubilee Hall
(973) 275-2251
Director: Susan Scherreik

Center for Faculty Development

Fahy Hall
(973) 275-2916
Director: Mary Balkun

Center for Functional Materials

Science and Technology Center (McNulty Hall)
(973) 275-2133
Director: Sergiu M. Gorun

Center for Global Health Studies

McQuaid Hall
(973) 275-2815
Director: Yanzhong Huang

Center for Health and Pharmaceutical Law and Policy

Seton Hall Law School
(973) 642-8863
Director: John V. Jacobi

Center for Interprofessional Education in Health Sciences

Interprofessional Health Sciences Campus
(973) 275-2457
Director: Genevieve Pinto Zipp

Center for Mobile Research & Innovation

Jubilee Hall
(973) 275-2868
Director: Michael A. Taylor

Center for Peace and Conflict Studies

McQuaid Hall
(973) 275-2515
Director: Zheng Wang

Center for Public Service

Jubilee Hall
(973) 761-9501
Director: Naomi Wish

Center for Securities Trading and Business Analytics

Jubilee Hall
(973) 761-9125
Director: Elven Riley

Center for Sport Management

Jubilee Hall
(973) 761-9707
Director: Charles Grantham

Center for United Nations and Global Governance Studies

McQuaid Hall
(973) 275-2515
Director: Reverend Brian Muzás

Center for Vocation and Servant Leadership

Presidents Hall
(973) 313-6042
Acting Director: Monsignor C. Anthony Ziccardi

Certificate of Eligibility with Advanced Standing

Jubilee Hall
(973) 313-6027
Director: Lauren McFadden

Charles and Joan Alberto Italian Studies Institute

Walsh Library
(973) 275-2926
Director: Gabriella Romani

Chemistry and Biochemistry, Department of

Science and Technology Center (McNulty Hall)
(973) 761-9414
Chair: Stephen Kelty

Chemistry, Ph.D. and M.S. in

Science and Technology Center (McNulty Hall)
(973) 313-6359
Director of Graduate Studies: David Sabatino

Circulation Desk

Walsh Library
(973) 761-9435

Clinical Skills Lab, Nursing

Interprofessional Health Sciences (IHS) Campus
(973) 761-9315
Coordinator: Kathryn Sanok

College Seminary Program

Marshall Hall
(973) 761-9420
Rector: Reverend Hong-Ray Cho

Communication and the Arts, College of

Arts and Sciences Hall
(973) 275-4871
Dean: Deirdre Yates
Assistant Dean: Ryan Hudes

Communication and the Arts, Department of

Arts and Sciences Hall
(973) 275-4842
Chair: Renee Robinson

Communication and the Arts, Graduate Programs in

Arts and Sciences Hall
(973) 275-4832
Assistant Dean: Ryan Hudes

Compliance Office

Presidents Hall
(973) 313-6132
Compliance Officer: Lori A. Brown

Computing and Decision Sciences, Department of

Jubilee Hall
(973) 761-9250
Chair: David A. Rosenthal

Continuing Education and Professional Studies, Division of

Arts and Sciences Hall
(973) 761-9087
Dean: Karen A. Passaro

Controller

Bayley Hall
(973) 761-9003
Controller: John Passaro

Counseling and Psychological Services

Mooney Hall
(973) 761-9500
Director: Dianne Aguero-Trotter

Criminal Justice Program

Jubilee Hall
(973) 761-9170
Director: Rhonda Quinn

Cybersecurity Program

McQuaid Hall
(973) 761-9466
Director: Manfred Minimair

Data Science, M.S. in

McQuaid Hall
(973) 761-9466
Director: Manfred Minimair

Data Visualization and Analysis Program

McQuaid Hall
(973) 761-9466
Director: Manfred Minimair

Dean of Students Office

University Center
(973) 761-9076
Dean: Karen Van Norman

Development, Department of

Ring Building
(973) 378-2696
Associate Vice President: Sheila Wolfinger

Developmental Math Center

Arts and Sciences Hall
(973) 761-9765
Coordinator: Wendiann Sethi

Diplomacy and International Relations, Department of

McQuaid Hall
(973) 275-2507
Chair: Martin Edwards

Diplomacy and International Relations, School of

McQuaid Hall
(973) 313-6203
Acting Dean: Courtney Smith

Disability Support Services

Duffy Hall
(973) 313-6003
Director: Angela Millman

Economics and Legal Studies, Department of

Jubilee Hall
(973) 761-7168
Chair: Henry Amoroso

Education and Human Services, College of

Jubilee Hall
(973) 761-9025
Interim Dean: Joseph Martinelli

Education, Graduate Administrative Services

Jubilee Hall
(973) 761-9668
Assistant Dean: Diana Minakakis

Education Leadership, Management and Policy, Department of

Jubilee Hall
(973) 761-9397
Chair: David Reid

Educational Opportunity Program

Alfieri Hall
(973) 761-9161
Associate Dean/Director: Majid Whitney

Educational Studies, Department of

Jubilee Hall
(973) 275-9394
Chair: Daniel Katz

Elizabeth Ann Seton Center for Women's Studies

Fahy Hall
(973) 761-9447, (973) 275-2176
Co-Directors: Vanessa May and Karen Gevirtz

English, Department of

Fahy Hall
(973) 761-9387
Chair: Angela Weisl

English as a Second Language Program

Jubilee Hall
(973) 761-9254
Coordinator: Bryan Meadows

English, M.A. in

Fahy Hall
(973) 275-9388
Interim Director of Graduate Studies: Donovan Sherman

Enrollment Services

Bayley Hall
1-800-THE-HALL (843-4255), (973) 761-9332
Vice President for Enrollment Management: Alyssa McCloud

Environmental Studies, B.A. in

Jubilee Hall
(973) 761-2868
Director: Christopher Kaiser

Facilities and Operations

Bayley Hall
(973) 761-9615
Associate Vice President: John Signorello

Facilities Engineering

Facilities Office
(973) 761-9454
Director: Leon Vandemeulebroeke

Finance, Department of

Jubilee Hall
(973) 761-9127
Chair: Anthony Loviscek

Financial Affairs

Bayley Hall
(973) 761-9318, (973) 761-9011
Vice President for Finance and Chief Financial Officer:
Stephen A. Graham
Associate Vice President: Robert McLaughlin

Financial Systems

Bayley Hall
(973) 761-9687
Director: Susanne Kunigelis

G.K. Chesterton Institute for Faith and Culture

Walsh Library
(973) 275-2594

General Counsel

Presidents Hall
(973) 761-9190
General Counsel: Kimberly A. Capadona

Gerontology, Multidisciplinary Certificate in

Arts and Sciences Hall
(973) 761-9170
Contact: Dawn Apgar

Gibbons Institute of Law, Science and Technology

Seton Hall Law School
(973) 642-8380
Academic Director: David Opderbeck

Government and Community Relations, Department of

Ring Building
(973) 378-9816
Interim Vice President: Matthew Borowick

Graduate Nursing, Department of

Interprofessional Health Sciences Campus
(973) 761-9273
Chair: Judith Lothian

Graduate Special Education - College of Education and Human Services

Jubilee Hall
(973) 313-6207
Director: Lauren McFadden

Grants and Sponsored Accounting, Office of

Bayley Hall
(973) 761-9324
Director: Brenda Dunlop

Grants and Research Services, Office of

Presidents Hall
(973) 275-4654
Director: Michael LaFontaine

Health Administration Program

Interprofessional Health Sciences (IHS) Campus
(973) 275-2800
Acting Director: Nalin Johri

Health and Medical Sciences, School of

Interprofessional Health Sciences (IHS) Campus
(973) 275-2800
Dean: Brian B. Shulman

Health and Physical Education Programs

Jubilee Hall
(973) 761-7498
Coordinator: Daniel Katz

Health Law and Policy Program

Seton Hall University School of Law
One Newark Center, Newark, NJ 07102
(973) 642-8871
Faculty Director: John V. Jacobi

Health Professions Advisement

Arts and Sciences Hall
(973) 761-9487
Director: Roberta Moldow

Health Sciences, PhD in

Interprofessional Health Sciences (IHS) Campus
(973) 275-2076
Acting Director, Genevieve Pinto Zipp

Health Services

303 Centre Street
(973) 761-9175
Director: Diane Lynch

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

Housing and Residence Life, Department of

Duffy Hall
(973) 761-9172
Interim Director: Jessica Proano

Human Resources, Department of

Martin House
(973) 761-9621
Director: Michael Silvestro

Immaculate Conception Seminary School of Theology

Lewis Hall
(973) 761-9575
Rector/Dean: Monsignor Joseph R. Reilly

Information Technology, Department of

Walsh Library
(973) 275-2929
Chief Information Officer: Stephen G. Landry

Information Technology Services

Corrigan Hall
(973) 275-2490
Executive Director: Bernd Walter

Institute for Advanced Study of Rehabilitation and Sports Science

Interprofessional Health Sciences (IHS) Campus
(973) 275-2918
Director: Michael LaFontaine

Institute for Christian Spirituality

Lewis Hall
(973) 761-9353
Director: Dianne M. Traflet

Institute for Communication and Religion

Arts and Sciences Hall
(973) 275-4871
Director: Jon Radwan

Institute for International Business

Jubilee Hall
(973) 761-9259
Director: Héctor R. Lozada

Institute for International Schools

Jubilee Hall
(973) 275-2854
Director: Charles P. Mitchel

Institute of Judaeo-Christian Studies

Fahy Hall
(973) 761-9751
Director: Reverend Lawrence E. Frizzell

Institute of Museum Ethics

Arts and Sciences Hall
(973) 275-4871
Director: Gregory Stevens

Institute of NeuroImmune Pharmacology

Science and Technology Center (McNulty Hall)
(973) 275-2340
Director: Sulie L. Chang

Instructional Design and Technology Program

Jubilee Hall
(973) 275-2733
Director: Joseph Martinelli

Internal Audit

Presidents Hall
(973) 275-2036
Executive Director: Alison MacMillan

International Programs, Office of

Presidents Hall
(973) 761-9072
Director: Maria V. Bouzas

Internships

Bayley Hall
(973) 761-9355
Director: Reesa Greenwald

Interprofessional Health Sciences and Health Administration, Department of,

Interprofessional Health Sciences (IHS) Campus
(973) 275-2076
Acting Chair: Anne Hewitt

Italian Studies Program

Fahy Hall
(973) 275-2718
Director: David Bénéteau

Jewish-Christian Studies, M.A. in

Fahy Hall
(973) 761-9751
Director of Graduate Studies: Reverend Lawrence E. Frizzell

Joseph A. Unanue Latino Institute

Fahy Hall
(973) 761-9422

LLC Global Learning Center

Fahy Hall
(973) 761-9457
Director: Michael Stone

Languages, Literatures and Cultures, Department of

Fahy Hall
(973) 761-9464
Chair: Diana Álvarez-Amell

Latin American and Latino/Latina Studies Program

Fahy Hall
(973) 275-2764
Director: Matthew Escobar

Law, School of

One Newark Center
(973) 642-8750-Dean's Office, (973) 642-8747-Admissions
Dean: Kathleen M. Boozang

Lay Centre at Foyer Unitas

Lewis Hall
(973) 761-9353
Liaison and Board Member: Dianne M. Traflet

Legal Studies in Business, Minor in

Jubilee Hall
(973) 761-9511
Adviser: Richard J. Hunter Jr.

Liberal Studies, B.A. in

Fahy Hall Room 314
(973) 761-9480
Director: Mark B. Couch

Lloyd A. McBride Communication and the Arts Leadership Center

Arts and Sciences Hall
(973) 275-4871
Director: Mark Maben

Management, Department of

Jubilee Hall
(973) 761-9360
Chair: Paula Alexander

Marketing, Department of

Jubilee Hall
(973) 761-9237
Chair: Stephen Pirog

Market Research Center

Jubilee Hall
(973) 761-9703
Director: Adam Warner

Mathematics and Computer Science, Department of

McQuaid Hall
(973) 761-9466
Chair: John T. Saccoman

Medical Humanities Program

Fahy Hall
(973) 761-9462
Co-Directors: Ki Joo Choi and Abe Zakhem

Medieval and Renaissance Studies Program

Fahy Hall
(973) 761-9387
Director: Angela Weisl

Micah Institute for Business and Economics

Presidents Hall
(973) 275-2525
Interim Director: Therese Liddy

Micah Center for Business Ethics

Jubilee Hall
(973) 761-7168
Director: Henry Amoroso

Middle Eastern Studies Program

Fahy Hall
(973) 761-9781, (973) 275-2720
Co-Directors: Golbarg Rekabtalaei and Youssef Yacobi

Mission and Ministry, Office of

Presidents Hall
(973) 761-9545
Vice President: Father Colin Kay

Monsignor James C. Turro Seminary Library

Lewis Hall
(973) 761-9336
Director: Reverend Lawrence B. Porter

Museum Professions, M.A. in

Arts and Sciences Hall
(973) 275-4871
Director: Gregory Stevens

Networking and Telecommunications

Corrigan Hall
(973) 761-9214
Director: Matthew J. Stevenson

Nonprofit Sector Resource Institute

Jubilee Hall
(973) 761-9734

Nursing, College of

Interprofessional Health Sciences (IHS) Campus
(973) 761-9282
Dean: Marie C. Foley

Occupational Therapy, Department of

Interprofessional Health Sciences (IHS) Campus
(973) 761-7145
Chair: Ruth Segal

Parking Services

Duffy Hall
(973) 761-9329
Manager: Ann Szipszky

Patient Simulation Labs

Interprofessional Health Sciences (IHS) Campus
(973) 761-9299
Director for Nursing: Robert Scoloveno, Ph.D.

Payroll

Bayley Hall
(973) 761-4813
Manager: Jenny Pu

PC Support Services

Corrigan Hall
(973) 761-9551
Director: John Fernandes

Philosophy, Department of

Fahy Hall
(973) 275-2179
Chair: Abe Zakhem

Physical Therapy, Department of

Interprofessional Health Sciences (IHS) Campus
(973) 275-2051
Chair: TBD

Physician Assistant, Department of

Interprofessional Health Sciences (IHS) Campus
(973) 275-2596
Chair: Christopher Hanifin

Physics, Department of

Science and Technology Center (McNulty Hall)
(973) 761-9050
Chair: Mehmet Alper Sahiner

Pirate Blue Athletic Fund

Richie Regan Recreation and Athletic Center
(973) 378-2681
Director: Bryan Felt

Police Graduate Studies Program

Jubilee Hall
(973) 761-9223
Director: Thomas Shea

Political Science and Public Affairs, Department of

Jubilee Hall
(973) 761-9383
Chair: W. King Mott

Pre-Law Advisement, Office of

Jubilee Hall
(973) 761-9212
Adviser: Geoffrey Upton

Pre-Medical/Pre-Dental Plus Program

Arts and Sciences Hall
(973) 761-9648
Director: Majid Whitney

President, Office of the

Presidents Hall
(973) 761-9620
President: Joseph Nyre

Prestigious Fellowships

Fahy Hall
(973) 275-2764
Director: Matthew Escobar

Priest Community

Presidents Hall
(973) 761-9121
Minister: Rev. Gerald J. Buonopane, Ph.D.

Procurement

Bayley Hall
(973) 761-9782
Director: Martin Koeller

**Professional Psychology and Family Therapy,
Department of**

Jubilee Hall
(973) 275-2734
Chair: Thomas Massarelli

Project Acceleration

Fahy Hall
(973) 761-9224
Director: Francesca Phillippy

Provost and Executive Vice President, Office of the

Presidents Hall
(973) 761-9655
Provost and Executive Vice President: Katia Passerini

Psychology, Department of

Jubilee Hall
(973) 275-2703
Chair: Kelly Goedert

Psychology, M.S. in Experimental

Jubilee Hall
(973) 275-2703
Director of Graduate Studies: Amy Joh

Public Administration, M.P.A.

Jubilee Hall
(973) 761-9510
Director of Graduate Studies: Matthew Hale

Public Safety and Security, Department of

Security Building
(973) 761-9328
Assistant Vice President: Patrick P. Linfante

Pre-Major Advising

Mooney Hall
(973) 275-2105
Advisor:

Radio Station WSOU-FM

Richie Regan Recreation
(973) 761-WSOU
General Manager: Mark Maben

Registrar

Bayley Hall
(973) 275-2259
University Registrar: Autumn Bucior

Religion, Department of

Fahy Hall
(973) 275-9480
Chair: Ki Joo Choi

Richie Regan Recreation and Athletic Center

(973) 761-WSOU

ROTC/Military Science

Mooney Hall
(973) 761-9446
Chair: Lt. Col. Brad Henry

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: Brandon Larmore

School Library Media Specialist Certificate Program

Jubilee Hall
(973) 275-2733
Director: Joseph J. Martinelli

Seton Center for Community and Population Health

Alfieri Hall
(973) 275-2070
Director: Anne M. Hewitt

Seton Hall Sports Poll Conducted by the Sharkey Institute

Jubilee Hall
(973) 761-9707

Setonian, The

Bishop Dougherty University Center
(973) 761-9083

Sister Rose Thering Fund for Education in Jewish-Christian Studies

Fahy Hall
(973) 761-9006
Administrator: Clare Giangreco

Social and Behavioral Sciences Program

Jubilee Hall
(973) 275-4820
Director: Mark Horowitz

Social Work, B.A.

Fahy Hall
(973) 761-9470
Director: Dawn Apgar

Social Work, M.A.

Arts and Sciences Hall
(973) 761-9470
Director: Juan Rios

Sociology, Anthropology and Social Work, Department of

Jubilee Hall
(973) 761-9170
Chair: Rhonda Quinn

Speech-Language Pathology, Department of

Interprofessional Health Sciences (IHS) Campus
(973) 275-2825
Chair: Vikram N. Dayalu

Stillman School of Business

Jubilee Hall
(973) 761-9225
Dean: Joyce A. Strawser

Student Financial Aid

Bayley Hall
(800) 222-7183
Director: Javonda Asante

Student Engagement, Department of

Bishop Dougherty University Center
(973) 275-2937
Associate Dean: Colleen Dallavalle

Student Services, Division of

Bishop Dougherty University Center
(973) 761-9075
Interim Vice President: Monica Burnette
Associate Vice President and Dean of Students: Karen Van Norman

Summer Session

Arts and Sciences Hall
(973) 761-9250
Dean of Continuing Education and Professional Studies:
Karen Passaro

Teaching, Learning and Technology Center

Walsh Library
(973) 275-2929
Director and Associate CIO: Paul Fisher

Technology Service Desk

Corrigan Hall
(973) 275-2222
Manager: Vivek Ajvalia

Theatre, Seton Hall

Fahy Hall
(973) 275-2790
Director: Peter Reader

Ticket Office, Athletic

Richie Regan Recreation and Athletic Center
(973) 275-4255

Transfer Student Center

Mooney Hall
(973) 275-2387
Director: Brittany White

Undergraduate Nursing, Department of

Interprofessional Health Sciences Campus
(973) 761-9303
Chair: Kristi Stinson

University Advancement

Ring Building
(973) 378-9802
Vice President: Jon Paparsenos

University Core

Fahy Hall
(973) 275-4847
Director: Nancy Enright

University Honors Program

Fahy Hall
(973) 275-2011
Director: Rev. Dr. John J. Ranieri

University Libraries

Walsh Library
(973) 761-9005
Dean: John E. Buschman

University Relations, Division of

Vice President: Matthew Borowick

Upward Bound TRIO Program

Mooney Hall

(973) 761-7161

Director: Marva Cole-Friday

Walsh Gallery

Walsh Library

(973) 275-2033

Director: Jeanne Brasile

Women and Gender Studies Program

Fahy Hall

(973) 275-2176, (973) 761-9447

Co-Directors: Vanessa May and Karen Gevirtz

Writing Center

Arts and Sciences Hall

(973) 275-2183

Director: Arundhati Sanyal

Directions to the University

By Taxi

From Newark Airport. Terminal A, B or C: Taxis are available 24/7 and feature flat rates to the University.

