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Seton Hall University

Maie
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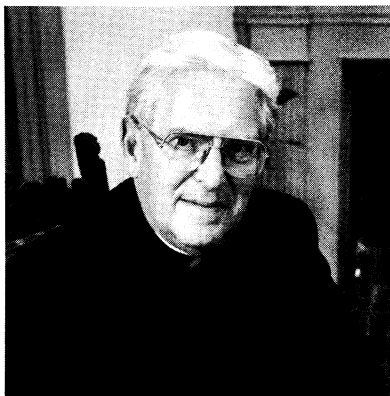
LET NO ONE DARE
TO SAY
ANYTHING FALSE
LET NO ONE DARE
TO SAY
ANYTHING TRUE
— A. C. L. —

ESTABLISHED
1863
BY THE
NATIONAL
CATHOLIC
EDUCATIONAL
ASSOCIATION

A NEW PLACE
IS A
FOUNDA-
TION
OF THE TO HIM
THAT
FURNISHES IT
— A. C. L. —

Maie
Sano

From the Chancellor



As the nation's oldest diocesan Catholic university, Seton Hall University has educated generations of men and women to lead productive and rewarding lives in both their careers and their communities. For 137 years, Seton Hall graduates have excelled in every kind of professional, civic and personal endeavor. Their accomplishments have brought honor to the University and inspired a tradition of excellence that grows stronger with each passing year.

This tradition of excellence is well served by the continuing development of the University's campus, facilities and academic programs. While the recent past has seen the addition of new residence halls, a multifaceted recreation center and many other campus improvements, last fall we dedicated our most important and long-awaited building, the Walsh Library. Located at the center of our campus, this outstanding facility offers the space, the resources and the technology required for the highest quality academic study and research.

Today, Seton Hall is a unique community of scholars seeking knowledge and understanding of the ever-changing world beyond its gates. At the graduate level, the University is recognized for its outstanding programs in many areas — law, business, education, theology, nursing, psychology, public administration, museum professions, and communication, to name just a few. The Catholic tradition of the University embraces an increasingly diverse family of students, faculty and staff, and each individual weaves his or her own special perspective into the rich fabric of campus life. However, despite the many differences that diversity brings, there is much that all members of the Seton Hall community share: our love of learning, our willingness to work hard, our concern for our communities, and our loyalty to the values for which the University stands.

Sharing these values means more than holding them dear to our hearts; it means making them come alive in our classrooms, and also in our relations with each other and the world around us. You have chosen to pursue your academic and professional interests to an advanced level. Earning your graduate degree will require 100 percent of your talent, effort and creativity, but it is not a task you must accomplish alone. Seton Hall faculty, administrators and staff are your partners in this important endeavor, and we are committed to helping you succeed.

We are delighted to welcome you to Seton Hall. You are now a member of the University family, and we are eager to help you achieve your goals. With God's help, we will do everything possible to assist you in becoming all that you wish to be.

Sincerely,

Thomas R. Peterson, O.P.

Very Reverend Thomas R. Peterson, O. P.
President and Chancellor

1995-1996 Academic Calendar

Fall 1995

August 23, 24 (Wednesday, Thursday)
Registration

August 27 (Sunday)
Freshman Convocation

August 28 (Monday)
Classes Begin (Saturday Classes begin September 9)

September 4 (Monday)
Labor Day (legal holiday)
University Closed

September 10 (Sunday)
Faculty Convocation

October 9 (Monday)
Columbus Day
No Classes

October 10 (Tuesday)
Fall Break
No Classes

November 1 (Wednesday)
Feast of All Saints
No Classes

November 22 – 25
(Wednesday-Saturday)
Thanksgiving Recess
No classes Wednesday through Saturday. University closed Thursday, Friday and Saturday.

December 14 (Thursday)
Study Day
No Day Classes; Evening Classes Will Be Held

December 15 – 21
(Friday-Thursday)
Final Examinations

December 25 (Monday)
Christmas
University Closed

Spring 1996

January 1 (Monday)
New Year's Day
University Closed

January 2 – 17
Wintersession

January 15 (Monday)
Martin Luther King Jr. Day Observance
University Closed

January 16 (Tuesday)
Registration

January 18 (Thursday)
Classes Begin

February 19 (Monday)
Presidents' Day
University Closed

February 20 (Tuesday)
No Tuesday Classes; Follow Monday Class Schedule

March 6 (Wednesday)
Mother Seton Charter Day Convocation

March 11–16 (Monday – Saturday)
Spring Break
No Classes

April 4 – 6
(Thursday – Saturday)
Holy Thursday, Good Friday, Holy Saturday
University Closed

April 8 (Monday)
Easter Monday
No Classes

April 9 (Tuesday)
Classes Resume

May 8 (Wednesday)
Study Day
No Day Classes; Evening Classes Will Be Held

May 9 – 15
(Thursday – Wednesday)
Final Examinations

May 20 (Monday)
Commencement (tentative)

May 27 (Monday)
Memorial Day
University Closed

Summer Session 1996

May 28 – June 27
Session I

July 1 – August 1
Session II

Marie Jones

Seton Hall University

Graduate Bulletin 1995-1996

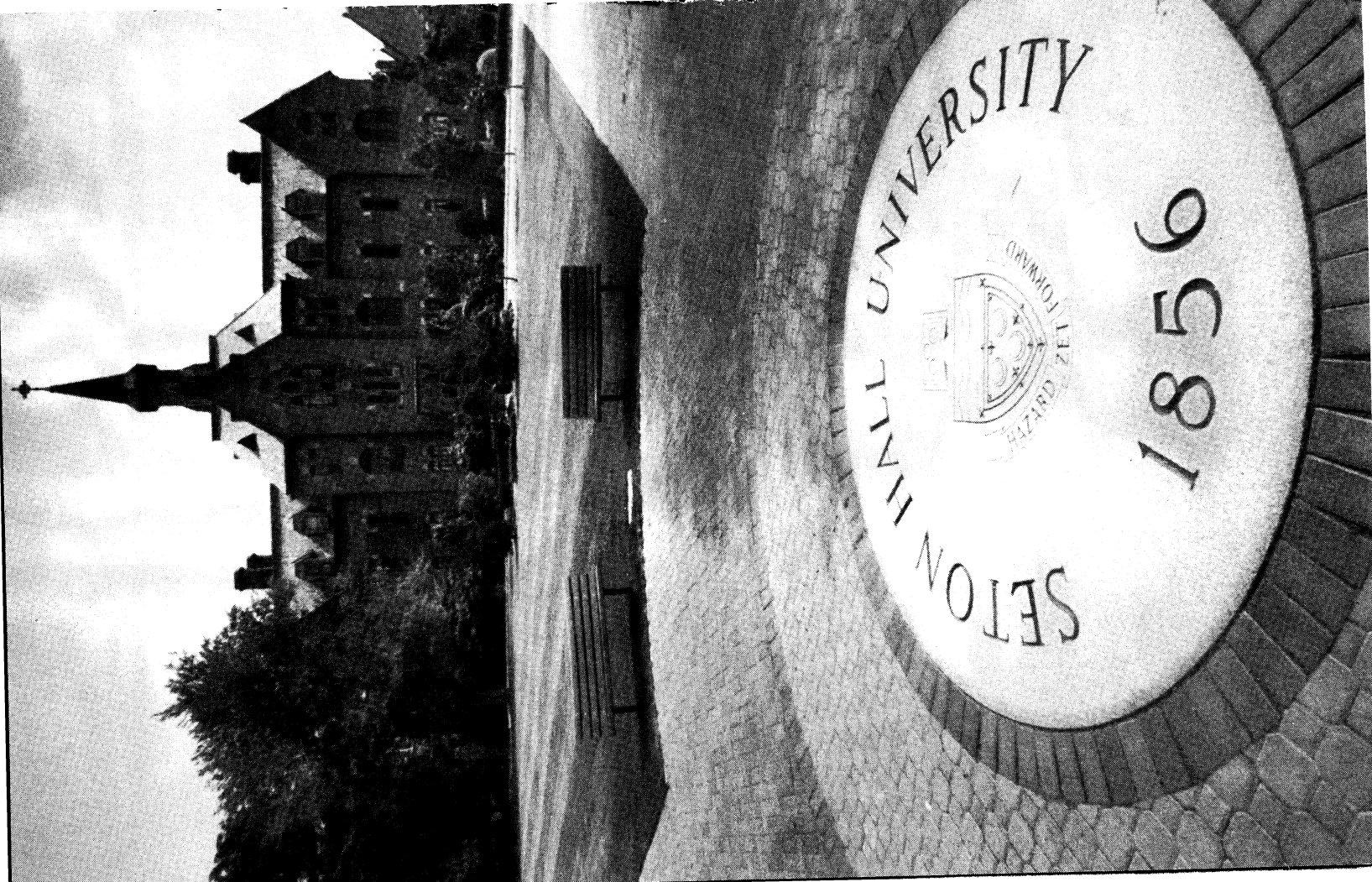
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The information presented in this Bulletin was current as of June 29, 1995. The University reserves the right to make changes as circumstances require.

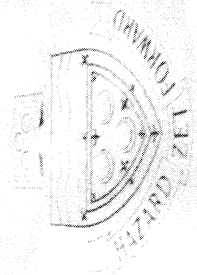
The University actively seeks qualified persons of varied races, cultures, experiences and national backgrounds. Qualified students are admitted without regard to race, color, religion, age, physical disability, national origin, ancestry or sex. Seton Hall University is an equal opportunity/affirmative action institution. The University will make whatever arrangements are necessary to ensure that students with a physical disability have the same opportunities on campus as those students without physical disabilities.

Compliance Officer for the Americans with Disabilities Act of 1991 and Section 504 of the Rehabilitation Act of 1973 is Mary Switala, Stafford Hall, Seton Hall University, South Orange, New Jersey 07079, (201) 761-9180.



SETON HALL UNIVERSITY

1856



About the University

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THE MISSION OF SETON HALL UNIVERSITY

The spirit of Seton Hall University is that of St. Elizabeth Ann Seton, from whom the University takes both its heritage and its name. This Catholic institution of higher learning continues to fulfill its century-old challenge of discovering and unfolding with its learners the wondrous complexity of truths, both sacred and secular, and the moral values which they found.

Seton Hall, the largest and oldest diocesan university in the United States, welcomes and educates men and women of all races, creeds and

ethnic origins, from within and beyond the state of New Jersey. The University provides, through diversified yet integrated curricula, undergraduate and graduate degree programs in the arts, the sciences and the professions. In a supportive learning environment where religious commitment and academic freedom form a lasting partnership, the University prepares its students for effective and responsible participation and leadership in their professional, community, religious and family lives.

About the University

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

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

A Tradition of Christian Values

Seton Hall University is founded on and defines itself and all of its academic, student life and community programs on a Christian understanding of the nature of the world and the

human person. With a tradition of quality education founded 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 its students to explore and appreciate all that is best and most human in the world.

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

At the same time, Seton Hall is committed to bringing together people of different races, cultures, and religious traditions 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 that they may live their lives responsibly, generously and successfully.

Academic Programs: A Commitment to Excellence

At the graduate level, Seton Hall offers 47 degree programs. These curricula are continually evaluated and enhanced to meet the changing educational, professional and technological needs, and the expectations of our increasing complex society.

One thing that has remained consistent, however, is the University's commitment to individual attention: With nearly 350 full-time faculty and many adjunct faculty as well, the average class size is just 25 students, and the student-faculty ratio is 17:1. In addition to a highly-dedicated and accessible faculty, the University offers 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, to offer support and to help them achieve their goals.

A Window to the Wider World

Despite its suburban campus, 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, such as museums, plays, concerts and sporting events, as well as career opportunities.

The History of Seton Hall

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

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

The next two decades saw the construction and modernization of a large number of facilities and the construction of the library, science building, residence halls and the student center. Many new programs and majors were inaugurated, as were important social outreach efforts. New ties were established with the private and industrial sectors, and a growing partnership developed with federal and state governments in creating programs for the economically and educationally disadvantaged.

The '70s and '80s continued to be a time of growth and renewal. New business and nursing classroom buildings and an art center were opened. In 1984 the Immaculate Conception

Seminary returned to Seton Hall, its original home until 1926, when it moved to Darling-ton. The Recreation Center was dedicated in 1987. With four new residence halls constructed between 1984-1988, Seton Hall now provides living space for approximately 2,000 students.

During the fall of 1994, the University dedicated its \$20 million, four-story Walsh Library. This facility offers state-of-the-art study and research capabilities to all undergraduate and graduate students and faculty, and to scholars from around the world.

New programs in business, nursing, public service, medicine, pastoral theology, corporate and public communication, museum professions and other areas have kept the curriculum abreast of the needs of students into the 1990s and beyond.

The 1956 centenary history of Seton Hall concludes with these words:

"Seton Hall University's great boast and claim to fame is not predicated on expansion, buildings or even curriculum. It lies rather in the hearts and minds of a dedicated and devoted faculty."

Seton Hall's history has been one primarily of people, students and faculty, living and working together in a community of learning, a community rooted in a Catholic tradition, which is a home for the mind, the heart and the spirit.

Accreditation and Memberships

Seton Hall University is fully accredited by the Middle States Association of Colleges and Schools. The academic qualifications of the undergraduate programs have merited their accreditation by appropriate professional memberships, as well. Below is a list of University memberships, and additional information regarding individual

program accreditation is available from appropriate University departments.

Documents describing the University's accreditation status are available for review in the Office of the Provost and in Walsh Library.

American Assembly of Collegiate Schools of Business (AACSB)
 American Association of Colleges for Teacher Education
 American Association of Colleges for Nursing
 American Association of Higher Education
 American Association of University Women
 American Bar Association
 American Chemical Society
 American Council on Education (ACE)
 American Institute of Physics
 American Library Association
 American Mathematical Society
 American Schools of Oriental Research
 American Theological Library Association
 Association for Clinical/Pastoral Education
 Association for Computing Machinery
 Association of College and University Telecommunications Administrators
 Association for Continuing Higher Education (ACHE)
 Association for Independent Liberal Arts Colleges for Teacher Education
 Association of American Colleges
 Association of American Law Schools
 Association of Independent Colleges and Universities in New Jersey
 Association of Theological Schools
 BIG EAST Athletic Conference
 Catholic Health Association
 Catholic Library Association
 Catholic Theological Society of America
 CAUSE
 Cooperative Education Association
 Corporation for Research and Educational Networking (CREN)
 Council for Chemical Research
 Council of Graduate Schools
 Council on Rehabilitation Education
 Council on Social Work Education
 EDUCOM (Computing and Communications in Colleges and Universities)

European Association for International Education
 International Student Exchange Program (ISEP)
 Mathematical Association of America
 Middle States Association of Colleges and Secondary Schools
 Middle States Association of Collegiate Registrars and Officers of Admission
 National Association of College and University Business Officers
 National Association of Colleges and Universities
 National Association of Independent Colleges and Universities
 National Association of Schools of Public Affairs and Administration
 National Catholic Education Association
 National Collegiate Athletic Association
 National Commission for Cooperative Education
 National Council for Educational Opportunity Association
 National League for Nursing, Department of Baccalaureate and Higher Degree Programs
 National University Continuing Education Association
 New Jersey Association for Affirmative Action in Higher Education
 New Jersey Association of Baccalaureate and Higher Degree Programs in Nursing
 New Jersey Association of Colleges and Universities
 New Jersey Association of Colleges for Teacher Education
 New Jersey Association of Teacher Educators
 New Jersey Intercampus Network (NJIN)
 New Jersey League for Nursing
 New Jersey Library Association
 New Jersey Marine Sciences Consortium
 North American Association of Summer Sessions
 Northeast Organization for Nursing (NEON)
 Research and Development Council
 Society of American Archivists
 State of New Jersey Commission on Higher Education
 Theta Alpha Kappa (National Honor Society for Religious Studies)

Priest Community at Seton Hall

From its earliest existence as a diocesan college, Seton Hall has had a close relationship with the priests of the Archdiocese of Newark. At present, more than 50 priests of the Archdiocese serve the University community in a variety of ways. Some are in administration or on the staff, others are professors on the University or Seminary faculties.

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

SCHOOLS AND COLLEGES

The schools and colleges of Seton Hall University are:

The College of Arts and Sciences
The W. Paul Stillman School of Business
The College of Education and Human Services
The College of Nursing
The School of Graduate Medical Education
The School of Law
Immaculate Conception Seminary/School of Theology
University College

Graduate programs in arts and sciences, business, education and human services, nursing and graduate medical education are included in this bulletin within the appropriate school or college section (please refer to the Table of Contents). For additional information or assistance, contact the Office of Graduate Services, (201) 275-2036.

Information regarding the School of Law (described briefly below) may be obtained by contacting School of Law Admission Office, (201) 648-8747.

Information regarding Immaculate Conception Seminary/School of Theology (described briefly below) may be obtained by calling the School of Theology, (201) 761-9633.

Non-credit and continuing education programs, as well as Summer Session and Wintersession courses, are offered through University College. Information about these programs may be obtained by calling University College, (201) 761-9430.

Undergraduate programs offered by the University are described in the Undergraduate Bulletin, available from the Admissions Office.

School of Law

The School of Law opened as a unit of Seton Hall University in 1951. It is the only law school in the state operated by a private university and, in addition to its three-year program, has a part-time evening division. It also offers a law school summer session. Total enrollment is over 1,300, making it the largest law school in New Jersey and one of the largest in the nation.

In addition to basic courses required in preparation for admission to the bar and professional practice in various states, the School offers advanced courses in contemporary legal trends of particular value to legislators, administrators, government officials and those engaged in private legal practice. Active participation in appellate and trial moot court provides training in the effective presentation of legal ideas. In the area of clinical legal education, the School's Center for Social

Justice has developed five litigation and transactions clinics plus other courses and programs that offer practical skill training. Further information is available from the School of Law in Newark.

Immaculate Conception Seminary School of Theology

Immaculate Conception Seminary was founded in 1861 at South Orange, New Jersey, by James Roosevelt Bayley, the first bishop of Newark. Located on the campus of Seton Hall College, the Seminary expanded rapidly. In 1926, in order to meet the growing needs of the Seminary and the college, the Seminary was relocated to Darlington, in Mahwah, New Jersey. The affiliation with Seton Hall University was retained until 1972, when the Seminary was incorporated by the State of New Jersey as an educational institution with the purpose of "educating persons to serve in the ministry of the Roman Catholic Church, and to do all things deemed advisable to advance the cause of education generally."

In 1984, the Seminary re-affiliated with Seton Hall University and moved to a new residence and classroom facility on the South Orange campus. Through its academic faculty, which constitutes the School of Theology, it offers graduate programs leading to the degrees Master of Divinity in Pastoral Ministry, Master of Arts in Theology, Master of Arts in Pastoral Ministry. A track in Church Administration is offered in the M.P.A. program. There are also many graduate certificate programs.

Students interested in these programs should write to the School of Theology requesting the *School of Theology Bulletin*.

LIBRARY SERVICES

Robert A. Jones,
Dean of University Libraries

Seton Hall University Library Services include the University Library, Seminary/Theology Library, University Media Center and Special Collections Center on the South Orange campus, and the separately administered Law Library at the School of Law in Newark. The University has notable library assets — including extensive holdings of books, periodicals and other resources, abundant current information technology, reference and research services provided by highly qualified librarians, and convenient access to millions of resources in other libraries worldwide.

Walsh Library

Opened in August 1994, the 155,000-square-foot Walsh Library houses the University Library, Special Collections Center and the University Media Center. It seats over 1,100 students, faculty and visitors in a variety of study facilities: carrels, group-study rooms, computer labs and scholars' studies. Walsh Library houses most of the half-million books and periodicals on the main University campus, as well as 3,300 current serials, 270,000 U.S. and New Jersey government documents, and some 480,000 microfilms (mostly periodicals, newspapers and reports). A \$750,000 Challenge Grant awarded by the National Endowment for the Humanities (NEH) has been matched 3-to-1 to create a \$3 million endowment fund for resource acquisitions in the humanities.

Library services include expert research support, bibliographic instruction and interlibrary borrowing. Technology available in Walsh Library includes many CD-ROM databases (both index and full-text), multi-media PC and Macintosh labs, other computer and audiovisual installations, an

electronic visual aid (scanner-reader), and Setoncat, an online catalog of the South Orange campus library holdings accessible both on-site and via the campus network.

Through the County of Essex Cooperating Libraries System (CECLS) and other arrangements, Seton Hall students use nearby libraries and benefit from library delivery services.

Seminary/Theology Library

The Seminary/Theology Library serves particularly the Immaculate Conception School of Theology but also is available for research by all Seton Hall students. Located in Lewis Hall (lower level), the Seminary/Theology Library has substantial holdings, especially in theology, church history and literature, biblical studies, philosophy, bioethics and ministry.

The collection is represented in Setoncat. It includes 74,000 books, 541 periodical files and over 100 current subscriptions.

University Media Center

The University Media Center (Walsh Library, ground floor) provides a variety of audiovisual materials, classroom and production services, and opportunities for students to utilize a variety of media technology, including computer graphics. Facilities include multimedia instruction rooms, a viewing-listening room and a video studio.

Special Collections Center

The Special Collections Center (Walsh Library, ground floor) houses rare books, archives and other special, restricted resources. Archival holdings document the history of the University, the Archdiocese of Newark and the State of New Jersey. These records occupy more than 11,000 square feet and are widely used.

The New Jersey Catholic Historical Records Commission fosters the development and use of archival materials. Students are welcome to use pertinent holdings of the Special Collections Center for their research projects. The Center includes a room for instructing classes and other groups in the use and preservation of special resources. Adjoining the Center is an exhibit gallery.

The Academic Computing Center

Thomas W. Burnett, *Assistant Director*

The Computing Services Division of the University, through the Office of Academic Computing, provides all University students and faculty with hands-on access to computers. A student computing center is maintained in Corrigan Hall and is one of several labs available on campus. The Corrigan Computer Labs include IBM and IBM compatible machines.

Regularly scheduled seminars build beginning and advanced user skills at no cost and are open to Seton Hall students, alumni, staff, faculty, and parish members. Additionally, user note documentation and technical support are available from the Help Desk, Corrigan Hall, Room 23.

Some of the classroom buildings, the library, and portions of several of the residence halls, as well as the labs, are networked in order to increase the availability of software and access to computer applications.

Beside the standard University software such as WordPerfect and Lotus 1-2-3, there are many graphics and Windows packages for use. In addition, electronic mail and access to the Internet for worldwide research has become vastly popular at the University. Individual accounts are assigned to all incoming freshman. Internet can be accessed by using tools such as Mosaic, Gopher, and Veronica. One can also join discussion lists and use e-mail worldwide.

The University PC's now allow users to access the mainframe using CMS with statistical packages such as SAS and SPSSX. Many students are now finding SPSS PC+ preferable to the mainframe version.

The Corrigan Computer Labs also include computer equipped classrooms and make them available for faculty use. The Office of Academic Computing administers IBM and Apple microcomputer resale programs with discounts available. The staff provides advice on computer selection and technical assistance after purchase.

Normal operating hours are Monday-Thursday, 8 a.m.-11 p.m.; Friday 8 a.m.-9 p.m., Saturday 9 a.m.-5 p.m.; and Sunday 1 p.m.-11 p.m. The Help Desk number is (201) 275-2222.

Institutes and Centers for Learning and Research

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

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

William W. Sales Jr., *Director*

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

Herbert C. Kraft, *Director*

The Asia Center at Seton Hall University is a multi-disciplinary umbrella organization assisting the University's schools and colleges in the development of academic exchanges, curricula, conferences, lectures and research activities pertaining to Asia. China, Taiwan, Japan, and South and North Korea are of special concern. The Center also serves as an entrepreneurial arm of the University, initiating new ventures involving East Asia and working closely with Seton Hall's School of Business, Department of Asian Studies, University Libraries and the International Students Office. For more information, contact the Center, (201) 762-6918.

Reverend Laurence T. Murphy,
Director

The Center for College Teaching was established in response to a recommendation by the Task Force for Improving Teaching in the Humanities, which, under grants from the New Jersey Department of Higher Education and AT&T, during the 1986-1987 academic year, participated in an intensive program to enhance teaching at the University.

The Center has a four-fold purpose: to serve as a resource for individual faculty members in supporting their teaching; to promote faculty discourse about their teaching roles and issues of learning-teaching at the University; to sponsor professional development

opportunities for faculty; and to serve as an advocate of the interests of teaching and learning in the councils of the University.

In addition to serving as a resource center for books, periodicals and magazines focusing on teaching strategies and various elements of teaching, the Center publishes "off-white" University papers as well as a newsletter on teaching and learning strategies. It sponsors seminars, workshops and other development activities with a teaching focus and is instrumental in developing grant proposals and other programmatic initiatives.

Albert B. Hakim, *Director*

The Division of Research of the W.

Paul Stillman School of Business provides sponsorship and support of a wide variety of ongoing research activities. Its publications and activities are intended to accomplish three goals: to encourage and facilitate faculty research; to meet local and regional community needs; and to keep others informed of the accomplishments of and contributions made by the faculty.

The Division provides manuscript preparation assistance, research funding information and other direct support of faculty research.

Publications include the semi-annual *Mid-Atlantic Journal of Business*, containing articles from experts in various fields; the *Faculty Working Paper Series*, a forum for initial versions of research findings; the *Reprint Series*, which provides copies of published articles of the faculty and *Division Reports*, which publishes the results of Division-supported research.

Richard Hunter, *Director*

The Institute of International

Business, established in 1964, is involved in researching practical and theoretical international problems of the business community. The Institute offers a program of study leading to the Certificate in International Business. The program is interdisciplinary and consists of

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

Agnes Olszewski, 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. The Institute was instrumental in preparing the statement by the Second Vatican Council on "The Church's Bond with the Jewish People."

The Institute began a graduate program in Judaeo-Christian studies in the fall of 1975. In 1978 the program was incorporated into the College of Arts and Sciences; in 1979 it became a department of that College. Department and Institute are thus independent units, even though origin and goal bespeak an intimate relation. The requirements for admission to the program and a description of the course offerings may be found in this bulletin.

Reverend Lawrence Frizzell, Director

The Seton Hall University Museum, founded in 1960, serves as an exhibition area and repository for archaeological specimens and objects of art. Included in its collections are tools, weapons and domestic implements from North and South America, Europe, Africa and the Middle East, some dating from as early as one million years ago. The Museum is renowned for its collection of Indian artifacts and pottery from New Jersey. Other Indian tribes are represented by fine examples of clothing, beadwork, blankets and cultural and ceremonial items. The University Museum maintains a fine archaeological reference library as well.

Herbert C. Kraft, Director

The Near East Archaeological Research Center fosters interest in the entire ancient Near East and focuses on the archaeology of Tell Safut, a Middle-Late Bronze Age and Iron Age site, occupied from circa 4000 to 2500 years ago, during the time and in the general region where most of the Old Testament was written. The center is unique in that the artifacts and other findings from this important site are available nowhere else.

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

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

Donald H. Wimmer, Director

The New Jersey Institute for Collegiate Teaching and Learning (NJICTL), established by the New Jersey Board of Higher Education in 1989, works with college and university campuses statewide to expand the pool of faculty actively engaged in teaching and learning issues and to explore the challenges they confront in the classroom. Special emphasis is placed on the non-traditional student and new instructional technologies.

NJICTL convenes faculty workshops that provide a hands-on approach to teaching academically underprepared and nontraditional students; sponsors a faculty development network and the New Jersey Master Faculty Program; and provides forums for identifying and exploring new issues and technologies in teaching and learning through discipline-specific conferences.

Faculty and campuses are linked to resources across the state and nation-

wide through a statewide faculty exchange program and an instructional resources clearinghouse.

Martin Finkelstein, *Director*

The New Jersey Center for Law-Related Education, created in 1989, is located at the College of Education and Human Services. The Center provides seminars, workshops, training, materials and law-related education programs for students, teachers at public and private schools, school administrators, law enforcement officers, probation officers, and other members of the educational, legal, law enforcement and juvenile justice communities.

The Center's activities include: statewide and regional conferences, residential Summer Institutes, in-service programs, pre-service seminars, diversion programs for juvenile offenders, a biannual newsletter, a resource materials center housed at McQuaid Hall, and technical assistance in developing lessons, curricula and programs.

Arlene Gardner, *Director*

The Center for Public Service at Seton Hall University has two major functions. First, it houses a master's program in Public Administration. Second, it serves as a coordinator for interdisciplinary research and outreach to the public (government) and nonprofit sectors, as well as health-related agencies and hospitals.

The master's program is accredited by the National Association of Schools of Public Affairs and Administration and offers five concentrations:

- Health Policy and Management
- Public Service Administration (i.e., government)
- Management of Nonprofit Organizations
- Criminal Justice/Court Administration
- Church/Religious Organization Management

Seton Hall University is among a handful of institutions in the country that offers the student interested in the management of nonprofit organizations a specifically designed concentration in that area. All concentrations

stress the development of managerial and analytic skills, in addition to ethical and professional values. Courses are offered in the evenings and late afternoons during the Fall and Spring Semesters, and Summer Session and Wintersession classes are also available. In fact, Seton Hall has a rolling admissions policy that considers applications year round.

Naomi Wish, *Director*

Alumni Association

The Office of Alumni Relations, with a constituency of over 55,000 alumni, serves as a resource for all of the alumni of Seton Hall University. The Alumni Association is composed of seven constituent boards: College of Arts and Sciences, W. Paul Stillman School of Business, College of Education and Human Services, College of Nursing, School of Law, School of Theology and Young Alumni.

The Association is governed by a board of directors comprising six elected representatives from each constituent group. The executive committee consists of a president, president-elect, five vice-presidents, a treasurer and a secretary. The Board is responsible for the conduct of all activities affecting the alumni of the University.

The objectives of the Association are promulgation of the principles and the ideals of Seton Hall University by establishing the dialogue and environment that will encourage Seton Hall alumni to be proud proponents and competitive supporters of their alma mater and fellow alumni. Several committees assist in carrying out these objectives. They include Admissions, Activities, Recruitment, Communication, Career Services, Annual Fund and Special Projects.

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

The Association, through the Office of Alumni Relations, is staffed by personnel within the division of University Affairs. The Office of Alumni Relations publishes a quarterly publication containing updates on campus activity, feature stories about alumni and news from the various schools and associations.

Association members may obtain information regarding alumni activities by calling (201) 378-9822, 1-800-992-GRAD or by writing to the Office of Alumni Relations, Seton Hall University, 457 Centre Street, South Orange, New Jersey 07079-2691, or FAX (201) 378-2640.

Cultural and Community Programs

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

Seton Hall Theatre-in-the-Round

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

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

The Summer Theatre-in-the-Round is a semi-professional program and is committed to a lighter fare of entertainment. The season usually starts during the last week in June with a musical followed by a comedy, and ends with a mystery in the second week in August. The acting staff for

the summer productions includes professional, community and student talent. The Summer Theatre-in-the-Round offers Seton Hall students a taste of competitive commercial theater.

Poetry-in-the-Round Program

Directed by a member of the English department, the Poetry-in-the-Round program offers a literary forum of readings and discussions that provide students with the opportunity to meet such writers as John Updike, Stephen Spender, Arthur Miller, Stephen Sondheim and others.

The International Chamber Music Festival Series

For more than 20 years, Seton Hall has sponsored the International Chamber Music Series, presenting over 250 compositions of more than 100 composers performed by soloists and both large and small ensembles from 25 countries around the world. To receive information about the series, contact Dr. Julius Zsako, 761-9000, ext. 5020.

New Jersey Pianist Series

The New Jersey Pianist Series presents four to five Sunday afternoon concerts during the year in the Main Lounge of the Bishop Dougherty Student Center. Sponsored by the Department of Art and Music, this series features New Jersey artists as well as guest performers from around the United States and many foreign countries. In the decade since its inception, the series has brought some of the best piano performers in the world to the Seton Hall campus.

Information about the New Jersey Pianist Series may be obtained by calling the Department of Art and Music, (201) 761-9459.

Archbishop Peter L. Gerety Lecture Series

Through a grant received from Archbishop Emeritus Peter L. Gerety, the School of Theology sponsors a lecture series in church history, broadly defined. These lectures (usually one per semester) are given by prominent figures drawn 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, (201) 761-9753.

Monsignor John M. Oesterreicher Lecture

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

Additionally, a series of conferences and workshops sponsored by the Institute deals 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, (201) 761-9463.



Admissions, Financial Aid, and Tuition and Fees

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ADMISSIONS

Classification of Graduate Students

Degree students: Students who have been accepted as candidates for a graduate degree.

Non-matriculated graduate students: Students who usually fall into one of the following categories.

- Those who are pursuing courses outside of a degree program for continuing education purposes.
- Those enrolled in non-degree certificate programs.
- Those intending to make formal application to a degree program after preliminary course work (12-credit limit). This does not apply for the School of Business.

Full-time Graduate Students: Those registered for 9 credits or more.

Part-time Graduate Students: Those registered for fewer than 9 credits.

Graduate Auditors: Those who are enrolled in specific courses taken on a non-credit basis. Students may be admitted to auditor status by satisfying the department chairperson that they can profit from class discussion and/or by filing an audit declaration.

Qualifications for Admission

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

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

Applicants whose files become complete after specified deadline dates may be considered for admission in the fol-

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

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

College of Arts and Sciences

July 1 – for Fall Semester

November 1 – for Spring Semester

May 1 – for Summer Session

College of Education and Human Services

May 1 – for Fall Semester (M.A., Ed.S.)

November 1 – for Spring Semester

(M.A., Ed.S., Ed.D.)

March 15 – for Summer Session (M.A., Ed.S.)

January 15 – for Fall Semester (Ph.D., Ed.D.)

School of Business

April 1 – for Fall Semester (if space permits, applications may be processed beyond this date)

August 1 – for Spring Semester

February 1 – for Summer Session

College of Nursing

May 1 – for Fall Semester

November 1 – for Spring Semester

(No Summer Session admissions)

Advanced Standing (Transfer Students)

Graduate credits earned recently in another accredited college or university, and not applied toward a prior degree, may be accepted in partial satisfaction of graduate degree credit requirements at Seton Hall. The courses taken should be similar to required or elective courses approved for the curriculum concerned. The grades earned must not be lower than a "B." In general a total of 6 credits may be approved for master's degree programs and 30 credits for the doctoral program. Graduate students applying for transfer of credit should contact their

adviser in the appropriate college/school, requesting advanced standing on the basis of official transcripts.

Once enrolled, students may not register for graduate course work at another institution without prior written permission of the department chairperson 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.

Admissions 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:

Office of Graduate Services
Bayley Hall – Room 201
(201) 275-2036

Reverend Kevin M. Hanbury, Ed.D.,
Director
Susan Akers, Manager

SPECIFIC GRADUATE PROGRAM INFORMATION:

<u>School/Program</u>	<u>Graduate Coordinator</u>	<u>Principal Phone Nos.</u>
Business	Jill Grob Assistant Dean, Advisement Office	761-9222
Education	Dr. Mel Shay	761-9668
• Education Administration and Supervision	Dr. George Lindemer	761-9397
• Educational Studies	Dr. Richard Ognibene	761-7457
• Professional Psychology and Family Therapy	Dr. Sandra Lee	761-9450
Nursing	Kathleen Enge Director of Recruitment	761-9285
Arts and Sciences		
• Asian Studies (Chinese, Japanese, Asian Area Studies, East Asian, Bilingual/Bicultural Education)	Winston Y. Yang Chairperson	761-9464
• Biology, Microbiology	Dr. Eliot Krause Graduate Adviser	761-9532
• Chemistry	Dr. Richard Sheardy Graduate Adviser	761-9030
• Corporate and Public Communication	Dr. Patricia Kuchon Director	761-9490
• English	Chrysanthy Grieco Chairperson	761-9388
• Jewish-Christian Studies	Reverend Lawrence Frizzell Chairperson	761-9463

SETON HALL UNIVERSITY

School/Program	Graduate Coordinator	Principal Phone Nos.
• Museum Professions	Barbara Cate Director	761-7966
• Public Administration	Barbara Metelsky Assistant Director	761-9510

Application Procedures

Degree graduate students: Each student applying for admission to graduate courses leading to a degree must submit the following items to the Office of Graduate Services, Room 201, Bayley Hall, according to the directions received with the application packet. NOTE: Applicants are advised to check with specific graduate program departments to verify the materials required for their application packet.

- Completed application form and application fee
- Official transcripts of all academic work completed beyond high school
- Statement of Professional Goals (*not required of applicants to the School of Business*)
- Three letters of reference

Test scores:

College of Arts and Sciences	Graduate Record Exam (GRE)*
W. Paul Stillman School of Business	Graduate Management Admission Test (GMAT)
College of Education and Human Services**	Miller Analogies Test (MAT)
College of Nursing.....	Miller Analogies Test (MAT)

*Some programs accept MAT, GRE, GMAT or LSAT scores.

**The College of Education and Human Services additionally requires a resume of professional background for those applying to the doctoral program. Some programs accept GRE scores.

Non-Matriculated Graduate Students

To enroll for graduate courses on a non-matriculated basis, the student must complete an "Application for Non-matriculated Graduate Students" at the time of his/her initial registration. Evidence of receipt of an undergraduate degree must be submitted to the office at that time. The maximum number of credits a non-matriculated student may earn before matriculation is 12.

The School of Business does not allow students to enroll on a non-matriculated basis unless they possess an M.B.A. or M.S. in Taxation degree or have permission to transfer to another M.B.A. program, or are enrolled in a post-Master's certificate program.

International Graduate Student Applications

Seton Hall welcomes applications from international students for admission into full-time graduate degree programs. The international student adviser assists international students in becoming active members of the University and surrounding community. The Office of International Programs, located in Presidents Hall, offers a wide variety of services and social/cultural activities for this purpose. It also organizes student exchange programs and study tours. More information is available from the Office of International Programs.

International Admission Requirements:

- Completed application form and application fee.
- Original transcript of academic credentials. All credentials in languages other than English must be accompanied by certified English translations.

- Scores attained on the Test of English as a Foreign Language (TOEFL) given by the Education Testing Service, Princeton, New Jersey 08540 [(609) 921-9000] and scores attained on the appropriate entrance examination required by the department.
- Three letters of reference.

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

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

- Declaration and Certification of Finances form, with supporting documentation;
- Request for Certificate of Eligibility (Form I-20); and
- Certification of enrollment in an approved health and accident insurance program. Graduate students who do not hold this required insurance must enroll in a University-sponsored insurance program upon registration for classes. Students must maintain insurance coverage throughout their studies.

International graduate students desiring further information about courses of study should contact the Office of Graduate Services, Bayley Hall, Seton Hall University, 400 South Orange Avenue, South Orange, New Jersey 07079 or telephone (201) 275-2036.

The Office of International Programs may also be contacted at (201) 761-9072. The address of this office is: Presidents Hall, Seton Hall University, 400 South Orange Avenue, South Orange, New Jersey 07079.

The following deadlines apply to international applicants:

July 1 – for Fall Semester

November 1 – for Spring Semester

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

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

Acceptance

After the application has been processed, and if the qualifications are satisfactory, graduate students will receive a letter of acceptance from the graduate office of the appropriate college/school. Students who are unable to attend during the term for which they are accepted, must advise the Office of Graduate Services of this fact. They may request in writing a deferment of their acceptance until the next semester.

Deferment of Application

If an applicant for admission to a graduate program finds it impossible to submit all required documentation to the Office of Graduate Services by the application deadline, he/she may request a deferment to the next semester. This request for deferment must be submitted in writing. In no case may an applicant 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 which culminates in the same degree provided that the content of the program is significantly different. In this case, the dean determines the number and distribution of credits required in the second degree.

FINANCIAL AID

University Assistants Programs

The University offers a limited number of assistantships (teaching, research and administrative) each year for full-time matriculated graduate students.

Each appointment is usually for one academic year, carries a stipend for nine months (September through May), and includes tuition remission for a maximum of 12 credits per semester (except for law students, for whom the maximum is 9 credits). Appointments are renewable for the next year upon the recommendation of the hiring department. Some offices have stipends for summer.

Assistants generally spend 20 hours weekly doing directed, quasi-professional work or teaching. Job descriptions outlining specific responsibilities are on file in the Office of Graduate Services.

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 in the Office of Graduate Services.

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

Residence Hall Graduate Assistantships

Several assistantships are available to graduate students in University residence halls. Information on these positions and application procedures is available from the associate director in the Department of Housing and Residence Life, Duffy Hall. Applications must be submitted by March 1.

Minority Graduate Access Program

Graduate Educational Opportunity Fund grants are available to eligible students in the amount of \$2,500. Students must be full-time, matriculated students and must document financial eligibility as

determined by the student's gross income.

Although priority in awarding the E.O.F. graduate grant is given to those who received undergraduate grants, those who did not are also considered but must demonstrate historical poverty.

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

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 from Seton Hall University's Office of Financial Aid.

Federal Direct Stafford/Ford Loans

Seton Hall participates in the Federal Direct Student Loan Program (FDSLPL). These loans are basically the same as the previous Stafford and SLS loans, except that the U.S. Department of Education is the lender rather than a bank or credit union. Loan proceeds will be delivered to the student directly through the University and repaid directly to the federal government through the Direct Loan Servicing Center.

The Office of Financial Aid processes applications for the Direct Stafford/Ford

Loan, both subsidized and unsubsidized. A promissory note must be signed before the loan proceeds will be credited to a student's account.

Applicants must enroll at least half-time, and must complete the Free Application for Federal Student Aid (FAFSA) to determine financial need for the loan. Students who do not qualify for the subsidized Stafford Loan may receive an unsubsidized loan. Loan limits are \$8500 per year for the Stafford and unsubsidized combined.

In addition to this amount, graduate students may borrow up to an additional \$10,000 under the unsubsidized loan program. This program replaces the Supplemental Loan for Students.

More information about these loan programs may be obtained from the Office of Financial Aid.

Student Eligibility

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

- Have financial need as determined by the FAFSA;
- Be a high school graduate;
- Be enrolled at least half-time at Seton Hall in a degree granting program;
- Be a U.S. citizen or eligible non-citizen;
- 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;
- Comply with the terms of the Anti-Drug Abuse Act;
- Certify registration with selective service if required; and
- Certify that information reported on the Student Aid Report (SAR) is accurate.

Requirements to Maintain Eligibility for Federal Aid

In addition to the requirements above, the Higher Education Amendments of 1976 and 1986 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.

The academic section of this catalog outlines the policy regarding satisfactory academic progress. The policy is subject to periodic revision due to federal legislative and regulatory requirements, as well as federal review.

Determination of Award Amounts

To be considered for federal or state 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.

Student Loans: Rights and Responsibilities

Two types of federal student loans are available to assist in financing a student's education. They are the Federal Direct Subsidized Stafford/Ford Loan and the Federal Direct Unsubsidized Stafford/Ford Loan. 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 which the student pays as a fee for borrowing. Students usually pay back the loan in monthly installments until the entire amount of the loan (principal and interest) is repaid. In some cases, a student may postpone or defer

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

While student loan programs differ in some ways, a student's rights and responsibilities as a borrower are basically the same for all programs. These rights and responsibilities are explained during two mandatory counseling sessions at Seton Hall. The first one takes place when a student starts school and is called an "entrance interview." The other session, the "exit interview," takes place when a student graduates or withdraws from Seton Hall.

Rights

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

- Students must receive a copy of the promissory note which 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 what default is and its consequences.

- Students must be informed of refinancing and consolidation options.

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

Responsibilities

- Students must notify the federal 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 a student does not receive a bill, or does not complete his/her education.

- Students must notify the federal loan servicer of anything that affects the ability to repay the loan or changes the student's eligibility for deferment or cancellation.

- Student borrowers must attend both an entrance and an exit interview.

Estimated Federal Direct Stafford Loan Monthly Payments (8%)

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

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

Student Employment

There are certain requirements that students must meet and maintain to be considered for on-campus employment. A comprehensive explanation of the terms and conditions of employment is listed in the *Seton Hall University Student Employment Handbook*, available in the Financial Aid Office. Generally a student must be enrolled and matriculated at Seton Hall on a full-time basis (9 credits for graduate students), be making progress toward a degree as defined by the academic policy of the University, and not be receiving other work grants such as a graduate assistantship. Students must also file an application for employment with the Financial Aid Office, and be given an official work assignment before any work is performed.

Students eligible for a Federal Work Study Award must:

- File a FAFSA and demonstrate financial need;
- Submit a signed affidavit of educational purpose and draft registration compliance;
- Submit proof of citizenship and employment eligibility (I9 Form);
- Sign a statement of not being in default of a student loan, or not owing a repayment on a federal grant; and
- Provide documentation of information provided on FAFSA if required.

Community Service Learning Program

Seton Hall participates in the Community Service Learning Program. Community service jobs are available to interested students. Information is available from the Financial Aid Office.

Disbursement of Financial Aid

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

Student Employment

Student employment, whether federally or institutionally funded, is disbursed in

a paycheck which goes directly to the student for the hours worked during a specific pay period. Students are paid once every two weeks.

Student Loans

Stafford loans (both subsidized and unsubsidized) are disbursed in two equal payments, and are applied to the student's account after the student signs a promissory note. Stafford loans cannot be applied to a student's account more than 20 days prior to the start of the loan period. First-time borrowers at Seton Hall must complete an entrance interview before loan proceeds will be credited to the student's account.

New Jersey E.O.F. Grants

New Jersey E.O.F. Grants are disbursed through a state-generated computer tape which feeds through the computer system at Seton Hall, and updates each student's account with a credit for the specific award in which he/she is eligible. Tapes are received on a monthly basis.

Institutional Aid

Institutional and certain federal financial aid programs are disbursed through Seton Hall's own mainframe computer system. Reports generated through the system identify students who meet all requirements for disbursement. Requirements include completion of verification if required, certifications on file, promissory note completed (Perkins and Federal Direct Students), and financial aid transcripts on file. If a student meets the requirements, his or her account is updated from the financial aid records to the student accounts records with credit for each award for which the student is eligible. The disbursement program is run weekly for both the current term and any previous terms in which adjustments need to be made. At least three disbursements are run during the summer term.

For more information about financial aid, contact the Financial Aid Office in Bayley Hall.

TUITION AND FEES

The tuition and fees shown are in effect as of the date of publication of this catalog and are for the academic year 1995-1996. The University reserves the right

to make whatever changes are deemed necessary by the Board of Trustees before the beginning of any semester.

*Per graduate credit (non-business).....	\$416.00
Per graduate credit (business).....	448.00
Application for admission to degree program. Application fees vary. (\$50 business; \$30 all others).....	30.00-50.00
** University fee per semester.....	85.00 (part-time); 105.00 (full-time)
Student teaching placement fee.....	35.00
Thesis binding fee (3 copies).....	40.00
Failure to preregister fee.....	65.00
*** Late registration (minimum).....	35.00
Transcripts (free for first five copies) then.....	3.00
Recreation Center fee (per semester; optional).....	100.00
*Certain Roman Catholic religious receive a 50 percent tuition discount as do seminarians and teachers in Catholic schools. Senior citizens also receive a discount.	
** This charge covers a part of the cost of such items as registration, course counseling, library, computing facilities, placement bureau, Student Center, student activities, vocational guidance, laboratory fees.	
*** This fee applies to any semester bill remaining unpaid after the last day of the registration period. The fee is not assessed for students who have arranged in advance for deferred payments. The fee is assessed when a check has not been honored for payment. An additional \$10 is assessed for each additional week after the first week of classes for late registration and/or payment.	

Estimates of Non-Tuition Costs

Books and Supplies	\$ 650.00
On-Campus Room and Board	\$ 6,500.00
Other Indirect Costs (resident).....	\$ 610.00
Transportation (non-resident).....	\$ 1,000.00

User Fee Policy

In recognition of the higher costs associated with certain instructional services provided by the University, special course fees may be established and assessed to students enrolled in such courses. Fees may be established only with appropriate prior approvals.

Payment

Tuition and fees are payable in full on the payment date specified on the bill. Full details regarding payment policy are sent with each bill. Students may opt to pay their bills using VISA or Mastercard.

No student will be allowed to register or attend classes for a subsequent semester with an unpaid balance from the preceding semester. In no case will a student receive a degree, diploma, certificate of degree or transcript of credits until all charges have been paid in full.

Withdrawal from the University

General University policy for refund/credit of tuition and refundable fees for registered students who wish to withdraw from the University is based on prorated charges keyed to the date of actual withdrawal:

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

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

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

During Wintersession, no refunds are made after the first day of class, and no 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 which 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 stu-

dent'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 which is necessary as a result of withdrawal from the University will be made only by mail.

Charges for Course Changes

The payment of additional tuition incurred by a student as a result of a change in program is due on the due date specified on the bill.

Courses may be dropped without financial penalty through the second Friday of the Fall and Spring Semesters. Any tuition charges for courses officially dropped during this period will be adjusted in full. Any credit which 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, will be refunded to the student. No financial adjustment will be made for courses dropped after the change in program period. (See the Academic Policies and Procedures section of this Bulletin for additional information.)



Academic Policies and Procedures

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ACADEMIC POLICIES AND PROCEDURES

Degree Requirements

To qualify for a graduate degree, the student must fulfill all course, examination and other requirements prescribed by the department. Only graduate course work 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 on completion of a required number of courses or credit. Such degrees are awarded for attainment in scholarship. A 3.0 grade point average is required for graduate degree eligibility.

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 relate directly to them. Students are also 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 from the Division of Student Affairs.

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 fil-

ing it with that office. Right of Access forms are also 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 registrar answers all questions relating to right of access.

Academic Integrity

All University programs require high standards of academic integrity. All forms of dishonesty whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University are prohibited and may elicit University sanctions of suspension or expulsion.

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 distributed at that time.

Change of Program

After admission to a graduate program in one department, students who wish to change to another program in the same department must file a Curriculum Adjustment Form. Forms may be obtained at the departmental office. Students who complete one graduate degree may not use the Curriculum Adjustment Form to enter another degree program; in this case, the student must file a new Application for Admission to Graduate Study and forward all required documentation to the Admissions Office. Students accepted into a degree program in one college or department must file a new application for graduate study to qualify for

admission to a different college. In all cases, applicants must satisfy all admission requirements before they qualify for admission.

Course Requirements

Students are expected to present themselves for examinations as scheduled and to meet all other course obligations by the end of the semester in which the course is offered. All course requirements (examinations, papers, projects) must be completed by the dates announced in the University semester *Registration Handbook* available at the Office of the Registrar, the Office of Academic Services and Walsh Library.

If a student is 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 bulletin.

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 chairperson 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 Registrar's Office. 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 grade point average. Students should consult their department for any additional transfer regulations which may apply.

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 six weeks before the end of the semester in which all requirements will be completed. Before conferral of the degree, a minimum of three copies (four for education) suitable for binding must be submitted to the appropriate department.

Continuity

Students enrolled in a degree program are required to register each Fall and Spring Semester until all requirements for the degree are satisfied. Failure to register without being granted a leave of absence is interpreted as a resignation, and the processing of a Change of Status application available from the Graduate Office will be required before a student may re-enter the program.

Students who have completed all degree requirements except the thesis (when required) will register for THCN 7999 Thesis Continuation (Master's) or THCN 8999 Thesis Continuation (Doctorate) as their first thesis continuation registration. Only registration fees are assessed for the first semester of thesis continuation. Thereafter, students will register for THCN 8000 Thesis Continuation (Master's) or THCN 9000 Thesis Continuation (Doctorate) each semester until the thesis is approved. Thesis continuation and registration fees are assessed for THCN 8000-9000.

Students who have completed all degree requirements except the comprehensive examination or other required examination must register each Fall and Spring Semester in "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 also register for RGCN 8000.

Please Note: Students must maintain continuous registration, including during the semester of graduation.

Leave of Absence

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

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

July 1 – for Fall Semester

December 1 – for Spring Semester

May 1 – for Summer Session

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

Time Limit

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 admitted.

Doctoral degree time limits vary by program.

Application for Degree

At the beginning of the semester or Summer Session in which all requirements will be satisfied, students must file an Application for Graduate Degree in the Office of the Registrar.

Commencement is held once a year in May when degrees for the preceding summer and fall terms are also awarded. In June the graduate will receive a diploma reflecting completion of the appropriate graduate degree and the actual completion date. Transcripts will also reflect this information.

Eligibility for Degree

A student must be formally accepted as a candidate 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.

Student Policy and Procedure

A handbook delineating policy and procedures for students is available through the Student Activities Office, located in the Bishop Dougherty Student Center.

Registration

Registration for New Students

Students are expected to register for courses in the semester for which they have been accepted. Requests to defer an acceptance date must be made in writing to the Graduate Admissions Office. The University will not retain applications and supporting documents of those who do not register within the two-year period.

Students are expected to register on the published registration date.

Graduate Adviser

Each student admitted to graduate study is assigned an adviser from the department in which he or she is studying. The adviser will help determine the student's course load and assist in planning the program of study.

The adviser must approve the student's program for each semester (as well as the total program) before the student will be permitted to enroll for courses.

To prepare for preregistration for the coming semester, students will consult with their academic adviser, who will assist them in selecting an appropriate schedule of classes from the *Registration Handbook*. The handbook is a compendium of important information for the semester; it includes the schedule of courses, the details of preregistration/registration procedures for the semester, the academic calendar and information about academic regulations and procedures. All students are urged to familiarize themselves with the *Registration Handbook*.

Preregistration

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

Generally, preregistration dates are scheduled during November for spring semesters and Wintersessions, and during late March/early April for fall semesters and summer sessions.

Academic and Financial Responsibility

The University will reserve seats in classes for all students who preregister. The students incur both academic and financial responsibility for any preregistered course(s). Accordingly, students who preregister must pay their tuition bills by the due date or officially drop their courses in the Registrar's office 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.

Preregistered students who cancel course registrations after the payment due date but before the first day of class will be liable for registration fees but not tuition charges. Students who cancel course reservations after classes have begun will incur prorated charges according to the Total Withdrawal schedule in the Tuition and Fees section of this Bulletin. These charges will be 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 appearing on the bill. These students will be liable for tuition charges and fees, unless they officially drop their courses in the Office of the Registrar before the end of the add/drop period, in which case they are responsible for registration fees only. Withdrawal after the end of the add/drop period will result in the assessment of prorated charges as delineated under "Charges for Course Changes" in the Tuition and Fees section of this Bulletin.

The University reserves the right to drop from classes any student who has defaulted on a payment agreement with the University Bursar.

Independent Study

Application forms for programs of independent study can be obtained from department chairpersons, who have information on University and department requirements in each case. 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 second Friday of the semester or by the day of the second class meeting for summer courses. To add or drop a course, the student under advisement must complete the Adjustment to Schedule Form available in the Office of the Registrar or in departmental offices. It is the responsibility of the student to submit this form with all required signatures by the add/drop deadline. When a student has properly dropped a course, the course is removed from the student's semester schedule.

In no case will a student be allowed to drop or add a course after the end of the add/drop period. Also, no refund or credit will be granted for any course which is not officially dropped by the appropriate deadline. Non-attendance 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 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 12 credits in a given semester. Half-time status is considered 5 credits. Students registered at the part-time level will be registered for fewer than 9 credits.

During the 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 12 credits. In Wintersession, the maximum is 3 graduate credits.

Refund Policy

The amount of tuition refund, if any, will be determined by the University Bursar.

If students withdraw from the University during the University's refund period, recalculation of their financial aid (including loans) will be performed by the Financial Aid Office 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. The student is responsible for any outstanding balance with the University resulting from reduction or cancellation of financial aid. Federal aid will be reduced or cancelled first, followed by state and institutional aid.

Summary of Procedures for Graduate Programs

Procedure	Responsibility of	Final Date
<ul style="list-style-type: none"> Request appropriate application for admission to graduate studies: application for U.S. citizens with degrees from U.S. institutions; application for students with degrees from countries outside the U.S.; applications for students requiring a student visa 	Student	Six weeks prior to deadline for submission of application; well in advance of deadline for foreign students
<ul style="list-style-type: none"> File Application for Language Examination 	Student	After completion of 12 credit hours; consult department.
<ul style="list-style-type: none"> Record change of name or personal data 	Student	When appropriate—file in Office of the Registrar
<ul style="list-style-type: none"> Record change of major/concentration using Curriculum Adjustment Form 	Student, adviser, receiving department	When appropriate
<ul style="list-style-type: none"> To obtain advanced standing, forward to appropriate graduate office transcript showing courses requested for transfer 	Student	When appropriate
<ul style="list-style-type: none"> Complete Transfer of Credit form 	Student, adviser	When appropriate
<ul style="list-style-type: none"> File Application for Comprehensive Examination 	Student, adviser	October 1 for fall, February 1 for spring, June 1 for summer
<ul style="list-style-type: none"> Schedule oral examination (for Asian language students only) 	Student	See departmental adviser
<ul style="list-style-type: none"> Successful defense of doctoral dissertation 	Student, mentor	November 1 for fall, March 25 for spring, June 15 for summer
<ul style="list-style-type: none"> File a minimum of three/four copies of a thesis with a mentor (where applicable). File approved copies with the department office for binding and pick up of student's copy 	Student	Three weeks prior to graduation. See schedule involved. (Diploma and transcripts are held until doctoral candidates present the final corrected copies of their dissertations.)
<ul style="list-style-type: none"> File Application for Graduate Degree with the Office of the Registrar 	Student	October 15 for fall, February 15 for spring, June 15 for summer

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

Grading Policies

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	4.0
B+ Good	3.5
B Good	3.0
C+ Satisfactory	2.5
C Satisfactory	2.0
D+ Poor but Passing	1.5
D Poor but Passing (School of Business Only)	1.0
F Failing	0.0
I Incomplete	0.0
AU Audit	0.0
NR No Record	0.0
IW Incomplete Withdrawal	0.0
WD Withdrawal	0.0
Some Graduate Seminars Only	
S Acceptable	0.0
U Unacceptable	0.0
IP In Progress	0.0

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

I-Incomplete: Indicates non-completion of assignment(s) or failure to take the examination for a course. Students must obtain written permission to receive an incomplete by submitting a Course Adjustment Form to the professor before the officially scheduled final examination. The professor will indicate on this form the amount of time allowed for completion of this work, up to a maximum of 12 months or by the time the student has graduated (whichever comes first). If the missing course requirements are completed within this time period, the professor must submit a new Course Adjustment Form indicating the changed grade to the dean's office within 10 working days. If a grade of "I" is not resolved within the time allotted, this grade will be changed automatically and permanently to

"IW." In extenuating circumstances a written request for a limited time extension to complete course requirements may be submitted in advance of the one year deadline by the student to the professor and dean of the 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.

Although a student's grade point average 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 "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 twelve months, or by graduation (whichever comes first), a grade of "I" has not been resolved, it is automatically changed to "IW." The grade "IW" indicates that the student has not satisfied within the permissible time period all outstanding requirements for the course in which an "I" was received. An "IW" grade is not reversible; it does not count in determining class standing, eligibility or 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 after the end of the add/drop period without faculty or dean signature during fall and spring terms. The student may file for withdrawal at the Registrar's Office using a Course Adjustment Form. After the end of

this initial period, withdrawals will 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. Summer Session and Wintersession bulletins include applicable withdrawal deadlines. A "WD" is not reversible; it is not counted in determining class standing, eligibility or grade point average.

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—Failing: When students receive an "F" grade in a course, no academic credit and no quality points are awarded for that course. Their grade point average 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 grade point average 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. When students successfully repeat a course at Seton Hall which they have failed, the original "F" grade remains on their transcript with the "repeated" designation but is no longer factored into the students' grade point average. If the student retakes the course at another institution for transfer to his or her Seton Hall record, no statistical adjustment is made. In this case, the "F" will continue to be calculated into the average. The student will earn credits, but no quality points, from a transferred course.

Poor academic performance can affect eligibility for financial aid. In

general, it is recommended that students repeat at Seton Hall courses which they have initially failed so that they may improve their grade point average. Students on probation should consult with their adviser to determine how best to improve their academic performance and to raise their grade point averages.

AU—Audit Option (no credit):

Students who register as auditors are expected to attend class regularly but are not obliged to take tests or comply with any other course requirements.

Please Note: There are two audit options available:

Audit Declaration at Registration — students who declare an audit option at the time of registration by filing an Audit Declaration are assessed tuition of \$100 per credit plus fees. Audit declaration is restricted to open courses at in-person registration sessions immediately prior to the beginning of a semester. Audit declaration is not allowed in computer, laboratory, applied art, applied music, computer-based, independent study, thesis or dissertation study courses, or off-campus courses. Audit declaration is also not allowed in closed courses.

Students who file an Audit Declaration may not subsequently 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 Registrar's Office. 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 grade point average.

Grade Point Average

To calculate weighted averages, the quality units assigned to grades are multiplied by the number of credits assigned to the course in which the grade is received. For example, a grade of "B+" in a 2-credit course represents 7 quality units; a grade of "A" in a 3-credit course equals 12 quality units and so forth. The sum of the quality units that the student has earned is then divided by the sum of credits attempted which are graded "A" through "F." The resulting figure when truncated to four decimal places is then rounded by adding .0005 and truncating all but three digits to the right of the decimal.

Academic Good Standing

A grade point average of 3.0 is considered the minimum standard for satisfactory completion of course work. Students who have accumulated two "C" grades or one "F" grade will undergo a record review by the appropriate faculty to determine future standing.

Dismissal/Suspension

Dismissal and suspension are judgments that the student has not made satisfactory academic progress, and therefore the student is not in good standing with the University and is not eligible for financial aid.

Repeated Courses

A student may repeat a course in order to earn a higher grade. The student **must** repeat the course at Seton Hall; no statistical adjustment is made when a student repeats a course at another institution. No credit is awarded when a student retakes at another institution a course for which he/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 grade point average. In this case, the lower grade will remain on the transcript marked "repeated." Credit (if any) attached to the lower grade is rescinded; only the credit attached to the higher grade is applied to the student's record. This statistical adjustment will be made only when the student repeats the exact course with the identical course number.

If the student receives the same grade on the course when it is repeated, the more recent grade will be applied to the student's record. If a student receives a lower grade when the 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 grade point average.

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

Grade Change Requests

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

the submission of the request for change, the student has recourse to use the University grievance policy.

Grade Changes and Graduation

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

Special Services Program

Located in the College of Nursing, Special Services provides academic and student support services for disabled students. Services include special parking permits, elevator keys, tutors, notetakers, readers, textbook ordering and arranging accommodations for test taking. Interested students may call Raynette Gardner at (201) 761-9167 for an appointment.

Transcripts

Transcript requests should be filed well in advance of any deadline. Normal processing time is three days, except for peak periods at the end of the semester and at commencement. Transcripts reflecting the award of a graduate degree will not be available until the Registrar's Office has confirmed the eligibility of the candidate for the degree.

To send a transcript, the student must file a Transcript Request or alternate written request with the Office of the Registrar. Telephone requests cannot be honored.

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

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

The first five transcripts a student requests each year is free; subsequent copies are assessed a \$3.00 fee.



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STUDENT LIFE

The Division of Student Affairs assists, directs and informs students concerning the various non-academic services and programs available to them. Information is available by calling (201) 761-9075, or visiting the Student Affairs Office on the second floor of the Bishop Dougherty Student Center.

Housing and Residence Life

Limited housing space is available for graduate students at Ora Manor, 324 Valley Street, South Orange. This apartment building is owned by the University and staffed with Housing and Residence Life personnel.

In addition, many South Orange residents rent space in their houses to Seton Hall students. Off-campus listings are available at Housing and Residence Life, 64 Duffy Hall, (201) 761-9172. The office hours are 8:30 a.m.-5:00 p.m., Monday-Friday.

Dining Facilities

The Galleon Room Food Court, located in the Bishop Dougherty Student Center, is open from 7 a.m. to 1 a.m., seven days per week. The Galleon Room offers a large variety of international and American cuisine cooked to order, such as Taco Bell, Carvel Ice Cream, Healthy Choice, Fill My Bagel and the traditional Chinese, pizza, grill, pasta, omelet, salad bar and bakery stations. Meal plan points, flex points and cash may be used during all operating hours.

Hours of operation may be adjusted during Summer Session, Wintersession and school vacation periods.

Seton Hall University operates on a Declining Balance Program for meal plans. Instead of a fixed number of meals per week, the Declining Balance Meal Plan allows students to eat when they want. All resident students are required to purchase a meal plan, but meal plans may also be purchased by any student. (Note: Meal plans are good for one semester only. Any points remaining at the end of the semester are *not* refundable.) Meal plan points can be used at all dining locations.

The Flex Point Plan is an optional plan for all students. This plan can be used at the bookstore as well as at all dining locations, and there are no restrictions on its use. The student decides what amount to deposit, which is then converted to one-cent "points." Flex points carry over from one semester to the next and can be refunded upon request. The Flex Point Plan *does not* fulfill the meal plan requirement for resident students.

Dining facilities are managed by the Office of the Executive Vice Chancellor.

Parking Facilities

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. Handicapped spaces are located throughout the campus in proximity to academic buildings. The use of these spaces is strictly enforced.

All graduate students (including those studying part time) must obtain a parking decal to park on campus. Detailed information about parking is available through the Parking Services Office, (201) 761-9329.

Parking facilities are managed by the Office of the Executive Vice Chancellor.

University Security

Seton Hall University provides 24-hour security services throughout the campus. More information can be obtained by calling (201) 761-9300.

University Security is managed by the Office of the Executive Vice Chancellor.

Identification Cards/Card Access Services

All members of the University community must present a University identification card upon request to any University official, representative or campus police officer. Identification cards must be presented at residence halls, the Brennan Recreation Center, the Computer Center and Walsh Library.

Career Services

Career Services provides the University community with opportunities to understand more clearly and navigate more comfortably the transition from school to work and the lifelong learning it requires. A comprehensive program of career development, cooperative education, graduate study information, employment recruiting and training reflects a developmental philosophy of awareness, exploration, experience and choice in light of personal values and opportunities to contribute to society in a changing workplace, workforce and institutional environment.

Career Development: Career counseling and advisement on choice of major, occupational exploration and employer research are provided to all students. Regularly scheduled workshops are held on such topics as career decision making, career lecture series, resume writing, interviewing skills, videotaped interviewing skills, researching an employer and transi-

tion from college to career. More than 50 workshops are scheduled each semester. An annual Career Day in October, Career Night in March and Job Fair in April host over 100 employers. Standardized tests, including the Strong Interest Inventory, as well as other instruments designed to enhance self-knowledge and career/life, are administered.

Career Information Center: This resource room in Career Services has a wide variety of books, annual reports, files, periodicals and audiovisual materials related to career decision making. COM-LINK, EXPLORE and SIGI-PLUS computer-assisted career guidance systems, and COMPACT DISCLOSURE, an employer information computer database, are also available to students in the Career Information Center. These materials are geared to providing realistic and current educational and occupational information in such areas as job outlooks, career fields, interest assessment and time management, as well as help with job finding skills and strategies, and specifics on employers recruiting at Seton Hall.

Cooperative Education: The co-op program offers eligible students in the College of Arts and Sciences and the W. Paul Stillman School of Business an important head start in their careers by alternating semesters of full-time work with semesters of full-time classroom study, enabling them to graduate with up to three semesters experience in their chosen fields. Each student works under the advisement of a faculty member. Students earn competitive salaries and academic credit for each work period with Fortune 500 employers.

Employment Recruiting: Employment recruiting provides information and access to employment trends and specific job opportunities through a variety of services and programs. Job listings, employment recruiting interviews, individual advisement and referral, career fairs and career preparedness workshops are among the

employment-oriented services. DISC RESUME PROFESSIONAL, computerized job matching programs and are available to students. Specific staff are assigned to serve the needs of students in each school and college of the University. A five-year credential file system is available to education majors.

University Counseling Services

Professional counselors provide assistance to students relative to a full range of personal concerns, including those related to their own or others' alcohol or other drug use and abuse. Individual short-term counseling and ongoing group counseling allow students to explore any concerns that may interfere with the development of a rewarding life. Referrals for longer term treatment can also be arranged. Office hours extend from 8:45 a.m. to 4:45 p.m., Monday through Friday, as well as some evening hours. In addition, a counselor is available some hours each week at the Seton Hall School of Law in Newark.

Health Services

The purpose of Health Services is to help students maintain and achieve optimal health, as well as assist them during acute illness. It is our goal to make available the highest quality care and best service possible. The office is equipped to provide a full spectrum of primary care services to adolescent and adult patients. Services provided include: administration of immunizations and allergy shots; routine physical exams and laboratory tests; evaluation and treatment of sports related injuries; routine gynecological care; health education and preventive medicine; referrals to outside specialists, radiologists, or laboratories as necessary; and mental health/crisis intervention. The medical staff

includes a full-time Board Certified family practitioner, a full-time family nurse practitioner, two part-time physicians, and three full-time registered nurses.

Health Services complies with the New Jersey State Board of Health by requiring all matriculated students to provide proof of immunity to specific vaccine preventable diseases prior to registration. At the time of admission a Student Health Form will be sent to each student's home. All students must complete this form prior in order to register for classes.

The office is open Monday-Friday 8:00 a.m. to 5 p.m. In the event of an emergency during evenings and weekends, student health aides are on call 24 hours a day, seven days a week and can contact a nurse or doctor if necessary. Appointments and other information may be obtained by calling (201) 761-9175 or visiting Health Services on the first floor of South Boland Hall.

Campus Ministry/ The University Parish

Campus Ministry/University Parish (located in South Boland Hall) provides a Roman Catholic parish life on the University campus. *Horizons*, a weekly Parish Bulletin, publishes special observances, scheduled activities and educational material to deepen individual commitment to following in the way of Jesus Christ and to share that faith in service to others. Daily masses and opportunities for the sacrament of reconciliation highlight the ongoing schedule. The main Immaculate Conception Chapel is complemented by chapels in Boland and Xavier residence halls for private prayer, small group masses and other special uses. All are open daily.

Graduate students are invited to participate in all events. Major celebrations throughout the academic year enrich the University's religious tradition. Staff (clergy, religious and lay) are available for spiritual direction and discussion. The University

Parish/Campus Ministry Center, located in South Boland Hall, also provides preparation for weddings held in Seton Hall Chapel. The Rite of Christian Initiation of Adults and sacramental preparation, pro-life (SHUFL) activities and charitable drives are ongoing. Regularly scheduled retreats provide an opportunity for students to be spiritually renewed and to encounter Christ. The Division of Volunteer Efforts (DOVE) coordinates numerous volunteer services and welcomes one-time participation or ongoing involvement.

RCIA

The Rite of Christian Initiation of Adults (RCIA) administered through Campus Ministry, is a process which directs the full formation of students into the Catholic Church. The process helps students understand the teaching, worship, formation and community that is the Church. The conversion journey is the journey of Jesus – an ongoing journey for candidates already baptized who desire full membership in the Catholic Church through the sacraments of Confirmation and the Eucharist. The RCIA is a model process for Catholic Christians on the journey to God.

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 19 sports, with approximately 250 charter athletes participating. Seton Hall is a member of the prestigious BIG EAST Conference, recognized as one of the nation's top athletic leagues, and also competes on the NCAA Division I level in all sports.

Pirate athletic competition has enjoyed a rich tradition. In recent years, the men's basketball team has advanced to the championship game of the NCAA Tournament (1989) and has won the BIG EAST Conference Tournament (1991 and 1993). In 1994, the women's basketball team advanced to the NCAA "Sweet Sixteen" and finished the season ranked 14th nationally. The baseball, golf, men's and women's track, men's soccer and volleyball teams all have won BIG EAST titles. Student athletes from the track, swimming, and tennis programs have earned BIG EAST individual titles and gone on to excel at the national level. In the fall of 1994, women's soccer became a varsity program and competes in a full round-robin in the BIG EAST Conference.

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 accomplishments.

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

Recreational Services Program

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 Robert E. Brennan Recreation Center.

A comprehensive program of non-credit instructional courses in "lifetime" sports and fitness/wellness activities is offered in the center and in the Regan Fieldhouse.

The intramural program is open to all members of the Recreation Center and offers recreational and leisure sports activities: leagues, tournaments and special events. Students can participate in flag football, basketball, volleyball, softball, soccer, tennis, racquetball, walleyball, pickleball, 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. Current club sports include ice hockey, lacrosse, bowling, and men's volleyball.

The offices of the Department of Athletics and Recreation are located in the Recreation Center. Information about programs may be obtained by calling (201) 761-9497. Information concerning intramurals, non-credit instruction or Recreation Center memberships, by calling (201) 761-9720.

Student Activities

WSOU-FM

WSOU, which transmits with 2,400 watts of power at 89.5 FM dial, is Seton Hall University's stereo radio station. Operated by Seton Hall students under the supervision of a professional director, business manager and engineer, it broadcasts to a potential listening audience of 15 million in the tri-state metropolitan area. One of the strengths of WSOU is its maintenance of a diversified program format while continuing to provide service to the University.

WSOU was named "Best College and Non-Commercial Radio Station for 1991" by *CMJ magazine*. The station has received 10 platinum record awards for its role in the music industry. WSOU is operated under the supervision of the College of Arts and Sciences.