By Bus

From New York Port Authority. Take NJ Transit bus #107 to Ward Place. Walk approximately 1/5 mile to the University.

From Newark. Please visit the following link for NJ Transit's bus schedule: <http://www.njtransit.com/sf/servlet.srv?hdmPageAction=BusTo>.

From Irvington Terminal. Take NJ Transit bus #107 to Ward Place. Walk approximately 1/5 mile to the University.

From Bloomfield Center. Take NJ Transit bus #92 to South Orange. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Orange, East Orange Grove Street Area. Take NJ Transit bus #90 to South Orange Avenue. Walk approximately 3/5 mile to the University.

From Orange, East Orange Main Street and Day Street Area. Take NJ Transit bus #92 along Scotland Road to South Orange. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Jersey City. Take PATH train or NJ Transit bus #1 to Penn Station. Transfer to South Orange Avenue bus #31 Maplewood to the University. Or take PATH train to Hoboken, transfer to NJ Transit, Morris and Essex Lines, train to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Springfield, Chatham, Morristown. Take NJ Transit bus #70 to the Maplewood Loop (Millburn Avenue and Valley Street). Transfer to South Orange Avenue bus #31 at Valley Street to the University.

By Car

From 280 East. Take Exit 11 (Center Street, Orange.) Turn right onto South Center Street. (South Center Street becomes Centre Street.) Follow it approximately 2 miles to the intersection of South Orange Avenue and Centre Street. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

From 280 West. Take Exit 11B. (Day Street/Essex Avenue, Orange.) Off-ramp becomes Freeway Drive West. Make a left at the second light onto South Day Street (Joyce Carnegie Place). Make a left at the next light onto Freeway Drive East. Turn right at the next light onto South Center Street. (South Center Street becomes Centre Street.) Follow it approximately 2 miles to the intersection of South Orange Avenue and Centre Street. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

From 78 East (Local). Take Exit 49B (Maplewood). Stay to the right off the exit. Make the second right, which is a jug

handle, and cross over Springfield Avenue onto Valley Street. Take this street approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter through the Farinella Gate on the right.

From 78 West (Local). Take Exit 50B (Millburn), and turn right onto Vauxhall Road. Go three lights and bear right onto Valley Street. Take this street approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter through the Farinella Gate on the right.

From The Garden State Parkway (North or South). Take the Garden State Parkway to Exit 145. Follow directions for 280 West.

From The New Jersey Turnpike. Take the New Jersey Turnpike to Exit 15W. Follow directions for 280 West.

From Connecticut. Take Route 84 West into New York State until 84 ends. Take 684 South toward White Plains/Tappan Zee Bridge. Take 287 West over Tappan Zee Bridge. Take Exit 14A (Garden State Parkway South) to Exit 145. Follow directions for 280 West.

From New York City. Go through either the Lincoln or Holland tunnel. From the Lincoln Tunnel, take the New Jersey Turnpike South to Exit 15W. From Holland Tunnel, take the New Jersey Turnpike North to Exit 15W. Follow directions for 280 West.

From Pennsylvania. Take the Pennsylvania Turnpike East to the New Jersey Turnpike North. Get off the Turnpike at Exit 11 (Garden State Parkway North). Take the Parkway to Exit 145. Follow directions for 280 West.

By Train

From Newark. Take NJ Transit, Morris and Essex lines, to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

From Bloomfield Center. Take NJ Transit, Morris and Essex lines, to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

Interprofessional Health Sciences (IHS) Campus at Nutley

Please see directions on the IHS Campus web site: <https://www.shu.edu/interprofessional-health-sciences-campus.cfm>.

University Buildings

519 South Orange Avenue. As of June 2014, the Department of Public Relations and Marketing is located in this building.

525 South Orange Avenue. The College of Communication and the Arts' art studios are located in this building.

Alfieri Hall. Alfieri Hall, completed in 1984, contains classrooms and faculty offices for the School of Theology, offices of the Educational Opportunity Program, and the Computer Training Center. The Department of Graduate Programs in Health Sciences is located on the lower level.

Alumni Hall. Alumni Hall was planned as a 25th anniversary gift to commemorate the opening of Seton Hall College in 1856. The needed funds were not raised in 1881, but the fund drive continued, and the building was dedicated in 1886 to commemorate the opening and first graduation in South Orange in 1861. Alumni Hall houses the Chapel of the Good Shepherd of Immaculate Conception Seminary School of Theology, as well as the School's administrative offices.

Arts Center. Originally a carriage house built between 1890 and 1895, and now a registered national landmark, this red brick Victorian building has been preserved and renovated and was officially dedicated in May 1974 as the University's Art Center. It houses an art gallery, studios, classrooms and faculty offices.

Arts and Sciences Hall. Opened in 1973, the building houses the Ruth Sharkey Academic Resource Center, lecture halls, seminar rooms, conference rooms, classrooms, and offices for College of Arts and Sciences faculty and administrative personnel, the Office of the Dean, Department Chair, and Graduate Studies for the College of Communication and the Arts.

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.

Bethany Hall. Positioned at the main entrance to campus, Bethany Hall is named after the Biblical village where Mary, Martha and their brother Lazarus received Jesus into their home. Offering a welcoming first impression to prospective students and families, the three-story 68,000-square-foot building is the central location for all admissions activities. Bethany Hall features a below-level parking garage, an admissions suite, event and meeting rooms, pre-function/gallery space, and provides a home for University events. Bethany Hall was dedicated in June 2018 in honor of Monsignor Robert Sheeran '67, whose 30 years of priestly service to the University included 15 years as president.

Bishop Dougherty University Center. Named for Bishop John J. Dougherty, president of Seton Hall from 1960-70, the University Center contains meeting rooms, dining areas, lounges, an art gallery and Theatre-in-the-Round. It houses the offices of student government, the Department of Student Life and the Vice President for Student Affairs.

Chapel of the Immaculate Conception. The Chapel of the Immaculate Conception has been the center of campus religious life since 1863 and was renovated and restored in 2008. Open every day, the chapel serves as a place of meditation and prayer for all members of the University community. Several Masses are offered on weekdays and on Sundays.

Corrigan Hall. Named after Bishop Michael A. Corrigan and Reverend James H. Corrigan, brothers who served as second and third presidents of Seton Hall, this building contains offices, the facilities for Computing Services, classrooms, labs, and the Music Center, including music studios and a sound production lab.

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 LLC Global Learning Center, and a television studio. The lower level contains classrooms and offices for the College of Communication and the Arts faculty and administrators.

Interprofessional Health Sciences (IHS) Campus. The University's Interprofessional Health Sciences (IHS) campus in Clifton and Nutley, N.J. opened in the summer of 2018 and features world-class facilities for health science research and discovery. The IHS campus houses the University's College of Nursing and School of Health and Medical Sciences, and is neighbor to the Hackensack Meridian School of Medicine at Seton Hall University. It is approximately 10 miles from Seton Hall's main campus in South Orange, N.J. and is convenient to New York City and major transportation hubs.

The IHS campus creates a forward-thinking approach to healthcare education, bringing together future doctors, nurses and health professionals in the fields of medicine, nursing, physical therapy, physician assistant, occupational therapy, athletic training, speech-language pathology, and healthcare administration. This innovative team-based training reflects the future of healthcare delivery.

Jubilee Hall. With six stories and more than 126,000 square feet of academic space, this structure provides a home

for the Stillman School of Business, the College of Education and Human Services, the New Jersey Center for Civic and Law-Related Education and the Departments of Political Science, Psychology, Public and Healthcare Administration, and Sociology, Anthropology and Social Work. It contains 156 faculty and administrative offices and 30 teaching spaces, from seminar rooms that seat eight people to an auditorium seating 390. It also features a central, three-story skylit atrium where students and faculty can congregate informally. A major feature of the building is the technological capabilities it brings to the teaching and learning processes. These include fixed and flexible seating classrooms with the most contemporary information and distance-learning technologies that facilitate the transmission of lectures all over the world; laboratories with one-way observation mirrors; and classrooms with power for laptop computers at each seat.

Lewis Hall/Immaculate Conception Seminary School of Theology. Lewis Hall was completed in 1984 and houses Immaculate Conception Seminary School of Theology, including Seminary faculty and student residences, a dining hall, lounges, the Monsignor James C. Turro Seminary Library and faculty offices.

Marshall Hall. Built in the 1890s under the direction of Reverend William Marshall, this three-story building is situated to the east side of Presidents Hall. The building's main level contains a newly restored Regents Suite and Regents Board Room. Marshall Hall connects via a gallery passage and a stair tower with marble treads and wrought-iron railing serves the second-floor level.

Martin House. The location of the Department of Human Resources, a private home for many years, was dedicated on November 3, 2006, the feast day of Saint Martin de Porres (1579-1639). The building, located at 366 South Orange Avenue, was named Martin House in honor of the Dominican brother, known for his many good works among the poor of Lima, Peru, and a model of servant leadership.

McQuaid Hall. Named after Bishop Bernard McQuaid, first president of Seton Hall, this building was constructed in the early 1900s. The School of Diplomacy and International Relations is located on the first floor of this building. The Department of Mathematics and Computer Science is located on the second floor.

Mooney Hall. Named for Monsignor James Mooney, president of Seton Hall from 1907-22, the building houses the Center for Academic Success, the Transfer Student Center, Pre-Major Advising, ROTC/Military Science, Counseling and Psychological Services, the Mailroom, the Print Shop, the University CORE, Upward Bound and classrooms and offices.

Muscarelle Hall. The building, which architects designed to complement Presidents Hall, features 12 technologically advanced classrooms. Nine of the rooms can accommodate 35 students each, while the remaining rooms include two large classrooms that can hold 70 and 50 students apiece and one smaller room for 25 students.

The building provides direct ADA-access to Marshall Hall on multiple floors, which visitors can then use to enter Presidents Hall. In a nod to history, the building's cornerstone (which was uncovered during its demolition) has been inlaid into the new building's lobby.

Presidents Hall. Visually the "centerpiece" of campus, Presidents Hall dates back to 1867. It houses administrative offices, including those of the president, provost and executive vice president, general counsel, planning, graduate affairs, and the Office of International Programs.

Residence Halls. Seton Hall has housing capacity for approximately 2,400 students. The residence halls include Cabrini, Neumann, Serra, Xavier, Aquinas, and North and South Boland halls. Ora Manor Apartments, Turrell Manor and St. Andrew's Hall provide University housing off campus.

Richie Regan Recreation and Athletic Center and Walsh Gymnasium. A student-oriented, multipurpose facility that serves the recreation, physical education and intercollegiate needs of the University community. Features of this facility, which is scheduled to complete a multi-million dollar renovation process in 2014, include the Richard and Sheila Regan Field House – home to a newly-installed four-lane MONDO track and recently re-surfaced basketball courts – and a 25-yard pool. The facility also offers a variety of fitness options available to the entire University community with dedicated areas for dance and exercise classes, extensive free weight and aerobic equipment, in addition to saunas and locker rooms. Adjacent to the Richie Regan Recreation and Athletic Center, is Walsh Gymnasium, a 2,000-seat arena built in 1939 and named for Newark Archbishop Thomas Walsh. Walsh Gymnasium is the site of practice and competition for many intercollegiate teams. The state-of-the-art WSOU-FM facility is also located here. Outdoor facilities include Owen T. Carroll Field and Ivy Hill Park, 19 acres of practice and intramural fields adjacent to the campus.

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, Advancement Services, Development, and Government and Community Relations.

Science and Technology Center (McNulty Hall). 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, and Physics are located in this newly renovated Science and Technology Center.

Seton Hall Law School Building. Seton Hall Law School opened its doors to its first class on the old site of John Marshall Law School, located at 40 Journal Square, Jersey City, in 1951. Twenty years later, in 1971, the School relocated to 1111 Raymond Boulevard, Newark. Outgrowing its space, the Law School moved to its current location at One Newark Center, Newark, in 1992. The Law School entrance leads to a striking, five-story, glass-encased atrium. Offices, classrooms, a moot courtroom and library are interconnected by balconies overlooking the atrium. The School's location, just one block from Newark Penn Station, allows easy access to Manhattan and other destinations.

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 named in honor of Board of Regents chairman and University benefactor Frank E. Walsh and his wife, Mary D. Walsh.

Walsh Library's first floor contains the Monsignor William Noé Field Archives and Special Collections Center, the Walsh Gallery, and the Teaching, Learning and Technology Center. The second floor contains the Information Commons, silent study room, Curriculum Resource Center, the reference collection and the reference and circulation desks. The third and fourth floors (designated as quiet floors) contain the print journals and print book collections, group study rooms, scholar study rooms, study carrels, the Bernard J. Lonergan Institute, the Center for Catholic Studies, the Valente Italian Library, the G.K. Chesterton Institute for Faith and Culture, and the Charles and Joan Alberto Italian Studies Institute.

University Faculty

Note: This list does not include new faculty for 2021 whose hiring processes were in progress when the Catalogue went to press.

Wagdy Abdallah

Ph.D., North Texas State University
Professor of Accounting

Issam Aburaya

Ph.D., Hebrew University, Jerusalem
Associate Professor of Religion

Cara Blue Adams

M.F.A., University of Arizona
Associate Professor of English

Pamela Adams

Ph.D., Yale University
Associate Professor of Management

Edmund Adjapong

Ph.D., Teachers' College, Columbia University
Assistant Professor of Educational Studies

Nabeela N. Alam

Ph.D., Brandeis University
Assistant Professor of Diplomacy and International Relations

Paula Becker Alexander

J.D., New York University
Ph.D., Rutgers, The State University
Associate Professor of Management

Simone A. James Alexander

Ph.D., Rutgers, The State University
Professor of English

Nicholas Almendares

J.D., New York University School of Law
Visiting Assistant Professor of Law

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

Michael P. Ambrosio

J.D., The Catholic University of America
Professor of Law

Henry J. Amoroso

J.D., Delaware Law School of Widener University
Associate Professor of Legal Studies

Afua Ampiaaw, R.N.

M.S.N., Seton Hall University
Clinical Instructor of Nursing

Justin M. Anderson

Ph.D., Katholieke Universiteit Leuven (Louvain), Belgium
Associate Professor of Moral Theology

Mildred Antenor

M.A., Rutgers, The State University
Instructor of English

Cosimo Antonacci

Ph.D., Seton Hall University
Assistant Professor of Chemistry and Biochemistry

Dawn Apgar

Ph.D., Rutgers, The State University
Assistant Professor of Social Work

Lonnie Athens

D. Crim., University of California, Berkeley
Professor of Criminal Justice

Venugopal Balasubramanian, CCC-SLP

Ph.D., State University of New York at Buffalo
Associate Professor of Speech-Language Pathology

Mary McAleer Balkun

Ph.D., New York University
Professor of English

Margarita Balmaceda

Ph.D., Princeton University
Professor of Diplomacy and International Relations

Xue-Ming Bao

M.L.S., Ed.D., Northern Illinois University
M.Ed., University of Victoria, British Columbia
Electronic Resources Librarian/Associate Professor

Assefaw Bariagaber

Ph.D., Southern Illinois University
Professor of Diplomacy and International Relations

David W. Barnes

J.D., University of Pennsylvania
Professor of Law

Maryanne Barra-Schneider, R.N.

D.N.P., Fairleigh Dickinson University
Clinical Associate Professor of Nursing

Chelsea Barrett

M.L.S., Rutgers
M.B.A. Felician University
Business Librarian

Edner Bataille

M.A., University of Miami
Instructor of Economics

Reverend Renato J. Bautista

M.Div., Immaculate Conception Seminary School of
Theology, Seton Hall University
Immaculate Conception Seminary Formation Faculty

David Bénéteau

Ph.D., University of California, Berkeley
Professor of Modern Languages

Gaia Bernstein

J.S.D., New York University School of Law
Professor of Law

Ilya Beylin

J.D., University of Chicago
Associate Professor of Law

Constantine Bitsaktsis

Ph.D., King's College, London, UK
Associate Professor of Biological Sciences

Richard J. Boergers, ATC

Ph.D., Seton Hall University
Associate Professor of Athletic Training

LaMar Bolden, OTR

D.P.S., New York University
Assistant Professor of Occupational Therapy

Ann Bollinger

M.A., Loyola University, Maryland
Instructor of Journalism

Kristen E. Boon

J.S.D., Columbia University
Professor of Law

Kathleen M. Boozang

J.D., Washington University School of Law
LL.M., Yale Law School
Dean and Professor of Law

Karen E. Boroff

Ph.D., Columbia University
Professor of Management

Margaret Brady-Amoon

Ph.D., Fordham University
Associate Professor of Professional Psychology and Family
Therapy

Rabbi Alan Brill

Ph.D., Fordham University
Associate Professor of Jewish-Christian Studies

Mirela Bruza-Augatis, PA-C

M.S., Pace University
Assistant Professor of Physician Assistant

Branden Buehler

Ph.D., University of Southern California
Assistant Professor of Visual and Sound Media

Leslie A. Bunnage

Ph.D., University of California, Irvine
Associate Professor of Sociology

Reverend Gerald J. Buonopane

Ph.D., Pennsylvania State University
Assistant Professor of Chemistry and Biochemistry

Gregory A. Burton

Ph.D., University of Connecticut
Professor of Psychology

Maureen Byrnes, R.N.

D.N.P., Seton Hall University
Clinical Assistant Professor of Nursing

Angela C. Carmella

J.D., Harvard Law School
Professor of Law

Dorothy Smith Carolina, R.N.