Seton Hall Theatre-in-the-Round

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

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

The Summer Theatre-in-the-Round is a semi-professional program and is committed to a lighter fare of entertainment. The season usually starts during the last week in June with a musical followed by a comedy, and ends with a mystery in the second week in August. The acting staff for the summer productions include professional, community and student talent. The Summer Theatre-in-the-Round offers Seton Hall students a taste of competitive commercial theater.

Poetry-in-the-Round Program

Directed by a member of the English department, the Poetry-in-the-Round program offers a literary forum of readings and discussions that provide students with the opportunity to meet such writers as John Updike, Stephen Spender, Arthur Miller, Stephen Sondheim and others.

Designated Consumer Officials

Certain members of the University administration have been designated as consumer information officials.

Questions pertaining to various aspects of student life may be directed to these officials, as follows:

Academic Affairs: Dr. Bernhard Scholz, Provost, Bayley Hall, (201) 761-9655

Admissions, Financial Aid and Enrollment Services: Patricia Burgh, Assistant Provost for Enrollment Management, Bayley Hall, (201) 761-9332

Campus Safety and Security: Michael McMahon, Director of Public

Safety, Public Safety Building, (201) 761-9328

Student Accounts: Robert Magovern, Bursar, Bayley Hall, (201) 761-9323

Student Records: Mary Ellen Farrell, Registrar, Bayley Hall, (201) 761-9372

Student Services: Gregory Mikalauskas, Dean of Students, Bishop Dougherty Student Center, (201) 761-9075

A comprehensive listing of University offices and departments with their phone numbers and locations may be found in the Directories section of this Bulletin.



The College of Arts and Sciences

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COLLEGE OF ARTS AND SCIENCES

Dean: Jerry A. Hirsch

Associate Dean: John J. Mitchell Jr.

Associate Dean: Daniel H. Huchital

Assistant to the Dean: Catherine Coll

Department Chairpersons - Graduate Programs

Art and Music: Petra ten-Doesschate Chu

Asian Studies: Winston Y. Yang

Biology: Roberta Moldow

Chemistry: Matthew Petersheim

Communication: Patricia Kuchon

English: Chrysanthy M. Grieco

Jewish-Christian Studies:

Lawrence Frizzell

**Graduate Department of Public
Administration:** Naomi Wish

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 African-American Studies, Art and Music, Asian Studies, Biology, Chemistry, Classical Studies, Communication, Criminal Justice, English, History, Jewish-Christian Studies, Mathematics and Computer Science, Modern Languages, Philosophy, Physics, Political Science, Psychology, Graduate Department of Public Administration, Religious Studies, Social Work, and Sociology and Anthropology.

The College of Arts and Sciences offers graduate courses leading to the degree Master of Arts with specialization in Asian studies (Chinese, Japanese, Asian area studies and Asian bilingual/bicultural education), English, Jewish-Christian studies, mathematics, corporate and public communication and museum professions. The Master of Science degree is offered with specializa-

tion in biology, chemistry and mathematics. The Graduate Department of Public Administration offers a Master of Public Administration degree. The Doctor of Philosophy degree is offered in chemistry. In support of these programs the Departments of Physics, Psychology, Religious Studies and Social Work offer selected graduate courses.

Application and Admission

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

Department and program descriptions include specific admission requirements for the individual graduate degree programs.

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 date 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 Bulletin.

Department of Art and Music

Faculty: Cate (*Program Director*); Chu (*Chairperson*); DeMeio; Fischer; Koenig; Nichols.

Master of Arts in Museum Professions

Program of Study

The Master of Arts in Museum Professions is designed for individuals interested in pursuing careers in museums and other institutions related to the arts, such as historical societies, municipal art centers and corporate art galleries. Combining structure with flexibility, this 39-credit program offers three professional tracks:

- I. Museum Education
- II. Museum Management
- III. Collections Management

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

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

Admission Requirements

Admission to this program is open to those with a baccalaureate degree in art history or a degree in another field with a minimum of 12 undergraduate credits in art history; these credits may be completed after conditional admission to the program. In addition, the applicant must present satisfactory GRE scores (or satisfy an alternative approved by the Department), two letters of recommendation, an essay outlining his or her objectives, and transcripts of all college records.

Degree Requirements

A total of 39 credits is required.

ART HISTORY/INTERPRETATION (12 credits, required for all tracks)

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

ARMS 6500	Art and Human Needs in a Multicultural World	3
ARMS 6501	Art Since 1945	3
ARMS 6502	The Interpretation of Art	3
ARMS 6503	The Discriminating Eye	3
ANTH 6000	Anthropology of Art	3
ANTH 6330	Visual Anthropology	3
ARCH 6511	Art and Archaeology in the Ancient Near East	3
ARMS 6600-6603	Seminar on Special Topics	3

SETON HALL UNIVERSITY

MUSEUM STUDIES (9 credits, required for all tracks)

ARMS 6000-6001	The Anatomy of a Museum I and II	6
ARMS 7002	Curatorial Skills	3
ARMS 7800	Internship	3
ARMS 8000	Master's Project	3

PROFESSIONAL TRACKS (Complete one track for 12 credits)

Track I. Museum Education

Choose four courses from the following:

EDST 6223	Advanced Psychology of Childhood	3
EDST 6304	Production of Instructional Resources I	3
EDST 6305	Production of Instructional Resources II	3
EDST 6336	Psychological Issues and Implications	3
EDST 6408	Child Development and the Curriculum	3
EDST 6307	Integrating Technology and Education	3
EDST 6409	Styles of Teaching and Learning	3
EDST 7312	Current Issues in School and Society	3
PSMA 7315	Human Resource Management	3

Track II. Museum Management

In consultation with a faculty adviser, choose one course from each of the following four groups.

Group A:

PSMA 6001	The Environment of Public Service Management	3
PSMA 7311	Introduction to the Nonprofit Sector: Function, Law and Policy	3

Group B:

PSMA 6005	Financial Management and Control in Public Service Organizations	3
PSMA 7314	Management of Fiscal Resources in Nonprofit Organizations	3

Group C:

PSMA 6006	Public Service Personnel Management	3
PSMA 7315	Human Resources Management in Nonprofit Organizations	3

Group D:

PSMA 6007	Organization Theory and Behavior for Public Service Organizations	3
PSMA 6008	Information and Computers in Public Service Management	3
PSMA 7312	Leadership in Nonprofit Organizations	3
PSMA 7313	Resource Development in Nonprofit Organizations	3

Track III. Collections Care

ARMS 6800	Museum Registration: Collection and Information Management	3
ARMS 6801	Curatorial Skills	3

(Two additional required courses will be announced.)

INTERNSHIP AND MASTER'S PROJECT (6 credits, required for all tracks)

ARMS 7800	Internship	3
ARMS 8000	Master's Project	3

Total credits: 39

Course Descriptions

PLEASE NOTE: The following list includes the ANTH, ARCH and ARMS courses in the M.A. in Museum Professions. To locate descriptions of courses in education and public administration, consult the Index.

ARMS 6000 The Anatomy of a Museum I

A study of the roles of museum personnel (curator, registrar, development director, public relations director, etc.) and management issues (exhibition programming, design and installation). Other topics include environmental needs, handling and care of works of art, interpretation and cataloguing of works of art, and graphic and computer techniques applicable to museum projects. *3 credits.*

ARMS 6001 The Anatomy of a Museum II

Topics include: the roles of the director and trustees; professional ethics, outreach and education programs; programs for minorities and the handicapped; gifts, grants and purchases for the collection; effective writing and research; the docent volunteer program; and care, conservation and restoration. *3 credits.*

ARMS 6500 Art and Human Needs in a Multicultural World

The ritual, political and personal functions of art works in their original context. The universal roles of art across all cultures, analyzing cultural differences as well as provocative parallels between art works from different time periods and cultures; for example, a Zuni clay vessel and a Greek amphora, and Los Angeles' Watts towers and the west facade of Chartres Cathedral. *3 credits.*

ARMS 6501 Art Since 1945

An overview of contemporary art since the end of World War II in the Americas, Europe and the Pacific Rim. Emphasis on the contextualization of art in the political, social and cultural realm. The blur of traditional boundaries between art forms will be discussed, as well as the erasure of certain canonical properties of art, such as visibility and plasticity, e.g., the handmade object. *3 credits.*

ARMS 6502 The Interpretation of Art

The methodology of visual interpretation, i.e., ways to determine what and how art signifies. Includes interpretive and critical approaches to art, such as Panofskian iconology, semiology, social history, political history, feminism, psychoanalysis and reception theory. The major assignment will be interpreting a work of art on several different levels. *3 credits.*

ARMS 6503 The Discriminating Eye

The role of art as object by dealing with issues of connoisseurship relative to the functions of the art museum — collecting, researching, conserving and exhibiting artifacts. How the quality of an object is determined, how the selection of objects controls our impression of an artistic epoch and how museum collections have been shaped by these kinds of judgements. Art restoration and its effect on the integrity of objects will also be discussed. *3 credits.*

ARMS 6600-6603 Seminars on Special Topics

Among the topics to be addressed are: Black Art in America; Pennsylvania German Traditions; Art of Communal Societies; Women in Art; Religion in Art; Environmental Art/Sidewalk Art; Folk Culture/Folklife; Art in People's Lives; Outsider Art; The Classical Tradition in Western Art; and The Social History of Art. *3 credits.*

ARMS 6800 Museum Registration: Collection and Information Management

The care and management of museum collections. The processes of acquisition and disposal of collections, loans, insurance and accessioning. Previous and current methods of collections record-keeping are examined, as well as collections management software. The roles of the registrar, curator and conservator are defined in the context of maintenance and utilization of collections management records. *3 credits.*

ARMS 6801 Curatorial Skills

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

ARMS 7002 Producing and Exhibition from Conception to Catalogue

Topics include: choosing the subject of an exhibition; selecting works of art; researching and interpreting each object; arranging for loans, insurance and installation; preparing a catalogue and curatorial lecture; training docents; defining the outreach audience; and arranging tours. *3 credits.*

ARMS 7800 Internship

An internship in a museum or related institution (pertinent to a student's chosen track) monitored by a faculty member and a member of the museum staff. For students with extensive intern experience, another course may be substituted. Special internships may be arranged with the director of the Seton Hall Near East Archaeological Center or with the director of the Seton Hall Museum, as well as with other appropriate institutions. *3 credits.*

ARMS 8000 Master's Project

The master's project is chosen at the end of the second semester with the approval of a faculty adviser and a selected committee to evaluate and approve the final submission. Possible projects are: a graduate research paper that develops a thesis based on original research and findings on a museological topic; a project designing an entire educational packet for an exhibition emphasizing multicultural, anthropological or archaeological subject matter; or, a project relevant to current and future roles of

the museum, such as advanced technology related to electronic imaging and computer-originated programming. *3 credits.*

ANTH 6000 The Anthropology of Art

A cross-cultural analysis of fundamental modes of artistic expression from cave art to computer art in tribal and industrialized societies. The role of the artist in society. The relationship of art and artist to religious, economic and political organizations, among others. *(May be taken in the art history/interpretation section). 3 credits.*

ANTH 6330 Visual Anthropology

An examination of the theories and methods of visual anthropology with emphasis on the manner in which people visualize themselves

through realistic and symbolic representations. The consideration of various media — painting, sculpture, music, dance, food and body decoration — as visual representation. *(May be taken in the art history/interpretation section). 3 credits.*

ARCH 6511 (RELS 6511) Art and Archaeology in the Near East

Discovery of ancient Egypt and Mesopotamia in the light of the development of museums and archaeology. "Art" as a category of our own cultural tradition compared and contrasted with "representations," i.e., the creation and use of symbolic constructs in their technological, economic, social, ideational and religious contexts. *(May be taken in the art history/interpretation section). 3 credits.*

DEPARTMENT OF ASIAN STUDIES

Faculty: Blakeley; Kikuoka; Leung; Mattos; Shinjo; Yang (*Chairperson and Graduate Adviser*).

The Department of Asian Studies offers graduate courses leading to the degree Master of Arts. The department also cooperates with the W. Paul Stillman School of Business in offering a Certificate in International Business and a five-year B.A./M.B.A. program.

The Department, in cooperation with the Asia Center, conducts

research on East Asia, sponsors conferences, conducts summer institutes and carries on a program of publication.

The Department of Asian Studies 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 Asian Studies should show a strong background in Asian Studies, or in one of the disciplines in which the department offers courses.

Degree Requirements

In addition to the general University and College requirements, the Department of Asian Studies requires candidates to complete the following:

I. Foundation Courses (18 credits)

China

ASIA 6140	Survey of Chinese Civilization	.....3
<i>Select one of the following:</i>		
ASIA 6141	Foundations of Chinese Civilization	.....3
ASIA 6142	Development of Chinese Civilization	.....3
ASIA 6143	Maturity of Chinese Civilization3

Japan

ASIA 6121-6122	History and Culture of Japan I-II6
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India	
ASIA 6123-6124	History and Culture of India I-II6

II. Nine credits, selected through either one of the following options:

OPTION ONE: One course in each of the following categories:

Philosophy/Religion

ASIA 6112	Spiritual Quests of India .....3
ASIA 6114	Chinese and Japanese Buddhism .....3
ASIA 6113	Philosophical-Spiritual Probing of China. ....3

Literature

ASIA 6115	Classical Chinese Literature .....3
ASIA 6116	Modern Chinese Literature .....3

Politics/Modern Development

ASIA 6129	History of Republican China .....3
ASIA 6130	History of Contemporary China .....3
ASIA 6131	International Politics of the Far East .....3
ASIA 6132	American Foreign Policy in Asia. ....3

OPTION TWO: Three courses from among the following:

Chinese or Japanese Language Courses (Graduate level)

Linguistics

ASIA 7111-7112	Introduction to Language and Communication I-II (or equivalent) 6
ASIA 7113-7114	Chinese Linguistics I-II 6
ASIA 7116	Applied Linguistics (or equivalent) 3

Teaching Methods

ASIA 7118	Supervised Teaching of Chinese and Japanese. 3
ASIA 7124	Methods of Teaching Chinese and Japanese. 3

III. Research

ASIA 9111	Research Methods in Asian Studies3
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IV. Electives

In order to ensure that electives constitute a coherent program, they are chosen in consultation with the graduate adviser. Two tracks are available, as follows:

TRACK A: Six credits plus thesis. The thesis requirement for Track A may be fulfilled in one of the following ways: 1) a formal thesis; 2) a substantial seminar paper completed in ASIA 9112-9119 Selected Topics in Asian Studies; or 3) a significant teaching-related project. This track also requires demonstration of reading competence in one foreign language. *Please note:* Track A is required for recommendation to advanced graduate studies.

TRACK B: Nine credits (no thesis). Track B results in a terminal M.A. degree.

**Total Credits: 36 (with thesis)
 39 (without thesis)**

Course Descriptions

Chinese Language

CHIN 6111-6114 Graduate Chinese Conversation and Composition I-IV

Advanced conversation practice and an introduction to composition and translation with emphasis on practice and exercise. *Mattos. 12 credits.*

CHIN 6115-6116 Graduate Readings in Classical Chinese I and II

Introduction to classical Chinese through selected readings with emphasis on classical grammar and syntax. *Blakeley. 6 credits.*

CHIN 6117-6118 Graduate Readings in Modern Chinese I and II

Advanced readings in modern Chinese with emphasis on the social sciences and humanities. *Mattos. 6 credits.*

CHIN 6120-6121 Graduate Chinese Newspaper Readings I and II

Selected readings in journalistic writings, including materials from newspapers and magazines. *Mattos. 6 credits.*

CHIN 6125 Readings in 20th-Century Chinese Literature

Selected readings from 20th-century Chinese literature, including prose, poetry, drama and fiction. *Yang. 3 credits.*

Japanese Language

JAPN 6111-6112 Graduate Modern Japanese I and II

Advanced reading and discussion of modern written Japanese in the various disciplines such as literature, history, sociology and political science. *Kikuoka. 6 credits.*

JAPN 6113-6114 Japanese Newspaper Readings I and II

Readings in Japanese newspapers with a mastery of 1,000 highest-frequency character-compounds. *Kikuoka. 6 credits.*

Asian Affairs, History, Culture and Literature

ASIA 6111 Asian Religions and Ecumenical Dialogue

Rich spiritual experience and tradition of India, China and Japan in dialogue with the spiritualities of the West. *Podgorski. 3 credits.*

ASIA 6112 Spiritual Quests of India

Emphasis on the Vedas, Upanishads, Yoga, the *Bhagavad-Gita*, sectarianism, the bhakti cults, the enlightenment of the Buddha and the experience of the early Theravada community. Introduction to Jainism, Sikhism and Sufism. *Podgorski. 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. *Podgorski. 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. *Podgorski. 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. *Yang. 3 credits.*

ASIA 6116 Modern Chinese Literature

Knowledge of Chinese is not required. Surveys Chinese literature from the Sung period to contemporary times. *Yang. 3 credits.*

ASIA 6121-6122 History and Culture of Japan I and II

Examination of Japanese historical and cultural developments from ancient times to World War II. *Kikuoka. 6 credits.*

ASIA 6123-6124 History and Culture of India I and II

Survey of the formation of India from prehistoric times up to the present day. *Podgorski. 6 credits.*

ASIA 6129 History of Republican China

History and political developments in China from the Republican Revolution of 1911 to 1949. *Leung. 3 credits.*

ASIA 6130 History of Contemporary China

Traces the history of Communist China from the founding of the Chinese Communist Party to the present day. *Leung. 3 credits.*

ASIA 6131 International Politics in the Far East

Analysis of major events in the international politics of the Far East during the 20th century. *Leung. 3 credits.*

ASIA 6132 American Foreign Policy in Asia

Historical development of American foreign policy in Asia; analysis of the institutions and political and economic forces that shaped policy toward China, Japan, India and Southeast Asia. *Leung. 3 credits.*

ASIA 6133 History of Modern Japan

Survey of Japanese history after the Meiji era with emphasis on political, social and economic developments. Japan's foreign policy since 1945. *Kikuoka. 3 credits.*

ASIA 6140 Survey of Chinese Civilization

General overview of the major trends in the development of Chinese culture, from the beginning to 1800. *Blakeley. 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 through the Han dynasty. *Blakeley. 3 credits.*

ASIA 6142 The 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. *Blakeley. 3 credits.*

ASIA 6143 The Maturity of Chinese Civilization

In-depth consideration of the changes in and the solidification of Chinese culture from the Yuan period to ca. 1800. Lecture, reading and discussion. *Blakeley. 3 credits.*

ASIA 6211 Multinational Corporations in the Asian Market

An interdisciplinary course on international business concerned with marketing and with other aspects of American business operations in the Asian market. Introduces U.S.-Asia trade with emphasis on the operations of U.S. multinational corporations and their marketing strategies in Asia. Aspects of international economics and marketing and international politics affecting U.S.-Asia trade are examined as are ethical, financial, social, economic, political, legal, and other issues affecting U.S. operations in Asia. Foreign trade policies and regulations and the marketing of Asian and American products. *Yang. 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, and analysis of problems in foreign exchange, international finance and marketing, and human resources management. The management of foreign investment, joint ventures and foreign subsidiaries is discussed, as are 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 MNCs. Selected international business cases are discussed. *Yang. 3 credits.*

Linguistics and Teaching Methods**ASIA 7111-7112 Introduction to Language and Communication I and II**

General concepts of language and communication. The relationship between language and the brain. Sounds and system of sounds. Word formation and combination of words into sentences and beyond. Meaning of linguistic forms; the relationship of language, culture and society. Contributions of linguistics to language learning and teaching, bilingual education, stylistics, anthropology and the art of communication. *Mattos. 3 credits each.*

ASIA 7113-7114 Chinese Linguistics I and II

Study of Chinese sounds, system of sounds, word formation, combination of words into sentences and beyond. Communicative functions of the Chinese language. The relationship between Chinese linguistics and teaching Chinese as a second/foreign language, contrastive and error analyses and ESL, Chinese bilingual education. *Mattos. 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. *Mattos. 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. *Staff. 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. *Mattos. 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. *Yang. 3 credits.*

ASIA 9112-9119 Selected Topics in Asian Studies

Advanced research (seminar or pro-seminar) on focused topics in Asian Studies. *Staff. 3 credits each.*

ASIA 9190-9199 Directed Graduate Asian Studies

Readings under faculty supervision. *Staff. 3 credits each.*

ASIA 9211 Topics: China in Revolution

China in revolution covers the modern period from the Taiping revolution of 1851 to 1976, the end of the cultural revolution and the death of Mao Tse-Tung. Emphasis is on revolutionary movements which have transformed China from Confucianism to Republicanism to Communism. Includes reading, discussion and research. *Leung. 3 credits.*

DEPARTMENT OF BIOLOGY

Faculty: Ahmad; Burke; Chang; Glenn; Guidon; House; Hsu; Krause; Moldow (*Chairperson*); Rawn.

Programs of Study

The Biology Department offers two graduate programs: Master of Science in biology and Master of Science in microbiology. The master's degree in biology has three programs of study: Plan A, with thesis, and Plans B and C, without thesis. Plan A is recommended for students who intend to continue their studies at the doctoral level or pursue a career in research; Plan B is primarily a course work-oriented degree program; Plan C, with a component in business administration courses, is for students who are interested in acquiring knowledge about the technical aspects as well as the business aspects of the biological and pharmaceutical industries.

Two programs of study for the master's degree in microbiology are available: Plan D, with thesis, and Plan E, without thesis. Plan D is recommended for students who intend to continue their studies in microbiology/biotechnology at the doctoral level or pursue a career in research; Plan E is primarily for students wishing a course work-oriented degree program.

When entering the program all students should obtain a copy of *Informa-*

tion and Regulations for Matriculating Graduate Students in Biology and Microbiology from the graduate adviser. A brochure containing research interests of faculty members is also 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 special student may be granted pending the evaluation of an application submitted after the admission deadline.

General Admission for Biology Program

In addition to the general University requirements for admission to graduate studies, the Department of Biology requires a B.S. in a biological science or related science, a minimum of 24 credits in biology with adequate laboratory time, 16 credits in chemistry, including organic and inorganic, with adequate laboratory time, 8 credits of physics with laboratory and 8 credits in mathematics covering algebra, analytic geometry and basic calculus.

Submission of Graduate Record Examination scores (Aptitude and Advanced Biology tests) is highly recommended.

Degree Requirements in Biology Programs

In addition to the general University and College requirements for the degree, the Department of Biology requires candidates to do the following:

Plan A—With Thesis

1. Complete a total of 31 credits, as follows:
 - 10 credits in
 - BIOL 6113 Biostatistics
 - BIOL 9190 Biology Seminar
 - BIOL 9192-9193 Research for Master's Thesis I-II
 - 21 credits in graduate biology courses; * at least half of these must have a laboratory component.

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

Plan B—without thesis

1. Complete a total of 34 credits, as follows:
 4 credits in
 BIOL 6113 Biostatistics
 BIOL 9190 Biology Seminar
 1 credit from any Selected Topics course
 29 credits in graduate biology courses; * at least half of these must have a laboratory component.
2. Prepare a library research paper in conjunction with Selected Topics course. Selected Topics must be taken two semesters before expected completion of degree. Oral presentation of research results is to be made during the last semester in the Graduate Biology Seminar.

Plan C—without thesis (Minor in Business Administration)

1. Complete a total of 34 credits, as follows:
 4 credits in
 BIOL 6113 Biostatistics
 BIOL 9190 Biology Seminar
 1 credit from any Selected Topics course
 14 credits in graduate biology courses; * at least half of these must have a laboratory component.
 15 credits in
 BMIS 6701 Management Information Systems
 BLAW 6301 Legal and Social Environment of Business
 BACC 6101 Financial Accounting
 BMKT 6603 Marketing Strategies
 BMGT 6503 Management and Organizational Behavior
2. Prepare a library research paper in conjunction with Selected Topics course. Selected Topics must be taken two semesters before expected completion of degree. Oral presentation of research results is to be made during the last semester in the Graduate Biology Seminar.

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

General Admission for Microbiology Program

In addition to the general University requirements for admission to graduate studies, the Department of Biology requires a B.S. in either biological science or chemistry, including courses in genetics, microbiology and organic chemistry.

Students who do not meet these requirements may be admitted on a probationary basis and must make up course deficiencies before starting the program. Submission of Graduate Record Examination scores (Aptitude and Advanced Biology or Advanced Chemistry tests) is highly recommended.

Degree Requirements in Microbiology Program

In addition to the general University and College requirements for the degree, the Department of Biology requires the candidate to do the following:

Plan D—with thesis

1. Complete a total of 31 credits:
 - 10 credits in
 - BIOL 6113 Biostatistics
 - BIOL 9190 Biology Seminar
 - BIOL 9192-9193 Research for Master's Thesis I-II
 - 16 credits from the Microbiology Course Group; at least half of these must have a laboratory component.
 - 3 credits from either BIOL 6234 Molecular Biology, BIOL 6233 Metabolic Pathways or CHEM 6501 General Biochemistry
 - 2 credits from either Microbiology Course Group or Biology Course Group
2. Make an oral presentation of thesis to Graduate Biology Seminar.
3. Submit an acceptable thesis based on laboratory research three months before the expected degree completion date with an oral defense two weeks before the expected completion date.

Plan E—without thesis

1. Complete a total of 34 credits:
 - 4 credits in
 - BIOL 6113 Biostatistics
 - BIOL 9190 Biology Seminar
 - 21 credits from the Microbiology Course Group; at least half of these must have a laboratory component.
 - 1 credit from either of the following:
 - BIOL 7291 Selected Topics in Molecular Biology
 - BIOL 7491 Selected Topics in Microbiology
 - BIOL 7492 Selected Topics in Virology
 - BIOL 7292 Selected Topics in Immunology
 - 3 credits from either BIOL 6234 Molecular Biology, BIOL 6233 Metabolic Pathways or CHEM 6501 General Biochemistry.
 - 5 credits from either Microbiology Course Group or Biology Course Group.
2. Prepare a library research paper in conjunction with Selected Topics course. Selected Topics must be taken two semesters before the expected completion of degree. Oral presentation of research results is to be made during the last semester in the Graduate Biology Seminar.

Seminar Requirements

Students are required to attend seminar for a minimum of four semesters. Students should register for seminar the semester in which they present library research or final laboratory research results.

Course Descriptions

Course names followed by two asterisks belong to the Microbiology Group.

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 (mainframe and microcomputers) in analysis of biological data. *Krause. 3 credits.*

BIOL 6214 Cytogenetics and Biochemical Genetics

General survey of recent advances in genetics with emphasis on mammalian genetics.

Cytogenetic topics include karyotyping and culture techniques, chromosomal aberrations as associated with human genetics and cancer, somatic cell hybridization and genetic probes used in mapping. Biochemical genetics includes hemoglobin, isozymes, inborn errors of metabolism, application of genetic engineering to medical genetics. Some discussion on oncogenes, mutagenesis and genetic toxicology, immunogenetics and genetic modeling of human disorders. Offered in alternate years. *Krause. 4 credits.*

BIOL 6216 Recombinant DNA Technology Laboratory**

Basic techniques used in recombinant DNA studies. "Hands on" experience with vector DNA isolation, hybrid plasmid production, restriction mapping and clone selection. *Burke. Prerequisite: Molecular biology or microbial genetics or biochemistry. 3 credits.*

BIOL 6223 Cell Culture Lecture**

Principles and methods of vertebrate tissue culture with emphasis on mammalian systems. Lectures and discussion of current literature center on the operational impact and application of cell culture in the areas of virology, genetics and oncology. Offered in alternate years. *Bollag. 3 credits.*

BIOL 6224 Cell Culture Laboratory**

Discussion and utilization of procedures demonstrating the physical and chemical factors underlying in vitro cultivation of animal cells. Experiments emphasize techniques used for monitoring cell nutritional and physical requirements and for analysis of physical, chemical and genetic changes associated with the transition to an in vitro cell state. Offered in alternate years. *Bollag. Pre- or corequisites: BIOL 6223 and permission of instructor. 2 credits.*

BIOL 6233 Metabolic Pathways in Living Systems

Synthesis and degradation of organic molecules in living systems with emphasis on integration and regulation of pathways. Stresses the human organism and medical aspects of metabolism. Includes metabolic activities restricted to plants and microorganisms. *Rawn. 3 credits.*

BIOL 6234 Molecular Biology and Lab**

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. A term paper is required. Laboratory experiments on significant topics to illustrate the basic concepts. *Guidon. 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. *Ahmad. 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. *Ahmad. Pre- or corequisite: BIOL 6242. 2 credits.*

BIOL 6323 Vertebrate Endocrinology

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

BIOL 6325 Introduction to Pharmacology

Fundamentals of drug distribution, biotransformation and excretion (pharmacokinetics), dose-effect relationships and drug-receptor relationships. Major emphasis on basic mechanisms of selected drug actions and effects at the cellular, organ and system levels (pharmacodynamics). Concepts and examples of drug structural-activity relationships. Reviews of relevant physiology when required for a more complete understanding of mechanisms of drug action. *House. 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. *House. 4 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 producing cell differences, factors and interactions responsible for determining pattern and cell fate, and cellular behaviors responsible for morphogenesis. Readings of original research papers supplemented by lectures on research methods and class discussion of experiments. Term paper required. *Hsu. Prerequisites: Genetics and cell biology; embryology is recommended. 3 credits.*

BIOL 6412 Animal Virology Lecture**

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. Offered in alternate years. *Guidon. 3 credits.*

BIOL 6413 Animal Virology

Laboratory**

Investigation of the biophysical and biochemical aspects of virology using techniques for virus identification and quantitation during the infectious cycle. Emphasis on correlating virus replication in mammalian cell culture systems with host cell internal and surface responses. Cell fractionation procedures used along with immunologic probes of the intact cell by fluorescent antibody and scanning electron microscopy. Offered in alternate years. *Guidon. Pre- or corequisite: BIOL 6412 and permission of instructor. 2 credits.*

BIOL 6415 Mycology**

Study of structure, development, physiology and taxonomy of fungi. Includes secondary metabolism and fungal nutrition as well as a consideration of the place of fungi in medicine, agriculture, ecology and research. Offered in alternate years. *Rawn. Pre-requisite: Permission of instructor. 4 credits.*

BIOL 6421 Microbial Physiology Lecture**

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. *Glenn. 3 credits.*

BIOL 6422 Microbial Physiology

Laboratory**

Experiments demonstrate the equipment and techniques used to study microbial metabolism; induction and repression of enzymes, action of antibiotics; enzyme purification, nutritional requirements. Students carry out experiments, collect data and analyze the results in a written report. Emphasis on accurate observation and careful interpretation of results. *Glenn. Pre- or corequisite: BIOL 6421. 1 credit.*

BIOL 6431 Microbial Genetics**

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

BIOL 6432 Microbial Genetics Laboratory**

Experiments emphasize techniques used for producing mutants and for studying genetic recombination in bacteria. Conjugation, transduction, transformation and recombinant techniques. Discussion will consider experimental design. Offered in alternate years. *Burke. Pre- or corequisites: BIOL 6431 or permission of instructor. 1 credit.*

BIOL 6641 Microbial Ecology Laboratory**

Emphasis on techniques for the enrichment, isolation and purification of microorganisms from natural environment. Use of Winogradsky enrichment and anaerobic culture technique. Offered in alternate years. *Burke. Pre-requisite: Microbiology and metabolic pathways or biochemistry. 2 credits.*

BIOL 7226 Membranes and Bioenergetics**

Membrane structure and function with emphasis on energy production in microbial

cells. Also includes temperature adaptation, membrane transport and action of antibiotics. Offered in alternate years. *Chang. Pre-requisite: Metabolic pathways or molecular biology or biochemistry. 3 credits.*

BIOL 7244 Cellular Immunology**

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

BIOL 7291 Selected Topics in Molecular Biology

1 credit.

BIOL 7292 Selected Topics in Immunology

1 credit.

BIOL 7293 Selected Topics in Genetics

1 credit.

BIOL 7391 Selected Topics in Physiology

1 credit.

BIOL 7392 Selected Topics in Endocrinology

1 credit.

BIOL 7393 Selected Topics in Developmental Biology

1 credit.

BIOL 7394 Selected Topics in Parasitology

1 credit.

BIOL 7423 Industrial Microbiology**

Selection, genetic engineering and utilization of microorganisms in the production of food and drink, pharmaceuticals, chemicals and in agriculture. Emphasis on current techniques used in industry and the principles and rationale guiding new developments which may become industrial processes of the future. Offered in alternate years. *Glenn. Pre-requisites: Microbiology and biochemistry or metabolic pathways. 3 credits.*

BIOL 7491 Selected Topics in Microbiology

1 credit.

BIOL 7492 Selected Topics in Virology

1 credit.

BIOL 9190 Biology Seminar

Seminar is mandatory for all students. They are required to register for and to attend seminar for a minimum of four semesters. An "In Progress" grade will be recorded for each of the first three semesters and a comprehensive grade will be given at the end of the fourth semester. Students are expected to attend seminar throughout the duration of the degree program. All students are required to present at least one seminar during this period. Those enrolled in the non-thesis option will also write a library research report, a semester before their presentation. *1 credit.*

BIOL 9191 Special Topics in Biological Research

Subject and hours to be arranged. Credit for this course may be obtained only once. *Prerequisite: permission of department graduate adviser. 2 credits.*

BIOL 9192-9193 Research for Master's Thesis I-II

Credit given at completion of project. 3 credits each.

DEPARTMENT OF CHEMISTRY

Faculty: Augustine; Cline-Love; Grayeski; Hanson; Hirsch; Huchital; Kelty; Maloy; McGuinness; Murphy; Petersheim (*Chairperson*); Sheardy; Snow; Sowa.

The Department of Chemistry offers graduate courses in various areas of chemistry leading to the degrees of Master of Science and Doctor of Philosophy. These programs are open to full-time and part-time students.

Programs of Study

The Doctor of Philosophy and four programs of study for the master's degree are available: Plan A, with thesis, and Plans B, C and D, without thesis. Students actively pursuing work toward the Ph.D. degree and who have passed the matriculation examination for that degree may follow Plan B. Plan C is primarily for students not interested in a research-oriented degree program; Plan D, with a component in business administration courses, is for students interested in increasing their capabilities and knowledge of business as well as the technical aspects of the chemical and pharmaceutical industries.

A brochure containing a description of chemistry graduate courses and research interests of faculty members and other pertinent information will be sent on request. Additional enrollment regulations pertaining to the graduate programs can be obtained from the Department of Chemistry.

Admission

In addition to the general University requirements for admission to graduate studies, the Department of Chemistry 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 ability. These letters should be sent to the chairperson of the Department of Chemistry.

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.

Financial Aid

The Chemistry Department offers a number of teaching assistantships for the academic year which are usually extended for the summer term to provide teaching and research support. A number of research fellowships are also available to students at the beginning of their second year of graduate study. Details are available from the department.

In addition to the assistantship or fellowship award, the Reverend Owen Garrigan Graduate Biochemistry Supplemental Award is given to an incoming student who will do graduate work in the biochemistry area. This award is available each year to supplement the stipend of one or more full-time biochemistry graduate students. The National Starch Company also funds a supplemental award to the department's best second- or third-year full-time student.

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

Courses at Other Universities

A student may enroll in another college to take courses for credit toward the degree at Seton Hall University only after obtaining the approval of the Graduate Advisory Committee, the department chairperson and the dean.

Distribution Requirement

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

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

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

Evaluations

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

1. Advised to take the matriculation examination for Ph.D. candidacy; or
2. Advised to continue studies toward the master's degree (Plan A) with the possibility of re-evaluation for Ph.D. candidacy after the attainment of the degree; or
3. Advised to continue studies toward the master's degree as a terminal degree; or
4. Required to discontinue study in the graduate degree programs in chemistry.

Students may be evaluated earlier if their records so warrant.

Seminar Requirement

All students (thesis or non-thesis) must present a full formal seminar in the second or third year. This seminar will be graded by the faculty.

All full-time and those part-time students who have initiated a program of research give one seminar each year. During the first year, they give a short background seminar in a proposed or intended area of research. Following this, each student gives a brief or full seminar each year.

Attendance and registration are required of all students at seminars during each semester of enrollment.

The Master of Science Degree

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

Plan A—With Thesis

1. Complete the following:
 18 credits (minimum) in approved courses, including the distribution requirement
 1 credit in CHEM 6711
 11 credits (maximum) in CHEM 8831-8840
 30 credits total
2. Present an acceptable thesis based on research performed at the University.
3. Present a satisfactory oral defense of the thesis to the committee approved by the Graduate Advisory Committee for this purpose.

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

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

Plan C—Without Thesis

1. Complete the following:
12 credits in the distribution requirement
3 credits in an appropriate computer language
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
 34 credits total

Plan D—Without Thesis (Minor in Business Administration)

1. Complete the following:
12 credits in the distribution requirement
6 credits (minimum) in additional approved graduate level chemistry courses
1 credit in CHEM 6711
15 credits in business administration* (taken in sequence):
 BMIS 6701 Management Information Systems
 BLAW 6301 Legal and Social Environment of Business
 BACC 6101 Financial Accounting
 BMKT 6603 Marketing Strategies
 BMGT 6503 Management and Organizational Behavior
 34 credits total

*Substitutions may be made if the student presents evidence of recent satisfactory course work. Business course descriptions appear in the School of Business section of this Bulletin.

The Doctoral Degree

Matriculation

Students must pass a matriculation examination to qualify as matriculated doctoral students. To take this examination, the student must secure the permission of the mentor and have at least a B average in course work. 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 which 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.

Seminar Requirements

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

Additional Degree Requirements

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

1. Complete 70 credits distributed among research, course work and seminar. Students who enter the program with the M.S. degree shall be required to earn at least 40 additional credits before being granted the Ph.D. degree.
2. Complete nine consecutive months of full-time enrollment after matricula-

tion. 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 comprises 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.

4. Present a dissertation based on the chosen research problem to the Dissertation Committee for its approval. For details, consult regulations available from the department.

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

Course Descriptions

CHEM 6011 Physico-Chemical Principles I
Presentation of the laws of thermodynamics as applied to ideal and non-ideal systems of chemical interest. *1 credit.*

CHEM 6012 Physico-Chemical Principles II
Presentation of quantum mechanical concepts that lead to the specification of the energy of atomic and molecular systems, followed by a description of the energy changes that result from the interaction of electromagnetic radiation as well as electric and magnetic fields with these systems. Energy changes will be related to spectra of increasing complexity. Presentation includes illustrative problem solving. *1 credit.*

CHEM 6013 Physico-Chemical Principles III
Introduction to the fundamentals of chemical kinetics. Experimental rate laws and those for the elementary steps of a mechanism; solutions to simple rate laws and methods for dealing with rate laws having no general solution. Activated complex theory and transition state theory of elementary rate constants. *1 credit.*

CHEM 6111 Introduction to Chemical Data Analysis
Extraction of chemical information from chemical data using numeric techniques will be introduced. Applications include statistics, sampling theory, smoothing, integration, dif-

ferentiation, least squares, multicomponent analysis and roots of equations. Chemical topics will include NMR, UV-VIS, LC and GC, titrations and gravimetry. The course will apply to all areas of chemistry and require computer programming. *3 credits.*

Analytical Chemistry

CHEM 6201 Survey of Analytical Chemistry
Physico-chemical principles of laboratory experimentation and research: instrumental techniques for characterization and quantitative measurement, calculations of equilibria, statistical methods, separations, analytical uses of kinetics and principles of instrumentation and computerization. *3 credits.*

CHEM 6203 Electrochemical Methods of Analysis
Electrochemical principles and their applications to analysis: voltammetry, chronoamperometry, chronocoulometry and other controlled potential methods; chronopotentiometry and other controlled current methods; bulk electrolysis methods; other selected topics. *3 credits.*

CHEM 6204 Spectrochemical Methods of Analysis
The application of electromagnetic absorption and emission processes to the characterization of chemical systems. Emphasis on

experimental techniques in all regions of the spectrum. *3 credits.*

CHEM 6205 Modern Separation Techniques
Principles and practice of chemical and physical separation methods, gas and liquid chromatography, electrophoresis, membrane separation methods, extraction, distillation. Theory, instrumentation and applications of each technique. *3 credits.*

CHEM 6206 Chemical Methods of Analysis
Rigorous development of the fundamental principles of analytical chemistry as applied to the classical methods of analysis: gravimetry; acid-base, redox and complexation titrimetry; separations; statistics. *3 credits.*

CHEM 6212 Statistics and Applied Analytical Chemistry
Principles of experimental design, statistics and analysis of data. Principles of data acquisition and interpretation and other aspects of applied analytical chemistry. *3 credits.*

CHEM 6217 Instrumentation Electronics
Treatment of modern electronics specifically intended for chemists. Includes transistors, operational amplifiers and devices for digital logic. *3 credits.*

CHEM 7299 Special Topics in Analytical Chemistry
Discussion of selected topics of current interest. *3 credits.*

Organic Chemistry

CHEM 6301 Theoretical Organic Chemistry I
Correlation of structure and mechanism inorganic chemistry. Major topics: 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: 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
Discussion of selected topics of current interest. *3 credits.*

Physical Chemistry

CHEM 6401 Chemical Thermodynamics
Laws of thermodynamics and their application to ideal and real systems; mixtures; solutions of electrolytes and non-electrolytes. Introduction to statistical thermodynamics. *3 credits.*

CHEM 6402 Chemical Kinetics
Treatment of experimental kinetic data; kinetic theory of gases and the collision theory of reaction rates; introduction to statistical mechanics and transition-state theory of reaction rates; chemical reactions in solution; complex chemical reactions; catalysis; stochastic processes. *3 credits.*

CHEM 6403 Atomic and Molecular Structure
Use of quantum theory in the study of the structure of atoms and molecules; theories of bonding in molecules; spectral and magnetic properties of atoms and molecules. *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.*

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. *Prerequisites: CHEM 2312 and CHEM 3418 or equivalent. 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 or equivalent. 3 credits.*

CHEM 7515 Proteins
Thematic coverage deals with purification, size, shape, structure and function, and the tools used to measure these characteristics. Representative proteins from current literature that serve a transport, catalytic, structural or regulator function are examined. An introduction to the interactive computer graphics display of protein structures is included. *Prerequisite: CHEM 6501 or equivalent. 3 credits.*

CHEM 7516 Enzymes
Selected principles of catalysis and transition state theory, rate constant measurement and mechanisms are emphasized and developed

using examples from current literature. Aspects of protein engineering are illustrated with examples drawn from site-directed mutagenesis studies and catalytic antibodies. *Prerequisite: CHEM 6501 or equivalent. 3 credits.*

CHEM 7517 Aspects of Cell Chemistry

Discussion of topics taken from classical and current literature concerning the chemistry and biochemistry of subcellular organelles, including the origin of life, microbial metabolism, higher cells in culture, the structure and function of membranes, genetic transfer of information and control mechanisms. *Prerequisite: permission of instructor. 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 or equivalent. 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 will also be covered. *3 credits.*

CHEM 7614 Kinetics and Mechanisms in Inorganic Chemistry

Kinetics and mechanisms of substitution and oxidation-reduction reactions of octahedral

and square planar coordination compounds. The theoretical and practical aspects of the determination of reaction rates and the establishment of rate laws will be discussed. The presentation will include related topics such as organometallic and bioinorganic mechanisms. *3 credits.*

CHEM 7618 Physical Methods in Inorganic Chemistry

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

CHEM 7699 Special Topics in Inorganic Chemistry

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

Interdisciplinary

CHEM 6711-6720 Chemistry Seminar

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

CHEM 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 the Doctorate

3 credits each.

DEPARTMENT OF COMMUNICATION

Master of Arts in Corporate and Public Communication

Faculty: Allen; Gottlieb; Hoffman
(*Chairperson*); Kuchon (*Director*);
Mahon; McGlone; McKenna;
Plummer; Rosenblum; Sharrett;
West; Zizik.

The Department of Communication offers a Master of Arts degree in Corporate and Public Communication. This flexible program of study is designed to serve the needs of the professional communicator working in business, corporations and public or private agencies. The courses presume professional experience and are geared toward the working professional, but the courses are also appropriate for recent graduates seeking a program to prepare them for communication management positions. The Master of Arts in Corporate and Public Communication combines the resources of the Department of Communication with the expertise of the Master of Public Administration and the Master of Business Administration programs.

Application Procedures:

Applicants for the program must have the following:

1. A satisfactory undergraduate scholastic average in appropriate course work from an accredited college;
2. Three letters of recommendation;
3. A statement of career goals and proven commitment to communication management either through employment or letters of recommendation and application statement;
4. Satisfactory score on GRE, GMAT, LSAT or other graduate standardized examination. This requirement can be waived if applicant earned an undergraduate degree five or more years ago.

Additional information may be obtained from the Graduate Communication Office or the Office of Graduate Services.

Waivers/Transfer of Credits

All course waivers (including work experience) and transfer credits must be completed within the first semester of attendance.

Program Structure

The program is adaptable to specific student needs and backgrounds. The curriculum emphasizes management communication, communication theory and communication technologies. Students must complete an applied or theoretical project. All students must demonstrate competence in on-the-job performance either through at least two years' work in a management or communication-related position or a three-credit work experience (internship) program.

The distribution of credits in each student's program will be individually tailored to the student's goals and background. For example, a communication professional may take more management or administration courses, while a student with management background may take more communication technologies courses.

Requirements

The Master of Arts in Corporate and Public Communication requires 45 credits distributed as follows:

I. A minimum of 39 credits in course work plus COMM 6110 Master's Level Experience and COMM 8190 Master's Project (see III & IV below). All students are required to take COMM 6000 Managerial Writing and COTC 6100 Introduction to Organizational Communication.

II. At least 12 credits from the M.P.A. or M.B.A. track. Generally, communication majors in the private sector will elect the M.B.A. track, while public sector managers elect the M.P.A. track.

A. M.P.A. Track

Select 12 credits (with advisement) from the following:

- PSMA 6001 The Environment of Public Service Management
- PSMA 6002 Methods of Systematic Research and Analysis for Public Service Managers
- PSMA 6003 Public Policy Process, Analysis and Evaluation
- PSMA 6005 Financial Management and Control in Public Service Organizations
- PSMA 6006 Public Service Personnel Management
- PSMA 6007 Organization Theory and Behavior for Public Service Organizations
- PSMA 6008 Information and Computers in Public Service Management
- PSMA 7111 Decision-Making and Planning in the Public Sector
- PSMA 7112 Federalism
- PSMA 7311 Introduction to the Non-profit Sector: Function, Law and Policy
- PSMA 7312 Leadership in Nonprofit Organizations
- PSMA 7511 Health Care Systems
- PSMA 7513 Health Care Management
- PSMA 7611 Criminal Justice Systems
- PSMA 7612 Civil Liberties: Rights of the Accused
- PHTO 6921 Theological Bases of Management
- PHTO 6937 Leadership Skills

B. M.B.A. Track

Complete two required courses and two electives.

Required:

- BACC 6101 Financial Accounting
- BMGT 6503 Management and Organizational Behavior

Electives:

- BACC 6102 Managerial Accounting

BFIN 6203 Corporate Financial Management
 BLAW 6301 Legal and Social Environment of Business
 BMIS 6701 Management Information Systems
 BMKT 6603 Marketing Strategies
 BMKT 9600 Services Marketing Symposium
 BQUA 6801 Statistical Inference in Decision Making
 BQUA 6802 Operations Management
 ECON 6402 The National Economy

III. Two years of approved full-time work experience in organizational communication/management or completion of COMM 6110 Master's Level Experience.

IV. The comprehensive COMM 8190 Master's Project (3 credits). This project includes both a research and proposal

stage as well as a completion and report stage; it must be a major communication project incorporating research, budgeting, planning and management. The project must be a practical proposal and/or project for the student's employer or another assigned business, corporation or public or governmental agency. The Master's Project will be in lieu of a thesis and comprehensive examination and must exhibit practical application of the skills, techniques and procedures studied in the program as well as successful proposal and implementation skills.

V. Students must complete a personal communications goals achievement and communications skills inventory assessment as part of their personal evaluation to complete the requirements for the Master of Arts in Corporate and Public Communication.

Course Descriptions

Required Courses

COMM 6000 Managerial Writing
 COTC 6100 Introduction to Organizational Communication
 COMM 6110 Master's Experience
 COMM 8190 Master's Project

COGR 6323 Presentation Graphics

Introduction to the communication of information through visual symbols, including charts and graphics. Presentation, business and information graphics will be taught within the context of professional and ethical standards using professional computer systems and software. *3 credits.*

COGR 6324 Advanced Desktop Publishing and Electronic Design

Advanced level print design course using electronic design techniques, including desktop publishing, scan-in art and photos, and the use of various computer systems and software. Introduction to electronic pre-press systems, integration of software and hardware. *3 credits.*

COGR 6325 Computer Graphics Institute

Sophisticated typographic and design applications of electronic publishing systems and software. The implementation and operation of electronic publishing systems. Electronic publishing systems, hardware and software compatibility, graphics file formats, type file formats, and integration/conversion of different systems formats (i.e. Apple/DOS). Common professional-level software systems used in electronic design. Output devices from low-end proof modes to high-end typographic-quality. Electronic publishing resources and procedures, including service bureaus and electronic file exchange. *6 credits.*

COGR 7310 Visual Theory and Technique for Organizational Communication

Basic visual theory as it applies to practical corporate and public communications problem solving. The proper application of various visual media—including video, photography and computer graphics—to practical business situations. Case problems with professionals are covered. Offers hands-on use of visual media. *3 credits.*

COGR 7320 Design and Production of Corporate Printing

Design and production of printed pieces for business, corporations and public and governmental agencies focusing on: effective print design for organizational goals; planning a publications program and department, including staffing and quality control; budgeting and dealing with printers and suppliers; designing and managing electronic publishing systems; and designing and changing the corporate "look." *3 credits.*

COJR 7421 Editing and Writing for Organizations

Includes writing, selecting and editing written pieces for business, corporations, and public and governmental agencies. Applies written solutions to organizational goals. Covers writing and editing for specific internal and external audiences. Writing styles for various types of publications from newsletters to advertisements are examined. *3 credits.*

COMM 6000 Managerial Writing

Planning, organizing, writing and editing are examined as interrelated phases of written organizational communication. Emphasis on the types of writing required of managers (including proposals, reports, business recommendations and management analysis). *3 credits.*

COMM 6110 Master's-Level Experience in Corporate or Public Communication

Students must demonstrate performance proficiency in a business, corporate, public or governmental agency. Students without acceptable professional experience must register for a three-credit internship which will be arranged and supervised by the department. *(This will be waived for work experience.)* 3 credits.

COMM 6300 Planning and Managing Communication for Organizational Goals

Examines planning and managing communication techniques and resources as tools of management policy and the role of the communication manager in shaping organizational goals and affecting policy. The course will focus on the practical application of communication solutions to achieve management goals and will examine specific communication projects with working professionals. 3 credits.

COMM 7771-7779 Topics in Corporate and Public Communication

1 credit.

COMM 7776-7777 Topics in Corporate and Public Communication

Designed to meet the special graduate needs and interests in those aspects of corporate and public communication management. Topics vary from semester to semester. Taught as a small group seminar. 3 credits.

COMM 8000 Corporate Relations Management

Examination of the nature and function of corporate relations as it pertains to internal and external publics of contemporary organizations. Emphasis on senior corporate relations managers and their obligations to top-level management and executive decision makers. 3 credits.

COMM 8190 Master's Project in Corporate or Public Communication

Opportunity to apply knowledge and skills to a major, practical production or research problem in business, a corporation, public or governmental agency. This project includes a research proposal and a completion and report stage, and must have practical value and at least potential for implementation. The project plan must be approved by a committee of faculty and professionals who will also evaluate the final report or proposal. Actual projects in the student's organization are encouraged. 3 credits.

COST 6200 Human Communication Within Organizations

Examines the psychological, cultural and social factors involved in the development of organizations and the effects these characteristics have on the interpersonal, intergroup and interorganizational communication dynamics. Focuses on improving interpersonal communication skills within organizations and identifying

and resolving communication problems, including cultural, ethnic and gender-related communication breakdowns, in practical situations. 3 credits.

COST 7210 Effective Small Group Communication

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

COST 7220 Effective Speaking in Public

Focuses on a broad study of speaking and listening skills within business, corporations, and public and governmental agencies, including building a professional image, nonverbal code systems, corporate strategies and tactics, various types of formal and informal speaking situations, preparation and delivery of spoken messages, analysis of speech qualities and improvement of individual speaking skills. 3 credits.

COST 7230 Persuasion and Motivation

Studies communications as a form of influence within the business, corporate and public and governmental agency environment. Covers theories, styles and techniques of persuasion and motivation as they apply to interpersonal communication in practical workplace situations and cases. Focuses on individual leadership and motivational skills. 3 credits.

COTC 6100 Introduction to Organizational Communication

The structure and function of organizations are critically analyzed. Communications situations within corporate and public organizations are reviewed with professionals to identify common techniques, strategies and patterns of information and influence. The course focuses on problem-solving and successful communication strategies, goal setting and achievement. *Prerequisite for all other courses.* 3 credits.

COTC 7110 Communication Research in Corporate and Public Organizations

Studies the design and application of practical research techniques in corporate and public organizational communications, including audience and message analysis. Actual research cases will be analyzed with professionals. Students must complete one major practical research project. 3 credits.

COTC 7120 The Law of Communication

Focuses on practical rules and principles, theory and methods of analysis of the law as it affects communicators within corporate and public organizations and as it regulates

the business aspects of communication companies. 3 credits.

COTC 8110 Seminar in the Ethics of Corporate and Public Communication
Seminar in the development of professional ethics for communications in the corporate and public sectors. Business and communication ethical systems will be compared and students will deal with actual case problems

in business and corporate and public communication. 3 credits.

Students may take a maximum of two advanced undergraduate courses for graduate credit with the approval of the chair and director. See the Undergraduate Bulletin for course descriptions.

DEPARTMENT OF ENGLISH

Faculty: Buttry, Carpentier, Duff, Gray, Lindroth, McCoy, Rogers, Schur, Wiesler, Winsler.

Programs of Study

The Department of English offers graduate courses in English and American literature leading to the degree 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 pursuing the doctorate in literature at other institutions and for professional degrees in law or business, as well as for careers in secondary education, publishing and professional writing. The diversity of student goals and interests is accommodated through a choice of two programs of study, as outlined below. Students should consult the graduate adviser for details of these programs and for guidance in selecting the programs

and courses best suited to their needs. Not all courses are offered on a regular basis.

Poetry-in-the-Round – A literary forum of readings and discussions providing students with the opportunity to meet such writers as James Merrill, John Hollander, Robert Fagles, J. M. Coetzee and others.

[John R. Harrington] *Director*

Spirit: A Magazine of Poetry – Published by the Department of English since spring 1969, the magazine contains poetry, essays and formal criticism by major American and international writers. It is also open to contributions by faculty and students.

David Rogers, *Editor*

General Admission

In addition to the general University requirements for admission to graduate studies, the Department of English requires 21 undergraduate credits in English and American literature. Applicants must also submit scores of the Graduate Record Examination.

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 if it bears on a student's program.

A final written comprehensive examination in English and American literary history and criticism is required of all M.A. candidates in the final year of their study.

I. M. A. in Preparation for Doctoral Study

A sizable percentage of the M.A. candidates in graduate literary education plan to continue beyond the master's degree in order to follow careers in college teaching, scholarship and criticism. For this reason, a major research thesis of 50-60

pages is required. Students who elect this program will choose courses and thesis mentors with the guidance of their advisers, according to the following pattern:

		Credits
ENGL 6010	Introduction to Literary Research	3
ENGL 7011	Studies in Criticism	3
ENGL	English literature courses	6
ENGL	American literature courses	6
ENGL	Departmental literature electives	9
ENGL 7010	Thesis	3
		Total: 30
II. M.A. as Final Degree <i>general M.A.</i>		

This track is advised for students who are in secondary education, publishing or pre-law, and for those who are preparing to pursue an M.B.A.

		Credits
ENGL 6010	Introduction to Literary Research	3
ENGL	Advanced seminars (7000-level)	6
ENGL	Departmental literature electives	21
		Total: 30

Course Descriptions

ENGL 6010 Introduction to Literary Research
Prepares students to use the resources of the library, to pursue different types of research in language and literature and to write effective papers embodying their findings. *3 credits.*

ENGL 6111 Old English Literature
Old English literature with readings from selected texts. Emphasis on *Beowulf*. *3 credits.*

ENGL 6112 Chaucer and the Middle Ages in England
Selected readings in Chaucer and writers from Layamon through Langland, Wycliff, Gower and the *Pearl* poet. *3 credits.*

ENGL 6113 Medieval Drama
The English drama from its beginnings to the fusion of popular and classical elements in the Tudor period. *3 credits.*

ENGL 6114 Shakespeare to 1600
Study of the early poetry, sonnets, chief comedies, tragedies and histories. *3 credits.*

ENGL 6115 Shakespeare from 1600
Major tragedies, histories, problem comedies and romances. *3 credits.*

ENGL 6116 Renaissance Literature
Major poetry and prose. Emphasis on Skelton, More, Sidney and Spenser. *3 credits.*

ENGL 6117 Renaissance Drama
Elizabethan and Jacobean dramatists, excluding Shakespeare. *3 credits.*

ENGL 6118 Early 17th Century Literature
Jonsonian, Metaphysical and Cavalier schools. Some attention to the prose of the period. *3 credits.*

ENGL 6119 Milton
Readings from the major poetry and prose of Milton. *3 credits.*

ENGL 6121 Dryden, Pope and Swift
Rise of the literature of wit as exemplified by the major poets and satirists of the Augustan Age. *3 credits.*

ENGL 6122 English Drama 1660-1800
Drama since the Restoration, with readings from Dryden, Congreve, Goldsmith, Sheridan and others. *3 credits.*

ENGL 6123 The Age of Johnson
Special attention to Samuel Johnson and James Boswell. *3 credits.*

ENGL 6124 Romanticism
Romantic movement in England—Wordsworth, Coleridge, Byron, Shelley and Keats. *3 credits.*

ENGL 6125 Victorian Poetry and Prose
Major Victorian poets and prose writers: Tennyson, Browning and Arnold; Carlyle, Pater, Newman, and Barrett Browning. *3 credits.*

ENGL 6126 Major British Writers: 1900-1945
Significant works by major novelists, including Lawrence, Joyce and Woolf. *3 credits.*

ENGL 6127 Major British Writers from 1945
Significant works by major novelists after World War II, including Waugh, Greene, Burgess and Fowles. *3 credits.*

ENGL 6128 British Poetry of the 20th Century
Chief poets and poetic movement of the 20th century from W.B. Yeats to Ted Hughes. *3 credits.*

ENGL 6211 American Literature: Beginnings Through Poe

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

ENGL 6212 The American Renaissance

Emerson, Thoreau, Hawthorne, Melville and Whitman. 3 credits.

ENGL 6213 American Literature of the Later 19th Century

Twain, James, Howells, Dickinson and the Realist and Naturalist movements. 3 credits.

ENGL 6214 Major American Writers: 1900-1945

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

ENGL 6215 Major American Writers From 1945

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

ENGL 6216 Continuity of American Poetry

Emerson, Dickinson, Whitman, Frost, Stevens, Pound, Eliot and Williams. 3 credits.

ENGL 6217 African-American Literary Experience

An exploration of the Black experience as reflected in the poetry and fiction written by African-Americans during the sixties and seventies. 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 Drama

Survey of major trends in drama from Shaw to Pinter. 3 credits.

ENGL 6314 Modern Irish Drama

Survey of the major Irish dramatic writers of the 20th century from Wilde to Beckett. 3 credits.

ENGL 6316 Literary Theory

An introduction to various schools of contemporary literary theory, including Marxism, Structuralism, Deconstruction, Feminist Theory, New Historicism, and Cultural Criticism. 3 credits.

ENGL 6317 Feminist Critical Theory

Major currents in feminist critical theory beginning with DeBeauvoir through the Anglo-American revisionism of the 1970s and '80s, to French psychoanalytic-based theory, and contributions of women of color. 3 credits.

ENGL 6411 The Art and Craft of Writing

Understanding of the structure of the various genres: the essay, the poem, the short story. Opportunity for students to undertake longer projects which develop these forms. 3 credits.

ENGL 6412 Modern Rhetoric and Writing

Exploration of writing as a theoretical and philosophical activity; helps students understand their own activity as writers; and suggests to prospective instructors of

composition the complexities of the composing process. 3 credits.

ENGL 6416 Writing For Editors

Developing writing skills necessary for successful editorial practice. 3 credits.

ENGL 6420 Linguistic History of English

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

ENGL 6511 Approaches to the Teaching of English Literature

Readings of selected units in English literature with emphasis upon the analysis and teaching of literature in the secondary school in the schools. 3 credits.

ENGL 6512 Approaches to the Teaching of American Literature

Readings of selected units in American literature with emphasis upon the analysis and teaching of literature in the secondary school in the schools. 3 credits.

Seminars

ENGL 7010 Thesis

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

ENGL 7011 Studies in Criticism

Readings and discussions 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

Integration of the historic, philosophic, religious and social features of Medieval England. *Prerequisite: a graduate course in the area or permission of adviser.* 3 credits.

ENGL 7013 Studies in Renaissance Literature

General problems concerning the growth of the English Renaissance. Major personalities and their contributions. *Prerequisite: a graduate course in the area or permission of adviser.* 3 credits.

ENGL 7014 Studies in Neoclassicism

Major changes in 18th-century cultural history and their reflections in the writings of the principal figures of the age. *Prerequisite: a graduate course in the area or permission of adviser.* 3 credits.

ENGL 7015 Studies in Romanticism

Revolutionary character of the poetry, literary and philosophic theories of the Romantics. Emphasis on Continental connections. *Prerequisite: a graduate course in the area or permission of adviser.* 3 credits.

ENGL 7016 Studies in Victorian Literature

Literature as a reflection of the social, political, religious and moral upheavals of the period. A particular issue or writer may be studied in depth. *Prerequisite: a graduate course in the area or permission of adviser.* 3 credits.

ENGL 7017 Studies in Contemporary British Literature

Innovations in language and form in major 20th century British novelists and poets. *Prerequisite: a graduate course in the area or permission of adviser. 3 credits.*

ENGL 7018 Studies in American Literature

Investigation of some works of major writers

seen in the context of the social and cultural currents of the American experience. *Prerequisite: a graduate course in the area or permission of adviser or chair. 3 credits.*

ENGL 7019-7021 Seminar: Special Topics

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

DEPARTMENT OF JEWISH- CHRISTIAN STUDIES

Faculty: Bossman, Finkel, Frizzell
(*Chairperson*).

The Graduate Department of Jewish-Christian Studies 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 inter-religious and multi-cultural encounter.

Courses are rooted in the study of sacred texts in their historical and social worlds, utilizing critical methods to promote an honest and fair assessment of the individuals and communities that produced them. Courses examine the cultic, ethical and social issues that are central for understanding Christians and Jews today as related to cross-cultural studies and phenomenological evaluation.

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 a means to explore Jewish and Christian studies.

Admission

In addition to the general University requirements for admission, the department strongly recommends an interview or suitable correspondence with the department chair to determine the objectives of the student in relation to the resources of the department.

Students working for a degree normally possess an elementary knowledge of Hebrew. Others are encouraged to study Hebrew independently early in the pursuit of the program.

With the approval of the department chair, professional, graduate and sufficiently advanced undergraduate students may take individual courses without fulfilling the above requirements. Participating auditors will be accepted for most courses.

Degree Requirements

The Graduate Department of Jewish-Christian Studies requires a selection from either of two programs of study in consultation with an adviser.

Thesis Program

Students in the thesis program are expected to complete 27 credits offered by the Department of Jewish-Christian Studies and six 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 six 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.

Certificate in Jewish Christian Studies

Required Courses

JCST 6001 Christian Jewish Encounter 3

Electives

Select three of the following courses in consultation with the chairperson of the Department of Jewish-Christian Studies.

JCST 6010 Biblical Thought I 3
 JCST 6011 Biblical Thought II 3
 JCST 6012 The Jewish Texture of the Gospels 3
 JCST 6029 The Holocaust: History and Theology 3
 JCST 7030 Law and Ethics: Jewish and Christian Perspectives 3
 JCST 7036 Peace and War in Bible and Jewish Tradition 3
 JCST 7045 Jerusalem's Fall: Jewish and Christian Interpretations 3

Total: 12

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. *Frizzell. 3 credits.*

JCST 6005-6006 Biblical Readings in Hebrew Bible I and II

Complementing JCST 6010, selections from different parts 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. *Bossman, Finkel, Frizzell. 4 credits.*

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. *Frizzell. 2 credits.*

JCST 6008 Rabbinic Readings in Hebrew

Readings may be coordinated with JCST 6012 and JCST 7044. Examples of Mishnah and Midrashim. *Finkel. 2 credits.*

JCST 6010 Biblical Thought I: The Hebrew Scriptures

Course in three main parts: Hebrew thought contrasted with myths of the ancient Near

East, evaluating the basic themes and their presentation form, nature and message of the Hebrew prophecy; comparative study of Old Testament theology, analyzing the models and experiential hermeneutics of Judaism and Christianity. *Finkel. 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. *Frizzell. 3 credits.*

JCST 6012 The Jewish Texture of the Gospels

Gospels studied redactionally, preserving an ongoing interpretation of the works and words of Jesus in light of the early Christian experience. Detailed account of the Jewish socio-religious background for a better understanding of both the Gospels and the Jesus tradition. Distortions and misconceptions persist due to a lack of synthetic understanding of this crucial period. Course develops a new direction. *Finkel. 3 credits.*

JCST 6015 Cross-Cultural Analysis for Jewish-Christian Studies

Examination of social science models for studying first century Mediterranean culture as the context for the origin of many Christian symbols in Judaism; cultural influences on

values within Jewish and Christian communities; present-day cultural values in American Jewish-Christian relations. *Bossman. 3 credits.*

JCST 6020 Jewish History I: Bible to Talmud
Survey of the dispersion of the Jewish people in the Mediterranean world with accompanying socio-cultural developments: the biblical Exile and return to the Land; Jews in the Hellenistic world; discriminatory practices in the ancient world; the political effects of the rise of Christianity; the growth of rabbinic Judaism and the emergence of the Talmud. *Bossman. 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 Hassidism and Zionism in Eastern Europe; the Holocaust; the State of Israel; Jews in pluralistic America. *Bossman. 3 credits.*

JCST 6022 Judaism in the Second Temple Period

Development of Jewish spirituality and theology from 300 B.C. 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. *Frizzell. 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 Saadiah Gaon, Bahya Ibn Paquda, Judah Halevi, Abraham Ibn Daud and Moses ben Maimon. *Finkel. 3 credits.*

JCST 6025 Spinoza

Introduction to the thought of Spinoza through the study of the Ethics and the Tractatus Theologico-Politicus. Historical, religious and cultural background stressed. *Herrera. 3 credits.*

JCST 6027 The Middle East in the 20th Century

Historic development of the Zionist movement from the late 19th century through the period of the Mandate and the establishment of the State of Israel. Conflict between Zionist movement and Arab nationalism. Post-1948 internal and external problems of Israel within the context of continuing hostilities with its Arab neighbors and the Palestinians. *Finkel. 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 H. Heschel, Joseph Soloveitchik. *Finkel. 3 credits.*

JCST 6029 The Holocaust: History and Theology

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. *Frizzell. 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. *Frizzell. 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 more existential than historic, with comparison between Jewish mystical thought and other mystical systems explored. *Finkel. 3 credits.*

JCST 7032 Christian Mysticism

Survey of Christian mystical literature, in historical perspective, beginning with its scriptural background and covering the principal texts from Gregory of Nyssa's Life of Moses, through the Spanish Carmelites, to contemporary possibilities. Emphasis on St. Bonaventure's The Mind's Road to God, The Cloud of Unknowing and St. Teresa's Interior Castle. Mystical phenomena and mysticism's relation to spirituality and psychopathology. *Herrera. 3 credits.*

JCST 7033 Biblical and Jewish Eschatology

Development of Hebrew thought concerning immortality and resurrection. Background of the early Church's experience of the risen Christ. Models for community life and morality inspired by belief in the afterlife. Use of biblical ideas (Kingdom of God, new creation, retribution) in the Jewish and Christian liturgies. Modern reflections on the meaning of life and the eternal destiny of human beings. *Finkel, Frizzell. 3 credits.*

JCST 7034 Biblical Interpretation and the Religious Experience

Explores the modes of interpretation as related to religious experience through a study of the phenomena and the literary expression, paradigms and models, symbols and myth. Relates the biblical tradition as canonical scriptures for a worshipping community to the ongoing dialogue with the word of God in Midrash and Targum. Structure and meaning, guiding principles and hermeneutical systems; the dynamics of interpretation on ever-changing times. *Finkel. 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. *Frizzell, Finkel. 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. *Finkel, Frizzell. 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. *Finkel. 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. *Finkel. 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 evaluation. *Finkel, Frizzell. 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 socio-religious and experiential settings. *Finkel. 3 credits.*

JCST 7511 Special Topics

3 credits.

JCST 7520, 7525 Independent Study

3, 4 credits.

JCST 9001-9002 Thesis

3-6 credits.

THE CENTER FOR PUBLIC SERVICE AND THE GRADUATE DEPARTMENT OF PUBLIC ADMINISTRATION

Master in Public Administration Program

Faculty: DiSalvio; Engel; Kleintop;
Launer; Marx; Mirabella;
Swaminathan; Wish (*Director and
Chair*).

Because of the interdisciplinary nature of the Master of Public Administration, faculty from other departments and schools of the University, as well as adjuncts from the professional world, teach MPA courses as the need arises.

The Graduate Department of Public Administration offers a Master of Public Administration (M.P.A.) degree and certificate programs for those employed by or seeking management careers in the public and nonprofit sectors. This includes people interested in all levels of government, and the administration of hospitals, health-related agencies, criminal justice, religious and other nonprofit organizations. The program, professional in nature, 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, including summers and weekends.

There are five areas of concentration:

1. *Public Service Administration and Policy*, for students primarily interested

in a generalist program dealing with administration on all governmental levels.

2. *Health Policy and Management*, intended to provide an understanding of the American health care system and policies, including planning and delivery mechanisms and policy-making processes and forces.

3. *Criminal Justice/Court Administration*, for those seeking a broad understanding of justice and judicial systems, providing a perspective on the institutions and interrelationships involved in the field.

4. *The Management of Nonprofit Organizations*, for those seeking an understanding of and skill development in areas such as board-staff relations, fundraising, volunteer management, etc.

5. *Church/Religious Organization Management*, offered in conjunction with the Certificate Program in Church Management offered by the School of Theology.

In addition, a special concentration program can be designed for students seeking a particular area of knowledge outside the five main concentrations, provided there is faculty expertise in the special area. In all cases of special concentration area interest, students must design a program of concentration with a faculty adviser and submit a request to the M.P.A. Committee of the Center for Public Service, whose approval is required.

The M.P.A. program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Although the MPA degree program is housed in the Graduate Department of Public Administration, many of the research projects and professional development programs in which students are involved are offered through the Center for Public Service.

Admissions Requirements for M.P.A. Program

Admission to the M.P.A. program is open to holders of baccalaureate degrees from accredited colleges or universities. The Committee on Admissions evaluates each applicant's grade point average, his/her score on a graduate level standardized test and nonquantifiable indicators such as work experience, references and a letter of intent.

Admissions criteria for applicants are as follows:

- An undergraduate GPA of 3.0 (or the equivalent);
- At least 24 undergraduate credits in the social, behavioral and/or management sciences;
- Three strong letters of recommendation from academic and/or professional references;
- A letter of intent; and
- Test scores from the GRE (aptitude only), GMAT or LSAT.

Standardized test scores **are required** only of applicants who have completed their baccalaureate degrees fewer than five years before the date of application. Applicants who have completed degrees five or more years before applying **may be required** to submit such scores at the request of the Admissions Committee.

Applicants having an undergraduate grade point average between 2.75 and 2.99 or who have fewer than 24 credits in social, behavioral and/or management sciences may be admitted subject to conditions set by the Admissions Committee.

In-service applicants (those currently employed in a management position) who do not meet all the criteria noted above may be admitted if they have professional experience that is judged by the Admissions Committee to be a clear indication of strong academic capability. For these applicants, a personal interview may be required.

Application Procedures

Applicants must forward the following to the Office of Graduate Admissions:

- A completed application (with a \$30 application fee);
- Official transcripts from all colleges and universities attended;
- Scores on the Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) or Law School Admission Test (LSAT);
- Three letters of reference concerning the applicant's work experience and academic performance; and
- A letter of intent from the applicant describing career goals and reasons for applying to the M.P.A. program.

Graduate Assistantships and Financial Assistance

A limited number of graduate assistantships are available for full-time students. Those who receive this assistance are normally assigned administrative and research duties in one of the University's offices for 20 hours per week in exchange for full tuition and a small stipend. Applications for graduate assistantships should be made to the Center for Public Service and the Office of Academic Services.