Ph.D., Rutgers, The State University
Clinical Assistant Professor of Nursing

Martha C. Carpentier

Ph.D., Fordham University
Professor of English

C. Lynn Carr

Ph.D., Rutgers, The State University
Professor of Sociology

Charles E. Carter

Ph.D., Duke University
Professor of Religion

Sulie Lin Chang

Ph.D., Ohio State University
Professor of Biological Sciences

Dongdong Chen

Ph.D., McGill University
Associate Professor of Asian Studies

Rong Chen

Ph.D., University of Michigan
Associate Professor of Education Leadership,
Management and Policy

Leo Cheung

M.B.A., Rensselaer Polytechnic Institute
Instructor of Finance

Ki Joo Choi

Ph.D., Boston College
Professor of Religion

Tin-Chun Chu

Ph.D., University of Medicine and Dentistry of New Jersey
Professor of Biological Sciences

Reverend Christopher M. Ciccarino

S.T.D., Pontifical Gregorian University, Rome
S.S.L., Pontifical Biblical Institute, Rome
Assistant Professor of Biblical Studies
Immaculate Conception Seminary Formation Faculty

Frank R. Cicero

Ph.D., BCBA, LBA, City University of New York Graduate
Center
Assistant Professor of Educational Studies

Lorene P. Cobb, PT, PCS

EdD Maryville University
Instructor, Department of Physical Therapy

Michael Coenen

J.D., Yale University
Professor of Law

Carl H. Coleman

J.D., Harvard Law School
Professor of Law

Brian Colfer

Ph.D., The University of Sciences
Associate Professor of Interprofessional Health Sciences and
Health Administration

Jenny-Brooke Condon

J.D., Seton Hall University School of Law
Professor of Law

Teresa Conklin, R.N.

D.N.P., Seton Hall University
Clinical Instructor of Nursing

William J. Connell

Ph.D., University of California, Berkeley
Professor of History

Brian Connors

Ph.D., Seton Hall University
Senior Faculty Associate of Educational Studies

Katherine Connolly, R.N.

D.N.P., Seton Hall University
Clinical Assistant Professor of Nursing

Colleen M. Conway

Ph.D., Emory University
Professor of Religion

Kimberly Conway

Ph.D., Seton Hall University
Assistant Professor of Nursing

John Kip Cornwell

J.D., Yale Law School
Professor of Law

Matthew Corrigan

Ph.D., State University of New York
Associate Professor of Sociology, Anthropology and Social
Work

Reverend Gabriel B. Costa

Ph.D., Stevens Institute of Technology
Associate Professor of Mathematics and Computer Science

Jessica Cottrell

Ph.D., University of Medicine and Dentistry of New Jersey
Associate Professor of Biological Sciences

Mark B. Couch

Ph.D., Columbia University
Associate Professor of Philosophy

Michelle Lee D'Abundo

Ph.D., University of Georgia
Associate Professor of Interprofessional Health Sciences and
Health Administration

James Daly

Ed.D., Rutgers, The State University
Professor of Educational Studies

Lyndy Danvers

Ph.D., Rutgers, The State University
Assistant Professor of Classical Studies

Susan B. Darby, R.N.

Ph.D., Capella University
Clinical Instructor of Nursing

James Davidson

Ph.D., Stevens Institute of Technology
Lecturer of Mathematics and Computer Science

Vikram N. Dayalu, CCC-SLP

Ph.D., East Carolina University
Associate Professor of Speech-Language Pathology

Alan B. Delozier

M.L.S., Rutgers, The State University
D. Litt., Drew University
University Archivist/Associate Professor

Deborah DeLuca

J.D., Seton Hall University
Assistant Professor of Interprofessional Health Sciences and
Health Administration

Lisa DeLuca

M.P.A. Seton Hall University
M.L.I.S., Rutgers, The State University
Social Sciences Librarian/Associate Professor

Mark P. Denbeaux

J.D., New York University
Professor of Law

Josephine DeVito, R.N.

Ph.D., New York University
Associate Professor of Nursing

Marta Mestrovic Deyrup

Ph.D., Columbia University
M.L.S., Rutgers, The State University

Nicole DiCrecchio

Ed.D., Teachers College Columbia University
Associate Professor of Ed. Leadership Mgt. & Policy

Marcia Downer, PT, NCS

D.P.T., University of Medicine and Dentistry of New Jersey
Instructor of Physical Therapy

Kyle Downey

M.L.L.S., Rutgers The State University
Health Sciences Librarian

Peggy Dreker

M.P.A., New York University
M.L.S., Rutgers University
Health Sciences Librarian

Jillian M. Duff, PT

Ph.D., New York University
Assistant Professor of Physical Therapy

Brooke Duffy

M.S.L.I.S., M.S. Pratt Institute
Coordinator of Instruction Librarian/Assistant Professor

Gunn, Jessica, PT, GCS

DPT. Arcadia University
Instructor of Physical Therapy

Reed W. Easton, CPA

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
Professor of Diplomacy and International Relations

Jake Elberg

J.D., Harvard Law School
Associate Professor of Law

Nancy Enright

Ph.D., Drew University
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

Alexander Fadeev

Ph.D., Moscow State University
Professor of Chemistry and Biochemistry

Jonathan Farina

Ph.D., New York University
Associate Professor of English

Giuseppe Fazari

Ph.D., Seton Hall University
Instructor of Criminal Justice

Christine A. Fernandez

M.D., New Jersey Medical School
Faculty and Medical Director, Physician Assistant Program

Sara Fieldston

Ph.D., Yale University
Associate Professor of History

Linda E. Fisher

J.D., University of Chicago Law School
LL.M., Northwestern University School of Law
Professor of Law

Paige H. Fisher

Ph.D., University of Massachusetts at Amherst
Associate Professor of Psychology

Patrick I. Fisher

Ph.D., Washington State University
Professor of Political Science

Gregory Floyd

Ph.D., Boston College
Faculty Fellow in the Core Curriculum

Marie C. Foley, RN

Ph.D., New York University
Dean and Professor of Nursing

Pamela Foley

Ph.D., Seton Hall University
Associate Professor of Psychology

Jo Renee Formicola

Ph.D., Drew University
Professor of Political Science

Timothy P. Fortin

Ph.D., Pontifical University of the Holy Cross, Rome
Associate Professor of Philosophical Theology

Karla Foy

J.D., Harvard Law School
Assistant Professor of Law

Paula A. Franzese

J.D., Columbia Law School
Peter W. Rodino Professor of Law

Alexandra Freidus

Ph.D., New York University
Assistant Professor of Education Leadership, Management
and Policy

Abraham N. Fried

Ph.D., The City University of New York, Baruch College
Associate Professor of Accounting

Reverend Lawrence E. Frizzell

D.Phil., Oxford University
Associate Professor of Jewish-Christian Studies

Jan A. Furman

Ed.D., Columbia University
Assistant Professor of Education Leadership, Management
and Policy

Kenneth E. Ganning

Ph.D., Rutgers, the State University
Senior Faculty Associate of Mathematics and Computer
Science

Suzanne Gantar

Ph.D., University of Illinois at Chicago
Assistant Professor of Biological Sciences

Anne Giblin Gedacht

Ph.D., University of Wisconsin-Madison
Assistant Professor of History

David Gelb

Ph.D., New York University
Associate Professor of Accounting

Richard Gentile

B.A., Queens College
Instructor of Marketing

Karen B. Gevirtz

Ph.D., Emory University
Professor of English

Maureen Gillette

Ph.D., University of Wisconsin, Madison
Professor of Educational Studies

Martin Gizzi

M.D., Ph.D., University of Miami
Professor of Neuroscience

Amy Gladstone

Ph.D., Rutgers, The State University
Instructor of Social Work

Gregory Y. Glazov

D.Phil., Oxford University
Professor of Biblical Studies

Timothy P. Glynn

J.D., University of Minnesota Law School
Professor of Law

Carolyn Goeckel, ATC

Ph.D., Seton Hall University
Assistant Professor of Athletic Training

Kelly Goedert

Ph.D., University of Virginia
Professor of Psychology

Amy Gogtas, PA-C

M.S., George Washington University
Faculty, Physician Assistant Program

Omer Gokcekus

Ph.D., Duke University
Professor of Diplomacy and International Relations

Benjamin Goldfrank

Ph.D., University of California, Berkeley
Professor of Diplomacy and International Relations

Jacob Goldsmith

Ph.D., University of California Irvine
Term Faculty of Chemistry & Biochemistry

Sergiu M. Gorun

Ph.D., Massachusetts Institute of Technology
Professor of Chemistry and Biochemistry

Tracy Gottlieb

Ph.D., University of Maryland
Professor of Communication

Caryn Grabowski

M.S., Northeastern University
Instructor of Speech-Language Pathology

Charles Grantham

M.B.A., University of Pennsylvania
Faculty Associate of Management

Matthew J. Graziano

Ph.D., New York University
Assistant Professor of Professional Psychology and Family Therapy

Anca M. Grecu

Ph.D., Clemson University
Associate Professor of Economics and Legal Studies

Sherry A. Greenberg, RN

Ph.D., University of Pennsylvania
Associate Professor of Nursing

Larry A. Greene

Ph.D., Columbia University
Professor of History

Daniel Gross

Ph.D., University of Notre Dame
Professor of Mathematics and Computer Science

Maya Grosz

J.D., New York University Law School
Associate Professor of Law

Joan F. Guetti

Ph.D., Rutgers, The State University
Associate Professor of Mathematics and Computer Science

Ramona Guthrie, OTR/L

Ph.D., Capella University
Assistant Professor of Occupational Therapy

Daniel Gutmore

Ph.D., New York University
Senior Faculty Associate of Education Leadership, Management and Policy

Julia M. Guzmán, OTD, OTR/L

Ed.D., Columbia University
Assistant Professor of Occupational Therapy

Jonathan L. Hafetz

J.D., Yale Law School
Associate Professor of Law

Matthew Hale

Ph.D., University of Southern California
Associate Professor of Public Administration

Gretchen Hall

M.F.A., New York University
Instructor of Theater

Christine Hamm

M.F.A., Columbia University
Lecturer of English

William H. Haney

M.F.A., University of Georgia
Professor of Art, Design and Interactive Multimedia

Christopher J. Hanifin, PA-C

Ed.D., Seton Hall University
Assistant Professor of Physician Assistant

Phyllis Shanley Hansell, RN

Ed.D., Columbia University
Professor of Nursing

James Hanson

Ph.D., California Institute of Technology
Professor of Chemistry and Biochemistry

Maura Harrington

Ph.D., Drew University
Instructor of English

Edward A. Hartnett

J.D., New York University Law School
Richard J. Hughes Professor of Law

Kelly Harris

Ph.D., Clark Atlanta University
Director Africana Studies, Center for Africana Studies

Sean P. Harvey

Ph.D., College of William and Mary
Associate Professor of History

Anthony L. Haynor

Ph.D., Rutgers, The State University
Associate Professor of Sociology

Thomas Healy

J.D., Columbia Law School
Professor of Law

Christine M. Heer

J.D., Rutgers University Law School
Lecturer of Social Work

Jürgen W. Heinrichs

Ph.D., Yale University
Associate Professor of Art History

Theresa F. Henry, CPA

Ph.D., New York University
Associate Professor of Accounting

Kalani Hettiarachchi

Ph.D., Louisiana State University
Assistant Professor of Physics

Anne M. Hewitt

Ph.D., Temple University
Professor of Interprofessional Health Sciences and Health Administration

Erik Hill

Ph.D., Ohio State University
Instructor of Biological Sciences

Vicci Hill-Lombardi, ATC

Ed.D., Columbia University
Associate Professor of Athletic Training

Alisa Hindin

Ed.D., Boston University
Professor of Educational Studies

Kathryn Hinic, RN

Ph.D., Seton Hall University
Assistant Professor of Nursing

William James H. Hoffer

J.D., Harvard Law School
Ph.D., Johns Hopkins University Professor of History

Reverend Paul A. Holmes

S.T.D., University of St. Thomas Aquinas, Rome
Distinguished University Professor of Servant Leadership

Mark P. Holtzman

Ph.D., The University of Texas at Austin
Associate Professor of Accounting

Karen D. Hoover, OTR

O.T.D., Chatham University
Assistant Professor of Occupational Therapy

Mark Horowitz

Ph.D., University of Kansas
Associate Professor of Sociology

Yanzhong Huang

Ph.D., University of Chicago
Professor of Diplomacy and International Relations

Richard Hubler, PT, OCS

D.P.T., University of Medicine and Dentistry of New Jersey
Instructor of Physical Therapy

R. Joseph Huddleston

Ph.D., University of Southern California
Assistant Professor of Diplomacy and International Relations

Amy J. Silvestri Hunter

Ph.D., University of Vermont
Professor of Psychology

Richard J. Hunter, Jr.

J.D., University of Notre Dame Law School
Professor of Legal Studies

Margaret Huryk, RN

D.N.P., Seton Hall University
Clinical Assistant Professor of Nursing

Gregory Hugo Iannarella

M.A., Seton Hall University
Lecturer of English

Sharon Ince

M.L.S., Rutgers, The State University
M.A., New York University
Digital Services Librarian/Associate Professor

Nancy Innella, RN

Ph.D., Rush University
Assistant Professor of Nursing

Jennifer Itzkowitz

Ph.D., University of Florida
Associate Professor of Finance

Charles J. Jacob

Ph.D., Pennsylvania State University
Assistant Professor of Professional Psychology and Family Therapy

John V. Jacobi

J.D., Harvard Law School
Dorothea Dix Professor of Law

Beth Jameson, RN

Ph.D., Rutgers, The State University
Assistant Professor of Nursing

Fanli Jia

Ph.D., Wilfrid Laurier University
Assistant Professor of Psychology

Jacqueline Joewono

M.A., Seton Hall University
Lecturer of English

Amy S. Joh

Ph.D., New York University
Associate Professor of Psychology

Kristen N. Johnson

J.D., University of Michigan Law School
Professor of Law

Leah Johnston-Rowbotham, RN

M.S., Rutgers, The State University
Clinical Instructor of Nursing

Eric M. Johnston

Ph.D., The Catholic University of America
Associate Professor of Undergraduate Theology

Nalin Johri

Ph.D., University of North Carolina, Chapel Hill
Associate Professor of Interprofessional Health Sciences and Health Administration

Margaret Jurow

J.D., Rutgers University Law School
Practitioner in Residence of Law

Amadu Jacky Kaba

Ph.D., Seton Hall University
Professor of Sociology

Nathan W. Kahl

Ph.D., Stevens Institute of Technology
Associate Professor of Mathematics and Computer Science

Nada Kahn

Ph.D., Seton Hall University
Assistant Professor of Chemistry and Biochemistry

Chander Kant

Ph.D., Southern Methodist University
Associate Professor of Economics

Beverly Kass

D.N.P., William Paterson University
Clinical Instructor of Nursing

Daniel Katz

Ph.D., Michigan State University
Assistant Professor of Educational Studies

Tracy A. Kaye

J.D., Georgetown University Law School
Professor of Law

Yuri Kazakevich

Ph.D., Moscow State University
Professor of Chemistry and Biochemistry

Kaitlin Kehnemuyi

M.P.A., Seton Hall University
M.S.L.I.S., Pratt Institute
Access Services Librarian/University Libraries

Kevin B. Kelly

J.D., Temple University Law School
Associate Clinical Professor of Law

Stephen P. Kelty

Ph.D., Harvard University
Professor of Chemistry and Biochemistry

Moira Kendra, RN

D.N.P., Seton Hall University
Clinical Instructor of Nursing

Mildred Kenney-Lau, RN

M.S.N., University of Pennsylvania
Clinical Instructor of Nursing

James J. Kimble

Ph.D., University of Maryland
Professor of Communication

Angela V. Klaus

Ph.D., Rutgers, The State University
Associate Professor of Biological Sciences

Nathaniel Knight

Ph.D., Columbia University
Professor of History

Jane Ko

Ph.D., University of Minnesota
Associate Professor of Biological Sciences

Randy Kolodny, PT

D.P.T., Massachusetts General Hospital Institute of Health
Professions
Assistant Professor of Physical Therapy

Anthony D. Koutsoftas, CCC-SLP

Ph.D., Arizona State University
Associate Professor of Speech-Language Pathology

Jonathan Kraszewski

Ph.D., Indiana University, Bloomington
Professor of Visual and Sound Media

Daniel Krevis

M.B.A., Boston College
Instructor of Accounting

Gary Kritz

Ph.D., Indiana University
Associate Professor of Marketing

Christine A. Krus

M.S., Pratt Institute
Professor of Art, Design and Interactive Multimedia

Anna Kuchta

M.A., New York University
Senior Faculty Associate of Modern Languages

Daniel M. Ladik

Ph.D., University of South Florida
Associate Professor of Marketing

Michael F. LaFountaine, ATC

Ed.D., Columbia University
Professor of Physical Therapy

Kathryn Lancioni

M.S., Columbia University
Instructor of Public Relations

Mary Landriau

M.S.W., Rutgers, The State University
Faculty Associate of Social Work

Marina Lao

J.D., Albany Law School
LL.M., Temple University Law School
Professor of Law

John Laracy

Ph.D., John Paul II Institute, Catholic University of America
Term Assistant Professor of Religion

Reverend Joseph R. Laracy

S.T.D., Pontifical Gregorian University, Rome
Assistant Professor of Systematic Theology

David Laviska

Ph.D., Rutgers University
Assistant Professor of Chemistry and Biochemistry

Sandra S. Lee

Ph.D., New School for Social Research
Professor of Professional Psychology and Family Therapy

Robyn Lemanski

M.A., Seton Hall University
Lecturer of English

Paulos Lemma

M.S., Umea University
Instructor of Mathematics and Computer Science

Erin Leonard, RN

D.N.P., William Paterson University
Clinical Instructor of Nursing

Dena Levine

D.M.A., State University of New York, Stony Brook
Associate Professor of Music

Christine Lowe

M.F.A., Vermont College of Fine Arts
Assistant Professor of Art, Design and Interactive Multimedia

Jay Liebowitz

D. Sc., George Washington University
Visiting Professor of Computing and Decision Sciences

Erik Lillquist

J.D., University of Virginia Law School
Professor of Law

Jui-Te Lin

Ph.D., University of Pittsburgh
Assistant Professor of Physical Therapy

Angela Lis, PT

Ph.D., New York University
Associate Professor of Physical Therapy

Marianne E. Lloyd

Ph.D., Binghamton University
Professor of Psychology

Martha M. Loesch

M.S., Pratt Institute
M.Ed., Seton Hall University
Resource, Discovery & Librarian, Associate Professor

Diane Logan, RN

M.S.N., Kean University
Clinical Instructor of Nursing

Jose L. Lopez

Ph.D., Stevens Institute of Technology
Professor of Physics

Jorge Lopez-Cortina

Ph.D., Georgetown University
Associate Professor of Modern Languages

Steven J. Lorenzet

Ph.D., University at Albany, State University of New York
Associate Professor of Management

Judith A. Lothian, RN

Ph.D., New York University
Professor of Nursing

Anthony L. Loviscek

Ph.D., West Virginia University
Professor of Finance

Héctor R. Lozada

Ph.D., University of Kentucky
Associate Professor of Marketing

Stephen J. Lubben

J.D., Boston University
LL.M., Harvard Law School
Ph.D., University of Groningen
Professor of Law

Kristi Luttrell

Ph.D., Stevens Institute of Technology
Assistant Professor of Mathematics and Computer Science

Alicia MacGregor, OTR

M.S., Seton Hall University
Director of Clinical Education, Department of Occupational Therapy

Dawn Maffucci, ATC

Ph.D., Seton Hall University
Director of Clinical Education, Department of Athletic Training

Joyce Maglione, RN

Ph.D., New York University
Assistant Professor of Nursing

Solangel Maldonado

J.D., Columbia University
Professor of Law

Michael Maloney

Ph.D., Fordham University
Assistant Professor of Religion

Patrick R. Manning

Ph.D., Boston College
Associate Professor of Pastoral Theology

Jurga Marshall, PA-C

D.M.S., Lincoln Memorial University
Assistant Professor of Physician Assistant

Susan Martello-Gill, RN

Ph.D., Seton Hall University
Assistant Professor of Nursing

Joseph Martinelli

Ed.D., Seton Hall University
Senior Faculty Associate of Educational Studies

Cecilia Marzabadi

Ph.D., University of Missouri-St. Louis
Professor of Chemistry and Biochemistry

Thomas Massarelli

Ph.D., Seton Hall University
Faculty Associate of Professional Psychology and Family Therapy

John T. Masterson

Ph.D., Polytechnic Institute of New York
Associate Professor of Mathematics and Computer Science

Maxim Matusevich

Ph.D., University of Illinois
Professor of History

Grace M. May

Ph.D., University of Pennsylvania
Associate Professor of Educational Studies

Vanessa H. May

Ph.D., University of Virginia
Associate Professor of History

Robert A. Mayhew

Ph.D., Georgetown University
Professor of Philosophy

Kevin McCabe

Ph.D., University of Notre Dame
Faculty Fellow in the Core Curriculum

Monsignor Gerard H. McCarren

S.T.D., The Catholic University of America
Associate Professor of Systematic Theology
Immaculate Conception Seminary Formation Faculty

Laurence M. McCarthy

Ph.D., Ohio State University
Associate Professor of Management

Catherine M.A. McCauliff

J.D., University of Chicago Law School
Ph.D., University of Toronto
Professor of Law

Diane McClure, RN

D.N.P., Seton Hall University
Clinical Associate Professor of Nursing

Elizabeth McCrea

Ph.D., Rutgers, The State University
Associate Professor of Management

Andrea McDowell

J.D., Yale Law School
Ph.D., University of Pennsylvania
Professor of Law

Lauren Mary McFadden

Ed.D., Seton Hall University
Associate Professor of Educational Studies

Sean McGee

Ed.S., Seton Hall University
Faculty Associate of Educational Leadership, Management and Policy

Sharon McGrady

Ph.D., Rutgers, The State University
Lecturer of English

Christopher McGunnigle

Ph.D., University of Louisiana at Lafayette
Instructor of English

Martina McKeever

M.A., Rutgers, The State University
Instructor of German

Denis F. McLaughlin

J.D., Villanova University Law School
Professor of Law

Kerry Smith McNeill

M.S., Stevens Institute of Technology
Senior Faculty Associate of Mathematics and Computer Science

Fredline A.O. M'Cormack-Hale

Ph.D., University of Florida
Associate Professor of Diplomacy and International Relations

Michelle Lynne McWeeney, PA-C

Ph.D., Seton Hall University
Assistant Professor of Physician Assistant

Bryan Meadows

Ph.D., University of Arizona
Assistant Professor of Educational Studies

Vicente Medina

Ph.D., University of Miami
Professor of Philosophy

Mary Meehan

Ph.D., Seton Hall University
Executive in Residence

Jessica Miles

J.D., New York University Law School
Clinical Assistant Professor of Law

Reverend Douglas J. Milewski

S.T.D., Institutum Patristicum Augustinianum,
Pontifical Lateran University, Rome
Associate Professor of Theology

Jordan Miller

Ph.D., Fordham University
Assistant Professor of Core Curriculum

Kimberly Ann Miller, PA-C

M.S., University of Medicine and Dentistry of New Jersey
Assistant Professor of Physician Assistant

Zinaida Miller

J.D., Harvard Law School
Ph.D., Tufts University
Assistant Professor of Diplomacy and International Relations

Manfred Minimair

Ph.D., North Carolina State University
Professor of Mathematics and Computer Science

Roseanne Mirabella

Ph.D., New York University
Professor of Political Science and Public Administration

Charles P. Mitchel

Ed.D., Fairleigh Dickinson University
Associate Professor of Education Leadership, Management
and Policy

James Modlin

Ph.D., Georgia Institute of Technology
Instructor of Management

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
Professor of History

Sara Bjerg Moller

Ph.D., Columbia University
Assistant Professor of Diplomacy and International Relations

Kate I. Moore

J.D., Columbia Law School
Associate Professor of Law

Jerry Thomas Monaco, PT, OCS

DPT, Arcadia University
Instructor of Physical Therapy

Erie Morales

Ph.D., Tulane University
Term Assistant Professor of Physics

Marco T. Morazan

Ph.D., City University of New York
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
Professor of Undergraduate Theology

W. King Mott

Ph.D., Louisiana State University
Associate Professor of Political Science

Mary F. Mueller

Ed.D., Rutgers, The State University
Associate Professor of Educational Studies

Anne Mullen-Hohl

Ph.D., Columbia University
Associate Professor of Modern Languages

Ann Marie Murphy

Ph.D., Columbia University
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, CMA

Ph.D., Washington State University
Associate Professor of Accounting

Ines A. Murzaku

Ph.D., Pontifical Oriental Institute, Pontifical Gregorian
University, Rome
Professor of Religion

Reverend Brian Muzás

Ph.D., University of Texas at Austin
Assistant Professor of Diplomacy and International Relations

Kathleen Nagle

Ph.D., University of Washington
Assistant Professor of Speech-Language Pathology

Lori A. Nessel

J.D., City University of New York Law School
Professor of Law

Natalie P. Neubauer, CCC-SLP

Ed.D., Seton Hall University
Assistant Professor of Speech-Language Pathology

Kathleen Neville, RN

Ph.D., New York University
Clinical Professor of Nursing

Amy Newcombe

J.D., University of Notre Dame Law School
Associate Professor of Law

Charlotte Nichols

Ph.D., New York University
Associate Professor of Art History

Daniel B. Nichols

Ph.D., University of Illinois
Associate Professor of Biological Sciences

Ilissa Nico

M.S.W., Fordham University
Faculty Associate of Social Work

Widian Nicola

D.S.W., Rutgers, The State University
Assistant Professor of Social Work

Anthony Nicotera

D.S.W., Rutgers, The State University
J.D., DePaul University Law School
Assistant Professor of Social Work

Susan A. Nolan

Ph.D., Northwestern University
Professor of Psychology

Amy Nyberg

Ph.D., University of Wisconsin, Madison
Associate Professor of Journalism

Nathan Oates

Ph.D., University of Missouri, Columbia
Associate Professor of English

David O'Connor

Ph.D., Marquette University
Professor of Philosophy

Sam Ohrenberger-Hopkins

M.A., George Mason University
Lecturer of Communication

Jennifer Oliva

J.D., Georgetown University Law School
Professor of Law

David Opderbeck

J.D., Seton Hall University Law School
LL.M., New York University School of Law
Professor of Law

Penina Orenstein

Ph.D., Middlesex University, London, UK
Associate Professor of Computing and Decision Sciences

Shigeru Osuka

Ed.D., University of Hawaii
Professor of Asian Studies

William Pace

M.F.A., New York University
Faculty Associate of Visual and Sound Media

Robert M. Pallitto

Ph.D., The New School for Social Research
J.D., University of Michigan Law School
Professor of Political Science and Public Administration

Melinda Papaccio

M.A., Seton Hall University
Instructor of English

Patricia C. Pappas, RN
D.N.P., Seton Hall University
Clinical Instructor of Nursing

Katia Passerini
Ph.D., The George Washington University
Provost and Professor of Computing and Decision Sciences,
Stillman School of Business

Sioux Patashnik
M.A., Seton Hall University
Lecturer of English

Sona M. Patel
Ph.D., University of Florida
Associate Professor of Speech-Language Pathology

Heather Payne
J.D., University of North Carolina Law School
Associate Professor of Law

Benjamin Pearl
M.S., University of Delaware
Term Faculty of Computer & Decision Science

Noelany Pelc
Ph.D., Texas Woman's University
Assistant Professor of Professional Psychology and Family
Therapy

Eric W. Pennington
Ph.D., University of Cincinnati
Associate Professor of Modern Languages

Melanie Perez-Vellios
J.D., Rutgers Law School
Assistant Professor of Legal Practice

Ashley Pettit
Ph.D., Rutgers, The State University
Instructor of Biological Sciences

Allison Piazza
M.S.L.I.S., Pratt Institute
Health Sciences Librarian

Meryl M. Picard, MSW, OTR
Ph.D., Seton Hall University
Assistant Professor of Occupational Therapy

Bryan Pilkington
Ph.D., University of Notre Dame
Professor, School of Health and Medical Sciences

Stephen F. Pirog
Ph.D., Temple University
Associate Professor of Marketing

Jacqueline Pirone Palumbo
J.D., Seton Hall University
Assistant Professor of Legal Practice

Reverend James P. Platania
S.T.D. (cand.), Pontifical Gregorian University, Rome
S.S.L., Pontifical Biblical Institute, Rome
Assistant Professor of Biblical Studies

Evelyn Plummer
Ed.D., Columbia University
Associate Professor of Communication

Eric Podchaski
Ph.D., State University of New York, Albany
Lecturer of Psychology

Mara C. Podvey, OTR
Ph.D., New York University
Associate Professor of Occupational Therapy

Matthew Pressman
Ph.D., Boston University
Assistant Professor of Journalism

Bryan Price
Ph.D., Stanford University
Department of Management

José M. Prieto
Ph.D., Universidad Nacional Autónoma de México
Associate Professor of Modern Languages

Gregory Przybylski
M.D., Jefferson Medical College
Professor of Neurology

Jamie Pukl-Werbel
J.D., Seton Hall University Law School
Assistant Professor of Legal Practice

Ksenija Puskaric
Ph.D., Central European University
Faculty Fellow in the Core Curriculum

Kathryn Quaglia
J.D., Seton Hall University Law School
Assistant Professor of Legal Practice

Dermot A. Quinn

D.Phil., Oxford University
Professor of History

Rhonda L. Quinn

Ph.D., Rutgers, The State University
Professor of Anthropology

Cherubim Quizon

Ph.D., State University of New York, Stony Brook
Associate Professor of Anthropology

Sylvia A. Rabacchi

Ph.D., University of Torino, Italy
Faculty Associate of Biological Sciences

Jon P. Radwan

Ph.D., Pennsylvania State University
Associate Professor of Communication

Tara Adams Ragone

J.D., New York University Law School
Faculty Research Fellow and Lecturer of Law

Renu Ramnarayanan

Ph.D., University of Mississippi
Instructor of Computing and Decision Sciences

Chintha D. Ranasinghe

M.D., St. Georges University School of Medicine
Faculty Associate of Biological Sciences

Reverend Dr. John J. Ranieri

Ph.D., Boston College
Professor of Philosophy

Peter Reader

M.F.A., University of Wisconsin
Associate Professor of Theatre

Elizabeth Brewer Redwine

Ph.D., Emory University
Lecturer of English

David Reid

Ph.D., Michigan State University
Assistant Professor of Education Leadership, Management
and Policy

Monsignor Joseph R. Reilly

S.T.L., Pontificio Istituto Teresianum, Rome
Ph.D., Fordham University
Immaculate Conception Seminary Formation Faculty

Damian Reitemeyer

M.B.A., New York University
Instructor of Accounting

Golbarg Rekabtalaei

Ph.D., University of Toronto
Assistant Professor of History

Eugene R. Reynolds

M.A. University of Chicago
Lecturer of Mathematics and Computer Science

Jeffrey Rice

Ph.D., University of Pennsylvania
Assistant Professor of Asian Studies

Joseph P. Rice

Ph.D., The Catholic University of America
Associate Professor of Philosophical Theology

Elven Riley

B.S., Ohio University
Instructor of Finance

Juan Rios

D.S.W., Rutgers, The State University
Assistant Professor of Social Work

Leslie Rippon, ATC

M.S., Seton Hall University
Instructor of Athletic Training

D. Michael Risinger

J.D., Harvard Law School
Professor of Law

Victoria Rivera-Cordero

Ph.D., Princeton University
Associate Professor of Modern Languages

Mary Ellen Roberts, RN

D.N.P., University of Iowa
Associate Professor of Nursing

Renee Robinson

Ph.D., University of Memphis
Professor of Communication

Carlos A. Rodriguez

Ph.D., University of Wisconsin, Madison
Professor of Modern Languages

Vanessa Rodriguez, PA-C

M.S., Seton Hall University
Instructor of Physician Assistant

Gabriella Romani

Ph.D., University of Pennsylvania
Professor of Modern Languages

Jon Romberg

J.D., Northeastern University Law School
Associate Professor of Law

Thomas R. Rondinella

M.F.A., New York University
Professor of Visual and Sound Media

Patricia E. Ropis, RN

M.S.N., Kean University
Clinical Instructor of Nursing

Lisa Rose-Wiles

Ph.D., Washington University, St. Louis
Librarian/Associate Professor

David Rosenthal

Ph.D., University of Pennsylvania
Associate Professor of Computing and Decision Sciences

Kurt W. Rotthoff

Ph.D., Clemson University
Professor of Economics and Finance

Mary F. Ruzicka

Ph.D., Fordham University
Professor of Educational Studies

Thomas Rzeznik

Ph.D., University of Notre Dame
Associate Professor of History

David Sabatino

Ph.D., McGill University
Associate Professor of Chemistry and Biochemistry

John T. Saccoman

Ph.D., Stevens Institute of Technology
Professor of Mathematics and Computer Science

Mehmet Alper Sahiner

Ph.D., Rutgers, The State University
Professor of Physics

Ann Marie Sailsman, RN

D.N.P., Rutgers, The State University
Clinical Assistant Professor of Nursing

Arundhati Sanyal

Ph.D., City University of New York
Senior Faculty Associate of English

Abby Saunders, PA-C

Ph.D., Seton Hall University
Assistant Professor of Physician Assistant

Peter Savastano

Ph.D., Drew University
Associate Professor of Anthropology and Religion

Sheridan Sayles

M.A., Rutgers, The State University
Technical Services Archivist, University Libraries

Russell Sbriglia

Ph.D., University of Rochester
Assistant Professor of English

Deborah Schander

J.D., Florida State University
Associate Professor of Law

B. J. Schecter

B.A., Northeastern University
Professional in Residence in Visual and Sound Media

Susan Scherreik

M.B.A., Columbia University
Instructor of Management

Mark Schild

M.B.A., Seton Hall University
Instructor of Finance

Lauren Schiller

M.F.A., University of Wisconsin, Madison
Professor of Art, Design and Interactive Multimedia

Laura A. Schoppmann

Ph.D., Stevens Institute of Technology
Associate Professor of Mathematics and Computer Science

McKenna Schray

Ph.D., Seton Hall University
Instructor of Public Relations

Kirsten Schultz

Ph.D., New York University
Associate Professor of History

Andrew Schwartz

Ph.D., University of California, Berkeley
Assistant Professor of Finance

Anthony Sciglitano

Ph.D., Fordham University
Associate Professor of Religion

Ellen R. Scully

Ph.D., Marquette University
Associate Professor of Undergraduate Theology

Jason Scully

Ph.D., Marquette University
Faculty Fellow in the Core Curriculum

Ruth Segal, OTR

Ph.D., University of Southern California
Professor of Occupational Therapy

John Sensakovic

M.D., Ph.D., University of Medicine and Dentistry of New Jersey
Professor of Medicine

Maria Serrano, RN

M.S.N., Kean University
Clinical Instructor of Nursing

Wendiann Sethi

Ph.D., Seton Hall University
Senior Faculty Associate of Mathematics and Computer Science

Vasiliki Sgouras-Kapralos

M.D., Saint George's University
Associate Professor of Physician Assistant

John H. Shannon

J.D., M.B.A., Seton Hall University
Professor of Legal Studies

Charles Michael Shea

Ph.D., St. Louis University
Faculty Fellow in the Core Curriculum

Gerald Shea

M.A., Pratt Institute
Librarian III/Assistant Professor

Kelly A. Shea

Ph.D., University of Pennsylvania
Associate Professor of English

Thomas Shea

D.Sc., New Jersey City University
Assistant Professor of Education Leadership Management and Policy

Lisa Sheikovitz

M.A., New York University
Assistant Professor of Occupational Therapy

Brian W. Sheppard

J.D., Boston College Law School
S.J.D., LL.M., Harvard Law School
Professor of Law

Donovan Sherman

Ph.D., University of California, Irvine
Associate Professor of English

Tatiana Shiloff

M.A., Tbilisi State Pedagogical University
Instructor of Russian

Sung J. Shim

Ph.D., Rensselaer Polytechnic Institute
Associate Professor of Computing and Decision Sciences

Mitra Shojania-Feizabadi

Ph.D., Virginia Polytechnic Institute and State University
Professor of Physics

Brian B. Shulman

Ph.D., Bowling Green State University
Professor of Speech-Language Pathology

Andrew Simon

Ph.D., Rutgers, The State University
Professor of Psychology

Nina Capone Singleton, CCC-SLP

Ph.D., Northwestern University
Associate Professor of Speech-Language Pathology

Courtney B. Smith

Ph.D., Ohio State University
Acting Dean and Associate Professor of Diplomacy and International Relations

Kathleen Smith

Ph.D., North Carolina State University
Assistant Professor of Education Leadership, Management and Policy

Nicholas H. Snow

Ph.D., Virginia Polytechnic Institute and State University
Professor of Chemistry and Biochemistry

Lauren Snowdon, PT

EdD, Creighton University
Instructor and Director of Clinical Education of Physical Therapy

Craig Sorochnik

Ph.D., Western University
Assistant Professor of Computing and Decision Sciences

J. Michael Stebbins

Ph.D., Boston College
Toth-Lonergan Visiting Professor

Kathleen A. Sternas, RN

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

Gregory Stevens

M.A.T., George Washington University
Faculty Associate of Museum Professions

Kristi Stinson, RN

Ph.D., Seton Hall University
Associate Professor of Nursing

Todd J. Stockdale

Ph.D., University of Edinburgh
Faculty Fellow in the Core Curriculum

Ronald Stratton

Ph.D., Northwestern University
Instructor of Mathematics and Computer Science

Joyce Strawser

Ph.D., Louisiana State University
Dean and Associate Professor of Accounting

Claudette St. Romain

J.D., Harvard Law School
Clinical Professor of Law

Bonnie A. Sturm, RN

Ed.D., Columbia University
Associate Professor of Nursing

Paola Suarez Rocabado

Ph.D., George Mason University
Assistant Professor of Economics and Legal Studies

Charles A. Sullivan

LL.B., Harvard Law School
LL.M., New York University Law School
Professor of Law

Reverend Robert K. Suszko

M.Div., Seton Hall University
M.B.A., Rutgers University
Immaculate Conception Seminary Formation Faculty

Mark Senvold

M.F.A., University of Iowa
Associate Professor of English

Axel Marc Oaks Takács

Th.D., Harvard Divinity School
Assistant Professor of Religion

Edward G. Tall

Ph.D., State University of New York, Stony Brook
Senior Faculty Associate of Biological Sciences

Hongfei Tang

Ph.D., Purdue University
Associate Professor of Finance

Michael A. Taylor

Ph.D., Ohio State University
Associate Professor of Political Science and Public Administration

Susan Teague

Ph.D., University of Georgia
Associate Professor of Psychology

Kwok Chuen T. Teo

Ph.D., Rutgers, The State University
Assistant Professor of Political and Public Administration

Christine Tevlin, RN

D.N.P., Seton Hall University
Clinical Instructor of Nursing

Chad Thralls

Ph.D., The Catholic University of America
Faculty Fellow in the Core Curriculum

Gloria Thurmond

D.Min., Drew University
Senior Faculty Associate of Music

Christopher H. Tienken

Ed.D., Seton Hall University
Associate Professor of Education Leadership, Management and Policy

Travis Timmerman

Ph.D., Syracuse University
Assistant Professor of Philosophy

Jeffrey Togman

Ph.D., New York University
Professor of Political Science and Film

Luz-Patricia Torres, RN

M.S.N., College of Saint Elizabeth
Clinical Instructor of Nursing

Dianne M. Traflet

J.D., Seton Hall University Law School
S.T.D., Pontifical University of St. Thomas Aquinas (The Angelicum), Rome
Assistant Professor of Pastoral Theology

Jason C. Tramm

D.M.A., Rutgers, The State University
Associate Professor of Music

Anthony Troha

Ph.D., University of California at Davis
Assistant Professor of Physics

Ruth Tsuria

Ph.D., Texas A&M University
Assistant Professor of Communication

Linda Ulak, R.N.