A limited number of stipends are also available for those interested in focusing on the management of nonprofit organizations. Interested students may contact the Center for Public Service for additional information.

Full- and part-time students should also contact the University's Office of Financial Aid for additional information on the availability of funding.

Program of Study and Degree Requirements

The M.P.A. program consists of 45 credit hours of course work, with 24 credits in required core courses, 15 credits in elective tracks (with at least 9 credits in the area of concentration), 3 credits in an internship experience (an additional elective may be substituted for the internship by in-service students), and 3 credits in a research seminar.

Core Courses

All students are required to complete successfully eight fundamental public service management courses designated PSMA 6001-6008.

Concentration Electives

Students must select an area of concentration and complete at least 9 credit hours in that concentration including the two courses required in the selected concentration area (indicated with an asterisk).

Research Seminar/Capstone Project

All M.P.A. students must complete a 3-credit seminar in which a major project, practicum or research effort is undertaken. Normally, the seminar is taken at the end of the program of study, and the project combines library and field research in the student's area of concentration. In-service students are encouraged to direct the project toward a practical professional problem or issue. In all cases a major paper produced from

the project must be approved by the faculty supervisor and presented at a research colloquium.

Students who have completed all degree requirements except the research seminar/capstone project must register for Thesis Continuation (THCN 7999) for the first semester subsequent to Research Seminar (PSMA 9111) registration, and THCN 8000 from the second subsequent semester until completion and presentation of the culminating research project.

Internship/Practicum

An internship, normally related to the area of concentration selected by each student, must be completed by all pre-service enrollees.

Students currently working full-time and students with a minimum of two years of management experience are required to complete a practicum instead of an internship. Three-credit internships and practicums are supervised by a faculty member.

Normally, the internship or practicum is taken near the end of the program of study.

Free Electives

Students may take any courses numbered PSMA 7000 or higher as free electives to complete degree requirements. With approval of the Center, students may also take a limited number of graduate courses in other schools of the University.

Graduate Certificate In Nonprofit Organization Management

The Graduate Certificate in Nonprofit Organization Management helps managers and administrators of nonprofit organizations to develop or update their management skills. Courses are scheduled so that students can complete the certificate program in one year.

Admission

Individuals applying for admission to the Graduate Certificate Program in Health Care Administration must submit the following:

- Official transcript showing successful completion of a baccalaureate degree
- Application for non-matriculated graduate students

Application materials may be obtained by calling the Center for Public Service, (201) 761-9510.

Curriculum

The Certificate in Nonprofit Organization Management is earned by successfully completing two required and two elective courses:

Required Courses

PSMA 7311	Introduction to the Nonprofit Sector: Function, Law and Policy . . . . .	.3
PSMA 7312	Leadership in the Nonprofit Organization . . . . .	.3

Elective Courses

Complete any two of the following.

PSMA 7313	Resource Development in Nonprofit Organizations . . . . .	.3
PSMA 7314	Financial Management of Nonprofit Organizations . . . . .	.3
PSMA 7315	Human Resource Management in Nonprofit Organizations . . . . .	.3
PSMA 8311	Topics in Nonprofit Management . . . . .	.3

Graduate Certificate in Health Care Administration

The Graduate Certificate in Health Care Administration helps practicing health care managers develop or update their management skills and provides students with administrative perspectives that help them manage more effectively. Emphasis is placed on practical, hands-on, active learning in specialized health care management areas.

Application and Admission

Individuals applying to the Graduate Certificate Program in Health Care Administration program must submit the following:

- Official transcript showing successful completion of a baccalaureate degree
- Application for non-matriculated graduate students

Application materials may be obtained by contacting the Center for Public Service, (201) 761-9510.

Curriculum

The Graduate Certificate in Health Care Administration is earned by successfully completing two required courses and two elective courses:

Required Courses

PSMA 7511	Health Care Systems . . . . .	.3
PSMA 7513	Health Care Management . . . . .	.3

Elective Courses

Complete any two of the following.

PSMA 7514	Financial Management of Health Care Organizations . . . . .	.3
PSMA 6008	Information and Computers . . . . .	.3
PSMA 6006	Personnel Management . . . . .	.3
PSMA 7711	Administrative Management Techniques . . . . .	.3
PSMA 7512	Health Care Policy . . . . .	.3
PSMA 7111	Decision-Making and Planning . . . . .	.3
PSMA 8511	Topics in Health Policy and Management . . . . .	.3

Course Descriptions

Core Courses

PSMA 6001 The Environment of Public Service Management

Political, social, legal and ethical realities affecting managers in service organizations such as hospitals, government agencies, churches, schools and museums. Theoretical as well as operational perspectives, particularly as they distinguish public service from business administration. The power of the service professional and values of public service systems. Political processes, legal factors and other mechanisms of accountability are emphasized. *3 credits.*

PSMA 6002 Methods of Systematic Research and Analysis for Public Service Managers

Analytic methods for planning, evaluating and decision making. Questionnaire design and statistical analysis taught in order to write and read reports critically. Use of mainframe and microcomputers for information retrieval, such as on-line data searches, word-processing, forecasting and data base management. *3 credits.*

PSMA 6003 Public Policy Process, Analysis and Evaluation

Managerial decision making. Using policy analytic techniques to make decisions in public service, health-related and nonprofit organizations. Systematic techniques in problem definition, forecasting, monitoring, implementing and evaluating. The use of microcomputer programs such as linear programming and cost benefit analysis. Nature of the content and process of public policy that affects public service professionals, including the role of politics in planning, analysis and evaluation. *3 credits.*

PSMA 6004 The Economic Environment of Public Service Management

Economic system as the setting within which governments and public service organizations function. Introduction to fiscal, monetary and regulatory policies. 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 in Public Service Organizations

Concepts, methods and processes of financial management in service organizations. Budgeting, accounting and financial analysis. Revenue and working capital management. Use of financial statements. Cost analysis. Analytical and political aspects of financial decision making. *3 credits.*

PSMA 6006 Public Service Personnel Management

Practice, philosophy and evolution of public service personnel systems with special attention to the merit principle. Selection, classification and compensation methods.

Performance appraisal, staff development and affirmative action. Unionization and collective bargaining. Management of volunteers and other aspects of human resource management. *3 credits.*

PSMA 6007 (PTHO 6933) Organization Theory and Behavior for Public Service Organizations

Conceptual and practical perspectives and tools for perceiving and managing organizational phenomena. Formal and informal realities in organizations. Group dynamics, power, organizational culture. Communication skills. Organizational change and resistance. Motivation. Cases and simulation exercises. *3 credits.*

PSMA 6008 Information and Computers in Public Service Management

Information system design and applications and the role of the computer in information management. Managerial implications including, information security and privacy, organizational impacts of computer use and psychological and social forces brought to bear on individuals and groups when computers are introduced into the organization. Communicating with technicians, improving organizational information and managing the ramifications of computer-based information systems. *3 credits.*

Concentration Electives

Public Service Administration and Policy

*Courses marked with an asterisk are required of students selecting this concentration.

PSMA 7111 Decision Making and Planning in the Public Sector*

Methods and processes of planning and decision making; rational approaches and incrementalism; behavioral issues. Problems of ensuring equality and citizen participation in planning and decision making. Case studies. *3 credits.*

PSMA 7112 Federalism*

Federalism in the United States, including federal-state, federal-local and interstate relations. Politics of present-day intergovernmental administrative arrangements. *3 credits.*

PSMA 7113 Long Range and Master Planning

Basic principles, including legislative, judicial and financial aspects. Formulation and administration of master plans, together with political and public relations aspects of land use, zoning and environmental planning efforts. Systems maintenance and lifestyle planning, especially in regard to evaluating impacts. *3 credits.*

PSMA 7114 Public Finance

Perspective on the special character of public finance in complex communities operating with fragmented and multilayered governmental structures. The intergovernmental fiscal system and its functioning in urban areas. Methods of financing public service. *3 credits.*

PSMA 7115 Administrative Law

Legal concepts affecting the administrative process, including the doctrine of separation of powers, legislative delegation of power, administrative investigations, varieties of administrative law, rulemaking, administrative discretion, adjudication and public control over government agencies. Special attention to the impact of appellate court review of administrative decisions. *3 credits.*

PSMA 8111 Topics in State and Local Administration

Designed to meet special student needs and interests in aspects of state and local government management that are not addressed in other courses and in which faculty expertise exists. Normally given as a tutorial or small seminar. *3 credits.*

Health Policy and Management

*Courses marked with an asterisk are required of students selecting this concentration.

PSMA 7511 Introduction to the Health Care System*

Systematic introduction to local health care delivery system; emphasis on interactions with federal and state authorities. Topics include innovative delivery mechanisms like health maintenance organizations, the financing of health care, regulation, the potential for competition, recent innovations in the organization of health care services and alternative strategies for national and state health policy. *3 credits.*

PSMA 7512 Health Care Policy

Seminar examines current U.S. health policies to better understand the substantive policies and their implications and for more in-depth knowledge of the policy process and analytical approaches to decision making. Nature and role of policy studies in decision making emphasized. Substantive policies examined will change each time the course is taught. *3 credits.*

PSMA 7513 Health Care Management*

Exploration of the role of the contemporary health care manager with emphasis on identifying the basic managerial skills that contribute to effective health care management. Extensive use of case studies and experiential situations. *3 credits.*

PSMA 7514 Financial Management of Health Organizations

Financial realities special to the health field, particularly rate-setting, reimbursement plans and mechanisms, cost containment,

capital financing, third-party funding, fund accounting, asset management and investments. *3 credits.*

PSMA 7515 Introduction to Epidemiology and Social Medicine

First third of course involves learning the tools of epidemiology; the middle examines several major controversies in social medicine through a careful reading of the professional writings of leading experts; the final third explores the implications of epidemiology for health management. *3 credits.*

PSMA 7516 Medical Sociology

Social factors that predispose and precipitate illness as well as role relations within health agencies among doctors, nurses, specialist providers, planners and consumers. Special attention to ethical and legal issues of the social environment of health care. *3 credits.*

PSMA 7517 Social Policy, Law and the Aging

The basic facts about aging, including demography, biology, psychology, sociology, law and policy analysis with emphasis on applied aspects of gerontology for advanced students and practitioners in the field. *3 credits.*

PSMA 7518 Dimensions of Community Health

People in relation to their environment. Basic factors of providing community-based health care: assessment of community needs; community organization and planning; community politics and the relationship of consumers and providers; scope of health care professionals, including interdisciplinary collaboration and the organization of health care delivery systems. *3 credits.*

PSMA 8511 Topics in Health Management and Policy

Designed to meet special student needs and interests in aspects of health management and policy not addressed in other courses and in which faculty expertise exists. Normally given as a tutorial or small seminar. *3 credits.*

PSMA 8512 Ethics in Health Care: Clinical, Legal, Policy and the Professions

Issues in medical and health care ethics, including clinical practice, legal dimensions, public policy and professional practice. Scheduled for the convenience of working professionals and students with a participatory structure. Enhances the substantive knowledge and analytical skills of the participants, which will enable them to examine specific issues in medical and health care ethics involving clinical, legal, professional and administrative responsibilities and decision making. Faculty are drawn from the College of Arts and Sciences, the Center for Public Service, the College of Education and Human Services, the School of Law and the College of Nursing. *3 credits.*

Criminal Justice/Judicial Administration

*Courses marked with a single asterisk are required for students selecting Criminal Justice Management.

**Courses marked with a double asterisk are required of students selecting Judicial Administration.

PSMA 7611 Criminal Justice Systems*

Non-court agencies (police, prison, parole, prosecutory) involved in criminal justice with a focus on their relationships with government bodies and public opinion. *3 credits.*

PSMA 7612 Civil Liberties: The Rights of the Accused

Detailed examination of the historical roots, philosophical foundations and recent developments in the provisions of the Bill of Rights with emphasis on the manner in which these rights have been interpreted by the Supreme Court. *3 credits.*

PSMA 7613 The American Judicial System**

Origins and functions of American law and courts with emphasis on judicial staffing and relationships among court systems. *3 credits.*

PSMA 7614 Management of Case Flow and Jury Utilization in Courts**

Scheduling cases, juries and judges. Emphasis on the design of models for various court calendars. Influence of court work loads and delay on the administration of justice. *3 credits.*

PSMA 7615 Criminal Justice Administration and Management*

Exploration of the role of the contemporary criminal justice administration, with emphasis on management perspectives and skills, organizational theory. *3 credits.*

PSMA 8611 Topics in Criminal Justice

Designed to meet special student needs and interests in aspects of criminal justice not addressed in other courses and in which faculty expertise exists. Normally given as a tutorial or small seminar. *3 credits.*

PSMA 8612 Topics in Court Administration

Designed to meet special student needs and interests in aspects of court management not addressed in other courses and in which faculty expertise exists. Normally given as a tutorial or small seminar. *3 credits.*

Management of Nonprofit Organizations

*Courses marked with an asterisk are required of students selecting this concentration.

PSMA 7311 Introduction to the Nonprofit Sector: Function, Law and Policy*

The complex and varied phenomena that are grouped under the category nonprofit, independent or "third" sector. Contrasts the nonprofit sector with the for-profit or business sector and with government and its activities. Promotes a thorough understanding of the nature of nonprofit organizations and their activities and the environments in which they must operate. Legal implications of nonprofit status also are highlighted. *3 credits.*

PSMA 7312 Leadership in the Nonprofit Organization*

In order for a nonprofit organization to be successful, its CEO should be a leader as well as a manager. Leadership involves environmental scanning, communicating a vision and effectively moving the organization towards the achievement of the vision. This course helps to develop leadership by focusing on skills such as strategic planning, working with boards, marketing and fundraising. *3 credits.*

PSMA 7313 Resource Development in Nonprofit Organizations

The basic resource development issues involving private, nonprofit organizations. Topics include corporate and individual giving, fundraising, grantsmanship/development of funding proposals, public and private reimbursement, contractsmanship, commercial enterprise development, resource development planning, and assessment of current resource development potential. *3 credits.*

PSMA 7314 Management of Fiscal Resources in Nonprofit Organizations

This course is designed to: 1) provide an understanding of basic financial, budgetary and accounting concepts, processes and techniques relevant to public service managers; 2) develop an appreciation of how and why financial decisions are made and how they affect public organization operations; 3) strengthen abilities in preparing, understanding and utilizing financial documents; and 4) develop skills in financial analysis and management. *3 credits.*

PSMA 7315 Human Resource and Volunteer Management in Nonprofit Organizations

Topics include: attracting, motivating and retaining staff and volunteers; understanding the legal environment of human resource management; communicating with staff; counseling and assisting employees; designing effective personnel policies; rewarding effective performance in nonprofit organizations; and planning and managing employee careers. *3 credits.*

PSMA 8311/8312/8319 Topics in Nonprofit Management

Designed to meet special student needs and interests in aspects of nonprofit management and policy not addressed in other courses and in which faculty expertise exists. Normally given as a tutorial or small seminar. *3 credits.*

Church/Religious Organizations Management

* Courses marked with an asterisk are required of students selecting this concentration. More information may be obtained from Immaculate Conception School of Theology.

PTHO 6921 Theological Bases of Management*

Considers the nature, functions, and structure of ministry. Special attention is given to the gift of administration, the exercise of power and authority in the church and differences in church policy. *3 credits.*

PTHO 6925 Ministry of Administration

Theological and behavioral consideration of the foundations of administrative ministry and issues related to its practice, such as leadership style, authority, power, influence. Course involves extensive use of students' ministerial experience. *3 credits.*

PTHO 6929 Spirituality of Administration

Reflections on the dynamics and development of spirituality in the Christian tradition; the main concern will be to articulate the relationship between Christian discipleship and the task of administration. The nature of caring relationships, the paradox of Christian growth and conflict situations, the need for celebrating wholeness in life will be among the topics discussed. *3 credits.*

PTHO 6933 (PSMA 6607) Organizational Behavior

Individual and group behavior, interrelationships and conflicts in an organization and the management processes that promote organizational effectiveness. Basic concepts such as motivation, leadership, communication, and application techniques for individual and organizational growth. Lectures, readings, cases and group exercises. *3 credits.*

PTHO 6938 Basic Parish Management

The universal theory of management and the actual application of theory on a day-to-day basis. Topics include: the organization of people; working with volunteers; time management; decision-making; stress management; conflict; team-building and change dynamics. *3 credits.*

PTHO 6942 Pastoral Planning*

The process mode of interaction. Planning theory and its application in a church setting. Various approaches to planning with the introduction of specific tools as to how to implement a planning process. The role of research, the shortcomings of planning, its limitations and its strengths. *3 credits.*

PTHO 6960 Legal Issues in the Parish

The church, as an integral element of American society, contacts civil and criminal law at municipal, county, state and federal governmental levels. Exploration of the location and implication of these legal contacts both institutionally and individually. Examination of church law and its canonical impact on church management. Intended to equip a church manager with a clear understanding of personal legal strengths, responsibilities and potential liabilities. *3 credits.*

Please note: In addition to the M.P.A. degree with a concentration in Church Management offered by the Graduate Department of Public Administration, a Certificate in Church Management is offered by Seton Hall's School of Theology. This certificate requires 18 graduate credits, including: PTHO 6921 Theological Bases of Management; PTHO 6938 Basic Parish Management; PTHO Pastoral Planning; PSMA 7114 Public Finance; and two other courses selected in consultation with the Associate Dean of the School of Theology.

Details about admission to the Certificate in Church Management may be obtained from the Office of the Associate Dean, School of Theology.

Additional Electives

PSMA 7711 Administrative Management Techniques

Management analysis using sophisticated techniques such as linear programming, PERT, multiple regression and queuing as well as cost-benefit analysis and modeling. *3 credits.*

PSMA 7712 Program Evaluation Methods

The skills needed for analyzing the impacts of public policies. Methods of developing and using standards, indicators and measurements for ascertaining program achievement and efficiency. *3 credits.*

PSMA 7714 Operations Research for Public Service Management

Application of sophisticated quantitative techniques to decision-making aspects of public agency operations and programs. Use of probabilistic concepts, optimization techniques and simulation methods employing techniques such as statistical control theory, linear programming and the computer as a means of unraveling mathematical relationships. *3 credits*

PSMA 7715 Ethics in the Public Service

Devoted to administrative ethics. Objectives: to develop and broaden awareness and appreciation of the power of public service professionals; to foster understanding of values of public bureaucracies and ethical dimensions of public service; to provide understanding of the process of accountability; and to develop guidelines for ethical behavior. Case studies of working administrators. *3 credits.*

PSMA 7716 Policy Management in the Multi-level Global System

Policy formulation, implementation and evaluation at subnational, national, regional and global levels. The varying approaches to policy and administration processes in different nation-states, regional organizations and United Nations agencies. *3 credits.*

PSMA 7717 Public Service Accounting and Control

Public Service Accounting and Control will focus on that segment of management control that measures and reports an organiza-

tion's financial position and results of operations. It will examine the role of financial information in the decision-making processes of managers with responsibilities inside the organization and in the expectations of parties external to the organization, e.g., clients, boards of trustees, creditors and the general public. *3 credits.*

PSMA 7718 Statistical Inference in Decision Making

Demonstration of the tools and logic in inferential statistics and illustration of their use in decision making. Emphasis on the use of mathematics as a language as opposed to mathematical proof. *3 credits.*

PSMA 8711 Topics in Management and Policy Science

Designed to meet special student needs and interests in aspects of management and policy science not treated in other courses. Normally given as a tutorial or small seminar. *3 credits.*

Internship

PSMA 7991 Internship/Practicum in Public Service Management

An internship, normally related to the area of concentration selected by each student, must be completed by all pre-service enrollees. Students currently working full-time and students with a minimum of two years of management experience are required to complete a practicum instead of an internship. Three-credit internships and practicums are supervised by a faculty member. *3 credits.*

Research Seminar/Capstone Project

PSMA 9111 Seminar in Public Service Management

Opportunity to apply knowledge and skills developed in the program to a major problem or issue of professional relevance to the student. Focused on a major project, practicum or research effort designed and conducted by students under faculty supervision. Rigorous methodological skills utilized. Requires a paper/report of sufficient quality to be submitted for publication and/or for actual use in the student's organization. *3 credits.*

DEPARTMENT OF PHYSICS

Faculty: Ansari (*Chairperson*); Ashworth; Guerrero; Jaki (*Distinguished University Professor*); Kim; Schleifer; Stamer.

PHYS 6311-6312 The Philosophical and Cultural Foundations of Physics I - II

Seminar based on selected writings on ancient and modern physics. Limitations and patterns of scientific thought are discussed. Analysis of the motivations of scientific theories. Survey of the limits of applicability of scientific knowledge to such non-science areas as ethics, metaphysics and theology. *Open to graduate students and seniors with a major in the sciences, history, philosophy or education. 3 credits each.*

PHYS 6313-6314 Culture and Science I - II

Seminar on the interaction of culture and science. Principle topics: the stillbirths of science

in all major ancient cultures (India, China, Pre-Columbian America, Babylon, Egypt); the specific problem of the failure of science to become a self-sustaining enterprise in Classical Greece and among medieval Arabs; the birth of science in the medieval Christian West; the cultural roots of Newtonian science; the counter-science of 19th-century German idealism; the 20th-century scene and the cultural presuppositions of science. *Open to graduate students and seniors with a major in the sciences, history, philosophy or education. 3 credits each.*

PHYS 6315 Scientific Cosmology

Seminar on past and present trends in cosmology. Discussion of original texts in English translation. Topics: cosmological concepts of the ancient Orient and classical antiquity; the Copernican universe; the infinite universe of Descartes and Newton; the universe of Herschel; cosmology in the 20th century. *Open to graduate students and seniors with a major in the sciences, history, philosophy or education. 6 credits.*

DEPARTMENT OF PSYCHOLOGY

Faculty : Levy (*Chairperson*); Lombardi.

The Department of Psychology offers graduate courses designed to impart a working knowledge of the principles of psychological development and of counseling and psychotherapeutic techniques for those who require such knowledge in their professional contacts with others.

PSYC 6211 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 positive control, aversive control, extinction, desensitization, stimulus control and symbolic control of behavior change. *3 credits.*

PSYC 6212 Seminar: Case Studies in Psychology

Review of current literature and research on use and selection of diagnostic techniques; contrast between use of traditional test battery and lifestyle psychodiagnosis in personality assessment; selection of appropriate techniques for developing a case study; contrast of normal, neurotic, psychotic and character disorder behavior from points of view of psychodiagnosis and treatment; oral and written communication of findings and recommendations; use of consultants and collateral services. *3 credits.*

DEPARTMENT OF RELIGIOUS STUDIES

Faculty: Wimmer.

RELS 6511 (ARCH 6511) Art and Archaeology in the Near East

Discovery of ancient Egypt, and the Levant Mesopotamia in the light of the development of museums and archaeology. "Art" as a category of our own cultural tradition compared and contrasted with "representations," i.e., the creation and use of symbolic constructs in their technological, economic, social, ideational and religious contexts. (*May be*

taken in the art history/interpretation section). 3 credits.

RELS 6612 Archaeology and the Bible

Exploration of the land of the Bible and artifacts of biblical times, reviewing discoveries important for biblical studies. Examination of the values and of the limitations of archaeology for biblical studies and of the values and limitations of the Bible in archaeological studies. 3 credits.

RELS 6691 Practicum on Biblical Archaeology

Practical application of archaeological methods to biblical topics selected by students in consultation with the professor. Topics generally center on sites and other discoveries pertaining to the patriarchal, tribal, monarchic and prophetic periods. 3 credits.

These courses are generally taken in conjunction with an archaeological dig.

DEPARTMENT OF SOCIAL WORK

Faculty: Quartaro (*Chairperson*).

In addition to a graduate child welfare course, the Department of Social Work offers, on an undergraduate level, a Multidisciplinary Certificate Program in Gerontology. This concentration of studies is designed for those who wish to understand and advance the quality of life for older persons. Although most courses are offered at the baccalaureate level, the certificate program is open to post-baccalaureate students also. Two graduate level courses are available:

SOWK 6411, SOWK 6911 and SOWK 6912.

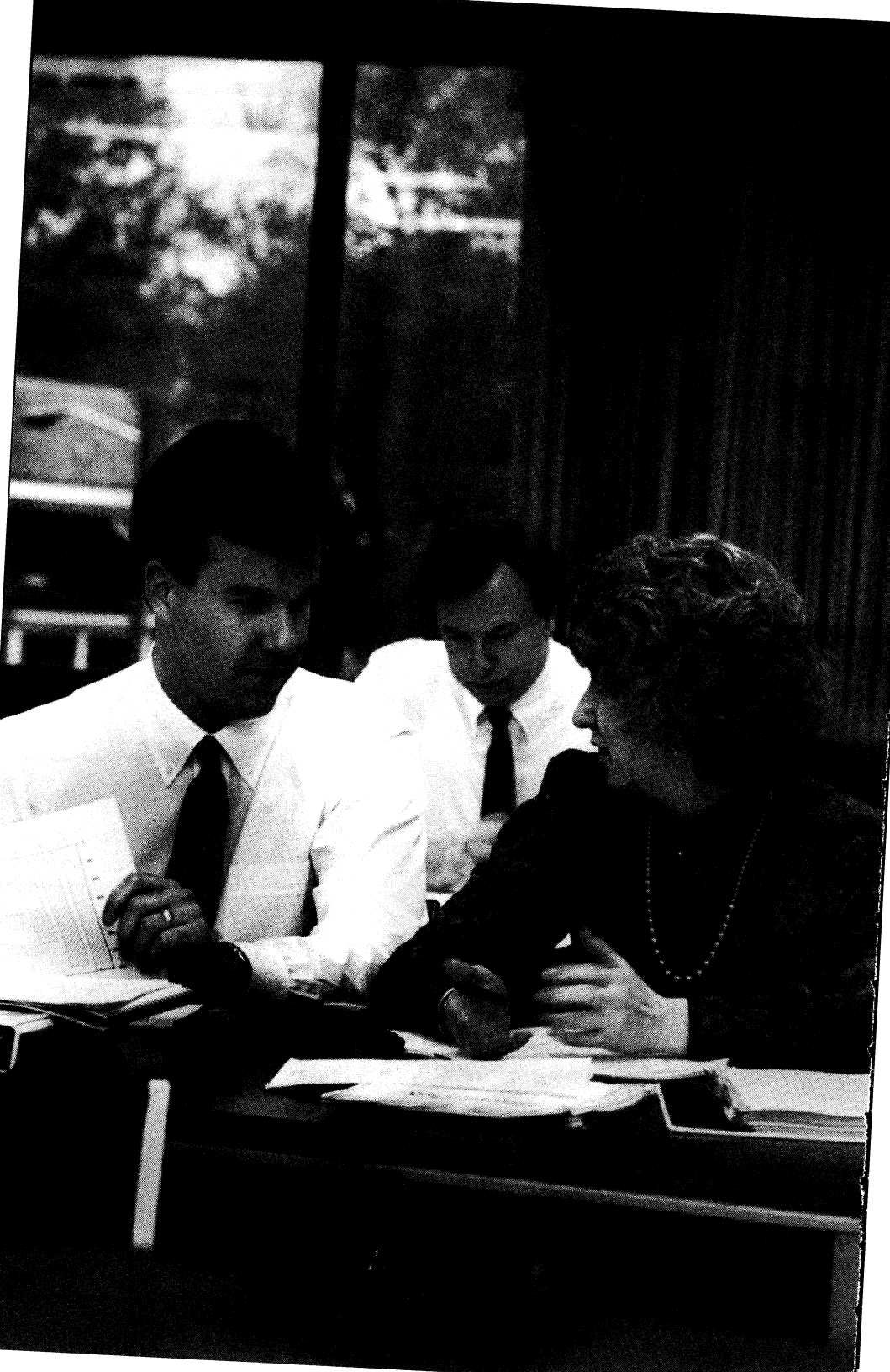
Further information about departmental course offerings is detailed in the *Undergraduate Bulletin*. Interested students may also contact the Gerontology Program coordinator, Dr. Emma Quartaro.

SOWK 6911 Introduction to Gerontology

Overview and critical analysis of the basic facts about aging including demography, biology, psychology, sociology and policy analysis with emphasis on applied aspects of gerontology for advanced students and practitioners in the field. 3 credits.

SOWK 6912 Psycho-Social Aspects of Aging

Critical analysis of the person/situation of older adults focusing on factors contributing to behavioral stability and change over time. Includes age-relevant aspects of personality theory (ego psychology) and general systems analysis within the ecological perspective (life model) of direct service practice. 3 credits.



The W. Paul Stillman School of Business

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W. PAUL STILLMAN SCHOOL OF BUSINESS

Dean: John H. Shannon

Associate Dean: Sheldon Epstein

Assistant Deans: Jill A. Grob,
Bernadette Manno

Director of Administrative Services:
Constance M. Willett

Computer Coordinator: Susan
Jacobson

Seton Hall University's W. Paul Stillman School of Business, established in 1950, provides professional education geared toward the complex practical needs of business leaders. The School maintains professional accreditation from the American Assembly of Collegiate Schools of Business (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 School of Business offers a Master of Business Administration (M.B.A.), as well as Master of Science (M.S.) degrees in Accounting, Financial Planning, Human Resource Management, Information Systems, International Business, Professional Accounting, and Taxation.

Joint degree offerings include an M.S. in Financial Planning/M.B.A., M.S. in International Business/M.B.A., M.B.A./J.D., and B.A./M.B.A.

Advanced Certificates in Sports Management (post-M.B.A.), Business (post-M.B.A.) and Taxation (post-M.S. in Taxation), as well as undergraduate degree programs, are also available. A Certificate in International Business is offered to Seton Hall graduate students in most University programs (excluding the M.S. in International Business).

In support of the School's academic programs, the Division of Business Research, Center for Leadership Studies, Center for Tax Research, and Institute for International Business provide professional and continuing education forums to the business and Seton Hall communities. Examples of the School's commitment include the Division of Research's semi-annual publication of the *Mid-Atlantic Journal of Business* and its Faculty Working Paper Series.

Technological support services are provided by the School of Business' Anderson Planning Skills Center, which encourages and supports information technology literacy and application. All business students should maintain School of Business E-mail accounts in order to keep abreast of current University activities.

GRADUATE BUSINESS DEPARTMENTS

Department of Accounting and Taxation

Faculty: Abdallah; Deehan;
Easton; Greenstein; Jones;
(Co-op Adviser); McGee;
Murtuza; Shapiro; White

Department of Computing and Decision Sciences

Faculty: Babu; Bakun; Epstein;
Jategaonkar; Roche; Rosenthal; Weitz;
Wilamowsky (Chairperson); Xiao
(Chairperson).

Department of Economics

Faculty: Dall; Grivoyannis; Ikpoh; Jordan; Kant; Ketkar; Loviscek; Noulas; Tinari; Tzannetakis
(*Chairperson*).

Department of Finance and Legal Studies

Faculty: Amoroso; Harrington; Hunter; Kelly; Nesbitt; Pasmantier; Phillips (*Chairperson*); Shannon; Wagner; Yoon.

Department of Management

Faculty: Alexander; Amar; Boroff; Coll; Forbes; Parthasarthy; Stelzer
(*Chairperson*); Stoeve; Yin.

Department of Marketing

Faculty: Coughlin; D'Amato; Olszewski (*Director, Institute for International Business*); Pirog; Schneider; Wisenblit (*Chairperson*).

GRADUATE BUSINESS PROGRAMS

General Academic and Professional Objectives

Organizational success depends on reliance on those who demonstrate a comprehensive understanding of current practices and interdisciplinary business issues in combination with strong leadership, management, decision-making and communication skills.

The Master of Business Administration and Master of Science 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 requiring the support of "re-tooled" managers with updated skills and information in their respective areas.

Convenience of Graduate Course Offerings

Course work in the Master of Business Administration and Master of Science programs is geared in content and format to professionals employed on a full-time basis within the business environment. With the exception of the M.S. in Information Systems courses, which are predominantly on Saturdays, most classes meet one evening per week starting at 6:15 or 8:35 p.m.

For added convenience, two courses (or a six credit module) can usually be taken back-to-back in one evening, thereby accelerating degree completion.

Graduate Business Program Admission Requirements

Although graduate applications are considered on a rolling basis, the 1995-96 priority application deadlines are June 1 (Fall), October 1 (Spring) and February 1 (Summer). Admission is selective. For consideration, applicants must hold a baccalaureate degree from a regionally accredited college or university. The School welcomes those with undergraduate degrees in humanities, social and natural sciences, education, engineering and nursing, as well as those who have majored in business.

Although all requests will be considered based on their individual merit, a minimum GPA of 3.0 (on a 4.0 scale) and a GMAT score of 500 are generally required. The Graduate Admissions Committee of the Stillman School of Business reviews the following submitted evidence of relevant professional and academic potential: work experience and credentials, personal statement, undergraduate (and graduate) grade point average, letters of academic and professional recommendation, and scores on the Graduate Management Admissions Test (GMAT).

Written GMAT waiver requests of Master of Science program applicants (only) with three or more years of relevant work experience will be considered if received by the respective priority admissions deadlines. Requests for information on the October, January, March and June GMAT test dates and locations should be directed to the Education Testing Service at (609) 771-7330 or Box 944, Princeton, New Jersey 08540.

Graduate Business Program Application Procedure

The School of Business utilizes a self-managed application packet, in which materials, excluding official GMAT scores, should be submitted to the School of Business in one package.

Completed applications include all of the following:

- School of Business application form;
- Official transcript from each college and university attended for credit towards previous degrees (including Seton Hall);
- Official GMAT score sheet (unless granted waiver);
- Written 250-500 word personal statement discussing why the applicant should be admitted to the program of interest rather than an individual with similar qualifications;
- Professional resume
- Three academic or professional recommendations (mix preferred);
- Copies of relevant professional certificates and licenses.
- Application fee of \$50 payable to "Seton Hall University."

Individual programs reserve the right to require additional information or requisites pertinent to their specific areas. For a prospectus and application packet particular to an individual program, contact the School of Business Advisement Office, (201) 761-9222 or BUSGRAD@LANMAIL.SHU.EDU.

Academic Information

Academic Standing

In order to be admitted into Business Policy and certified for graduation, students must have a cumulative grade point average (GPA) of 3.0. Students whose GPA falls below 3.0 after the completion of 12 credits will be placed on probation. Each student's academic progress will be reviewed after the completion of 12 additional credits. At that time, if a 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 ordinarily is limited to one year. Requests for a leave of absence must be made in writing to the registrar and the assistant dean for graduate programs.

Students who have been granted such leave must apply for reactivation not less than eight weeks prior to the start of the semester.

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 School of Business. A maximum of 6 credits may be accepted when the grade earned is "B" or higher and the course has not been applied to a prior degree. Students requesting such transfer should write to the assistant dean for graduate programs. 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 course work at the School of Business.

Visiting Students

Graduate students in good standing at other universities may be granted permission to register for up to four courses at the School of Business by filing an application and submitting a letter of authorization from the dean of the graduate school in which they are enrolled.

Time Limit

Candidates for the degree of Master of Business Administration or Master of Science programs are expected to fulfill all requirements for the degree within five years after they have commenced their studies.

Graduate Assistantships

The School of Business awards graduate assistantships each year to full-time students exhibiting high academic and professional potential. Graduate assistants are assigned 20 hours of work per week in support of faculty research and administrative support. The award consists of a ten-month appointment with a stipend of \$4,450 per year and remission of tuition for 12 credits per Fall and Spring semester.

Applications for these assistantships may be obtained in the School of Business Advisement Office (Room 103). Applications should be sent directly to the assistant dean for graduate programs by the following deadline dates:

Fall Semester: June 1

Spring Semester: October 1

Summer Semester: March 1

MASTER OF BUSINESS ADMINISTRATION PROGRAM

Degree Requirements

The M.B.A. curriculum is designed to provide a strong foundation in accounting, economics, the behavioral and quantitative sciences, and the functional areas of business. The first three levels provide the base from which each student can select a specialization. Individuals may receive credit for these courses upon successful completion of challenge examinations administered by the School of Business during their first semester.

Currently, the specializations include accounting, economics, finance, human resource management, information systems, management, marketing, sports management and quantitative analysis. Students are required to complete 12 credits in their chosen specialization.

The remaining 15 credits are electives selected from a field in the M.B.A. curriculum other than each student's field of specialization. Electives are limited to 6 credits in any single field. A thesis (optional) can be used to satisfy 6 hours of elective credit. As the capstone of the program, Business Policy (BPOL 9000), which must be taken in the last semester, integrates the knowledge gained in previous courses.