Ed.D., Seton Hall University
Associate Professor of Nursing

Yvonne Unna

Ph.D., Boston University
Associate Professor of Philosophy

Geoffrey Upton

Ph.D., University of California, Berkeley
Assistant Professor of Political Science and Public Affairs

Edgar J. Valdez

Ph.D., Binghamton University
Faculty Fellow in the Core Curriculum

Víctor Velarde-Mayol

Ph.D., University of Madrid
M.D., University of Navarra, University of Bilbao
Associate Professor of Philosophical Theology

Denise Vigani

Ph.D., CUNY Graduate Center
Assistant Professor of Philosophy

Gail Vignola

M.A., University of Massachusetts
Instructor of English

Michael Vigorito

Ph.D., University of Massachusetts, Amherst
Professor of Psychology

Viswa K. Viswanathan

Ph.D., The Indian Institute of Management
Associate Professor of Computing and Decision Sciences

Bert Wachsmuth

Ph.D., Indiana University
Associate Professor of Mathematics and Computer Science

Tara Wager

M.S., Seton Hall University
Faculty Associate of Mathematics and Computer Science

Stephen Wagner

Ph.D., University of Louisville
Assistant Professor of Interprofessional Health Sciences and Health Administration

Sarah Waldeck

J.D., University of Wisconsin
Professor of Law

Mary Patricia Wall, RN

Ph.D., University of Maryland
Clinical Associate Professor of Nursing

Weining Wang

Ph.D., Syracuse University
Associate Professor of Physics

Zheng Wang

Ph.D., George Mason University
Professor of Diplomacy and International Relations

Laura Wangerin

Ph.D., University of Wisconsin-Madison
Assistant Professor of History

John Wargacki

Ph.D., New York University
Associate Professor of English

Adam Warner

M.B.A., University of North Carolina, Greensboro
Instructor of Marketing

Geoffrey Watkinson

M.A., Old Dominion University
Instructor of English

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 R. Welling, CCC-A/FAAA

AuD, University of Florida
Associate Professor of Speech-Language Pathology

Munira Wells, RN

Ph.D., Seton Hall University
Associate Professor of Nursing

Gregory Wiedman

Ph.D., Johns Hopkins University
Assistant Professor of Chemistry and Biochemistry

Yonah Wilamowsky

Ph.D., New York University
Professor of Computing and Decision Sciences

Tiffany Williams

J.D., Northeastern University Law School
Assistant Professor of Legal Practice

Lori Wilt, RN

Ph.D., Seton Hall University
Associate Professor of Nursing

Richard Winchester

J.D., Yale Law School
Visiting Professor of Law

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 Administration

David Wood

M.A., University College London, UK
Professor of Practice in Diplomacy and International Relations

Kangzhen Kenneth Xie

Ph.D., Washington University in St. Louis
Assistant Professor of Finance

Xiaoqing Eleanor Xu, CFA

Ph.D., Syracuse University
Professor of Finance

Youssef Yacoubi

Ph.D., University of Nottingham
Assistant Professor of Languages, Literature and Culture

Deirdre Yates

M.F.A., The Catholic University of America
Founding Dean and Professor of Theatre

Jason Z. Yin

Ph.D., New York University
Professor of Management

Yeomin Yoon

Ph.D., University of Pennsylvania
Professor of Finance

Abe Joseph Zakhem

Ph.D., Purdue University
Associate Professor of Philosophy

Daniel Zalacáin

Ph.D., University of North Carolina, Chapel Hill
Professor of Modern Languages

Danielle Zanzalari

Ph.D., Clemson University
Professor of Economics and Legal Studies

Ning Jackie Zhang

Ph.D., Virginia Commonwealth University
Professor of Interprofessional Health Sciences and Health Administration

Heping Zhou

Ph.D., University of Illinois at Chicago
Associate Professor of Biological Sciences

Debra A. Zinicola

Ed.D., Rutgers, The State University
Associate Professor of Educational Studies

Genevieve Pinto Zipp, PT

Ed.D., Columbia University
Professor of Interprofessional Health Sciences and Health Administration

Catherine Zizik

M.F.A., George Washington University
Associate Professor of Communication

Retired and Emeritus Faculty

David T. Abalos*

Ph.D., Princeton Theological Seminary
Religion and Sociology

Richard P. Adinaro*

Ph.D., Fordham University
Political Science

Ghayasuddin Ahmad*

Ph.D., State University of New York at Buffalo
Biological Sciences

Peter G. Ahr

Ph.D., The University of Toronto, St. Michael's College
Religion

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 Beck*

Ph.D., Fordham University
Education

Allan D. Blake

Ph.D., University of Cambridge
Biological Sciences

Richard Blake

Ph.D., Rutgers, The State University
Social Work

Barry B. Blakeley*

Ph.D., University of Michigan
Asian Studies

Beth Bloom*

M.L.S., M.A., Rutgers, The State University
Library

Frederick J. Booth*

Ph.D., Rutgers, The State University
Associate Professor of Classical Studies

Francine Bortzel*

M.S., University of Notre Dame
Mathematics

Reverend David M. Bossman*

Ph.D., St. Louis University
Jewish-Christian Studies

John Botti*

J.D., Fordham University
Business Law

Reverend W. Jerome Bracken, C.P.*

Ph.D., Fordham University
Moral Theology

Deborah A. Brown*

Ph.D., Drew University
Asian Studies

George P. Browne*

Ph.D., The Catholic University of America
History

Mary Kay Burns*

M.L.S., Drexel University
M.A., Kean University
Library

Edward T. Byrnes*

Ph.D., New York University
English

Terrence F. Cahill

Ed.D., George Washington University
Interprofessional Health Sciences and Health Administration

Wilfredo Caraballo*

J.D., New York University
Law

Catherine Cassidy

Ph.D., New York University
Nursing

Reverend Alfred V. Celiano*

Ph.D., Fordham University
Chemistry and Biochemistry

Frederic Ming Chang*

M.M., Indiana University
Music

Petra ten-Doesschate Chu*

Ph.D., Columbia University
Art History

Anthony J. Colella

Ph.D., Fordham University
Management and Policy

Joan H. Coll-Reilly*

Ph.D., Fordham University
Management

Richard J. Connors*

Ph.D., Columbia University
Political Science

DeCosta Dawson*

M.A., M.Ed., Teachers College, Columbia University
Education

Jane Dellert

Ph.D., Rutgers, The State University
Nursing

Roberta Devlin-Scherer*

Ed.D., Temple University
Educational Studies

William J. Dunham*

M.A., New York University
Political Science

Gloria Essoka

Ph.D., New York University
Nursing

Martin Finkelstein

Ph.D., State University of New York at Buffalo
Education Leadership, Management and Policy

Zeni V. Fox*

Ph.D., Fordham University
Pastoral Theology

Bernard K. Freamon*

J.D., Rutgers, The State University
LL.M., J.S.D., Columbia University
Law

Michael C. Garifine*

M.B.A., Rutgers, The State University
Accounting

Kristiane Walter George

Ph.D., Rocky Mountain University
Physical Therapy

Gloria Gelmann*

Ph.D., Seton Hall University
Ed.D., Teachers College, Columbia University
Nursing

Margaret Gilhooley*

J.D., Columbia University
Law

Marian Glenn*

Ph.D., Tufts University
Biological Sciences

Jeffrey Gray*

Ph.D., University of California, Riverside
English

Chrysanthy M. Grieco*

Ph.D., Drew University
English

Monsignor Thomas G. Guarino*

S.T.D., The Catholic University of America
Systematic Theology

Esther E. Guerin

Ph.D., University of Wyoming
Mathematics and Computer Science

Maria Gushanas*

M.A., Seton Hall University
Mathematics

Albert B. Hakim*

Ph.D., University of Ottawa
Philosophy

Emil Hensler Jr.*

M.B.A., Seton Hall University
Accounting

Jeanette T. Hile*

M.A., Montclair State University
Music

E. Kenneth Hoffman*

Ph.D., New York University
Communication

Irving Horowitz*

M.A., Seton Hall University
Computing and Decision Sciences

John R. Hovancik

Ph.D., Purdue University
Psychology

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

Gail Iglesias*

Ph.D., New York University
Nursing

Vasanti A. Jategaonkar*

Ph.D., Cornell University
Computing and Decision Sciences

Edmund Jones

Ph.D., New York University
English

Alexander Jovicevich*

Doctorate d'Université, University of Paris
Modern Languages

Sulekha Kalyan

M.A., Kurukshetra University
M.L.S., State University of New York at Buffalo
University Libraries

Jerome D. Kaplan*

Ed.D., Teachers College, Columbia University
Education

Frank F. Katz*

Ph.D., University of Pennsylvania
Biological Sciences

Philip M. Kayal*

Ph.D., Fordham University
Sociology

Tadashi Kikuoka*

Ph.D., Hosei University
Asian Studies

Moon W. Kim

Ph.D., Polytechnic Institute of Brooklyn
Mathematics and Computer Science

Eliot Krause*

Ph.D., Purdue University
Biological Sciences

Patricia P. Kuchon

Ph.D., City University of New York
Communication

Harold M. Launer

Ph.D., Southern Illinois University
Criminal Justice

M. Elizabeth LeBlanc*

Ed.D., Rutgers, The State University
Education

Anthony E. Lee

M.L.S., Columbia University
M.A., Seton Hall University
Librarian

Susan Leshnoff*

Ed.D., Columbia University
Art

Edwin Pak-Wah Leung*

Ph.D., University of California, Santa Barbara
Asian Studies

Jeffrey C. Levy

Ph.D., Adelphi University
Psychology

Monsignor Richard Liddy*

S.T.L., Ph.D., Pontifical Gregorian University
Religion

Maxine N. Lurie*

Ph.D., University of Wisconsin
History

Shu-Hsien Ma*

M.A., Seton Hall University
Asian Studies

Laurence MacPhee*

Ph.D., Rutgers, The State University
English

Monsignor Dennis Mahon

Ph.D., Syracuse University
Communication

Robert Manley*

Ph.D., State University of New York at Albany
J.D., Cornell University
Political Science

Thomas J. Marlowe*

Ph.D., Rutgers, The State University
Mathematics and Computer Science

Joseph A. Mauriello*

Ph.D., New York University
Accounting

William McCartan

Ed.D., Rutgers, The State University
Education

James P. McGlone*

Ph.D., New York University
Communication

Donald J. McKenna*

Ph.D., Temple University
Communication

David P. Mest

Ph.D., The University of Texas at Austin
Accounting

Edgar Mills*

Ph.D., New York University
Modern Languages

John Minacapelli

M.S., Notre Dame University
Mathematics and Computer Science

Charles P. Mitchel*

Ed.D., Fairleigh Dickinson University
Education Leadership, Management and Policy

W. Scott Morton*

Ph.D., University of Edinburgh
History

James B. O'Connor*

Ed.D., New York University
Professional Psychology

Michael J. Osnato

Ed.D., Columbia University
Education Leadership, Management and Policy

John Paitakes*

Ph.D., Union Institute
Public Administration

James R. Paris*

M.A., New York University
English

Charlotte F. Peck*

M.L.S., University of Pittsburgh
M.A., Seton Hall University
Library

Gerald Pire*

M.A., Marquette University
Religion

Reverend Lawrence B. Porter*

Ph.D., Vanderbilt University
Systematic Theology

Elvira Prisco*

Litt.D., University of Naples
Modern Languages

Monsignor John A. Radano

Ph.D., Aquinas Institute of Theology
Interdisciplinary Studies

William J. Radtke*

M.A., University of Detroit
Philosophy

Michael M. Reuter

M.B.A., Fairleigh Dickinson University
Director Emeritus of Center for Leadership Development

Ronald J. Riccio*

J.D., Seton Hall University Law School
Law

Oreste R. Rondinella*

Ph.D., Fordham University
Education

Peter Rosenblum*

M.A., Kean University
Communication

Jean Rubino

Ed.D., Teacher's College, Columbia University
Nursing

Carolyn Rummel*

Ph.D., New York University
Nursing

Phyllis Russo

Ed.D., Seton Hall University
Nursing

William W. Sales Jr.*

Ph.D., Columbia University
Africana Studies

Lucinda F. San Giovanni*

Ph.D., Rutgers, The State University
Sociology and Anthropology

Gabriel Sarkanich*

M.A., Seton Hall University
Modern Languages

Brenda Saunders-Hampden*

J.D., Seton Hall University Law School
Law

Mary Ann Meredith Scharf*

Ed.D., Teachers College, Columbia University
Nursing

Nathan Schleifer*

Ph.D., Belfer Graduate School, Yeshiva University
Physics

Alfred J. Schmidt*

M.B.A., Seton Hall University
Quantitative Analysis

Bernhard W. Scholz*

Ph.D., University of Wurzburg
History

Reverend Henry Schreitmueller*

Ed.D., Lehigh University
Professional Psychology

John J. Shannon*

Ed.D., Rutgers, The State University
Psychology

Edward R. Shapiro*

Ph.D., Harvard University
History

Christopher Sharrett*

Ph.D., New York University
Visual and Sound Media

Hirsch Lazaar Silverman*

Ph.D., Yeshiva University
Professional Psychology

Rosemary W. Skeele*

Ed.D., New York University
Educational Studies

John E. Smith

Ed.D., Lehigh University
Professional Psychology and Family Therapy

William A. Smith*

Ph.D., St. John's University
Philosophy

Joel B. Sperber

Ed.D., Yeshiva University
English

Peter E. Stamer*

Ph.D., Stevens Institute of Technology
Physics

Judith C. Stark

Ph.D., New School for Social Research
Philosophy

Richard E. Stern

Ph.D., Rutgers, the State University
Librarian

Doreen Stiskal, PT

Ph.D., Seton Hall University
Physical Therapy

Phyllis H. Stock*

Ph.D., Yale University
History

William Stoever*
Ph.D., New York University
J.D., Harvard University
Management

William C. Struning*
Ph.D., New York University
Computing and Decision Sciences

Frank D. Tinari*
Ph.D., Fordham University
Economics

Monsignor James C. Turro*
Ph.D., New York University
Theology

Ralph C. Walz*
Ph.D., New York University
History

Gisela Webb
Ph.D., Temple University
Religion

John B. Wefing*
J.D., The Catholic University of America
LL.M., New York University
Law

Reverend George White*
M.Ed., Rutgers, The State University
Education

Robert W. Wilde*
Ph.D., New York University
Marketing

Monsignor Robert J. Wister*
Hist.Eccl.D., Pontifical Gregorian University, Rome
Church History

Teresa S. Yang*
M.L.S., George Peabody College
M.A., Seton Hall University
Library

Eileen Amy York*
M.A., Teachers College, Columbia University
Nursing

Paula R. Zaccone*
Ed.D., Rutgers, The State University
Educational Studies

William Ziegler*
M.B.A., Seton Hall University
Marketing

**designates emeritus faculty*

Adjunct Faculty

Kobi Abayomi
Ph.D., Columbia University
Mathematics and Computer Science

Claudia Acosta, PT
D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

LeGina Adams
M.A., Seton Hall University
Communication

Markam Keith Adams
M.F.A., Rutgers, The State University
Art, Design and Interactive Multimedia

Roger Alfani
Ph.D., University of Montreal
Diplomacy and International Relations

Patrice Amankwa
Ed.D., Regent University
English

Lawrence Ambrose
M.D., New Jersey Medical School, University of Medicine
and Dentistry
Occupational Therapy

Sivaraman Anbarasan
M.B.A., University of Pittsburgh
Education Leadership, Management and Policy

David Anderson
M.B.A., University of Rochester
Adjunct Professor of Finance

Dena Arguelles
M.A., Seton Hall University
English

Jeffrey Bacsik
B.B.A., University of Notre Dame
Accounting and Taxation

Timothy Barbera

M.B.A., Seton Hall University
Adjunct Professor of Finance

Thomas Basilo

M.B.A., Seton Hall University
Management

Margaret Berry

M.S., Seton Hall University
Athletic Training

Joseph Biland, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Jean G. Bissainthe

M.A., Seton Hall University
Modern Languages

Raymond Blattner

M.S., Seton Hall University
Adjunct Professor of Computing and Decision Sciences

Shawn Blankenship, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

David Bonner

M.A., Seton Hall University
Museum Professions

Pia Bose

PhD, New York University
Adjunct Professor of Occupational Therapy

June M. Brandes-Chu, RN

M.S.N., Seton Hall University
Nursing

Ben Brennan

Psy.D., Widener University
Athletic Training

Adam Broder

M.B.A., Columbia University
Adjunct Professor of Finance

Eric Bronnenkant

M.B.A., New York University
M.S., Seton Hall University
Accounting and Taxation

Carole Browne

M.A., Seton Hall University
Communication

Monica M. Browne

Ed.D., Seton Hall University
Education Leadership, Management and Policy

Jolan Brown, PT

D.P.T., Drexel University
Adjunct Professor of Physical Therapy

Danny Burbano

M.S., Pacific College
Adjunct Professor of Physical Therapy

Julie V. Burkey

D.Min., The Catholic University of America
Pastoral Theology

George Burroughs

J. D., Rutgers, The State University
Educational Studies

J. William Byrne

B.S., Fairleigh Dickinson University
Adjunct Professor of Finance

Tessa Calandrino

M.S., Columbia University
Adjunct Professor of Occupational Therapy

Michelle Calabrese, PT

M.S., Ithaca College
Adjunct Professor of Physical Therapy

Demetria Calivas

M.A., Montclair State University
Communication

Sara Candan

M.A., Rutgers, The State University
Communication

Fay Carr

M.A., Kean University
English

Erin Carannante

M.S., Seton Hall University
Adjunct Professor of Athletic Training

Katina Carter, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Robert Cartwright

M.S., Montclair State University
Mathematics and Computer Science

Jessica Cavagnaro

M.A., Seton Hall University
English

Paul Cavanagh

Ph.D., Columbia University
Healthcare Administration

Victor Cecco

M.S., Pace University
Adjunct Professor of Accounting and Taxation

Timothy Cedrone

J.D., Seton Hall University School of Law
Legal Studies

Elizabeth Centanni

M.A., Seton Hall University
English

Nicole Centrella, RN

D.N.P., Chatham University
Nursing

Medea Chillemi

J.D., Seton Hall University School of Law
English

Paul G. Chiodo, OTR

O.T.D., Chatham University
Occupational Therapy

Donna G. Chlopak

Ph.D., Ohio State University
Adjunct Professor of Management

Reverend Hong-Ray Cho

S.T.D. (cand.), Pontifical Gregorian University, Rome
S.T.L., Pontifical Gregorian University, Rome
Ph.D., Stevens Institute of Technology
Systematic Theology

Laura Cima

Ph.D., Seton Hall University
Healthcare Administration

Mary Ellen Clifford, RN

M.S.N., Walden University
Nursing

Robert Cohen

M.S., Montclair State University
M.B.A., Rutgers University
Adjunct Professor of Management

Monsignor Robert F. Coleman

J.C.D., Pontifical Gregorian University, Rome
Pastoral Theology

Pascal R. Collura

Ph.D., New York University
Modern Languages

Monsignor T. Mark Condon

J.C.D., The Catholic University of America
Pastoral Theology

Elizabeth Corvino, RN

M.S.N., Seton Hall University
Nursing

David Costantino

Ed.D., Seton Hall University
Education Leadership, Management and Policy

Maureen M. Creagh-Kaiser

Ph.D., Seton Hall University
Professional Psychology and Family Therapy and Psychology

Patricia Crosby, RN

M.S.N., Seton Hall University
Nursing

Amelia Cruz-Holder, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Mercedes Cunningham

M.S., Seton Hall University
Adjunct Professor of Athletic Training

Lynn Curtis-Vinegra

Ph.D., Seton Hall University
Physical Therapy

Gabriella D'Angelo

M.A., Seton Hall University
English

Shakima Davis-Walters

M.A., New Jersey Institute of Technology, Newark
Communication

P.L. de Silva

Ph.D., University of Amsterdam
Diplomacy and International Relations

Margaret DeBari, RN

D.N.P., Rutgers, The State University
Nursing

Angelo DeFazio

M.A., New York University
Communication

Karen Delavan

M.M., The Julliard School
Music

Reverend Thomas A. Dente

M.Div., Immaculate Conception Seminary School of
Theology, Seton Hall University
M.A., University of Notre Dame
Systematic Theology

Claire Diab

M.A., Seton Hall University
Asian Studies

Israel Diaz

M.S., Seton Hall University
Adjunct Professor of Athletic Training

Edward Dinicola

M.B.A., Duke University
M.A., Seton Hall University
Adjunct Professor of Marketing

Paul Domingue, Jr.

M.S., Seton Hall University
Computing and Decision Sciences

Heather Domingues, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Meghan Donoghue, PT

D.P.T., Lebanon Valley College
Adjunct Professor of Physical Therapy

Christakis Droussiotis

M.B.A., Columbia University
Adjunct Professor of Finance

Reverend Manuel Duenas

M.Div., M.A., Immaculate Conception Seminary School of
Theology
Seton Hall University
Pastoral Theology

Lucien Duquette

Ph.D., New York University
Psychology

Lorraine Ernest

M.M., Oklahoma City University
Music

Kimberly Estrada

M.S., Seton Hall University
Adjunct Professor of Occupational Therapy

Ralph Evangelista

M.S., Seton Hall University
Accounting and Taxation

Katherine Fackina

Ph.D., Seton Hall University
Professional Psychology and Family Therapy

Vincent Farinella

M.P.A., Seton Hall University
Adjunct Professor of Healthcare Administration

Dale I. Favors

M.B.A., Florida A&M University
Adjunct Professor of Finance

Reverend Monsignor John N. Fell

S.T.D., Academia Alfonsiana, Lateran University, Rome
Systematic Theology

Juvyscilla Ferriols, R.N.

M.S.N., Monmouth University
Adjunct Professor of Nursing

Reverend Steven J. Fichter

Ph.D., Rutgers, The State University
Systematic Theology

Stephen Fillebrown

M.A., University of Pennsylvania
Healthcare Administration

Brian Fitzpatrick

M.B.A., Adelphi University
Adjunct Professor of Management

Biljana Foland

M.B.A., Pace University
Accounting and Taxation

Christine Fowler-Phillips

M.P.A., Seton Hall University
Adjunct Professor of Management

Terri Fowlkes

M.B.A., New York University
Finance

Robert Franco

M.S., Stevens Institute of Technology
Adjunct Professor of Management

Kimberly A. Frazee

M.H.A., Seton Hall University
Healthcare Administration

Moss Freedman

M.F.A., Washington University, St. Louis
Art, Design and Interactive Multimedia

Bruce Freeman

M.P.A., Long Island University
Management and Marketing

Alfred Freilich

Ph.D., Stevens Institute of Technology
Physics

Terence French

M.S., Rutgers, The State University
Healthcare Administration

Patricia Furci, RN

J.D., Seton Hall University
Nursing

Jill Garcia

M.S., Seton Hall University
Occupational Therapy

Samuel Gardner III

B.A., Morris Brown College
Communication

Susan J. Garrubbo

M.A., Fairleigh Dickinson University
Healthcare Administration

Matthew Geibel

M.B.A., Seton Hall University
Computing and Decision Sciences

Devon Gifis

M.A., Seton Hall University
Communication

S. Maria Giordano

M.S.W., Rutgers, The State University
Psychology and Sociology

David Goldstein

M.B.A., New York University
Accounting and Taxation

Michael Gordon

J.D., Seton Hall University
Adjunct Professor of Economics and Legal Studies

Joseph Goss

M.S.J., Seton Hall University
Health Sciences and Health Administration

David Gourley

M.H.A., Seton Hall University
Health Sciences and Health Administration

Daniel P. Greenfield

M.D., University of North Carolina
Physician Assistant

Joseph Gross

M.S.J., Seton Hall University
Health Sciences and Health Administration

Cristina Guarneri

Ed.D., Seton Hall University
English

Darrell Gunter

M.B.A., Lake Forest Graduate School
Marketing

Sabur Guy

J.D., Rutgers, the State University
Adjunct Professor of Economics and Legal Studies

Chrystena Hahn

M.A., William Paterson University
English

David Hajduk

Ph.D., Maryvale Ecclesiastical Institute
Systematic Theology

Miranda Hajduk

M.A., Seton Hall University
Adjunct Professor of English

Aaron Hale

Ph.D., University of Florida
Diplomacy and International Relations

Carol Hamersma

M.A., Queens College
Music

Tomoko Harada

B.M., Mannes School of Music
Music

Amanda Harris

M.A., New York University
English

Steven Hatala, Jr.

M.B.A., Fairleigh Dickinson University
Accounting and Taxation

Patricia Haverland

M.B.A., Duke University
Adjunct Professor of Finance

Rupert Hayles

M.B.A., University of Pennsylvania
Computing and Decision Sciences

Scott Hebert

Ed.D., Seton Hall University
Communication

Amy Higer

Ph.D., Brandeis University
Diplomacy and International Relations

John Hoffman

M.A., Kean University
Marketing

Brian Honsberger

M.A., Augustine Institute
Pastoral Theology

John P. Hopkins

M.B.A., Villanova University
Accounting and Taxation

Paula Horii

M.A., New York University
English

Marcia Hospedales

M.B.A., University of Michigan
Adjunct Professor of Management

Dean Hurley

B.A., Seton Hall University
Art, Design and Interactive Multimedia

John Hynes

B.A., Seton Hall University
Public Relations

Lavonne James

M.A., Rowan University
English

Matthew Jacobi

M.A., Kean University
English

Ira L. Jaskoll

Ph.D., New York University
Adjunct Professor of Computing and Decision Sciences

Kento Kamiyama, PT

D.P.T., University of Medicine and Dentistry of New Jersey
and Rutgers Camden
Adjunct Professor of Physical Therapy

Stephen M. Kanter

D.P.T., Rutgers University
Athletic Training and Physical Therapy

Kaitlin Kelly

M.Ed., California University of Pennsylvania
Adjunct Professor of Athletic Training

Janine Kelly-Hardy

Ph.D., Seton Hall University
Communication

Lee Ann Kern

B.S. Utica College
Adjunct Professor of Occupational Therapy

Susan King

B.A., New York University
English

Reverend Daniel Kirk

S.T.L., Pontifical University of St. Thomas Aquinas
(The Angelicum), Rome
Systematic Theology

Thomas Koc, PT

D.P.T., Seton Hall University
Physical Therapy

Reverend Garry Koch

D.Min., Graduate Theological Foundation
Church History

Reverend Mariusz Eugene R. Koch, C.F.R.

M.Div., Immaculate Conception Seminary
School of Theology, Seton Hall University
M.A., Pontifical University of St. Thomas Aquinas (The
Angelicum), Rome
Pastoral Theology
Immaculate Conception Seminary Formation Faculty

Kevin Kolankowski

M.F.A., Montclair State University
Art, Design and Interactive Multimedia

Godwin Kotey

M.A., Kean University
Mathematics and Computer Science

Edward Krajewski

M.S., Columbia University
Journalism

Monsignor Raymond J. Kupke

Ph.D., The Catholic University of America
Church History

Debra LaBarbera

M.A., Baruch College
English

Andrew D. LeBlanc

M.S., Seton Hall University
Psychology

Anselm LeBourne

M.B.A., Long Island University
Adjunct Professor of Management

Lisa Linville, RN

D.N.S., Louisiana State University
Nursing

Michael Liska

M.F.A., Rutgers, The State University
English

Joann Liuzzo

M.A., Seton Hall University
English

David Loiseau, RD

M.S., University of Burgundy
Nursing

Catherine Loughery, RN

M.S.N., Rutgers, The State University
Nursing

Benjamin Lowe

M.B.A., Columbia University
M.S.E., The Johns Hopkins University
Adjunct Professor of Finance

Leana Lu

M.A., New York University
English

Robert Madara

M.A., Seton Hall University
Adjunct Professor of English

Edislav Manetovic

Ph.D., The City University of New York
Diplomacy and International Relations

Reverend Michael Manning

M.D., SUNY Downstate Medical Center
Moral Theology

Reverend Paul S. Manning

M.Div., St. Mary's Seminary and University
Pastoral Theology

Matthew Marino

Ph.D., Seton Hall University
English

Matthew Marino

M.Ed., Bowling Green State University
M.B.A., Georgian Court University
Adjunct Professor of Computing and Decision Sciences

James Marsden

B.S., Boston College
Adjunct Professor of Finance

Timothy Marshall

Ph.D., Seton Hall University
Adjunct Professor of Physical Therapy

Julie Mascari

M.H.A., Seton Hall University
Health Sciences and Health Administration

Reverend Krzysztof Maslowski

S.T.D., The Catholic University of Lublin, Poland
Pastoral Theology

Wendy Massaro-Johnson, RN

M.S.N., Thomas Edison State University
Nursing

Terri McAdoo

B.A., Oklahoma Baptist University
Public Relations

Reverend William M. McDonald, III

S.T.L., Pontifical University of St. Thomas Aquinas
(The Angelicum), Rome
Pastoral Theology
Immaculate Conception Seminary Formation Faculty

Marjorie McNiece

M.S. Columbia University
Adjunct Professor of Occupational Therapy

Bernadette McVey

M.A., Seton Hall University
Communication

Elisiya Medrano, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Deeana Meehan, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Dan Messina

Ph.D., Seton Hall University
Health Sciences and Health Administration

Victor Metallo

J.D., Seton Hall University School of Law
M.B.A., St. John's University
M.L.I.S., Rutgers, The State University
Legal Studies

Monsignor Robert S. Meyer

S.T.L., Lateran University
J.C.L., The Catholic University of America
J.D., Seton Hall University Law School
Philosophy

Robert Micera

M.S., New York Institute of Technology
Management

Reverend Frederick L. Miller

S.T.D., Pontifical University of St. Thomas Aquinas, (the
Angelicum) Rome
Systematic Theology

Lee Miller

J.D., Harvard Law School
Management

Thomas Miller

M.B.A., Seton Hall University
Marketing

Mark Mishler

M.B.A., University of Michigan
Accounting and Taxation

Ardavan Mobasheri

M.S., Polytechnic University
Economics

Eileen Moran

Ph.D., Fordham University
Economics

Melissa Morano

M.S. Seton Hall University
Adjunct Professor of Occupational Therapy

Michael Morrone

M.S., Seton Hall University
Accounting and Taxation

Barbara Morse

M.A., Seton Hall University
English

Douglas Morse

M.F.A., New York University
Visual and Sound Media

Linda Mowad

Ph.D., Rutgers, The State University
Healthcare Administration

Jurgen Muhlhauser

M.B.A., New York University
Adjunct Professor of Finance

Scott Muller

B.S., Syracuse University
Journalism

Kelsey Murphy, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Emily Muschinske

M.F.A., Arizona State University
Art, Design and Interactive Multimedia

Mark Nazzaro

M.S., Seton Hall University
Computing and Decision Sciences

Darryl S. Neier

M.S., Utica College of Syracuse University
Adjunct Professor of Accounting and Taxation

Jennifer Nelson, PT

D.P.T., Stockton University
Adjunct Professor of Physical Therapy

Christina Nevers

M.Ed., University of Virginia
Adjunct Professor of Athletic Training

Natalia Noce

OTD Washington University
Adjunct Professor of Occupational Therapy

Reverend Lucio Nontol, TOR

Ph.D., Comillas Pontifical University of Madrid-Spain
Moral Theology

Jeffrey S. Noto

M.S., Seton Hall University
Adjunct Professor of Accounting and Taxation

John D. Nowik

M.M., Emory University
Liturgy and Music

Teresa Nwaneri, RN

M.A., New York University
Nursing

Brigadier General Richard O'Meara

Ph.D., Rutgers University
Diplomacy and International Relations

James O'Neil

M.A., Columbia University
Journalism

Kathleen Hayes Onieal

B.S., University of Washington
Marketing

Dustin Opatosky

J.D., Fordham University Law School
Accounting and Taxation

Reverend Roberto Ortiz

S.T.D. (cand.), Pontifical Gregorian University, Rome
S.T.L., Pontifical Gregorian University, Rome
Systematic Theology
Immaculate Conception Seminary Formation Faculty

Miki Ortiz-Eggenberg

M.B.A., Seton Hall University
Adjunct Professor of Finance

Maria A. Pacillo-Dellino

Ed.D., Montclair State University
Philosophy

Karen Padreza, RN

J.D., Seton Hall University
Nursing

Joseph A. Pahopin

J.D., Seton Hall University School of Law
Political Science and Public Administration

Tracey Palmer, PT

D.P.T., Rutgers University
Adjunct Professor of Physical Therapy

Allen Parsells

M.A., University of North Carolina, Chapel Hill
Adjunct Professor of Athletic Training

Dipesh P. Patel

M.B.A., Saint Peter's University
Adjunct Professor Computing and Decision Sciences

Hina Patel, RN

M.S.N., Seton Hall University
Nursing

Lauren Patire

M.S., The University of Scranton
Adjunct Professor of Occupational Therapy

Anna Pence

M.H.A., Seton Hall University
Healthcare Sciences and Health Administration

Jose Perez

M.A., Kean University
Professional Psychology & Family Therapy

John Petrozzino

M.A., Kean University
Mathematics and Computer Science

Joanne F. Petrunik, CHT, OT

M.H.S., Drexel University
Occupational Therapy

Susan Pinto

M.B.A., Seton Hall University
Accounting and Taxation

Reverend Charles Pinyan

D.Min. (cand.), Aquinas Institute of Theology, St. Louis, MO
M.Div., Immaculate Conception Seminary School of
Theology, Seton Hall University
Pastoral Theology

Jodi Prupis

M.S. Montclair State University
Adjunct Professor of Occupational Therapy

Heidi Quackenboss, PT

D.P.T., Touro University
Adjunct Professor of Physical Therapy

Kevin J. Quinn

M.B.A., Columbia University
Adjunct Professor of Management

Ambassador Maureen Quinn

M.S., Georgetown University
Diplomacy and International Relations

Kelly Repka, PT

MS, Duquesne University
Adjunct Professor of Physical Therapy

Reverend Pedro Repollet

M.Div., M.A., Immaculate Conception Seminary
School of Theology, Seton Hall University
Systematic Theology

Arielle Resnick, PT

D.P.T., Rutgers University
Adjunct Professor of Physical Therapy

Bradley Rhoads

M.B.A., University of Pennsylvania
Adjunct Professor of Finance

Haider Rizvi, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Johnny Rodriguez

CFSCMS
Athletic Training

Joan Rogers

M.A., Seton Hall University
English

Maya Ruvinshteyn

Ph.D., Technical Institute of the Russian Academy of
Sciences
Mathematics and Computer Science

Christopher Ryan

M.B.A., Manhattan College
Adjunct Professor of Marketing

Susan Ryan, RN

M.A., New York University
Nursing

Savita Sahay

Ph.D., University of California at Berkeley
Health Science and Health Administration

Ali Saleh

M.D., Iberoamerican University
Nursing

Ivan Saperstein

J.D., Whittier Law School
Journalism

John Sateja

M.S., University of Massachusetts
Management

Deacon Andrew E. Saunders

M.A., Immaculate Conception Seminary School of Theology
Seton Hall University
Pastoral Theology