The five levels in the M.B.A. program allow students to follow a logical, orderly approach to graduate study. By progressing through the levels consecutively, students acquire the necessary background to integrate concepts and techniques from all of the various business disciplines.

Course Waivers

Course waivers of Level I, II and III are granted on the basis of comparable undergraduate or graduate course work.

Waivers based on previous course work are generally granted if:

1. The course was completed within five years preceding the student's first semester in the M.B.A. Program;
2. A grade of "B" or better was earned; and,
3. It has been determined that the course or courses taken are sufficiently similar in depth and breadth of pertinent subject matter.
4. Additionally, any student holding a C.P.A. will automatically receive a waiver for Financial Accounting.

Waived credits are eliminated from the student's total credit requirement for the degree with the stipulation that a minimum of 30 credit hours be taken at Seton Hall.

M.B.A. Curriculum

Level I (12 credits)

BMIS 6701	Management Information Systems	3
BLAW 6301	Legal and Social Environment of Business	3
BQUA 6801	Statistical Inference in Decision Making	3
BACC 6101	Financial Accounting	3

Level II (9 credits)

BACC 6102	Managerial Accounting	3
BQUA 6802	Operations Management	3
ECON 6402	The National Economy	3

Level III (9 credits)

BMKT 6603	Marketing Strategies	3
BMGT 6503	Management and Organizational Behavior	3
BFIN 6203	Corporate Financial Management	3

Level IV Specialization and Electives† (27 credits)

1. Specialization

12 credit hours in a single discipline selected from information systems, economics, finance, human resource management, marketing, sports management, quantitative analysis and accounting (15 credit hours in accounting)

2. Electives

15 credit hours with a maximum of 6 hours in any single discipline outside the area of specialization.

Level V (3 credits)

BPOL 9000	Business Policy (must be taken during final semester)	
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In order to waive Corporate Financial Management (BFIN 6203) or Statistical Inference in Decision-making (BQUA 6801), a student must have successfully completed six credits in comparable course work.

Challenge Examinations

All core courses in Level I, Level II, and Level III may also be waived by challenge examinations which allow the student the opportunity to demonstrate sufficient knowledge of course material.

New students must take all challenge examinations prior to the completion of their first semester in the M.B.A. Program. Students will be notified of all challenge examination dates.

Credits waived through challenge examinations are eliminated from each student's total credit requirement for the degree as long as the 30 credit hour minimum is achieved.

Total Credits (without waivers): 60

†Students beginning the M.B.A. program in September 1995 are required to complete at least one international course. An international elective in a student's area of specialization counts as a required course in that specialization. An international course outside a student's area of specialization counts as a general elective; provided the student does not complete more than 6 credit hours in a discipline.

MASTER OF SCIENCE PROGRAMS

The School of Business offers Master of Science (M.S.) degrees in Accounting, Financial Planning, Human Resource Management, Information Systems, International Business, Professional Accounting and Taxation.

Please note the following:

Respective program advisers must be consulted concerning prerequisite coursework, course sequencing, and choice of electives. Students lacking prerequisite knowledge may need to successfully complete additional coursework/credits in order to fulfill the Master of Science degree requirements. Additional program-specific requirements are included under each degree and are subject to change as required by the School of Business.

MASTER OF SCIENCE IN ACCOUNTING

(30 credits)

Program Focus

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 individuals with liberal arts, social science, education, nursing or engineering degrees. Students have the opportunity to earn this academic credential in accounting while preparing for eligibility for such certifications as the CPA, CMA, and CIA.

M.S./Accounting Curriculum

I. Required Courses (18 credits)

BACC 7111	Accounting Theory I	3
BACC 7112	Accounting Theory II	3
BACC 7114	Cost Accounting	3
BACC 7121	Federal Income Tax of Individuals	3
BACC 7123	Auditing	3
BACC*	Accounting Seminar Course	3

II. Elective Courses (12 credits)

Approved Accounting or Taxation Electives (9 credits)	9
General Business Electives (3 credits)	3

* Course listings under revision.

Degree Requirements

Completion of the Master of Science in Accounting requires a minimum of 30 credits of approved course work composed of 18 credit hours of required courses and 12 credit hours of elective courses.

Two 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 courses in accounting must be earned at the W. Paul Stillman School of Business.

Prerequisite Knowledge

Most business majors who demonstrate sufficient proficiency in managerial economics, statistics, and the functional areas of business, such as financial accounting and corporate finance will have satisfied the prerequisite coursework. Students who have not fulfilled the prerequisites need to consult the program director concerning undergraduate and graduate course options.

Course Sequence and Program Length

Electives should be taken subsequent to related required courses. 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 1-1/2 academic years.

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Choose from approved M.B.A courses including:

BLAW 6301	Legal and Social Environment of Business	3
BMIS 6701	Management Information Systems	3
BQUA 6801	Statistical Inference in Decision Making	3
BQUA 6802	Operations Management	3

Total Credits: 30

MASTER OF SCIENCE IN FINANCIAL PLANNING

(30 credits)

Program Focus

Financial planning for individuals represents one of the fastest growing areas of professional practice. In order to meet the changing needs of their clientele, marketable professionals require development of an updated and expanded skill and knowledge base to successfully compete in the financial marketplace.

Seton Hall's Master of Science in Financial Planning is designed for accountants, lawyers, investment advisors and financial product salespeople interested in securing these tools while in pursuit of a practical graduate degree. The program's inter-disciplinary curriculum emphasizes taxation, finance, accounting and insurance as they relate to planning for client investment and risk management needs.

In order to best accommodate the professional interests of individual students, a specialization in individual or corporate financial planning can be created in consultation with the program director.

Degree Requirements

Completion of the Master of Science in Financial Planning requires a minimum of 30 credits of approved course work composed of 15 credit hours of required courses and 15 credit hours of elective courses.

Two 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 courses in financial planning must be earned at the W. Paul Stillman School of Business.

Prerequisite Knowledge

Most business majors who demonstrate sufficient proficiency in macroeconomics, and the functional areas of business, such as accounting and corporate financial management will have satisfied the prerequisite coursework. Students who have not fulfilled the prerequisites need to consult the program director concerning undergraduate or graduate course options.

Course Sequence and Program Length

Electives should be taken subsequent to related required courses. 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 1-1/2 academic years.

M.S./Financial Planning Curriculum

I. Required Courses (15 credits)

BACC 7121	Federal Income Taxation of Individuals	3
BFIN 7219	Security Analysis	3
BINS 7021	Personal Insurance (Life and Health)	3
BTAX 6007	Federal Estate and Gift Taxation	3
ECON 7430	Portfolio Analysis	3

II. Elective Courses

BACC 7122	Federal Income Taxation of Business	3
BFIN 7215	Capital and Money Markets	3
BFIN 7231	Securities and Commodities Markets	3
BINS 7022	Property and Liability Insurance	3
BLAW 7311	Legal Aspects of Business	3
BLAW 7315	Wills, Estates and Trusts	3
BLAW 7343	Securities Regulation	3
BTAX 6003	Tax Research	3
BTAX 7018	Executive Compensation, Pensions and Profit-Sharing	3
BTAX 7020	Federal Income Taxation of Fiduciaries	3
BTAX 7025	Estate Planning	3
BTAX 7037	State and Local Taxation	3
BTAX 7038	Advanced State and Local Taxation	3

Total Credits: 30

Joint M.S. in Financial Planning/M.B.A.

This program is available to those fulfilling the admissions and curriculum

requirements of both programs. Fifteen approved cross-credits are allowed.

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

(30 credits)

Program Focus

The Master of Science in Human Resource Management empowers individuals with up-to-date tools required to successfully manage functions relating to information technology, diversity and globalization, as well as increased organizational emphasis in such areas as recruitment, selection, development, compensation, retention, performance evaluation and promotion strategies.

Degree Requirements

Completion of the Master of Science in Human Resource Management requires a minimum of 30 credits of approved course work composed of 9 credit hours of required courses and 21 credit hours of elective courses.

Two 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 courses in human resource management must be earned at the W. Paul Stillman School of Business.

Prerequisite Knowledge

Most business majors who demonstrate sufficient proficiency in managerial economics, statistics, and the functional areas of business, such as financial accounting and corporate finance will have satisfied the prerequisite coursework. Students who have not fulfilled the prerequisites need to consult the program director concerning undergraduate or graduate course options.

Course Sequence and Program Length

Electives should be taken subsequent to related required courses. 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 1-1/2 academic years.

M.S./Human Resource Management Curriculum

I. Required Courses (9 credits)

BHRM 7513	Introduction to Human Resource Management	3
BHRM 7940	Seminar in Human Resource Management	3
BMGT 6503	Organizational Behavior*	3

* (Students who have taken an equivalent graduate course to BMGT 6503 will be considered for a waiver).

II. Elective Courses (21 credits)

BHRM 7513	Compensation and Benefits Management	3
BHRM 7515	Collective Bargaining	3
BHRM 7519	Legal Environment of Human Resource Management	3
BHRM/BMGT 7550	Cultural Dimensions of International Business	3
BHRM/BMGT 7950	Seminar in the Management of Change	3
BMGT 7962	Managerial Negotiating	3
BMGT 7523	Organizational Theory	3
BHRM 7960	Human Resource Moot Court	3
BHRM 7526	Diversity Issues in Management	3
BHRM 7535	International Human Resource Management	3

Total Credits: 30

MASTER OF SCIENCE IN INFORMATION SYSTEMS

(30 credits)

Program Focus

The M.S. in Information Systems is markedly different from computer-related programs at other institutions due to its primary focus on the utility, as opposed to the theory, of information technology.

The program serves the needs and expectations of corporate professionals by providing in-depth knowledge of state-of-the-art technology, such as client/server architecture and fourth generation languages. It "re-tools" information system professionals who are experienced with legacy COBOL/mainframe systems with skills requisite for advancement in the field. The program is also geared toward specialists who have work experience with current technology but who lack formal training.

The curriculum is project-oriented with an emphasis on the application of innovative technology to the design, implementation and deployment of business information systems.

Degree Requirements

As a general rule, completion of the Master of Science in Information Systems degree requires a minimum of 30 credits of approved course work composed of 24 credit hours of required courses and 6 credit hours of elective courses.

Two 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 courses in information systems must be earned at the W. Paul Stillman School of Business.

Prerequisite Knowledge

Through consultation with an Information Systems adviser, the following prerequisites can be fulfilled either through undergraduate/graduate course work and/or work experience: ability to program in a third generation language, understanding of basic computer architecture, operating system concepts, and theory of relational data base management.

Program Length

In accordance with present policy, candidates for the master's degree are expected to fulfill all requirements for

the degree within five years after they have begun their studies. The program can be completed in approximately two academic years.

M.S./Information Systems Curriculum

I. Required Courses

The following four courses are required of all students in the M.S. in Information Systems program:

BBIT 6751	Object Orientated Development	6
BBIT 6753	Client/Server Architecture	6
BBIT 6755	Development in a GUI Environment	6
BBIT 6757	Developing Enterprise-wide Applications	6

Elective Courses (Prerequisites: Completion of required courses)

Choose two of the following:

BBIT 7750	Application Development Techniques	3
BBIT 7752	Telecommunications, Internetworking and Global Competition	3
BBIT 7754	Information Technology Planning and Management	3

Total Credits: 30

MASTER OF SCIENCE IN INTERNATIONAL BUSINESS (33 credits)

Program Focus

Seton Hall's M.S. in International Business serves the educational needs of the over 4000 international firms with headquarters or subsidiaries in New Jersey. This specialized, inter-disciplinary graduate program prepares business professionals to successfully handle international business challenges and opportunities. Emphasis is on business expertise in a variety of substantive areas, as well as cultural awareness, global sensitivity and development of skills needed for success in a rapidly changing business environment.

Degree Requirements

Completion of the Master of Science in International Business requires a minimum of 33 credits of approved course work composed of 21 credit hours of required courses and 12 credit hours of elective courses.

Two restrictions apply: First, no course may be transferred if it has been applied to a prior degree. Second, a

minimum of 27 credit hours of courses in international business must be earned at the W. Paul Stillman School of Business.

Prerequisite Knowledge

Most business majors who demonstrate sufficient proficiency in macroeconomics, management and organizational behavior, and the functional areas of business, such as managerial accounting, corporate financial management and marketing strategies will have satisfied the prerequisite coursework. Students who have not fulfilled the prerequisites need to consult the program director concerning undergraduate or graduate course options.

Course Sequence and Program Length

Electives should be taken subsequent to related required courses. 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 two academic years.

M.S./International Business Curriculum

Program Model (Modules I-III @ six credits each)

Semester I:	Global Business Environment (BINT 6901)
Semester II:	Global Business Management I (BINT 6903) Economic Forecasting and Financial Strategies for Global Enterprise
Semester III:	Global Business Management II (BINT 6905) Management and Marketing Strategies for Global Enterprise
Semester IV:	Two International Business electives (3 credits each)
Semester V:	International Business elective (3 credits) Global Strategy/Capstone Course (BINT 6907) (3 credits) Practicum (BINT 7900) (3 elective credits)

Total: 33 credits

The Practicum is comprised of an approved independent research project or internship with a U.S.-based international business/agency or a graduate business course outside the U.S. Approval is granted by the Director of the Institute for International Business.

International Business Electives* (Select 9 credits)

BACC 7117	International Accounting	3
BFIN 7235	Global Financial Markets	3
BMGT 7527	International Management in Developing Countries	3
BMKT 7615	Comparative Marketing Systems	3
BMKT 7993	Multinational Corporations in the Asian Market	3
BQUA 7823	International Operations Management	3
BTAX 7033	Multinational Tax Considerations	3
BTAX 7039	Multinational Tax Seminar	3
ECON 7410	Management of Economic Development	3
BINT 9900	Seminar on the Multinational Corporation	3

* Additional electives (excluding BFIN 7216, BLAW 7323, BMGT 7930, BMKT 7617, and ECON 7440) may be substituted through consultation with the program director.

M.S./International Business Concentrations (Optional)

International Management/Marketing
International Economics/Finance
International Accounting/Finance

In fulfillment of one of the three concentrations, 12 credits of International Business electives (including the Practicum) must be selected through consultation with the program director. Students requesting a General International Business concentration participate in the Practicum and select three of the other approved International Business electives offered by the School of Business.

Joint M.S. in International Business/M.B.A. Program

Students fulfilling the admissions and curriculum requirements of both programs can earn a joint degree with a minimum of 78 credits. Most of Seton Hall's International Business School electives, as well as Global Business Environment (6 credits), are allowed for cross-credit. Exclusions include BFIN 7216, BLAW 7323, BMGT 7930, BMKT 7617 and ECON 7440.

MASTER OF SCIENCE IN PROFESSIONAL ACCOUNTING

(30 credits)

Program Focus

As of the year 2000, the American Institute of Certified Public Accountants (AICPA) will mandate that its members have earned 150 college credits. Seton Hall's Master of Science in Professional Accounting is intended as the "fifth year" of education which will enable accounting majors to qualify to sit for the CPA exam and to earn a graduate degree at the same time.

This curriculum, also suited for accountants seeking to upgrade their skills, was developed in collaboration with top-level specialists to provide practical graduate accounting education. It caters to those who agree that (1) those proactively securing a competitive edge in this increasingly innovative field will be most marketable as tomorrow's senior level accounting professionals, and (2) organizational success depends on reliance on those who demonstrate strong leadership, management and decision-making skills *in combination* with a comprehensive understanding of current practices and inter-disciplinary issues in their field.

M.S./Professional Accounting Curriculum

I. Required Courses

A. Accounting Courses (15 credits)

1. Seminar Course (Select 3 credits)

BACC 8101	Current Developments in Financial Accounting	3
BACC 8103	Current Developments in Managerial Accounting	3
BACC 8105	Current Developments in Auditing	3

2. Accounting Electives (Select 12 credits)

BACC 7114	Cost Accounting	3
BACC 7117	International Accounting	3
BACC 7119	Fund Accounting	3
BACC 7121	Federal Income Taxation of Individuals	3
BACC 7122	Federal Income Taxation of Businesses	3
BACC 7124	Comprehensive Accounting Problems	3
BACC 7125	Advanced Accounting Theory	3
BACC 7199	Directed Research	3

Degree Requirements

Completion of the Master of Science in Professional Accounting requires a minimum of 30 credits of approved course work, composed of 18 credit hours of required courses and 12 credit hours of elective courses.

Two 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 courses in accounting must be earned at the W. Paul Stillman School of Business.

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 1-1/2 academic years.

In order to best accommodate the professional needs of individual students, specialization tracks in such areas as international business, finance, cost or managerial accounting, or human resources management can be created in consultation with a Professional Accounting adviser. Requests should be drawn from the Business School's M.S. in Taxation, M.S. in Financial Planning and M.B.A. programs.

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At most, one of the following:

BACC 4121	Accounting Systems3
BACC 4129	Financial Statement Analysis3
BACC 4131	International Auditing . . . . .	.3
BACC 4132	EDP Auditing* . . . . .	.3

B. Business Courses (Select 15 credits)

International Business Courses (Select 3 credits)

BACC 7117	International Accounting . . . . .	.3
BFIN 7216	International Finance . . . . .	.3
BFIN 7235	Global Financial Markets . . . . .	.3
BLAW 7323	International Law . . . . .	.3
BMGT 7527	International Management in Developing Countries . . . . .	.3
BMGT 7930	International Business Management . . . . .	.3
BMGT 7991	Management of Foreign Operations . . . . .	.3
ECON 7440	International Economics . . . . .	.3
BKMT 7617	International Marketing . . . . .	.3

2. Accounting Information Communication Course (3 credits)

Revised course listing under development

3. Business Course Offerings (Select 9 credits)

Choose from approved M.S./Tax, M.S./Financial Planning and M.B.A. courses.

* Only acceptable for students who have not taken the same or similar undergraduate course.

MASTER OF SCIENCE IN TAXATION

Program Focus

The M.S. in Taxation curriculum provides intensive exposure to the basic areas of taxation while permitting students to take courses designed to accommodate particular specializations.

Prerequisite Knowledge

Students must have successfully completed academic course work in basic business administration subjects as a prerequisite for taking any courses in the program. In general, this includes sufficient understanding of economics, computer science, statistics, business law, and the functional areas of business, such as accounting, finance, management and marketing. Students who have not fulfilled the prerequisites need to consult the program director concerning undergraduate or graduate course options.

General Requirements

Completion of the Master of Science in Taxation degree requires 30 semester hours of course work composed of 15 credit hours of required courses and 15 credit hours of elective courses.

As a general rule, students must successfully complete 10 courses in taxation. A maximum of 6 credit hours of course work earned in an accredited graduate taxation program may be accepted in partial satisfaction of degree requirements by the School of Business.

Two 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 courses in taxation must be earned in the W. Paul Stillman School of Business.

Course Sequence and Program Length

Students will arrange their program so that prerequisite knowledge requirements are met first, required courses second and elective courses third. In

accordance with present policy, candidates for the master's degree are expected to fulfill all requirements for the degree within five years after they have begun their studies. The program can be completed in two years.

M.S./Taxation Curriculum

I. Required courses (15 credits)

BTAX 6001	Concepts of Income Determination	3
BTAX 6003	Tax Research	3
BTAX 6005	Taxation of Corporations and Shareholders	3
BTAX 6007	Federal Estate and Gift Taxation	3
BTAX 6009	Tax Accounting	3

II. Elective courses (15 credits. Prerequisites: Completion of required courses)

BTAX 7011	Advanced Concepts of Taxation	3
BTAX 7012	Federal Income Tax Practices and Procedures	3
BTAX 7014	"S" Corporations	3
BTAX 7015	Consolidated Returns	3
BTAX 7016	Corporate Reorganizations	3
BTAX 7018	Executive Compensation, Pension and Profit Sharing Plans	3
BTAX 7020	Federal Income Taxation of Fiduciaries	3
BTAX 7025	Estate Planning	3
BTAX 7030	Tax Problems of Partners and Partnerships	3
BTAX 7033	Multinational Tax Considerations	3
BTAX 7034	Business Planning	3
BTAX 7037	State and Local Taxation	3
BTAX 7039	Multinational Tax Seminar	3

Total Credits: 30

CERTIFICATE PROGRAMS

Certificate in International Business

Offered as part of the Master of Business Administration program, this certificate consists of interdepartmental course offerings. In addition to providing an opportunity for matriculated Seton Hall graduate students to study international business, the certificate is available on a non-degree basis to qualified working professionals who are current Seton Hall graduate students or who hold a graduate degree.

Candidates who wish to qualify for a certificate in international business must complete 12 credit hours from the following list of courses:

BACC 7117	International Accounting	3
ECON 7440	International Economics	3
BFIN 7216	International Finance	3
BFIN 7235	Global Financial Markets	3
BMKT 7617	International Marketing	3
BMKT 7993	Multinational Corporations in the Asian Market	3
BLAW 7323	International Law	3
BMGT 7527	International Management in Developing Countries	3
BMGT 7930	International Business Management	3
BMGT 7991	Management of Foreign Operations	3

Certificate of Advanced Study

The Certificate of Advanced Study consists of a five-course program of post-M.B.A. or post-M.S. in Taxation graduate education for business professionals. Students may choose five courses from one of the eight areas of concentration. They may not repeat courses for which they already have earned credit.

In addition to the aforementioned, Certificate of Advanced Study students may also develop an individual study plan with the assistant dean for graduate programs in consultation with a faculty member. This individual study plan may center on a theme, such as portfolio management, small business management or international management. Students with an M.B.A. or M.S. in Taxation older than five years 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, and maintains a 3.0 grade point average. Since the certificate is not a degree, graduates from the certificate program do not participate in University commencement exercises. Applicants must submit a completed application form, an official transcript from their completed M.B.A. or M.S. in Taxation program, and a \$50 application fee to the assistant dean for graduate programs in Room 103 at the W. Paul Stillman School of Business.

JOINT DEGREE PROGRAMS

M.S. in Financial Planning/M.B.A.

This M.S./M.B.A. program is available to those fulfilling the admissions and curriculum requirements of both programs. Fifteen approved cross credits are allowed.

M.S. in International Business/M.B.A.

Students fulfilling the admissions and curriculum requirements of both the M.S. and M.B.A. programs can earn a joint degree with a minimum of 78 credits.

Most of Seton Hall's International Business School electives, as well as Global Business Environment (6 cred-

its), are allowed for cross-credit.

Exclusions are: BFIN 7216, BLAW 7323, BMGT 7930, BMKT 7617 and ECON 7440.

M.B.A./J.D. Program

The W. Paul Stillman School of Business and the School of Law offer a four-year program leading to the degrees of Master of Business Administration (M.B.A.) and Juris Doctor (J.D.). The curriculum can be completed in four years rather than the normal five years through courses acceptable as joint credit.

Application to the joint program is open to holders of baccalaureate degrees from accredited colleges or universities who are full-time students enrolled in either the School of Business or the School of Law. The School of Law bases admission on grade point average (GPA), Law School Admission Test (LSAT) scores and other non-quantifiable indicators.

Application Procedure

Students must complete separate applications for both schools simultaneously, according to the following procedure.

The M.B.A. and M.S. program procedure appears at the beginning of the School of Business section of this Bulletin. For the School of Law, applications for admission must be submitted by May 1. Applications 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, Newtown, PA 18940. The LSDAS report containing the LSAT scores should be forwarded to the School of Law at the above address.

Curriculum Requirements

The M.B.A. degree consists of 57 credits and the J.D. of 84 credits. A maximum of 12 credits may be used as cross-credits between the two programs (credits applied to both degree requirements).

The business curriculum consists of three levels of core courses, covering a common body of knowledge in business, 12 credits in a concentration and 15 credits in electives. The courses in the first three levels may be waived through prior course work or challenge examinations.

For the first year of study, students are required to complete the regular first-year curriculum at the School of Law. In the second year, credits are divided between the School of Business and the School of Law. In the third year, the student continues to take the M.B.A. requirements and begins the electives required by both schools. Outstanding requirements in either the School of Business or the School of Law are completed in the fourth year.

M.B.A./J.D. Program Curriculum

FIRST YEAR

Fall Semester

Credits

LAW 6001	Civil Procedure I	2
LAW 6003	Legal Research and Writing I	2
LAW 6006	Contracts I	3
LAW 6008	Torts I	4
LAW 6010	Property I	2
LAW 6012	Constitutional Law I	2

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Spring Semester

LAW 6002	Civil Procedure II	3
LAW 6004	Legal Research and Writing II	1
LAW 6007	Contracts II	2
LAW 6011	Property II	3
LAW 6013	Constitutional Law II	3
LAW 6014	Criminal Law	3

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SETON HALL UNIVERSITY

SECOND YEAR

		Credits
Fall Semester		
CORP 7131	Business Associations	4
MTCT 7151	Appellate Advocacy	1
BACC 6101	Financial Accounting	3
BMIS 6701	Management Information Systems	3
BQUA 6801	Statistical Inference in Decision Making	<u>3</u>
		14
Spring Semester		
COML 7121	Commercial Law I	3
PRMD 7201	Evidence	3
BACC 6102	Managerial Accounting	3
BQUA 6802	Operations Management	3
ECON 6402	The National Economy	<u>3</u>
		15
Summer Semester		
BMGT 6503	Management and Organizational Behavior	3
BMKT 6603	Marketing Strategies	<u>3</u>
		6

THIRD YEAR

Fall Semester		
TAXN 7112	Taxation I	3
BFIN 6203	Corporate Financial Management	3
	Electives	<u>9</u>
		15
Spring Semester		
	M.B.A. Concentration	6
	Electives	<u>9</u>
		15
Summer Semester		
	M.B.A. Concentration	3
	Electives	<u>3</u>
		6

FOURTH YEAR

Fall Semester		
PRFM 7003	Professional Responsibility	2
	M.B.A. Concentration	3
	Electives	<u>9</u>
		14
Spring Semester		
BPOL 9000	Business Policy	3
	Electives	<u>11</u>
		14

Note: In addition to the required courses listed above, students must register for a designated seminar or an independent research project to meet the Law School's "Advanced Writing Requirement." Students must also register for Trial Moot Court, Civil Trial Practice or a clinic to satisfy the "Trial Practice Requirement."

B.A./M.B.A. Program

The College of Arts and Sciences and the W. Paul Stillman School of Business offer a joint program that leads to two degrees:

1. A bachelor's degree in a liberal arts major.
2. A Master of Business Administration degree.

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. Basically, the student spends the first three years taking arts and sciences courses. At the end of the third year, the student applies for the M.B.A. program. If accepted, the student takes a mixture of arts and sciences and business courses during the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all undergraduate degree requirements and 130 credit hours, the student receives a bachelor's degree. After completing the M.B.A. requirements and 150 total credit hours, the student also receives an M.B.A.

Purpose

The purpose of the program is two-fold:

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 of Arts degree. This enables the Arts and Sciences student to obtain an M.B.A. within 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 the arts and sciences.

3. The joint program requires a minimum of 150 credit hours; within this number, a student completes specified arts and sciences requirements, an undergraduate arts and sciences major field, and the specified M.B.A. curriculum.

The breakdown of the minimum 150 credit hours is as follows:

1. Students complete the core curriculum of the College of Arts and Sciences and major field requirements. The total credits vary depending upon the requirements of the major field. M.B.A. courses serve as electives to complete the 130 credits required for the baccalaureate degree.

2. Arts and Sciences undergraduate credits with a grade of "B" or better waive M.B.A. requirements as follows:

a. MATH 1101 Statistical Concepts and Methods, *and* MATH 1302 Calculus for Liberal Arts, waive BQUA 6801 Statistical Inference in Decision Making.

b. ECON 1402 *and* ECON 1403 Principles of Economics I – II, waive ECON 6402 The National Economy.

c. POLS 3210 Constitutional Law *or* POLS 1212, Introduction to American Law, waive BLAW 6301 Legal and Social Environment of Business.

The total credit hours represented in this timetable consist of 99 credits from the College of Arts and Sciences and 51 from the School of Business. Some undergraduate Arts and Sciences majors require more than 99 credit hours. Students must consult their Arts and Sciences major adviser for specific information. Graduate course information is available through the Business School Advisement Office.

B.A./M.B.A. Curriculum

1. Arts and Science Core Requirements
2. Major Fields: Anthropology, Art History, Biology, Chemistry, Classical Studies, Communication, Economics, English, Fine Arts, History, Modern Languages, Music History, Political Science, Psychology, Religious Studies and Sociology.

3. M.B.A. Core Courses: Levels I - III, less three waived courses: 51-54 credits.

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.

Course Descriptions

M.B.A. Core

Level I

BACC 6101 Financial Accounting

Basic theory of accounts, types of books and forms. Principles of accounting as applied to proprietorships, partnerships and corporations. Elements of cost accounting. *3 credits.*

BLAW 6301 Legal and Social Environment of Business

Review of the legal, social and ethical restraints of the business environment. Examines the business relationship within the regulatory environment, judicial process and constitution and covers the law and its effect on consumers, investors and the environment, as well as regulation of competition, labor and employment. *3 credits.*

BMIS 6701 Management Information Systems

Role of computers in management information systems. Emphasis on management concerns in the construction, modification and use of computer systems. Topics include hardware, software, programming and system specification, and design techniques. *3 credits.*

BQUA 6801 Statistical Inference in Decision Making

Demonstration of the tools and logic of inferential statistics and illustration of their use in decision making. Emphasis on applications and understanding of statistical concepts. Illustrative examples from various fields of business, such as accounting, finance, marketing and management. Applications using statistical software emphasized. *3 credits.*

Level II

BACC 6102 Managerial Accounting

Use of accounting as a management tool. Development of an understanding of manufacturing accounting control systems. Use of business data for financial planning and decision making. *Prerequisite: BACC 6101. 3 credits.*

BQUA 6802 Operations Management

Decision-making in the management of production and service operations. Primary focus on the role of quantitative, analytical and computational techniques in the modeling, analysis and solution of these problems. Applications using operations management software emphasized. *Prerequisite: BQUA 6801. 3 credits.*

ECON 6402 The National Economy

Development of the basic determinants of national income, employment and economic growth. Analysis of national economic problems in the context of economic theory, government practices and social macroeconomic objectives. Role of monetary and fiscal policies in light of current practices. *3 credits.*

Level III

BMGT 6503 Management and Organizational Behavior

Overview of theories and behavioral science approaches to more effective management of complex organizations. Lecture, case study and small group exercises to internalize conceptual material necessary for management excellence. *3 credits.*

BMKT 6603 Marketing Strategies

An overview of the marketing management process which consists of identifying marketing opportunities, researching and selecting target markets, designing the marketing mix (product or service, price, distribution and promotional strategies) and planning, organizing, implementing and controlling the marketing effort. The focus is on strategic managerial decision making which harmonizes the firm's objectives and resources with the needs and opportunities in the marketplace. Emphasis is placed on ethics and the enhancement of the well-being of consumers and society. *3 credits.*

BFIN 6203 Corporate Financial Management

Survey of the aspects of corporate financial management: risk and required return, working capital, management, capital budgeting and sources of financing. *Prerequisite: BACC 6102. 3 credits.*

Level V

BPOL 9000 Business Policy and Strategy

This capstone course addresses the strategic issues in a competitive business environment, integrates functional and tool courses in a comprehensive framework for managing an organization, and uses computerized simulation which provides student teams with an opportunity to coordinate production, marketing and financial objectives and decisions in strategic and operating plans. *3 credits.*

Department of Accounting and Taxation

Accounting

BACC 7111-7112 Accounting Theory I – II

Development of generally accepted accounting principles. Financial statements for going concerns: cost allocation principles, price level changes and other problems of financial reporting. *3 credits each.*

BACC 7114 Cost Accounting Principles

Cost systems used in business organizations. Valuation of assets and distribution costs, effective methods of cost analysis and control. Standard costs. *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. *3 credits.*

BACC 7121 Federal Income Taxation of Individuals

Case study of federal income tax legislation with special attention to preparation of individual returns. *3 credits.*

BACC 7122 Federal Income Taxation of Business

Case study of federal income tax legislation with special attention to preparation of corporate returns. *6 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. *3 credits.*

BACC 7124 Comprehensive Accounting Problems

Intensive study of such problem areas as partnership, home office and branch office accounting, consolidated financial statements and corporate combinations. A substantial amount of the work is taken from C.P.A. examinations. *3 credits.*

BACC 7125 Advanced Accounting Theory

Partnership formation and liquidation problems, consolidated corporate financial statements, accounting for fiduciaries and reporting to the Securities and Exchange Commission. Opinions of the Accounting Principles Board, the Financial Accounting Standards Board and other significant pronouncements on accounting principles. *3 credits.*

BINS 7021 Personal Insurance

(Course description under development). *3 credits.*

BINS 7022 Property and Liability Insurance

(Course description under development). *3 credits.*

Taxation

(Required Courses)

BTAX 6001 Concepts of Income Determination

Understanding the provisions of the Internal Revenue Code which affect determination of income, exclusions, deductions and other elements to arrive at taxable income. The emphasis of this course is on learning to recognize issues and arrive at conclusions. *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 Taxation of Corporations and Shareholders

Tax treatment of events in the life of a corporation, with emphasis on problems and relationships between corporations and shareholders. Subject matter includes transfers on organizing a corporation, dividend distributions, stock redemptions partial liquidations and corporate liquidations. *3 credits.*

BTAX 6007 Federal Estate and Gift Taxation

Study of the provisions of the federal estate tax and gift tax, including taxable transfers, gross estate, allowable deductions and credits. *3 credits.*

BTAX 6009 Tax Accounting

This course 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. *3 credits.*

Elective Courses

BTAX 7011 Advanced Concepts of Taxation

Concepts and problems in selected areas of taxation, i.e., the interrelationship of different taxes; tax minimization principles; characteristics of taxable entities, such as collapsible corporations, personal holding companies; accumulated earnings tax; assignment of transfer or income; sales and exchanges of property; tax accounting principles and valuation problems. *Prerequisites: BTAX 6001. 3 credits.*

BTAX 7012 Federal Income Tax Practices and Procedures

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. *Prerequisites: BTAX 6001, 6003, 6005, 6009. 3 credits.*

BTAX 7014 "S" Corporations

This course will deal in depth with the provisions of Subchapter S of the Internal Revenue Code, covering such material as uses of S Corporations, eligibility to elect S Corporation status, termination of S Corporation status, taxation of income, losses and deductions, distributions, basis of S Corporation stock and pitfalls. *Prerequisite: BTAX 6001, 6003, 6005, 6009. 3 credits.*

BTAX 7015 Consolidated Returns

Intensive study in determining if an affiliated group of corporations should elect to file a consolidated return. Among the topics covered are eligibility, consolidated return election, deferred intercompany transactions, annual investment adjustments, basis and disposition of stock of subsidiaries, excess loss account, deemed dividend election and rules for separate return limitation year. Also covered are consolidated investment credit, foreign tax credit, apportionment of unused credits, allocation of consolidated tax liability, the effect on earnings and profits, tax advantages and disadvantages of filing a consolidated return. *Prerequisites: BTAX 6001, 6003, 6005, 6009. 3 credits.*

BTAX 7016 Corporate Reorganizations

The tax implications of transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations along with the impact of these transactions on tax liabilities and personal planning of the individual owners are presented. Acquisitive and divisive reorganizations; and carry over and limitations of tax attributes are also covered. *Prerequisites: BTAX 6001, 6003, 6005, 6009. 3 credits.*

BTAX 7018 Executive Compensation, Pension and Profit Sharing Plans

Deferred compensation plans for executives and employees are discussed. Topics covered include qualification and operation of pension and profit sharing plans, including eligibility of coverage; vesting; funding; terminations; stock options. The course also looks at employee stock ownership plans; plans of self-employed individuals; Individual Retirement Accounts and Section 401(k) plans. *Prerequisites: BTAX 6001, 6003, 6005. 3 credits.*

BTAX 7020 Federal Income

Taxation of Fiduciaries

Taxation of income to fiduciaries, beneficiaries, grantors and other parties are discussed, along with income in respect to decedent; taxation of simple and complex trusts; operation of the throwback rule; and income and deductions included in the decedent's final return. *Prerequisites: BTAX 6001, 6003, 6007. 3 credits.*

BTAX 7025 Estate Planning

Course includes an intensive consideration of the techniques of estate planning through lifetime and testamentary transfers and the use of post-mortem options. Items considered include valuation problems, recapitalization methods, buy-sell agreements, private annuities, apportionment of the tax burden and other techniques available to the planning of estates. *Prerequisites: BTAX 6001, 6003, 6005, 6007. 3 credits.*

BTAX 7030 Tax Problems of Partners and Partnerships

An in-depth analysis of the federal tax rules governing partners and partnerships contained in Subchapter R of the Internal Revenue Code. Subjects covered include the aggregate and entity theories; partnership formation, operation, and reorganization; distributions; liquidations; sale or other dispositions of a partnership interest (including retirement or death of a partner); tax effects of the admission of new partners; transactions involving unrealized receivables and substantially appreciated inventory items and special basis adjustments. Recognition is given to the human relations element predominant in partnership arrangements, conflicts and dissolutions. Consideration of the utilization of limited partnerships in tax shelter situations. *Prerequisites: BTAX 6001, 6003, 6005, 6009. 3 credits.*

BTAX 7033 Multinational Tax Considerations

U.S. jurisdiction to tax on the basis of citizenship, source of income and other conflicts are examined. Includes taxation of U.S. citizens abroad; resident and non-resident alien individuals and corporations; the concept of income which is effectively connected with U.S. business. Also covered are taxation of domestic entities doing business abroad and controlled foreign corporations; foreign tax credits; inter-company pricing and allocation; and foreign sales corporations. *Prerequisites: BTAX 6001, 6003, 6005, 6009. 3 credits.*

BTAX 7034 Business Planning

Study of the interaction of business profitability and the federal income tax laws. Techniques of planning for optimal tax results for business operations are studied. *Prerequisites:* BTAX 6001, 6003, 6005, 6007, 6009. 3 credits.