Kaushik Sengupta

Ph.D., Indiana University
Computing and Decision Sciences

Susan Schafer

Ph.D., New York University
Art History

Most Reverend Arthur J. Serratelli

S.T.D., Pontifical Gregorian University, Rome
Sacred Scripture

James Schatzle

B.S., University of Maryland
Athletic Training

Maureen Schneider, RN

Ph.D., Seton Hall University
Nursing

Martha Schoene

M.A., John Hopkins University
Physics

Clarice Schwartz, RN

M.S.N., Walden University
Nursing

Perry Schwartz

M.A., William Paterson University
Communication

Randi Schwartz-Zalayet, CCC/SLP

M.S., Hunter College City University of New York
Speech-Language Pathology

Gregory Scime

B.S., Manhattan School of Music
Music

Deborah Sfraga

M.A., Montclair State University
Music

Robert Shaver

M.A., American University
Adjunct Professor of Diplomacy and International Relations

Thomas P. Shubeck

Ph.D., Purdue University
Pastoral Theology

David Sierotowicz

M.A., Seton Hall University
Education Leadership, Management and Policy

Jasmine Singhbaba

M.A., Columbia University
Communication

Ashley Sivo

M.S., Seton Hall University
Athletic Training

Katarzyna Skorynkiewicz

M.F.A., Montclair State University
Public Relations

Dawn Smith-Henry

Ph.D., University of Georgia
English

Michael Sniffen

M.B.A., Baruch College/Mt. Sinai School of
Medicine/CUNY
Health Sciences and Health Administration

Henry Soehnlein, RN

M.S.N., Hunter College
Nursing

John Soriano

M.E.D., Montclair State University
English

Sharla K. Soriano, PT

D.P.T., University of Montana
Physical Therapy

Vasilios C. Soukas

J.D., Seton Hall University
Adjunct Professor of Economics and Legal Studies

Claudette Spencer, RN

M.S.N., Thomas Edison State College
Nursing

Stephen Spezio

M.S., Seton Hall University
Adjunct Professor of Athletic Training

Eric J. Spiel

M.B.A., Babson College
Adjunct Professor of Economics and Legal Studies

Jennifer Stoskus, PT

D.P.T., Temple University
Adjunct Professor of Physical Therapy

Michael St. Pierre

Ed.D., The College of St. Elizabeth
Pastoral Theology

Barbara Strobert

Ed.D., Teacher's College, Columbia University
Education Leadership, Management and Policy

Gregory J. Sutterlin

M. Div., Yale University
Philosophy

Sametta Thompson

M.S., Iona College
English

Catherine Tinker

LL.M., J.S.D., New York University Law School
J.D., George Washington University Law School
Diplomacy and International Relations

Reverend Pawel Tomczyk

Ph.D., The Catholic University of America
Moral Theology

Kaitlin Tonti

Ph.D., Indiana University of Pennsylvania
English

Nicholas Triano

M.S., Seton Hall University
Athletic Training

Rita Trurex, RN

M.S.N., Thomas Edison State College
Nursing

Lillie Tsang

M.B.A., Seton Hall University
Adjunct Professor of Management

Tsu-Man Peter Tu

J.D., Seton Hall University
Adjunct Professor of Management

Riad Twal

Ed.S., Indiana University
Health Sciences and Health Administration

Sandra Vanegas

M.S., New Jersey Institute of Technology
Mathematics and Computer Science

Domenick R. Varricchio

Ed.D., Seton Hall University
Education Leadership, Management and Policy

Maria Vecchiet, RN

M.S.N., Thomas Edison State College
Nursing

Richard Veltre

M.B.A., Seton Hall University
Finance

Catherine Ventura

M.A., Seton Hall University
English

Caryssa Vitelli

M.S., Seton Hall University
Adjunct Professor of Occupational Therapy

Ray Walser

Ph.D., University of North Carolina
Diplomacy and International Relations

Irene Ward, PY

D.P.T., Temple University
Adjunct Professor of Physical Therapy

Rachel Kathleen Warmington

M.F.A., City University of New York
English

James Weyand

M.S., Seton Hall University
Adjunct Professor of Athletic Training

Maryann Wicker, PT

D.P.T., Seton Hall University
Adjunct Professor of Physical Therapy

Stella F. Wilkins

M.A., Immaculate Conception Seminary School of Theology,
Seton Hall University
M.L.S., Southern Connecticut State University
Librarian/Adjunct Professor

Stephen A. Wood

M.S., Carnegie-Mellon University
Adjunct Professor of Management

Thomas Woodard

M.B.A., William Paterson University
Health Sciences and Health Administration

Robert Wortman, PT

D.P.T., Richard Stockton University
Adjunct Professor of Physical Therapy

Curtis Wu, PT

D.P.T., New York University
Adjunct Professor of Physical Therapy

Robert Yaisir

M.A., Seton Hall University
Education Leadership, Management and Policy

Charles Yassky
M.S., Iona College
Music

Monsignor C. Anthony Ziccardi
S.T.D., Pontifical Gregorian University, Rome
S.S.L., Pontifical Biblical Institute, Rome
Biblical Studies

Executive Cabinet

Joseph Nyre, Ph.D.
President

Katia Passerini, Ph.D.
Provost and Executive Vice President

Matthew Borowick, M.B.A.
Vice President for Division of University Relations

Monica Burnette, Ph.D.
Interim Vice President for Student Services

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

Reverend Colin Kay, M.Div.
Vice President for Mission and Ministry

Patrick G. Lyons, M.B.A., M.S.T.
Executive Vice President and Chief of Staff

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

Michele L. Nelson, Ph.D.
Vice President for Board Affairs & University Strategy

Jon Paparsenos, B.A.
Vice President for University Advancement

Academic Officers

Christopher Cuccia, Ed.D.
Associate Provost for Academic Affairs and Graduate Affairs

Erik Lillquist, J.D.
Associate Provost for Strategy and Finance and Professor of Law

Amy Newcombe, Ph.D.
Assistant Provost for Faculty Affairs

Peter Shoemaker, Ph.D.
Associate Provost for Undergraduate Education and Assessment

Kathleen Boozang, J.D., L.L.M.
Dean, School of Law

John E. Buschman, D.L.S.
Dean, University Libraries and Interim Associate Provost, Research & Innovation

Marie C. Foley, Ph.D., R.N., C.N.L.
Dean, College of Nursing

Joseph Martinelli, Ed.D.
Interim Dean, College of Education and Human Services

Karen A. Passaro, M.B.A., J.D.
Dean, Division of Continuing Education and Professional Studies

Monsignor Joseph R. Reilly, S.T.L., Ph.D.
Rector/Dean
Immaculate Conception Seminary School of Theology

Georita M. Frierson, Ph.D.
Dean, College of Arts and Sciences

Brian B. Shulman, Ph.D.
Dean, School of Health and Medical Sciences

Courtney Smith, Ph.D.
Interim Dean, School of Diplomacy and International Relations

Bonita F. Stanton, M.D.
Dean, School of Medicine

Joyce A. Strawser, Ph.D.
Dean, Stillman School of Business

Deirdre Yates, M.F.A.
Dean, College of Communication and the Arts

Special Advisors to the Provost

Anna Calka, Ph.D.
Director of Advising and Technology Integration

Jonathan Farina, Ph.D.
Special Advisor to the Provost for Strategy Implementation

Rev. Forrest Pritchett, Ph.D.
Special Advisor to the Provost on Diversity, Equity and Inclusion

Kurt W. Rotthoff, Ph.D.

Special Advisor to the Provost for Institutional Effectiveness

Board of Trustees

Cardinal Joseph W. Tobin, C.Ss.R.

Chair, Board of Trustees
President, Board of Regents
Archbishop of Newark

Vice Chair, Board of Trustees - TBD

Most Reverend Kurt R. Burnette

Bishop, Eparchy of Passaic

Robert B. Budelman, Esq.

Of Counsel to the firm of
Sedgwick, LLP

Rev. Gerald Buonopane

Minister to the Priest Community
Seton Hall University

Rev. John J. Chadwick

Vicar General & Moderator of the Curia
Archdiocese of Newark

Mrs. Mary Ann Christopher

President
Christopher STH Consulting

Sr. Sharon A. Euart, RSM

Executive Director
Resource Center for Religious Institutes

Mr. Mark E. Ganton

Vice Chair, Board of Regents
Principal
Brian J. Ganton & Associates

Kevin H. Marino, Esq.

Chair, Board of Regents
Founder & Member
Marino, Tortorella & Boyle, P.C.

Dr. Joseph E. Nyre

President
Seton Hall University

Monsignor Joseph R. Reilly

Rector/Dean
Immaculate Conception Seminary School of Theology
Seton Hall University

Sr. Maureen Shaughnessy, S.C.

General Superior
Sisters of Charity of Saint Elizabeth

Mr. Robert J. Sloan

Secretary, Board of Regents
AT&T FirstNet Chief Operating Officer
AT&T

Monsignor Peter Smutelovic

Vicar for Canonical Affairs
Archdiocese of Newark

Sr. Margaret Stallmeyer, C.D.P

Judge
Marriage Tribunal, Diocese of Covington, KY

Mr. Leo J. Zatta

Chairman
Team Walker, Inc.

Board of Regents *(as of 7/1/21)*

Cardinal Joseph W. Tobin, C.Ss.R.

President, Board of Regents
Archbishop of Newark

Kevin H. Marino, Esq.

Chair, Board of Regents
Partner
Marino, Tortorella & Boyle, P.C.

Mr. Henry F. D'Alessandro

Vice Chair, Board of Regents
Managing Director & Head, Morgan Stanley
Credit Partners, LP
Morgan Stanley

Mr. Robert J. Sloan

Secretary, Board of Regents
Senior Advisor
Altman Solon Consultants

Dr. Joseph E. Nyre

President
Seton Hall University

Most Reverend Kurt R. Burnette

Bishop, Eparchy of Passaic

Most Reverend James F. Checchio

Bishop of Metuchen

Most Reverend Dennis J. Sullivan
Bishop of Camden

Most Reverend Kevin J. Sweeney
Bishop of Paterson

Mr. Robert S. Basso
Managing Partner
Best Partners LLC

Mr. James T. Boyle, Jr.
Retired - Executive VP & COO
LabCorp

Rev. Gerald Buonopane
Minister to the Priest Community
Seton Hall University

Mr. Edward C. Cerny
Managing Partner
Backcast Partners, LLC

Rev. John J. Chadwick
Vicar General
Archdiocese of Newark

Mrs. Mary Ann Christopher
President
Christopher STH Consulting

Mr. James E. Collins
President
Loras College

Mr. David L. Flood
President of Intermountain Foundation &
System Chief Development Officer
Intermountain Healthcare

Mr. Kevin P. Flood
President & CEO
The Astor Company

Mr. Mark E. Ganton
Principal
Brian J. Ganton & Associates

Mr. Robert C. Garrett
CEO
Hackensack Meridian Heath

Mr. Richard A. Giuditta, Jr.
Managing Partners, Bevan, Mosca & Giuditta, P.C.
President, BMG Strategies, LLC

Gerard H. Hanson, Esq.
Partner
Hill Wallack, LLP

Mr. Stephen Loughrey
Founder & CEO
G&L Scientific Inc.

Mr. Michael J. Lucciola
CEO
Firefly Group, LLC

Mr. Anthony Masherelli
Partner
Ernst & Young LLP

Mr. Kevin J. McMahon
President
McMahon | Siegel Group &
McMahon Advisory Group

Mr. Richard C. McMahon
Founder & CEO
cda Ventures, LLC

Sr. Margaret Stallmeyer, C.D.P.
Judge
Marriage Tribunal, Diocese of Covington, KY

Mr. John F. Swift
Retired - CEO
Omnicom Health & Medical Communications

Mr. Stephen G. Waldis
Chairman & CEO
Synchronoss Technologies, Inc.

Mr. Matthew W. Wright
Founder & President
Disciplina Group LLC

Mr. Leo J. Zatta
Chairman,
Team Walker, Inc.

Regents Emeriti

Dr. Gerald P. Buccino
President & Director
The Buccino Foundation

Mr. John C. Kelly
Retired - Vice President & Controller
Wyeth

Joseph P. LaSala, Esq.

Partner

McElroy, Deutsch, Mulvaney & Carpenter, LLP

Mr. Patrick M. Murray

Retired - Chairman & CEO

Dresser, Inc.

Index

A

Applied Behavior Analysis, M.A.	227
Academic Calendar	7
Academic Officers.....	387
Academic Policies and Procedures.....	40
Comprehensive Examination	41
Degree Requirements.....	40
Thesis.....	41
Time limit for Master's Degree Students.....	42
Dissertation, Thesis, & Final Submission Process.....	42
Dissertation/Thesis Research- International Students.....	42
Academic Program for Priesthood Candidates.....	317
Accelerated 3+2 Mathematics Minor	
with M.S. Data Science.....	83
Accelerated 3+2 Applied Scientific Mathematics Minor	
with M.S. Data Science.....	84
Accelerated 3+2 B.S. in Mathematics	
with M.S. Data Science.....	84
Accounting, M.S.	133
Accreditation and Membership	11
Admission information.....	32
Application Procedures.....	32
General Graduate information	32
Admission, Qualifications for	31
Alumni Relations.....	17
Anthropology, Social Work. Sociology	
And Criminal Justice, Department of.....	105
Applied Behavior Analysis (ABA), M.A. in	227
Arts and Sciences, College of.....	59
Asian Studies, M.A.	73
Asian Studies and Diplomacy and International Relations	
M.A./M.A.	164
Athletic Training, M.S. in	262
Athletics and Recreational Services, Department of.....	54

B

Becoming a Teacher Certificate of Eligibility with Advanced Standing (CEAS)	222
Biochemistry and Chemistry, Department of.....	67
Biological Sciences, Department of	61
Biology, Master of Science	62
Board of Regents.....	388
Board of Trustees	388
Business, Stillman School of	129
Business Analytics, M.S.....	135

C

Cabinet, Executive	387
Calendar, Academic	7
Campus ID Office	52
Campus Map	8
Campus Ministry	52
Career Center.....	53
Center for Diaconal Formation.....	319

Centers, Institutes and Special Offices	18
Bernard J. Lonergan Institute	18
Business Leadership Center	18
Center for Africana Studies	18
Center for Applied Catalysis and Green Chemistry	18
Center for Catholic Studies	19
Center for Community Research and Engagement	19
Center for Computational Research	19
Center for Diaconal Formation	19
Center for Entrepreneurial Studies	19
Center for Faculty Development	20
Center for Foreign Policy Students	20
Center for Functional Materials	20
Center for Global Health Studies.....	20
Center for Interprofessional Education	
in Health Sciences	20
Center for Mobile Research & Innovation.....	20
Center for Peace and Conflict Studies	20
Center for Public Service	21
Center for Securities Trading and Analysis	21
Center for Sport Management	21
Center for United Nations & Global Governance	
Studies	21
Center for Vocation and Servant Leadership	21
Charles and Joan Alberto Italian Studies Institute	22
Elizabeth Ann Seton Center for Women's Studies	22
G.K. Chesterton Institute	22
Institute for Advance Study of Rehabilitation & Sports Science	22
Institute for Christian Spirituality	22
Institute for Communication and Religion.....	23
Institute for International Business	23
Institute of Judaeo-Christian Studies	23
Institute of Museum Ethics	23
Institute of NeuroImmune Pharmacology	24
Joseph A. Unanue Latino Institute	24
Lay Center at Foyer Unitas	24
LLC Global Learning Center	24
Market Research Center	25
Micah Institute for Business and Economics	25
Nonprofit Sector Resource Institute	25
Ruth Sharkey Academic Resource Center	25
Seton Center for Community and Population Health.....	26
Seton Hall Sports Poll Conducted by	
the Sharkey Institute	26
Sister Rose Thering Fund for Education in Jewish-Christian Studies	26
Pre-Major Advising Office	26
Transfer Student Center.....	27
Writing Center.....	27
Certificate of Eligibility with Advanced Standing (CEAS), Becoming a Teacher	222
Certificate Programs	
College of Arts and Sciences.....	60
College of Communication and the Arts	123

College of Education and Human Services.....	177	BFIN	151
College of Nursing.....	297	BIBL	321
Department of Educational Studies.....	222, 230, 231	BIOL	64
Department of Mathematics and Computer Science.....	85	BITM.....	149
Department of Professional Psychology and Family Therapy.....	180, 190	BLAW.....	150
Department of Religion.....	103	BMBA.....	143
Department of Political Science and Public Affairs.....	92	BMGT.....	152
Immaculate Conception Seminary School of Theology.....	320	BMKT.....	153
School of Diplomacy and International Relations	165	BSAN.....	148
School of Health and Medical Sciences.....	250	BSPM.....	154
Stillman School of Business	135	BTAX.....	148
Chemistry and Biochemistry, Department of.....	67	BQUA.....	150
Chemistry, M.S.	68	CETH.....	323
Chemistry, Ph.D.	69	CHEM.....	69
Classification of Graduate Students	30	CHIN.....	82
Clinical Nurse Leader Program, M.S.	300	COMM.....	125
College of Arts and Sciences.....	59	COPR.....	127
Application and Admission.....	60	CORP.....	283
College of Communication and the Arts	113	COST.....	127
Graduate Studies	114	COTC.....	128
Programs of Study.....	114	CPSY.....	192
College of Education and Human Services	174	DASC.....	86
Certificate Programs	177	DIPL.....	167
Doctoral (Ed.D. and Ph.D.) Programs.....	177	ECON.....	150
General Information.....	175	EDST.....	233
M.A. and M.S. Programs	175	ELMP.....	216
New Jersey State Certification Programs.....	176	ENGL.....	73
College of Nursing	288	GDPT.....	263
Certificate Programs	297	GMAT.....	267
Doctor of Nursing Practice Program.....	292	GMED.....	269
Dual Degree Programs	299	GMHS.....	269
Graduate Nursing Programs.....	289	GMOT.....	273
Master of Science in Nursing Programs.....	295	GMPA.....	274
Ph.D. in Nursing	290	GMSL.....	277
RN to MSN Bridge Program.....	301	HCAD.....	279
Communication and Arts Student Engagement (CASE)	114	HIST.....	76
Communication and the Arts, College of.....	113	HLTH.....	283
Communication and the Arts, Department of.....	119	HRTD.....	220
Communication, M.A.	120	HSTD.....	325
Communication, M.A./M.A. Diplomacy and International Relations	121	INDL.....	284
Complaint Procedure (Student) and Designated Consumer Officials	57	JAPN.....	82
Comprehensive Examination	41	JCST.....	103
Computer Science and Mathematics, Department of	82	LABR.....	285
Continuing Education and Professional Studies, Division of	334	NULD.....	302
Counseling and Psychological Services (CAPS).....	56	NURN.....	303
Counseling Psychology, Ph.D. with a Major in	181	NURS.....	304
Course Descriptions:		PHYS.....	88
ARMS.....	123	PSMA.....	94
ASIA.....	81	PSYC.....	100
BACC.....	146	PTHO.....	326
		RGCN.....	281
		SOWK.....	110
		STHO.....	330
		Criminal Justice Sociology, Anthropology, and Social Work, Department of	105