BTAX 7037 State and Local Taxation

Includes the common types of taxes imposed by state and local governments, including franchise, net income, gross receipts, and sales and use taxes; and the taxation of multi-state businesses. Taxation by the States of New Jersey and New York and emphasis on the taxation of businesses are examined. *Prerequisites:* BTAX 6001, 6003, 6005, 6009. 3 credits.

BTAX 7039 Multinational Tax Seminar

An advanced seminar covering various tax problems involved with international business transactions, including citizenship, source of income, and other contacts; taxation of U.S. citizens abroad, resident and non-resident alien individuals and corporations; the concept of income that is effectively connected with U.S. business; taxation of domestic entities doing business abroad; controlled foreign corporations; foreign tax credits; inter-company pricing; allocation and apportionment of domestic expenses; and special purpose corporations such as foreign sales corporations and domestic international sales corporations. *Prerequisites:* BTAX 7003 or permission of instructor. 3 credits.

BTAX 7050 Ethical Standards in Tax Practice

This course addresses problems of professional responsibility encountered in tax practice. Ethical issues confronting the tax practitioner in audit and litigation proceedings, as well as professional responsibilities in the tax planning area are covered. *Prerequisites:* BTAX 6001, 6003. 3 credits.

Department of Computing and Decision Sciences*

*Programming ability in at least one procedural high-level language is required of all students specializing in information systems. Those students lacking programming proficiency must complete BMIS 7712 as part of their specialization requirements. Students specializing in information systems must complete BMIS 7711, BMIS 7723 and an additional 6 credit hours in information systems.

Information Systems

BMIS 7711 Data Base Systems

Introduction to the concepts of data base technology. The student is provided with a broad understanding of data base systems, their use by management and the major considerations in their design and implementation. Offered in the Fall Semester.

Prerequisite: Programming ability in at least one procedural high-level language, such as Pascal, PL/1, ALGOL. 3 credits.

BMIS 7712 Computer Programming

Introduction to computer programming and simple data structures. Students are exposed to algorithms and programming techniques through the use of the C language. 3 credits.

BMIS 7715 Office Automation

Survey of the changing environment of the business office brought about by evolving computer technology. The student is exposed to office automation systems, typical office management operations and office communications. 3 credits.

BMIS 7717 Advanced Programming and Data Structures

Theoretical and experiential understanding of advanced algorithms and data structures. Includes both theoretical presentations and computer programming assignments to assist the student in developing competency in all aspects of software design and documentation. Programs are written in C and C++. *Prerequisite:* Programming ability in at least one procedural high-level language such as Pascal, PL/1, C. 3 credits.

BMIS 7719 Computer Systems

Concepts in the design, logic and architecture of computer hardware, as well as the fundamental concepts of operating system and hardware-software interaction. Introduction to the fundamentals of the acquisition and effective management of computer hardware and software systems. *Prerequisite:* BMIS 7723. 3 credits.

BMIS 7721 (BQUA 7815) Modeling and Simulation

Important aspects of simulation study including modeling, simulation languages, validation and output data analysis. Emphasis on model building and managerial implications. At the conclusion of the course, the student should be able to understand what constitutes a well-defined algorithm or model, be able to design simulation models for complex business problems and know how to present directives to technical support staff involved in model development. (*May be used toward the quantitative analysis specialization*) 3 credits.

BMIS 7723 System Analysis and Design

Introduction to the fundamentals of systems analysis and design. Emphasis both on the development aspect of computer-based information systems as well as on the study of some common business on-line and batch application systems. Offered in the Spring Semester. *Prerequisite:* BMIS 7711. 3 credits.

BMIS 7725 Management Information Systems Design

Integration of the areas of computer technology, systems analysis and design, database systems, decision support systems and orga-

nizational behavior to aid the student in designing a management information system. Students are assigned team projects in which they identify problem areas in decision making and formulate appropriate information system solutions. *Prerequisite: BMIS 7723. 3 credits.*

BMIS 7740 Multinational Corporations and Technology Management

Examines the role of information technology in today's multinational corporation. Covers both theoretical perspectives, as well as real case studies that have been custom-developed. Students are exposed to the theoretical literature from both international business and MIS and, in addition, actively discuss major cases. *Course is for international business majors who have an interest in control systems for multinational corporations, as well as for MIS majors who wish to obtain an international perspective regarding utilization of information technology. 3 credits.*

Quantitative Analysis

BQUA 7811 Quantitative Methods

A practical as well as intuitive understanding of mathematical fundamentals. Emphasis on those quantitative tools that the modern manager must comprehend in order to more effectively incorporate into the decision making process available data, business models and sophisticated computerized problem solving routines. *3 credits.*

BQUA 7812 Advanced Data Analysis

Coverage of a wide range of univariate and multivariate statistical techniques. Univariate topics include analysis of variance, design of experiments, and regression and correlation analyses. Multivariate topics include principal components, factor, discriminant, canonical correlation and cluster analyses and MANOVA. Emphasis on data analysis and implications of results for the managerial decision making process. *Prerequisite: BQUA 6801. 3 credits.*

BQUA 7813 Management Science

Theoretical underpinnings and practical understanding of the fundamentals of management science. Emphasis on problem modeling, particularly on the significant role of the manager in the model building process. Topics include identification, formulation, interpretation and sensitivity analysis of business models. Case studies and management science software used extensively. *Prerequisites: BQUA 6801, BQUA 6802. 3 credits.*

BQUA 7814 Production Management Systems

Follows BQUA 6802 and provides a more comprehensive view of Production Management (PM). Integration of both qualitative and quantitative models in solving production problems. International aspects of production. *Prerequisites: BQUA 6801, BQUA 6802. 3 credits.*

BQUA 7815 (BMIS 7721) Modeling and Simulation

Important aspects of simulation study including modeling, simulation languages, validation and output data analysis. Emphasis on model building and managerial implications. At the conclusion of the course, the student should be able to understand what constitutes a well-defined algorithm or model, be able to design simulation models for complex business problems and know how to present directives to technical support staff involved in model development. *Prerequisites: BQUA 6801, BQUA 6802, some programming experience. 3 credits.*

BQUA 7817 Experimental Design

Fundamentals of statistical investigation covering the proper gathering of data, choice of methods of experimental analysis and the application of methods to the functional areas of business decision-making. *Prerequisite: BQUA 6801. 3 credits.*

BQUA 7819 Business Forecasting

Forecasting function in the organization. Introduction to various forecasting techniques including smoothing and decomposition methods, ARIMA modeling, dynamic regression and other econometric methods. Emphasis on operational expertise in generation of forecasts using each of these methods, interpretation of the forecasts and assessment of the implications for the decision-making process. *Prerequisite: BQUA 6801. 3 credits.*

BQUA 7823 International Operations Management

Globalization of operations and strategies for dealing with globalization. Geographic differences in operations. Operations Planning, facilities location, sourcing, logistics, and technology transfer in a global context. Relation of operations to other business functions, such as design and development and marketing strategies. Risk management including political and currency exchange rate risks. World class operations. *Prerequisites: BQUA 6801, BQUA 6802. 3 credits.*

Department of Economics

ECON 7410 The Management of Economic Development

Some of the policy responses to the challenge of development. Use of the case method to probe such problems as population control, labor force training, modern production methods and changing cultural practices. *3 credits.*

ECON 7412 The Japanese Economy

A comprehensive and comparative study of the Japanese economy: financial markets, foreign trade, monetary and fiscal policies. Topics also include selected industries, distribution systems, marketing methods, management styles, financial accounting and asset pricing. Analytical and institutional approaches are used to explain and identify developing trends. *Prerequisites: ECON 6402 and the Business Core. 3 credits.*

ECON 7417 Economic and Financial Growth of the United States

Theoretical and cleometric analysis of the United States historical growth to the present. Analysis of micro- and macro-economic trends as guides to the future. *3 credits.*

ECON 7419 Economic Analysis

The microeconomics of consumer and business behavior in markets and the production process are examined. Classical and contemporary models are discussed in light of empirical trends. Analysis and problem solving are emphasized. *3 credits.*

ECON 7420 Managerial Economics

Economics of optimal managerial decision making. Application of a wide number of micro-economic principles and methods for the solution of typical managerial problems. Tested practices and cases used to demonstrate the optimal paths of decision making. *3 credits.*

ECON 7422 Industrial Organization

Analysis of contemporary market structures and market practices. Trends in corporate growth, and public policies affecting them. The economic trends affecting the market structures of industries. Analytical content of the course enables the student to acquire the tools necessary for the evaluation of industrial growth potential. *3 credits.*

ECON 7424 Government Regulation of Business

Review and critical examination of government policies toward business. Examination of various regulatory practices in light of economic effectiveness and impact. Criteria used are drawn from economic analysis, and policy results are evaluated by means of empirical studies. *3 credits.*

ECON 7426 Business Cycles and Economic Growth

National income production and employment theory. Economic instability and the business cycle. Monetary and fiscal policies evaluated in the context of macro theory. Macro dynamics examined for modeling, anti-inflationary economic growth. *3 credits.*

ECON 7440 International Economics

Examination of the theoretical and empirical basis for world trade and finance. Short- and long-term trends affecting the external accounts and liquidity of the major economies of the world. An evaluation of world economic problems and international commercial policies. *3 credits.*

ECON 7451 Economics of Money, Credit and Banking

Examines the roles of money and the credit system in the national economy. Reviews and evaluates the various approaches in monetary analysis. Evaluation of the instruments and conduct of monetary policy in light of present trends in economic activity. *3 credits.*

ECON 7465 Contemporary Econometric Models

Static and dynamic modeling of the key processes and sectors of the economy. Model design and interpretation. Forecasting applications. Students are expected to have a working knowledge of algebra and statistics. *3 credits.*

ECON 7498 Economic Research

A research project is undertaken under the direction of a mentor. An adequate background in economics is a major part of the project approval process. *Prerequisite: Permission of department. 3 credits.*

ECON 7915 The Economics of Labor

Analytical approach to the labor force. Emphasis on labor productivity, its sources, effects and trends; labor markets; comparative wages; criteria and labor deployment evaluated by means of contemporary models and trends. Impact of labor on the national and international economies. *3 credits.*

ECON 7950 Public Finance

Functions of the public sector in a market economy. Nature and economic effects of government activities, expenditures and sources of finance at the federal, state and local levels. Nature of budgeting. Income, consumption and wealth as bases of taxation. Federal budget and tax reform. Fiscal policy and public debt. Intergovernmental fiscal relations. Policy issues of the public sector. *3 credits.*

Department of Finance and Legal Studies

Finance

BFIN 7211 Working Capital Management

Analysis of cash flows. Short-term investment of funds. Receivables and credit policies. Inventory management. Trade credit and other short-term sources of funds. *3 credits.*

BFIN 7212 Management of Long-Term Financing

Capital budgeting and the marginal efficiency of capital. The cost of capital: external vs. internal equity. Contractual and imputed cost of debt capital. Optimum capital structure. Influence of the Securities Acts of 1933 and 1934 on financial administration. *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. *3 credits.*

BFIN 7216 International Finance

Analysis of problems affecting the flow of funds of the multinational firm. Capital budgeting and asset structure of the firm in the international environment. Financial operations in multinational markets. *3 credits.*

BFIN 7219 Security Analysis

Analysis of investment value of securities of private business corporations, federal, state and local governments, and government agencies. 3 credits.

BFIN 7221 Risk Management

Economic theory of risk and the methods of risk bearing. Basic insurance contracts; life, property, casualty and surety. Claim control and loss prevention. Noninsurable risks. Social insurance. 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. 3 credits.

BFIN 7227 Strategic Planning

Financial planning taught through case studies and computer techniques in order to simulate real-life situations. Study of the important questions of long-term finance. 3 credits.

BFIN 7229 Mortgage Banking

Fundamentals of mortgage loan investment policies and decision making, especially by financial institutions. An introduction to mortgage banking, modern trends in financing residential and non-residential real estate and the role of government agencies. 3 credits.

BFIN 7231 Securities and Commodities Markets

A comprehensive overview of fundamental concepts associated with the domestic commodities and futures markets. Topics include: the basic characteristics of commodities and futures markets; the fundamentals of securities traded in such markets; and appropriate trading strategies. 3 credits.

BFIN 7234 Foreign Exchange Management

Explores the foundations of foreign exchange and includes use of all tools available to a financial manager in order to control a company's exposure to foreign exchange risk. (Experimental Course). *Prerequisite: BFIN 6203.* 3 credits.

BFIN 7235 Global Financial Markets

The characteristics and comparative advantages of the major capital and money markets outside of the United States. The principles of financing MNC's operations and the optimal use of internal vs. external markets for this purpose. 3 credits.

BFIN 9291 Seminar in Finance

Special topics and current ideas in the fields of corporate financial management or investment management. 3 credits.

Legal Studies

BLAW 7311 Legal Aspects of Business

Nature of legal rules and the process of adjudicating the rights and obligations of parties in controversial business situations. Major aspects of substantive business law of concern to business men and women. 3 credits.

BLAW 7313 Uniform Commercial Code

Treatment of commercial paper, sales and secured transactions with respect to personal property under the Uniform Commercial Code. 3 credits.

BLAW 7315 Wills, Estates and Trusts

Law relating to personal property, real property, conveyances, mortgages, landlords and tenants. The law of decedent's estates. The duties of executors, administrators and trustees. 3 credits.

BLAW 7317 Administrative and Labor Law

Examination and evaluation of the legal aspects of administrative agencies, including the Federal Trade Commission, the Interstate Commerce Commission, the Securities and Exchange Commission, the Federal Drug Administration, the Federal Power Commission and state public utilities commissions. 3 credits.

BLAW 7319 Products Liability

Intensive review of this specialized area of tort law. 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. 3 credits.

BLAW 7321 Computers and the Law

Examination of a developing area of the law. Analysis of the impact which technological advances have on traditional common law theories such as contract and tort law, as well as the Uniform Commercial Code. 3 credits.

BLAW 7323 International Law

An examination of the relationship of multinational enterprises and the nation states which make up the contemporary world. A discussion of the economic, political and cultural considerations which affect those relationships. International rule-making systems, regional and international organizations. Act of State and Sovereign Immunity doctrines; movement of goods, persons, money and information across national borders and transnational reach of economic regulations are examined. 3 credits.

BLAW 7343 Securities Regulation

An examination of the Securities Act of 1933 and the Securities Exchange Act of 1934 and their impact on the management of business corporations. An examination of the Investor Protection Act of 1970. 3 credits.

Department of Management

BMGT 7511 Philosophies and Techniques of American Labor

Intellectual and economic framework within which American labor has developed. Theories of labor unionism in the United States from their emergence in the mid-19th century to the present. *3 credits.*

BHRM 7513 Compensation and Benefits Management

Analysis and evaluation of jobs of all types and systematic determination and administration of wages and salaries. Preparation of job descriptions, specifications and manuals. *3 credits.*

BHRM 7515 Collective Bargaining

Collective bargaining as an ideal and in actual practice. Techniques of arbitration and mediation. Conduct of bargaining sessions. Wages, grievances, seniority and other issues. *Prerequisite: BMGT 7511. 3 credits.*

BMGT 7517 Management and Social Responsibility

Examination of the interrelationships between the business sector and other societal institutions with the view of clarifying to whom and for what the corporation is responsible. *3 credits.*

BHRM 7519 Legal Environment of Human Resource Management

Current status of major labor legislation critically evaluated in light of the historical, political and economic framework within which it developed. *Prerequisite: BMGT 7511 3 credits.*

BHRM 7521 Problems in Human Resource Management

Case study of supervisory decisions relating to motivation of employees; use of authority and the work environment. Examines problems of performance and reward systems. Analysis of individual and group relations. *3 credits.*

BMGT 7523 Organization Theory

Complex organization viewed in an open psycho-socio-technical system functioning in an environmental context. Integrated view of theory, research and managerial practice with special emphasis on organization design. *3 credits.*

BMGT 7525 Management of Health Care Services

Introduction to the management of health care organizations and the delivery of health care services. Special emphasis on management of institutional providers and management of health care professionals. *3 credits.*

BMGT 7527 International Management in Developing Countries

Examines characteristics of less-developed countries. Problems arising when multinational corporations make direct investments

in manufacturing and other facilities in the Third World. The effect of government policies on foreign investors. Interpreting government regulations. Entry strategies and negotiations, joint ventures, licensing, technology transfer and appropriate technology. Includes extensive discussion of cases on business in developing countries. *3 credits.*

BMGT/BHRM 7550 Cultural Dimensions of International Business

Focuses on the way local business and business negotiations are conducted. The way different cultures interface as they do business. *3 credits.*

BMGT 7917 The Economics of Labor

Analytical approach to the labor force. Emphasis on labor productivity, its sources, effects and trends; labor markets; comparative wages; criteria and labor deployment evaluated by means of contemporary models and trends. Impact of labor on the national and international economies. *3 credits.*

BGMT 7930 International Business Management

Introduces many international aspects of business: trade, foreign exchange, international finance and banking, evaluating foreign environments, cross-cultural interactions, relations between multinational corporations and host governments, negotiations, and human resource management, management problems in multinational corporations. Includes extensive discussion of international business cases in class. *3 credits.*

BHRM 7940 Seminar in Current Labor Problems

Analysis of important current labor problems. Emphasis on economic and social aspects. *Prerequisite: BMGT 7511. 3 credits.*

BMGT/BHRM 7950 Seminar in the Management of Change

Exploration of the literature on organizational development. Through the use of experiential simulations, opportunity to gain insight into the consequences of behavior in a situational context. Theory, experience and application of concepts integrated through change analysis. *3 credits.*

BMGT 7961 Special Topics: Inventory and Materials Management

Covers planning, acquisition, storage, movement, and control aspects of materials and final products in all types of organizations, service and production. It will build theory essential to get the right goods at the right price at the right time to maintain desired service levels at minimum cost, and the necessary applications to make the theory transferable. Highlights recent international developments in the field, for example MRP, MRP2 and JIT, etc. Use of computers in maintenance and control of inventory. Previous knowledge of computers is not a requirement. (Experimental Course). *3 credits.*

BMGT 7962 Managerial Negotiating

An exploration of the conceptual literature on negotiating. Through the use of experimental learning modules, students will negotiate in a variety of settings and groups. *3 credits.*

BMGT 7963 Competitiveness

An integrative study of the bi-partisan competitiveness debate about the structural, organizational and infrastructural problems faced by the American economy in the 1990s. Multidisciplinary and global in its approach, this course integrates findings from many disciplines and nations. (Experimental Course). *3 credits.*

BMGT 7964 Special Topics: Management Changes, Challenges and Opportunities in Former Eastern Europe

Recent changes and new trends in management strategies in former Eastern Europe. Emerging organizational structures and the challenges of transition—including issues of privatization, management of innovation, technology transfer and optimization. The implications of the changing managerial environment for international operations seeking business opportunities in Eastern/Central Europe are analyzed. The course is offered in the format of a seminar. *Offered in Fall 1993 as Special Topics. (Experimental Course). 3 credits.*

BMGT 7965 Total Quality Management

The course examines total quality management applicable to service, production, education, government and nonprofit organizations. Starting with the old quality assurance practices, the course covers organizing for quality, quality systems and procedures, procurement quality control, standards, inspections, audits, and the economics of quality. The students will learn both quality management systems and technical systems. *3 credits.*

BMGT 7991 Management of Foreign Operations

The special circumstances under which an American firm operates abroad, including social customs, political environment, language and cultural problems, international relations. Economic and management problems peculiar to foreign operations. *3 credits.*

Department of Marketing

BMKT 7611 Marketing Research

An examination of the marketing research procedure: the systematic collection, analysis, interpretation and reporting of data that enable marketing executives to make better decisions. Includes training in the techniques of marketing research, including problem definition, research design, sampling, measurement and questionnaire construction, data collection and analysis, and report preparation. The ethical considerations in collecting data from consumers, including respondents' rights of anonymity, privacy and access to information about the study. *Prerequisite: BMKT 6603. 3 credits.*

BMKT 7617 International Marketing

Analysis of the economic, legal, political and social environment in which international marketing is conducted, including implications for operational decisions in product, pricing, distribution and promotion. Foreign-market entry strategies and factors allowing political and business risk assessment of such entries. Globalization of marketing practices from the perspective of organizations' opportunities and constraints. *Prerequisite: BMKT 6603. 3 credits.*

BMKT 7619 Sales Management

A managerial approach to the planning, organization and operation of the company's sales force. 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: BMKT 6603. 3 credits.*

BMKT 7620 New Product Planning and Development

A comprehensive overview of the product (or service) planning and development process. The organization of product planning committees, departments and venture teams, product idea generation, technical and economic screening of product ideas, product concept testing, product development, and prototype and field testing. These techniques are examined against the background of corporate entrepreneurship and social responsibility. *Prerequisite: BMKT 6603. 3 credits.*

BMKT 7621 Marketing Channels and Logistics

A study of 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. The focus is on channel design objectives and alternatives, the development of integrated distribution systems, and the effects of channel decisions on pricing, promotion and targeting strategies. *Prerequisite: BMKT 6603. 3 credits.*

BMKT 7623 Retail Operations and Strategies

Examines the retail structure in the U.S. in relation to manufacturers, and the management, organization and operating problems of retail firms. Areas covered include the legal, cultural and social retailing environment, analysis of American shoppers and retail trends, store location determination, buying and merchandising functions, and store design, service, operating and personnel training in the context of expense and profitability management. *Prerequisite: BMKT 6603. 3 credits.*

BMKT 7625 Industrial Marketing

An overview of the strategies used in business-to-business transactions and the distinctions and similarities between industrial and consumer marketing. The importance of the industrial buyer, examines the major techniques of industrial marketing research. The management of the procurement process in terms of both the purchasing department and the entire company with emphasis on interdepartmental relationships and corporate resources and objectives. *Prerequisite:* BMKT 6603. 3 credits.

BMKT 7627 Consumer Behavior and the Marketing Mix

The behavior that consumers display in searching for, purchasing and using products and services is applied to market segmentation and targeting, product (or service) positioning, and implementing pricing, distribution and promotional strategies. Psychological, social, cultural and demographic factors that uncover consumer needs and marketing opportunities. The application of consumer behavior to international markets, not-for-profit services, and to consumer protection and public policy issues. *Prerequisite:* BMKT 6603. 3 credits.

BMKT 7629 Advertising Strategy

The role of advertising in the firm's marketing mix and the planning and execution of advertising strategies. Methods of developing alternative advertising campaigns, the selection and purchase of media, copy and layout approaches, print and broadcast production, and the evaluation of advertising effectiveness in the context of the typical agency-client relationship and the regulatory, societal and ethical environment in which advertisers operate. *Prerequisite:* BMKT 6603. 3 credits.

BMKT 9591 Advanced Marketing Research

Applying marketing research techniques to solve real-world marketing problems is examined. Applications that typify the practice of marketing research, including market segmentation and positioning studies, competitive market structure studies, concept and product testing, name and package testing, print ad and television commercial tests, using test markets, demand measurement and sales forecasting, and the growth of computerized marketing decision support systems. *Prerequisites:* BMKT 6603 and BMKT 7611 or equivalent. 3 credits.

BMKT 9600 Services Marketing Symposium

Improving service quality through a better understanding and monitoring of customers' needs and satisfaction. Topics include implementing a corporate service culture, understanding how customers evaluate service quality, developing service quality standards and integrating them into the firm's operations, managing the service encounter, customer retention measures, promotional strategies, and managing service demand to achieve operational efficiency and lower costs. *Prerequisite:* BMKT 6603 and permission of chairman. 3 credits.

International Business

(Refer to the footnote that appears at the end of the M.B.A. curriculum.

BACC 7117 International Accounting

Examines 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 and the role of accounting in controlled economies are also studied. 3 credits.

BFIN 7216 International Finance

Analysis of problems affecting the flow of funds of the multinational firm. Capital budgeting and asset structure of the firm in the international environment are examined as well as financial operations in multinational markets. 3 credits.

BFIN 7235 Global Financial Markets

The characteristics and comparative advantages of the major capital and money markets outside of the United States. The principles of financing MNC's operations and the optimal use of internal vs. external markets for this purpose. 3 credits.

BLAW 7323 International Law

An examination of the relationship of multinational enterprises and the nation states that make up the contemporary world, including the economic, political and cultural considerations which affect those relationships. International rule-making systems, regional and international organizations; Act of State and Sovereign Immunity doctrines; movement of goods, persons, money and information across national borders; and transnational reach of economic regulation. 3 credits.

BMG7 7527 International Management in Developing Countries

Examines characteristics of less-developed countries. Problems arising when multinational corporations make direct investments in manufacturing and other facilities in the Third World. The effect of government policies on foreign investors. Interpreting government regulations. Entry strategies and negotiations, joint ventures, licensing, technology transfer and appropriate technology. Includes extensive discussion of cases on business in developing countries. 3 credits.

BMG7 7930 International Business Management

Introduces many international aspects of business: trade, foreign exchange, international finance and banking, evaluating foreign environments, cross-cultural interactions, relations between multinational corporations and host governments, international marketing and human resource management, management problems in multinational corporations. Includes extensive discussion of international business cases in class. 3 credits.

BMGT 7991 Management of Foreign Operations

Includes the special circumstances under which an American firm operates abroad: social customs, political environment, language and cultural problems, and international relations. Economic and management problems peculiar to foreign operations are also examined. *3 credits.*

BMKT 7615 Comparative Marketing Systems

Analysis of the exchange systems in various countries and regions in terms of participants, processes, structures and functions as related to the environments in which they operate. The objectives and organization of regional trade blocks and common markets, the special problems of marketing in such entities, and the adaptation of marketing philosophies and strategies to fit conditions in various nations are examined. *Prerequisite: BMKT 6603. 3 credits.*

BMKT 7617 International Marketing

Analysis of the economic, legal, political and social environment in which international marketing is conducted and implications for operational decisions in product, pricing, distribution and promotion. The foreign-market entry strategies and factors allowing political and business risk assessment of such entries. Globalization of marketing practices from the perspective of organizations' opportunities and constraints is analyzed. *Prerequisite: BMKT 6603. 3 credits.*

BMKT 7993 Multinational Corporations in the Asian Market

U.S.-Asian trade with emphasis on the trading activities of multinational corporations. Aspects of international economics and marketing, and international relations and politics affecting U.S.-Asia trade. Financial, economic, political, legal and other factors affecting U.S.-Asia trade. Foreign trade policies and the marketing of Asian and American products. This course is concerned with not only theory and practices but also problems, potential and prospects in U.S.-Asia trade. *Prerequisite: BMKT 6603. 3 credits.*

ECON 7440 International Economics

An examination of the theoretical and empirical basis for world trade and finance. Studies short- and long-term trends affecting the external accounts and liquidity of the major economies of the world. An evaluation of world economic problems and international commercial policies is included. *3 credits.*

Additional Master of Science Courses

Human Resource Management (BHRM)

BHRM 7526 Diversity Issues in Management

The demographic composition of the work force has changed dramatically, and American organizations have more workers interacting with people of dissimilar backgrounds. The presence of more "minorities" and women in the work place raises many issues for managers. This course explores how contemporary attitudes toward gender, race and ethnicity influence work and business. It examines the full range of issues, including the social-legal-political context of diversity, behaviors and perceptions associated with diversity, and personal and management strategies for addressing diversity. *3 credits.*

BHRM 7535 International Human Resource Management

International/Global Human Resource Management is designed to familiarize the student with the major issues, functions, and strategies of managing human resources in an international/global environment. *3 credits.*

BHRM 7960 Moot Court in Human Resource Management

This course develops the competencies required by managers, either in traditional human resources functions or those supervising larger subordinate teams, to present facts and argue a position, either on behalf of management defending its personnel actions, or on behalf of an employee who is presenting a grievance. *3 credits.*

International Business (BINT)

BINT 6901 Global Business Environment

Focuses on understanding of the global environment in terms of interrelated geopolitical, legal, cultural, economic and competitive issues. Team project is required. *6 credits.*

BINT 6903 Global Business Management I: Economic Forecasting and Financial Strategies for Global Enterprises

Assessment of the economic and financial framework of global business management. Forecasting international economic trends and developing financial strategy. *6 credits.*

BINT 6905 Global Business Management II: Management and Marketing Strategies for Global Enterprises

Assessment of management and marketing framework towards the development of global/international management strategy for global enterprise. *6 credits.*

BINT6907 Global Strategy

Capstone seminar integrating previously discussed issues in light of American global competitiveness and strategic planning. Expert panel included in course. *3 credits.*

BINT 7900 Global Business Practicum

Comprised of an approved independent research project or internship with a U.S. based global/international agency or a graduate business course outside of the U.S. Approval is granted by the director of the Institute for International Business. *3 credits.*

Information Systems (BBIT)**BBIT 6751 Object Oriented Development**

Course presents the Object Oriented (O-O) paradigm for software development from design to implementation. Students are required to learn C++, the O-O programming language most often used in business today. Attention is given to the application, strengths and weaknesses of the tools of this technology. *Prerequisite: Programming experience in a third generation computer language. 6 credits.*

BBIT 6753 Client/Server Architecture

Provides comprehensive understanding of client/server computing. Focuses on issues critical to planning, developing, implementing and managing client/server environments. Also explores technical aspects of application and design. *Prerequisite: BBIT 6751. 6 credits.*

BBIT 6755 Development in a GUI Environment

Deals with challenges of developing windows desk top database applications. Visual Basic is used to illustrate the Event Driven Approach to application development. Course focuses on designing relative database management systems (DBMS) queries using SQL, graphing data, printing reports, developing commercial

multi-user database applications, and developing front ends for client/server databases. *6 credits.*

BBIT 6757 Developing Enterprise-Wide Applications

Explores the technologies required to build global systems. Strategic business plans drive information technology development into areas such as e-mail transport systems for communication, forms routing and replication of databases to deal with multi-media data. Course provides a better understanding of the role of information technology in re-engineering business processes and the rapidly changing technologies that facilitate change. Ethical issues are explored. *Prerequisite: BBIT 6755. 6 credits.*

BBIT 7750 Application Development Techniques

Focus is on emerging technologies and methodologies characterized by the use of high-level software development tools, small teams, participation by management and users and an evolutionary design approach. Attention is given to critical management and organizational issues. *Prerequisites: BBIT 6751, 6753, 6755. 6 credits*

BBIT 7752 Telecommunication, Internetworking and Global Competition

Provides the background for how trends, including globalization and information technology innovation, impact the way corporations conduct business. *6 credits.*

BBIT 7754 Information Technology Planning and Management

How traditional information technology processes are being reengineered and the issues associated with change. Explores the underlying causes of business dissatisfaction with information systems, methodologies for aligning information technology planning with strategic business goals. *6 credits.*



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COLLEGE OF EDUCATION AND HUMAN SERVICES

Dean: Sylvester Kohut Jr.

Associate Dean: Mel J. Shay

**Assistant Dean for Student and
Community Affairs:** Manina Urgolo
Dunn

Department Chairpersons- Graduate Programs

**Educational Administration and
Supervision:** George C. Lindemer

Educational Studies: Richard Ognibene

**Professional Psychology and
Family Therapy:** James O'Connor

The College of Education and Human Services offers programs of study leading to the degrees Bachelor of Science in Education, Master of Arts in Education, Educational Specialist, Doctor of Education and Doctor of Philosophy. Candidates may prepare for careers in teaching, broaden their knowledge and understanding of the process of education, improve their professional techniques or prepare for leadership positions or careers in the human services professions.

General Information Application and Admission

Applicants to graduate study in the College of Education and Human Services are expected to meet the general University qualitative requirements for admission and to comply with its admission procedures. Department and program descriptions include specific admission requirements.

Admissions Examination

Applicants for admission to graduate study in the College of Education and Human Services must take a standardized qualifying examination. Most programs require the Miller Analogies Test. The catalog lists test requirements for specific programs.

For information concerning the Miller Analogies Test or the Graduate Record Examination and the dates on which they will be administered, students should contact the Career Services Office. Test results must be no more than three years old.

Requirements for Graduate Matriculation

Students and applicants should be familiar with the academic and financial information provided in previous sections of this Bulletin.

Master's degree students are expected to maintain a cumulative GPA of 3.0. Doctoral and Ed.S. candidates 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 and/or for graduation, if, in the judgement of the faculty, they do not demonstrate acceptable ethical, technical and professional behavior. Where possible, the faculty will assist students in remedying deficiencies.

Master of Arts in Education

The College of Education and Human Services offers graduate courses leading to the Master of Arts (M.A. in Education) degree in the following areas:

Student Personnel Services (K-12)
Psychological Studies
Counselor Preparation
Educational Administration and Supervision
Elementary Education
General Professional Education
Secondary Education
Health Professions Education
Human Resource Training and Development

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 candidate to:

- Complete the required foundation courses in some programs;
- Complete department course and credit requirements;
- Pass the comprehensive examination where required; and
- Complete all required course work within six years of initial registration.
- Successful completion of a written examination is required in most departments of the College. The examination will reflect both foundation courses and application of specialization course work. The decision of the readers concerning the quality of the examination is final and not subject to appeal.

The M.A. programs require a minimum of 36 graduate credits. Some programs require more than this number. Six graduate credits for graduate courses taken at other accredited institutions may be transferred depending on the currency and relevancy of the courses to the program being pursued. The credits may not have been applied toward a prior master's degree.

Foundation Courses for Master of Arts in Education

The College of Education and Human Services requires degree candidates in most programs to complete the following courses for 9 credits:

EDST 6002	Graduate Research Methods
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society

Degree candidates in certain programs are required to complete one of the following courses:

CPSY 7101	Seminar in Research Methodology
or	
EDST 6554	Advanced Psychology of Human Development
EDST 7310	Ethical Foundations of Helping Relationships
EDST 7312	Current Issues in School and Society

Graduate Teaching Internships

Students whose program of study includes teaching internship are required to apply for student placement by the first week of the Spring Semester for placement in the fall or the following Spring Semester. However, they will be assigned only with approval of their department chairpersons. 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 procedure:

- Secure an application form from the assistant to the dean for student affairs;
- Return the completed application and a nonrefundable \$35 placement fee to the assistant to the dean for student affairs by March 1 for fall and October 1 for spring.

Teaching internships require full-time daily participation in a school situation for a full semester. Each student teacher is assigned to an approved 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 seminars which begin the first week of classes.

Certification Programs

The College of Education and Human Services has graduate programs leading to professional certification in a wide variety of areas and specializations. In many, degree and certification requirements can be met at the same time. Students should consult the appropriate department for specific programs and requirements.

English as a Second Language Program

Designed as a support system for the international student, the ESL Institute offers classes at levels ranging from advanced beginner to pre-college. Small classes, created to meet the needs of individual students, are offered in communication skills such as listening, speaking, and American culture as well as in academic skills such as reading,

writing. ESL courses and activities are planned to help students bridge the language and cultural gaps between their home countries and the U.S. and between the ESL program and the University academic courses.

Bilingual/Bicultural Education Program

The College of Education and Human Services has a concentration in bilingual/bicultural education leading to an undergraduate or graduate specialization in that field in Spanish, Chinese, Haitian, Japanese and Korean, and to New Jersey state teacher certification. The Chinese, Japanese and Korean programs are offered in cooperation with the Department of Asian Studies. Information is available from the Center for Bilingual Education, College of Education and Human Services.