Cultural and Community Programs	27	Certificate in Information Technologies.....	230
Archbishop Peter L. Gerety Lecture Series	27	Certificate of Eligibility with Advanced Standing	
Chamber Choir.....	27	(CEAS), Becoming a Teacher	221
Classical Concert Series.....	27	Graduate Credit for Alternate Routes.....	232
Concert Band	27	Graduate Educational Studies	223
Jazz 'n the Hall	28	M.A. in Applied Behavior Analysis (ABA)	227
Monsignor John M. Oesterreicher Lecture	28	M.A. Instructional Design and Technology	224
Orchestra.....	28	M.A. in Special Education	228
Poetry-in-the-Round	28	School Library Media Specialist	225
Seton Hall Arts Council.....	28	Teachers of English to Speakers of Other	
Seton Hall Theatre	28	Languages Certificate (TESOL).....	230
Seton Hall University Choir	28	Department of English.....	71
Seton Hall University Gospel Choir	28	Dual Degree, B.A./M.A.....	73
Walsh Gallery	29	English, M.A.	71
D		Department of History	75
Data Analytics Certificates.....	85	B.A./MA Dual Degree Option.....	75
Data Science (Online), M.S.....	82	History, M.A.	75
Data Science, M.S. with		Department of Languages, Literatures and Cultures.....	79
Accelerated 3+2 Mathematics Minor.....	83	Department of Mathematics and Computer Science.....	82
Accelerated 3+2 Applied Scientific Mathematics Minor	84	Data Analytics Certificates.....	85
Accelerated 3+2 B.S. in Mathematics.....	84	Data Science (Online), M.S.....	82
Dean of Students	55	Data Science, M.S. with	
Degree Requirements	40	Accelerated 3+2 Mathematics Minor	83
Department of Athletics and Recreational Services	54	Accelerated 3+2 Applied Scientific Mathematics Minor	84
Department of Biological Sciences	61	Accelerated 3+2 B.S. in Mathematics	84
Biology, M.S.....	62	Department of Physics	87
Molecular Bioscience, Ph.D.....	64	Department of Political Science and Public Affairs	89
Department of Chemistry and Biochemistry	67	Dual Degree Programs	93
Chemistry, M.S.....	68	Graduate Certificate in Nonprofit Organization	
Chemistry, Ph.D.....	69	And Management	92
Department of Communication and the Arts.....	119	Master of Public Administration (M.P.A.)	89
Accelerated Dual Degree Programs (B.A./M.A.)	122	Master of Public Administration (M.P.A.), Online	92
Certificate Programs	123	Department of Professional Psychology and	
Communication, M.A.	120	Family Therapy	178
Dual Degree Programs	121	Certificate in Sport and Exercise Psychology	190
Museum Professions, M.A.....	120	Ed.S. and Certificate Programs	180
Department of Education Leadership, Management		Ed.S. in School Psychology	186
and Policy (ELMP)	201	Educational Specialist Programs and Combined	
Programs	201	Programs	183
Ed.D. in ELMP, Higher Education	212	Master's Programs.....	179
Ed.D. in ELMP, K-12	208	M.A./Ed.S. Professional Counseling	189
Ed.S. in ELMP, K-12.....	205	M.A./Ed.S. Program	180
Ed.S. in ELMP, Police	215	M.A. and Post M.A. in Education Programs.....	190
Ed.S. in Police Graduate Studies.....	215	M.A. Psychological Studies	191
M.A. in ELMP, K-12	203	M.A. Psychological Studies ABA.....	191
M.A. in Human Resources Training and		M.A. School Counseling	192
Development.....	214	M.S. School Psychology	185
M.A., Police Graduate Studies.....	214	M.S./M.F.T. Marriage and Family Therapy	188
M.A.E. in ELMP, Higher Education.....	211	Ph.D. Programs	180
Ph.D. in ELMP, Higher Education	214	Ph.D. with a Major in Counseling Psychology	181
Department of Educational Studies	221	Post-M.A. in School Counseling (Certificate).....	190
Certificate in Applied Behavior Analysis, Graduate		Professional Diploma in Marriage and Family	
Post-M.A.....	231	Therapy	190
Certificate in Autism Studies	231	Department of Psychology.....	97
		Department of Religion	102

Certificate in Jewish-Christian Studies	103
Jewish-Christian Studies, M.A.....	103
Department of Sociology, Anthropology, Social Work And Criminal Justice.....	105
Master of Social work (M.S.W.).....	105
Department of Student Engagement.....	55
Student Government Association (SGA).....	55
Diaconal Formation, Center for.....	319
Diplomacy and International Relations, M.A. in.....	156
Diplomacy and International Relations, M.A./ M.A. Communication.	121
Diplomacy and International Relations, M.A./ M.B.A.	140, 163
Diplomacy and International Relations and Public Administration, M.A./M.P.A in	93, 163
Diplomacy and International Relations and Asian Studies, M.A./M.A.	164
Diplomacy and International Relations, School of.....	156
Directions to the University	346
Directory	335
Disability Support Services	57
Dissertation, Thesis, & Final Submission Process	42
Dissertation/Thesis Research- International Students	42
Divinity, Master of	316
Division of Continuing Education and Professional Studies	334
Doctor of Nursing Practice.....	292

E

Educational Studies, Department of	221
Education and Human Services, College of	174
Education Leadership, Management and Policy (ELMP), Department of	201
Ed.D. in ELMP, Higher Education.....	212
Ed.D. in ELMP, K-12.....	208
Ed.S. in ELMP, K-12	205
Ed.S. in ELMP, Police.....	215
Ed.S. in Police Graduate Studies.....	215
Ed.S. in School Psychology	186
Ed.S/M.A. Professional Counseling	189
ELMP, K-12, M.A. in	203
ELMP, Higher Education M.A.E. in	211
ELMP, Higher Education Ph.D. in.....	214
English, Department of.....	71
English, M.A.	71
Enrollment Services	30
Executive Cabinet	387
Executive M.S. in International Affairs.....	160

F

Family Therapy, Department of Professional Psychology and	178
Fellowships, Prestigious	17
Financial Aid.....	35
Disbursement of Financial Aid.....	36

Federal Assistance Programs	35
Satisfactory Academic Progress Guidelines.....	36
Student Eligibility	36
Student Loans.....	37
University Graduate Assistant Program (GA).....	35
Veterans' Benefits.....	35
From the President	3
From the Provost and Executive Vice President.....	4

G

Graduate Affairs, Office of	30
Graduate Programs of Study in the College of Arts and Sciences	60
Doctoral Programs (Ph.D.).....	60
Master of Arts Programs	60
Master of Science Programs.....	60
Master of Public Administration Program	60
Online Master of Public Administration	60
Master of Social Work	60
Dual Degree Programs	60
Accelerated Programs	60
Certificate Programs.....	60

H

Health and Medical Sciences, School of.....	14, 243
Health Sciences, Ph.D.....	245
Health Services	56
Health Systems Administration with Case Management, M.S. Nursing,	299
History of Seton Hall	10
History, Department of	75
History, M.A.....	75
How to use this Catalogue	6
Human Resources Training and Development, M.A. in.....	214
Higher Education, M.A.E. in ELMP.....	211
Higher Education, Ph.D. in ELMP	214

I

Identification Cards	51
Immaculate Conception Seminary School of Theology	312
Academic Program for Priesthood Candidates.....	317
Center for Diaconal Formation	319
Certificate Programs.....	320
M.A. in Pastoral Ministry (M.A.P.M.).....	315
M.A. in Theology.....	314
Master of Divinity (M.Div.).....	316
Pre-Theology Program	319
Independent Study	44
Information Technology	14
Teaching, Learning and Technology Center (TLTC).....	14
Student Technology Assistants Program.....	14
Campus Network.....	14
Technology Services	14
Institutes and Centers	18

Academy for Urban School Transformation	18	International Relations, School of Diplomacy and	156
Bernard J. Lonergan Institute	18	J	
Business Leadership Center.....	18	J.D./M.A. School of Law and School of Diplomacy	162
Center for Africana Studies	18	J.D./M.B.A. School of Law and School of Business	141
Center for Applied Catalysis and Green Chemistry	19	Jewish-Christian Studies, M.A.	103
Center for Catholic Studies	19	Jurisprudence in Financial Services, Health, Science and	
Center for College Readiness	19	Technology Law, M.S. in.....	282
Center for Community Research and Engagement	20	L	
Center for Computational Research	20	Languages, Literatures and Cultures, Department of.....	79
Center for Diaconal Formation	20, 313, 319	Law, School of.....	13, 282
Center for Emerging Powers and Transnational Trends ...	20	Libraries, University	15
Center for Entrepreneurial Studies	20, 124	M	
Center for Faculty Development.....	21	Map Campus.....	8
Center for Global Health Studies.....	21	Marriage and Family Therapy, M.S./M.F.T.	188
Center for Interprofessional Education		Master in Healthcare Administration (M.H.A.).....	248
in Health Sciences	21, 245	Master of Business Administration (M.B.A.)	132
Center for Mobile Research & Innovation.....	21	Master of Divinity.....	316
Center for Peace and Conflict Studies	21	Master of Public Administration (M.P.A.)	89
Center for Public Service	21, 91	Master of Public Administration (M.P.A.), Online.....	92
Center for Securities Trading and Analysis	22, 125	Master of Social work (M.S.W.).....	105
Center for Sport Management	22, 125	Mathematics and Computer Science, Department of.....	82
Center for United Nations & Global Governance		School of Business and Hackensack Meriden School of	
Studies.....	22	Medicine, M.B.A./M.D.	140
Center for Vocation and Servant Leadership	22	Membership and Accreditation.....	11
Charles and Joan Alberto Italian Studies Institute	22	Mission Statement	9
G.K. Chesterton Institute	23	Molecular Bioscience, Ph.D.	64
Institute for Advance Study of Rehabilitation &		M.A. and Post M.A. in Education Programs	190
Sports Science	23, 245	M.A. Applied Behavior Analysis (ABA)	227
Institute for Communication and Religion.....	23	M.A. Asian Studies.....	79
Institute for International Business	24, 125	M.A. Communication	120
Institute for International Schools.....	24	M.A. English.....	71
Institute of Interdisciplinary Studies	23	M.A. History.....	75
Institute of Judaeo-Christian Studies	24	M.A. in Applied Behavior Analysis (ABA)	227
Institute of Museum Ethics	24, 121	M.A. in Diplomacy and International Relations	156
Institute of NeuroImmune Pharmacology	24	M.A. in ELMP, K-12.....	203
Joseph A. Unanue Latino Institute	25	M.A. in Human Resources Training and Development.....	214
LLC Global Learning Center.....	25	M.A. in Special Education.....	228
Market Research Center	26, 125	M.A. Instructional Design and Technology.....	224
Micah Institute for Business and Economics	26, 125	M.A. Jewish-Christian Studies	103
Nonprofit Sector Resource Institute	26, 91	M.A. Museum Professions.....	120
Ruth Sharkey Academic Resource Center	26	M.A. Pastoral Ministry	315
Seton Hall Sports Poll Conducted by		M.A. Police Graduate Studies.....	214
the Sharkey Institute	27, 125	M.A. Psychological Studies.....	191
Seton Center for Community & Population Health	27, 240	M.A. Psychological Studies ABA	191
Sister Rose Thering Fund for Education in		M.A. School Counseling.....	192
Jewish-Christian Studies	27, 99	M.A. Special Education.....	227, 228
Sophomore Center	28	M.A. Theology	314
Transfer Student Center	28	M.A./J.D. School of Diplomacy and School of Law	162
Women's Studies, Elizabeth Ann Seton Center for	23	M.A./M.A Diplomacy and International Relations and	
Writing Center	28, 74	Asian Studies.....	164
Instructional Design and Technology, M.A.	224		
Integrated Concentrations at the School of Business	143		
International Affairs, Executive M.S. in	160		
International Affairs (Online), Executive M.S. in	160		
International Programs, Office of.....	16		

M.A./M.A. Communication and Diplomacy and International Relations	121
M.A.E. in ELMP, Higher Education	211
M.A./Ed.S. Professional Counseling	189
M.A./Ed.S. Program	180
M.A./M.B.A. Diplomacy and International Relations and School of Business	140, 163
M.A./M.P.A. in Diplomacy and International Relations And Public Administration	93, 163
M.B.A.	132
M.B.A./J.D. School of Business and School of Law	141
M.B.A./M.A. School of Business and Diplomacy and International Relations	140, 163
M.B.A./M.D. School of Business and Hackensack Meriden School of Medicine	140
M.B.A./M.S.N. School of Business and College of Nursing	142, 299
M.H.A.	248
M.P.A.	89
M.P.A./M.A. Public Administration and Diplomacy and International Relations	93, 163
M.S. Accounting	133
M.S. Biology	62
M.S. Business Analytics	135
M.S. Chemistry	68
M.S. Clinical Nurse Leader Program	300
M.S. Data Science (Online)	82
M.S. Data Science with	83
M.S./M.F.T. Marriage and Family Therapy	188
M.S. in Athletic Training	262
M.S. in Jurisprudence in Financial Services, Health, Science and Technology Law	282
M.S. in Occupational Therapy	259
M.S. in Speech-Language Pathology	261
M.S. International Affairs, Executive	160
M.S. International Affairs, Executive (Online)	160
M.S. Nursing Programs	295
M.S. Nursing, Health Systems Administration with Case Management	299
M.S. Physician Assistant	255
M.S. Professional Accounting	134
M.S. School Psychology	185
M.S.W.	105
Museum Professions, M.A.	120

N

Nonprofit Organization and Management, Graduate Certificate in	92
Nursing, College of	288
Nursing, College of and Stillman School of Business M.B.A./M.S.N.	142
Nursing, Ph.D.	290
Nursing Practice, Doctor of	292
Nursing, M.S.	295
Nursing, M.S. / M.B.A.	299

O

Occupational Therapy, M.S. in	259
Office of Graduate Affairs	30
Office of International Programs	16
Officers, Academic	387

P

Pastoral Ministry, M.A.	315
Personal Identification Number (PIN)	43
Ph.D. Chemistry	69
Ph.D. in ELMP, Higher Education	214
Ph.D. in Health Sciences	245
Ph.D. Molecular Bioscience	64
Ph.D. Nursing	290
Ph.D. with a Major in Counseling Psychology	181
Police Graduate Studies, M.A.	214
Policies and Procedures, Academic	40
Political Science and Public Affairs, Department of	89
Pre-Theology Program	319
President's Message	3
Prestigious Fellowships	17
Priesthood Candidates, Academic Program for	317
Professional Accounting, M.S.	134
Professional Counseling, M.A./Ed.S.	189
Professional Psychology and Family Therapy, Department of	178
Programs of Study in the College of Arts and Sciences, Graduate	60
Provost and Executive Vice President's Message	4
Psychology, Department of	97
Psychological Services, and Counseling (CAPS)	56
Psychological Studies, M.A.	191
Psychological Studies ABA, M.A.	191
Public Safety and Security	51

Q

Qualifications for Admission	31
------------------------------------	----

R

Regents, Board of	388
Registration	43
Relations, Alumni	17
Religion, Department of	102

S

School Counseling, M.A.	192
School Library Media Specialist (SLMS) State Certification only	226
School Library Media Specialist (SLMS) for Professional Librarians	226
School Library Media Specialist (SLMS), Associate	226
School of Diplomacy and International Relations	156

Certificate Programs	165	Consumer Officials	57
Dual Degree Programs	161	Student Government Association (SGA)	55
Executive Master of Science in International Affairs ...	160	Student Life	50
Executive Master of Science in International Affairs – Online.....	161	Dining on Campus.....	51
Master of Arts in Diplomacy and International Relations	156	Public Safety and Security	51
School of Health and Medical Sciences	14, 243	Campus ID Office	52
Doctor of Physical Therapy (DPT)	257	Campus Ministry	52
Graduate Certificates in Healthcare Administration	250	Students in Dissertation	36
M.S. in Athletic Training	262	Summary of Procedures for Graduate Programs	45
M.S. in Occupational Therapy	259		
M.S. Physician Assistant.....	255	T	
M.S. in Speech-Language Pathology	261	Teachers of English to Speakers of Other Languages Certificate (TESOL).....	230
Master in Healthcare Administration (M.H.A.)	248	Teacher of Students with Disabilities Endorsement	229
Ph.D. in Health Sciences.....	245	Technology, Information	14
School of Theology, Immaculate Conception Seminary	312	Technology Services.....	14
School Psychology, Ed.S. in	186	PC Support Services.....	14
School Psychology, M.A.....	185	Public Computer Labs.....	14
Schools and Colleges	13	University It Services (UITS).....	15
Seton Hall Identification Number (SHU ID).....	49	Theology, M.A.	314
Seton Hall University History	10	Thesis.....	41
Seton Hall University Parents' Association	17	Thesis, Dissertation & Final Submission Process.....	42
Seton Hall University School of Law.....	13, 282	Thesis/Dissertation Research- International Students.....	42
M.S. in Jurisprudence in Financial Services, Health, Science and Technology Law	282	Time Limit for Master's Degree Students	42
Sociology, Anthropology, Social Work And Criminal Justice, Department of.....	105	Trustees, Board of.....	388
Social work, Master of (M.S.W.)	105	Tuition, Payments and Fees	38
Special Education, M.A. in	228		
School Library Media Specialist (SLMS)	226	U	
Special Education, M.A.....	227	University Buildings	347
Speech-Language Pathology, M.S. in	261	University Libraries	15
Stillman School of Business.....	129	Interprofessional Health Sciences Library	16
Graduate Business Programs	130	Monsignor James C. Turro Seminary Library.....	16
Master of Business Administration (M.B.A.)	132	Monsignor William Noé Field Archives and Special Collections Center	16
Master of Science Programs		Office of Records Management.....	16
Accounting.....	133	The Walsh Gallery	16
Professional Accounting	134	University Map	8
Business Analytics	135	University Mission Statement	9
Certificate Programs		University Overview	10
Accounting	135		
Advanced Study	135	V	
Business Analytics	136	Veterans' Benefits	35
Entrepreneurial Studies.....	136		
Finance.....	136	W	
Graduate Business.....	137	WSOU-FM	57
Graduate Taxation.....	137		
Market Research	138		
Supply Chain Management.....	138		
Stillman Business Review and Update Certificate	138		
Dual Degree Programs	138		
Joint Degree Programs	140		
Integrated Concentrations	143		
Student Complaint Procedure and Designated			