Educational Specialist

The College offers the Educational Specialist (Ed.S.) degree in several areas of concentration as follows:

Department of Educational Administration and Supervision

Department of Educational Studies

- Secondary Education
- Bilingual/Bicultural Education
- Cultural, Humanistic and Professional Studies

Department of Professional Psychology and Family Therapy

- Marriage and Family Counseling
- School and Community Psychology

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 and to meet the changing certification requirements. The degree is humanistic and professional as well as flexible and comprehensive, and enables graduates to qualify for positions of leadership.

The Ed.S. program is of particular interest to school administrators, educational researchers, teachers, department chairpersons, supervisors, counselors, school psychologists, management and training consultants, specialists in learning disabilities, marriage and family counselors, 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.

These are the admission requirements for the Ed.S.:

- A master's degree in an appropriate field from an accredited college or university;
- Public school teaching certification, if appropriate;
- Acceptable scores on the Miller Analogies Test, or the Graduate Record Examination;
- Statement of professional goals, including indices of special accomplishments such as leadership roles in the candidate's field;
- Academic competence with a graduate level cumulative average of 3.5 or better;
- Three letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles;
- An interview with the admission committee; 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 36 graduate credits beyond the master's degree. Students must meet the requirements set by each department in each of the four component areas. These components are 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. The time limit 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.) degrees with concentrations in a number of areas and programs:

Department of Educational Administration and Supervision (Ed.D.)

- General Administration
- School Business Administration
- Higher Education Administration

Department of Professional Psychology and Family Therapy (Ph.D.)

- Clinical Psychology
- Counseling Psychology

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. Rather, 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

Normal admission to graduate studies is necessary to enter the Ed.D. and Ph.D. programs. Requests for applications may be directed to the Graduate Admissions Office, College of Education and Human Services (McQuaid Hall).

Admission requirements for the Ed.D. and Ph.D. are as follows:

- Master's degree in an appropriate field;
- Superior academic record (two official transcripts of all graduate and undergraduate course work required);
- Submission of a recent score (within three years) on either the Miller Analogies Test or the Graduate Record Examination;
- Resume of professional background;
- Statement of personal professional goals, with indication of specialization to be pursued;
- Three letters of recommendation for doctoral study; and
- A personal interview.

Individual departments may have additional requirements.

Course of Study

In consultation with an adviser, each doctoral student develops an individualized program consisting of courses and other educational experiences, taking into consideration prior education and experiences, so as to best achieve appropriate professional and personal goals. A minimum of 90 graduate semester hours is required, although some programs may require more. Up to 45 graduate hours may be accepted as transfer credit. The exact number credited depends on the currency and relevancy of the work to the program pursued.

Completion Requirements

Doctoral students must apply for permanent matriculation during the semester in which 12-15 credits of doctoral course work 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 candidate must demonstrate competency in statistics and computer science. This may be accomplished through course work and/or by examination.

A residency or period of intensive study is required. The specific conditions are determined in consultation with an adviser.

Doctoral students must take a comprehensive written examination to test their command of integrated knowledge in their field upon completion of all or most of the required course work. When they 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.

Candidates must complete all remaining 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 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 candidate's adviser and department chairperson and receive the concurrence of the associate dean for academic affairs. The total of all extensions(s) shall not exceed two years.

These time limits will be honored for all Ph.D. candidates in Marriage and Family Counseling admitted through the 1992 Fall Semester.

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 re-apply for admission.

DEPARTMENT OF PROFESSIONAL PSYCHOLOGY AND FAMILY THERAPY

Faculty: DeRosa; Dunn; Hartman;
Hurley; Korner; Lee; Massey;
O'Connor (*Chairperson*); Ruzicka;
Schreitmuller; Smith; Tamburri;
Thompson

Degree and Certification Programs

The Department offers master's, education specialist and Ph.D. programs. Some of the degree programs also are approved for New Jersey State Department of Education certification. They include the programs in School Psychology (Ed. S.) and Student Personnel Services, K-12 (M.A.).

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 scores on the Miller Analogies Test, the Graduate Record Exam or other department assessment techniques in addition to the requirements outlined below.

Academic and Competency Standards

Adequate academic performance is necessary for continuation in programs within the Department of Professional Psychology and Family Therapy. Students must show continued evidence of academic achievement by maintaining a 3.0 grade point average at the master's level and a 3.25 grade point average at the Ed.S. and Ph.D. levels. Students who drop below these averages, as measured at semester intervals, will be given a warning by the Academic Standards

Committee and may not register until a final decision has been rendered by the committee.

Adequate academic performance is necessary but not sufficient for continuation in a program. Students must demonstrate technical, ethical, interpersonal and effective competency in their chosen field, particularly through internship experiences. Despite adequate academic performance, as measured by the GPA, students may be denied a recommendation for certification or prevented from 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) or the American Counseling Association (ACA).

Master of Arts Programs

The Department of Professional Psychology and Family Therapy offers graduate courses leading to the degree Master of Arts in Education with the following specializations

Counselor Preparation
Psychological Studies
Student Personnel Services K-12

Application Deadline

Only complete applications are processed by the screening committee. Those completed after the deadline date for a given semester will be considered as possible alternates for that semester or for the following semester. Deadline dates for application are:

May 1 — Fall Semester
November 1 — Spring Semester
March 15 — Summer Session

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 applicant for admission to degree is required to do the following:

- Present evidence of a minimum of eight undergraduate credits in psychology, sociology or education;

- Submit a statement relating relevant experience, motivation and career objectives;
- Submit three letters of reference attesting to academic potential and personal qualifications for the area of intended specialization; and
- Be interviewed by the program committee.

Additional admission requirements are listed in the appropriate program descriptions.

Ed.S. Programs

The Department of Professional Psychology and Family Therapy offers courses leading to the degree Educational Specialist with the following specializations:

Marriage and Family Therapy
School and Community Psychology*

*Please note: Admission to this program is temporarily suspended pending program review.

Application Deadline

Only complete applications are processed by the screening committee. Those completed after the deadline date for a given semester will be considered as possible alternates for that semester or for the following semester. Deadline dates for application are:

May 1 — Fall Semester
November 1 — Spring Semester
March 15 — Summer Session

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 applicant for admission to degree is required to do the following:

- Present evidence of a minimum of eight undergraduate credits in psychology, sociology or education;
- Submit a statement relating relevant experience, motivation and career objectives;
- Submit three letters of reference attesting to academic potential and per-

sonal qualifications for the area of intended specialization; and

- Be interviewed by the program committee.

Additional admission requirements are listed in the appropriate program descriptions.

Ph.D. Programs

The Department of Professional Psychology and Family Therapy offers courses leading to the degree Doctor of Philosophy with the following specializations:

Clinical Psychology
Counseling Psychology

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. A master's degree in psychology or a related field is required.

In addition to the general admission requirements, each applicant must submit the following to the Graduate Admissions Office:

- Two official transcripts of all undergraduate and graduate course work indicating completion of degrees;
- Recent (within three years) scores on either the Miller Analogies Test or the Graduate Record Examination;
- A detailed statement of all relevant professional work experience;
- A statement of career goals;
- 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 candidate's qualifications and accomplishments.
- Doctoral students are admitted for the fall term only. Applications and all supporting material must be submitted no later than January 15. Admission decisions are normally made by April 15.

Program Plan

Tentative: Admitted students are assigned a doctoral adviser and meet with this individual to develop a tentative program based on prior course work 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.

Final: Students, in consultation with faculty advisers, must develop a final program plan. Prior education and experience, personal and professional goals, and degree requirements are considered in this process. The plan includes objectives, time plan, courses, activities, internships and the intended method of meeting the requirements for the period of intensive study.

Residency/Intensive Study

The requirements of intensive study vary according to each Ph.D. 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 candidate has completed at least 60 credits of graduate work, including all course work in the core and research areas.

The comprehensive examination is designed and administered by the faculty within the student's area of program specialization (counseling psychology or clinical psychology).

Students who fail any part are required to take that part over. A second failure results in dismissal from the program. Students should check individual program requirements, as these policies may vary by program.

Dissertation Process

The following types of research are acceptable in this department:

- Analogue or naturalistic studies
- Experimental, correlation or mixed designs
- Intensive research (n=1)
- Empirical-integrative research
- Qualitative research

Continuous Registration. Students must register continuously for CPSY 9991-99 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 comprehensives must register for additional research study or maintain registration. Students should refer also to the general catalog statements on continuity with regard to leaves of absence and continuation.

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. Students should check deadlines for submission of final copies and defense dates.

Time Limit

Doctoral candidates in the department's Ph.D. programs must complete their program within eight years of their acceptance date. Time extensions may be granted in unusual cases upon written application. Requests must originate with the student, and receive the final approval of the associate dean for academic affairs.

Student Responsibility

It is each student's responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the doctoral programs. It is also each student's responsibility to maintain contact with the adviser and dissertation mentor.

Specialty Areas

The Department of Professional Psychology and Family Therapy offers doctoral programs in two specialty areas: clinical psychology and counseling psychology.

Following American Psychological Association recommendations for prepa-

ration in professional psychology, the programs have similar requirements in the foundation, psychological core and research components. Specific professional focus occurs in specialization and applied components, listed under each program.

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 candidate. Applicants should have both an aptitude for research and a willingness to pursue the rigors of research requirements in courses, independent study and in the conduct of research.

Ph.D. in Clinical Psychology

The doctoral program in Clinical Psychology is designed to provide knowledge and skills to the psychologist who will be working with children, adolescents and adults in all of the social systems which promote their welfare in our society. These social systems may include families, schools and community agencies.

The Clinical Psychology program builds on clinical skills, but branches out to focus on research, supervision, leadership roles and in-depth diagnostic and intervention skills. Although specific attention is given to psychopathology, there is also a strong emphasis on maintenance and promotion of mental health. Primary prevention is viewed as a significant factor in the work of the psychologist/clinician in society.

Students who intend a career of service to children, families and communities through the knowledge and skills provided by a study of the discipline of clinical psychology are invited to apply to this program. The program stresses that each individual must be encountered within the context of the given environment, such as a specific family, social status and culture. The school is seen as the second nurturing agent beyond the family and, as such, is intimately involved in the growth and devel-

opment of society's youngest members. Since no member can be viewed in isolation, the program looks at the ways people affect one another, in particular, children and the institutions and agencies that affect them.

Graduates may function professionally in hospitals, mental health clinics, schools, juvenile and family courts, and other psychological service settings. The program encourages the role of professional leadership and stresses critical thinking, using a systems approach that is dynamic and goal-oriented. The program emphasizes cultural diversity as well as a broad framework of ethical values.

Students must be intellectually able to master the major concepts in psychology, professionally motivated to enhance the human experience through a commitment to values which promote human welfare, and emotionally and socially mature. They must be motivated to sustain a career of scientific pursuits in psychology, show evidence of effective interpersonal skills, and maintain an active and close working relationship with faculty, as well as participate actively in refining their own goals, broadening their experiences, and evaluating themselves, the training program and the faculty.

The program is designed to meet the education and training standards of the American Psychological Association, and the program is listed as a Designated

Doctoral Program in Psychology by the National Register of Health Service Providers in Psychology. The program meets the standards of the New Jersey Board of Examiners for doctoral training in psychology.

In addition to course work and practica, a full year's internship and a dissertation are required. Practica placements require at least one day per week for two years prior to internship.

Degree Requirements: 105 credits.

(Up to 30 credits may be waived, at the discretion of the program faculty, for previous graduate courses judged comparable to courses in the Psychological Core or Foundations.

PSYCHOLOGICAL CORE: 30 credits

Biological Bases of Human Behavior (3)

CPSY 8521 Neuropsychological Assessment (Prerequisite: CPSY 6105)

Cognitive/Affective Bases of Behavior (6)

CPSY 6104 Theories of Cognition

CPSY 6505 Theories of Learning and Behavior Modification

Socio Cultural Bases of Behavior (6)

CPSY 6000 Group Dynamics

CPSY 6601 Family Interaction and Therapy

CPSY 7510 Social and Community Psychology

CPSY 7515 Social Psychology

Psychological Bases of Behavior (9)

CPSY 6101 Personality Theory

CPSY 6102 Psychology of Human Development

CPSY 8520 Seminar in Psychopathology

Applied Professional Development (6)

CPSY 7102 Seminar in Professional Consultation in Psychology

CPSY 8010 Seminar in Ethical Issues in Professional Psychology

REQUIRED FOUNDATIONS: 6 credits

CPSY 7100 History and systems of Psychology

CPSY 8100 Cross Cultural Psychology

Up to 12 credits of Foundations may be chosen as interdisciplinary electives from the graduate offerings of Seton Hall University. These include courses in the College of Arts and Sciences; Stillman School of Business; College of Nursing; School of Theology; as well as other graduate offerings in the College of Education and Human Services. Foundations are chosen under faculty advisement; students must meet any requirements or pre-requisites of the proposed interdisciplinary course.

RESEARCH AND STATISTICS: 21 credits

CPSY 7004 Introduction to Research in Clinical Psychology

CPSY 9001 Univariate Experimental Design.

Pre-requisite: CPSY 8616 Intermediate Statistics

CPSY 9002 Seminar in Applied Multivariate Statistics

CPSY 9090 Thesis Seminar I

CPSY 9091 Thesis Seminar II

SETON HALL UNIVERSITY

ASSESSMENT IN CLINICAL PSYCHOLOGY: 12 credits

CPSY 7501	Introduction to Clinical Skills
CPSY 7502	Individual Cognitive Assessment
CPSY 7503	Introduction to Projective Techniques
CPSY 7504	Introduction to Rorschach Techniques

PRACTICUM AND INTERNSHIP: 21 credits

(Each practicum course requires an approved supervised field placement, and a concurrent class meeting)

CPSY 7000	Psychotherapeutic Processes (Practicum pre-requisite or co-requisite)
CPSY 8901	Practicum in Clinical Psychology I
CPSY 8902	Practicum in Clinical Psychology II
CPSY 8903	Practicum in Clinical Psychology III
CPSY 8904	Practicum in Clinical Psychology IV
CPSY 9970/9971	Internship in Clinical Psychology

INTERVENTION COURSES AND ELECTIVES: Chosen in consultation with advisor

CPSY 7505	Seminar: Case Studies in Psychology
CPSY 8000-8003	Independent Study
CPSY 8450	Group Psychotherapy with Children and Adolescents
CPSY 8519	Seminar in Child and Adolescent Psychopathology
CPSY 8540/8541	Special Topics in Clinical Psychology
CPSY 9095	Supervised Teaching in Counseling and Psychology
CPSY 9985	Introduction to Child and Adolescent Therapy
EDST 8225	Children's Rights: Legal and Psychological Implications
CPSY 7621	Psychotherapeutic Techniques in Marriage and Family Therapy
CPSY 7622	Advanced Group Techniques in Marriage and Family Therapy
CPSY 9080	Practicum in Supervision

Ph.D. in Counseling Psychology

The Counseling Psychology program at Seton Hall is designed to prepare counseling psychologists to work with adults and adolescents in the prevention and remediation of personal, interpersonal, vocational, and educational concerns. The program emphasizes the development of a comprehensive knowledge of human behavior; of the variability of issues/problems encountered by clients, and the range of interventions employed from assessment to individual/group counseling and psychotherapy; and of expertise in conducting meaningful research in the field.

Since the counseling psychologist is first of all a psychologist, a significant portion of the doctoral program focuses on core areas of the science of psychol-

ogy. Students take such courses as physiological psychology, theories of learning, social psychology, seminar in psychopathology, and history and systems of psychology to provide them with a broad background in psychology.

The Counseling Psychology program at Seton Hall trains students in the practitioner-scientist model which emphasizes using scientific reasoning in the application of the practice of counseling psychology. Consequently, research training is considered a vital component of the doctoral program. A major and critical part of the program is directly related to acquiring the knowledge and skills specific to the practice of counseling psychology. Students take relevant courses aimed at enhancing knowledge and experientially oriented courses designed to develop and refine their skills as counseling psychologists.

Degree Requirements

Prerequisite Courses

The following courses are prerequisites to courses in the curriculum that are taken early in the required sequence of classes:

Group Dynamics
Tests and Measurements
Counseling Theory
Counseling Skills
Statistical Methods
Psychology of Human Development
Abnormal Psychology
Career Development and Information
Seminar in Research Methodology
Practicum in Individual Counseling (Master's level)

Students who have not taken these courses, or do not pass the competency exams for the Counseling Skills course and/or the Seminar in Research methodology course, must take these courses without falling behind the required sequence of classes. No credit is awarded toward the Ph.D. degree for these prerequisite courses.

I. Foundation of Professional Practice in Psychology (24 credits)

A. RESEARCH AND STATISTICS (9 credits)

CPSY 8616	Intermediate Statistics
CPSY 9001	Univariate Experimental Design
CPSY 9002	Seminar in Applied Multivariate Statistics

B. PSYCHOLOGICAL CORE (15 credits)

Although only one course is listed for each core area, at least one alternative selection is available in each area. To determine the appropriateness of any alternative selections, students must consult with the program director.

1. Biological Bases of Behavior (3 credits)
CPSY 6105 Physiological Psychology
2. Cognitive-Affective Bases of Behavior (3 credits)
CPSY 6505 Theories of Learning
3. Socio-Cultural Bases of Behavior (3 credits)
CPSY 7515 Social Psychology
4. Individual Bases of Behavior (3 credits)
CPSY 8520 Seminar in Psychopathology
5. History and Systems of Psychology (3 credits)
CPSY 7100 History and Systems of Psychology

II. Specialization Courses (53 credits)

A. CORE (20 credits)

CPSY 7103	Orientation to Counseling Psychology: Practice and Research
CPSY 6601	Family Interaction and Therapy
CPSY 8701	Techniques of Group Counseling
CPSY 8702	Adult Development and Aging
CPSY 8703	Seminar in Vocational Psychology: Theory and Research
CPSY 8705	Psychology of Life Skills
CPSY 8000-8001	Independent Study in Counseling Psychology *

B. ASSESSMENT (9 credits)

CPSY 8706	Seminar in Clinical Assessment Techniques
CPSY 7202	Advanced Seminar in Assessment Methods
CPSY 7203	Practicum: Aptitude, Interest and Personality Testing

C. PRACTICUM AND INTERNSHIP (12 credits)

CPSY 9777	Practicum in Counseling I
CPSY 9778	Practicum in Counseling II
CPSY 9779	Practicum in Counseling III
CPSY 9780	Practicum in Counseling IV
CPSY 8000-8001	Internship (no credit)

* *One credit for each course.*

D. MINOR AREA (12 credits)

The minor area of specialization provides an opportunity for students to develop further expertise in some area of their choosing. This involves taking a 12-credit hour sequence of related courses, independent readings, and/or research other than the dissertation.

The minor area is selected by the student in consultation with program director. Possible minor areas are: multicultural counseling; ethics; substance abuse counseling; family therapy; and management of non-profit organizations. There are other possibilities as well, through courses listed within the Department of Counseling Psychology and in other graduate departments.

Modifications to the minor area may be made at any time in consultation with the student's mentor. (A mentor is selected by the student at the end of the first year in the program.)

E. DISSERTATION ADVISEMENT (12 credits)

Dissertation advisement begins in the Fall Semester of the student's second year and continue for four semesters (CPSY 9991-9994). In addition, in order to stay continuously enrolled in the University after all courses are completed, students must enroll in Dissertation Advisement until the dissertation is completed.

EDUCATIONAL SPECIALIST PROGRAMS

Marriage and Family Therapy

(Ed.S.)

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 36 credits at Seton Hall University. If students lack any prerequisite, they may be required to complete additional credits beyond the 36-credit minimum.

The purpose of this program is to provide students with theoretical background and experiential training necessary to develop professional qualifications as a marital and family therapists. The program must be completed

within five years. It meets the educational requirements for licensure within the State of New Jersey.

Admission

In addition to University admissions regulations which start on page 10, candidates in 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 courses;
- Proof of three years of counseling experience;
- Recent (within three years) Miller Analogies Test score/Graduate Record Examination (MAT preferred);
- Three letters of recommendation, including at least one from a former professor and one from a counseling supervisor;
- Statement of goals; and
- Appear for a personal interview.

Degree Requirements

CPSY 6102	Psychology of Human Development
CPSY 7101	Seminar in Research Methodology
CPSY 7510	Social and Community Psychology
CPSY 7610	Human Sexuality I
CPSY 7620	Advanced Seminar in Marriage and Family Therapy
CPSY 7621	Psychotherapeutic Techniques in Marriage and Family Therapy
CPSY 7622	Advanced Group Techniques in Marriage and Family Therapy
CPSY 8010	Seminar: Ethical and Legal Issues in Professional Psychology
CPSY 8520	Seminar in Psychopathology
CPSY 8801	Practicum in Marriage and Family Therapy
CPSY 9880-1	Internship in Marriage and Family Therapy

Total Credits: 36 minimum

School and Community Psychology

(Ed.S.)

This is a 42-credit degree program, beyond the master's degree, leading to New Jersey certification in School Psychology. The theoretical model is an integration of dynamic and systems thinking, which allows students to understand both individual children and the context (i.e., school, family, community) in which they live. The program is recommended as: (1) a terminal degree for practitioners in schools and child and adolescent clinics; and (2) preparation for doctoral study.

CPSY 7501	Introduction to Clinical Skills
EDST 6001	Comprehensive Approach to the Exceptional Learner
ESAD 6601	Organization and Administration of Public Education
CPSY 9985	Introduction to Child and Adolescent Psychotherapy

or

Alternate course chosen with permission of adviser	
CPSY 7502	Individual Cognitive Assessment
CPSY 7503	Introduction to Projective Techniques
CPSY 7504	Introduction to Rorschach Techniques
CPSY 7505	Seminar: Case Studies in Psychology
CPSY 8010	Seminar: Ethical and Legal Issues in Professional Psychology
CPSY 8511	Practicum in School Psychology
CPSY 8580-8581	Internship in School and Community Psychology
EDST 6108	Psycho-Educational Foundations of Learning Disabilities
ESAD 6665	Curriculum Development and Evaluation

Total Credits: 42

M.A. IN EDUCATION PROGRAMS

Counselor Preparation

(M.A. in Education)

This curriculum is designed as a generic program, providing students with a general background and preparation in counseling. The program is flexibly conceived, permitting students to acquire

An internship of 1200 hours is required. In addition, applicants who have already earned master's degrees must meet prerequisite requirements (i.e., Master's Program in Psychological Studies plus EDST 7312, Current Issues in School and Society and CPSY 6001, Tests and Measurements) in the areas of psychology and education. (The Master's Program in Psychological Studies is an example.)

The following is a typical course of study meeting degree and certification requirements including courses accepted for advanced standing. (Only six credits will be accepted for advanced standing.)

knowledge of and skills related to both dyadic and group counseling. Each student's program emanates from a core of required counseling courses and an elective sequence from specified categories. Elective sequences are arranged collaboratively by the student and assigned adviser. The major goal of this program is to provide students with sufficient background in counseling to enable effective functioning in a variety of settings. Successful completion of a comprehensive examination is required.

Professional Core (27 credits)

CPSY 6001	Tests and Measurements
CPSY 6002	Counseling Theory
CPSY 6003	Counseling Skills
CPSY 6301	Career Development and Information
CPSY 6302	Orientation to Counseling: Theory and Observation
CPSY 6315	Problems and Techniques of Counseling
CPSY 7101	Seminar in Research Methodology
EDST 6002	Graduate Research Methods
CPSY 7380	Internship in Counseling
or	
CPSY 7310	Practicum Individual Counseling

Psychological Core (9 credits in consultation with adviser)

CPSY 6102	Psychology of Human Development
CPSY 6103	Abnormal Psychology
CPSY 6104	Theories of Cognition
CPSY 6316	Group Counseling
CPSY 6505	Principles of Learning and Behavior Modification

Sociological Core (6 credits in consultation with adviser)

CPSY 6000	Group Dynamics
CPSY 6310	Psychology and Sociology of Alcoholism
CPSY 6601	Marital/Family Interaction and Therapy
CPSY 7510	Social and Community Psychology
CPSY 7515	Social Psychology

Total Credits: 42**Psychological Studies****(M.A. in Education)**

This 36-credit program in basic theory and methods in psychology is recom-

mended for (1) preparation for the Ed.S. or the doctoral degree in professional psychology, (2) endorsement in teaching of psychology or (3) exploration of the field. A comprehensive examination is required.

CPSY 6004	Statistical Methods
CPSY 6101	Personality Theory
CPSY 6102	Psychology of Human Development
CPSY 6103	Abnormal Psychology
CPSY 6105	Physiological Psychology
CPSY 6505	Principles of Learning and Behavior Modification
CPSY 6601	Marital/Family Interaction and Therapy
CPSY 7101	Seminar in Research Methodology
CPSY 7510	Social and Community Psychology

Students may choose a concentration area of nine credits in consultation with their adviser. The concentration may include other departmental courses, the professional education sequence listed below or an alternate approved sequence.

EDST 6002	Graduate Research Methods
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society

Other concentration areas may be chosen from graduate psychology courses.

Total Credits: 36

Student Personnel Services in Elementary and Secondary School Guidance and Counseling

(M.A. in Education-Certification)

This program is for counselors who will function in an educational setting, such as the elementary, secondary or post-secondary institution. Each of the following programs shares these common themes:

- Self-understanding derived from interpersonal interaction as this relates to the understanding and development of the helping relationship and to the eventual formulation of one's own approach to counseling;
- Acquisition of essential knowledge and skills related to the performance of a variety of tasks in actual job settings;

- Awareness of the developmental aspects of human growth and the programmatic implications of these aspects; and
- Emphasis on practical experience within the program to familiarize students with the tasks of the counselor and to give them the opportunity to demonstrate their competency in the performance of these tasks.

Admission

In addition to the general University and department requirements for admission to graduate studies, the applicant must present evidence of a New Jersey teaching certificate and one year of approved teaching experience or secure approval from the program adviser(s). An interview may be required of some applicants.

Degree and Certification Requirements

Complete 6 credits in foundation courses: EDST 6336 and EDST 7312.

Complete 33 credits in concentration courses:

CPSY 6000	Group Dynamics
CPSY 6001	Tests and Measurements
CPSY 6002	Counseling Theory
CPSY 6003	Counseling Skills
CPSY 6102	Psychology of Human Development
CPSY 6301	Career Development and Information
CPSY 6302	Orientation to Counseling: Theory and Observation
CPSY 6501	Professional Consultation/School Practice
CPSY 7101	Seminar in Research Methodology
CPSY 7380	Internship in Counseling
CPSY 7510	Social and Community Psychology

Total Credits: 39

Successful completion of a comprehensive examination is also required.

Course Descriptions

CPSY 6000 Group Dynamics

Combining theory with application through observation of a group setting, a focus on the dynamics of various types of groups. Study of the small group as a microcosm of the larger society. Requires field observation of groups. *Prerequisite: Department permission. 3 credits.*

CPSY 6001 Tests and Measurement

Rationale and assumptions underlying psychological tests. Consideration and evaluation of the types of tests commonly used in education and psychology. Introduction to theoretical foundations for assessing psychological constructs including methods for estimating reliability/validity and techniques for scale construction. *3 credits.*

CPSY 6002 Counseling Theory

Examines in depth the function of theory in counseling, major theories and their contributions to the practice of counseling. Affords opportunity to begin the development of students' own theories of counseling. *Prerequisite: department permission. 3 credits.*

CPSY 6003 Counseling Skills

Skill-building experience in facilitative behaviors (empathy, genuineness, extending client communication) using such techniques as modeling, role-playing, videotape feedback, as well as other training methodologies. Extensive research has indicated that certain basic skills, interpersonal in nature, are essential to all helping relationships. *3 credits.*

CPSY 6004 Statistical Methods

Introduction to statistical methods needed for basic data analysis in education and psychology. Included frequency distribution, graphic presentation of data, measures of central tendency, variability and linear regression/correlation. (Formerly RESH 6004). *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. Implications for child rearing, education, mental health. Theorists include Werner, Piaget, Erikson, Maslow. *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 the individual,

epidemiological and community approaches to treatment and prevention. *3 credits.*

CPSY 6104 Theories of Cognition

Selected current theories of perception and cognition. Integration and development of perception and cognition in child and adult; issues in assessment and psychological testing; psychopathology. Neisser and Piaget. Includes Gestalt, phenomenological and psychoanalytic perspectives. *3 credits.*

CPSY 6105 Physiological Psychology

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, psychochemistry, disorders affecting the learning and cognitive processes, biofeedback, split brain. *3 credits.*

CPSY 6301 Career Development and Information

Study of the sociology and psychology of career development and occupational choice. The collection, evaluation and use of various sources of educational and occupational information. *3 credits.*

CPSY 6302 Orientation to Counseling: Theory and Observation

General introduction to the various roles, functions and issues in the area of counseling. Five hours observation per week of a counseling program required. Student personnel services candidates must do their observations in an elementary or secondary school guidance office and will be provided with relevant bibliographies and assignments. *3 credits.*

CPSY 6303 Community Agencies: The Referral Process

The process of referral including a review of the literature of community organization, cross-cultural counseling and empowerment of minority groups. Students prepare a portfolio of a mini-directory of community agencies in the area, interviewing of at least two clients and two community agency administrators using ethnographic techniques and standards. A minimum of eight hours per interviewee, the preparation of a log, selected transcriptions of the interview and an ethnographic report. A writing project based on a case study of the agency selected and the problem-solving strategies applied to the case will be part of the final grade. *3 credits.*

CPSY 6310 Psychology and Sociology of Alcoholism

Psychological and sociological determinants of alcoholism, with attention to etiology as it relates to ethnic and socioeconomic factors. Role of the counselor. Criteria and methods for diagnosing alcoholism and for exposing and dealing with the problem of relapse. Field experience may be required. *Prerequisite: department permission. 3 credits.*

CPSY 6311 Physiology and Pharmacology of Alcoholism and Care Management

Focuses on the chemical alcohol and how it affects some of the major systems of the body. Considers the scope, philosophy and mechanics involved in working as a member of a multidisciplinary, harmonious team in care management of alcoholics. Field experience may be required. *Prerequisite: department permission. 3 credits.*

CPSY 6315 Problems and Techniques of Counseling

Issues in counseling such as rapport, readiness, resistance, transference and counter transference. Counselor variables such as values, needs, interpersonal orientation, and their relationship to the counseling model. Presentation and review of counseling techniques. Use of the case study method to expand students' awareness and sensitivity, the complexity of the individual. Focus on skill development through the use of audio tapes and role playing. *Prerequisites: CPSY 6002, 6003 and department permission 3 credits.*

CPSY 6316 Group Counseling

Requires active participation in training group setting. Students learn group process through participation. Factors such as resistance, transference, group climate, norms and stages of development will be observed, experienced and studied. The format of this course will be experiential, not lecture-discussion. *Prerequisites: CPSY 6002 and department permission. 3 credits.*

CPSY 6317 Group Process: Assessment

Concepts basic to measurement, such as reliability, validity and norms. Emphasis on review of instruments used to measure group process. Development of sociometric questionnaires. Students required to administer appropriate instrument(s) to ongoing groups and to provide interpretation to class. Purchase of assessment materials required. *Prerequisite: CPSY 6000 or department permission. 3 credits.*

CPSY 6403 Occupations II: Educational Information and College Placement

Opportunities for secondary school counselors to sharpen skills and increase knowledge in the area of pre-college achievement and placement. "Hands-on" activities, discussions and guest speakers from college admissions and financial aid offices, testing services, and other professionals in college counseling. Issues include: the role of the counselor in college selection; managing stress in college applicants and their parents; ethical dilemmas in college admissions; counseling for special populations, and use of computers in college counseling. *3 credits.*

CPSY 6501 Professional Consultation/School Practice

A study of the school psychologist's and the guidance counselor's consultant role in the schools as they interact with other professionals, administrators, curriculum coordinators and child study teams. Consultation with parents and referral sources will also be studied. *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 skill in behavior modification techniques, including observation of behavior, use of reinforcement, feed-back, modeling, shaping and imagery. *3 credits.*

CPSY 6601 Marital/Family Interaction and Therapy

Study of patterns in family communication including marital relationships. Applications of techniques for enhancing communication in the marriage and family. *3 credits.*

CPSY 7000 Psychotherapeutic Process

This course is required for child clinical Ph.D. students prior to the practicum sequence. The focus is on psychodynamic principles and object relations theory, integrating theory and technique. Theorists covered may include Freud, Mahler, Kernberg, Spitz and Pine. *Prerequisite: permission of instructor. 3 credits.*

CPSY 7002 Computers in Research

Major emphasis on using SPSSX, Music, and time sharing campus facilities to facilitate data analysis in psychological research. (Formerly RESH 7002). *Prerequisite: CPSY 6004, 8616. 3 credits.*

CPSY 7100 History and Systems of Psychology

Develops an understanding of the history and systems of psychology with which the student can make critical judgements 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. *3 credits.*

CPSY 7101 Seminar in Research Methodology

Systematic analysis and clarification of research problems, explanation of relationships between research hypothesis and research procedures and appropriate techniques for analyzing data and evaluating evidence. (Formerly RESH 7101). *3 credits.*

CPSY 7102 Seminar in Professional Consultation in Psychology

Theoretical and "hands on" study of consultation services in psychological service settings. Emphasis on the role of the consultant and interpersonal aspects of multidisciplinary relations. Registration is limited to Ph.D. students. 3 credits.

CPSY 7103 Counseling Psychology: Professional Practice Research

A thorough introduction to the specific discipline of counseling psychology. Topics include: the history of counseling psychology, current definitions of the discipline, current issues in the field, specific areas of focus within counseling psychology (e.g. career counseling, primary prevention, health counseling, remedial therapy, etc.), the structure and leadership in Division 17 of the American Psychological Association, orientation to ethical and standards of professional practice, and current topics within the field (e.g. sports psychology, eco-counseling). 3 credits.

CPSY 7203-7206 Practicum: Aptitude, Interest, and Personality Testing

Supervised practice in administering, scoring and evaluating aptitude, interest and personality tests. Experience in organizing group testing programs for schools and agencies. *Prerequisite:* department permission. 3 credits each.

CPSY 7301 Group Development: Theory and Observation

Theories of small group development as applied to sensitivity, counseling and therapy groups. Implications for leader. Use and construction of observational instruments. Requires one didactic period and one period of supervised observation for the semester. Culminates in case study of observed group. *Prerequisites:* CPSY 6000, 6315, 6316 and department permission. 6 credits.

CPSY 7302 Psychology of Change in Small Groups

Theories of planned change relevant for vis-a-vis, problem solving groups. Techniques for the leader of conferences, committees, religious communities. Requires active participation in off-campus programs. *Prerequisite:* CPSY 6000 or permission of the instructor. 3 credits.

CPSY 7310 Practicum in Individual Counseling

Supervised work in case study, diagnosis, specific program planning and team conferences. Use of audio and video tape. Students in counselor education are required to submit exposition of their own counseling theory. Some field work experience may be required. Minimum experience: 25 hours per credit. Additional credits (maximum of 6) with department permission. *Prerequisites:* acceptance into counselor education program; usually final course in degree and certification work; CPSY 6003. 3-6 credits.

CPSY 7380-7381 Internship in Counseling

Supervised fieldwork placement for student personnel services workers or other counselors. Setting appropriate to area of concentration, including higher education, secondary or elementary education, and public or private agencies. A total of 225 hours is required. *Prerequisite:* department permission or co-requisite of all other course work. 3 credits.

CPSY 7501 Introduction to Clinical Skills

Theory and practice of clinical skills required for effective diagnosis and intervention, observation of behavior and interpretations. Developing rapport; diagnostic interviewing; mental status examination; biosocial history. *Prerequisites:* CPSY 6101, 6102, 6103, 6104; acceptance into child clinical or school psychology program; permission of instructor. 3 credits.

CPSY 7502 Individual Cognitive Assessment

Measurement and evaluation of intelligence. Students learn to administer and evaluate the various Wechsler scales, and other selected measures of intelligence. Report writing and oral presentation techniques are stressed. Intelligence is viewed as a construct, an important component of the total personality, and influenced by significant external factors. Current issues such as adaptive behavior considered. *Prerequisite:* CPSY 7501; permission of instructor. 3 credits.

CPSY 7503 Introduction to Projective Techniques

Theory of projective techniques. Administration and interpretation of selected projective techniques, such as H-T-P, TAT, kinetic family drawings. Ego psychology as a theoretical framework. Observational skills and report writing. *Prerequisites:* CPSY 7501, 7502; permission of instructor. 3 credits.

CPSY 7504 Introduction to Rorschach Techniques

Theory, administration, scoring and interpretation of the Rorschach, with special reference to children and adolescents. Discussion of its place in the total diagnostic battery. *Prerequisites:* CPSY 7501, 7502, 7503; permission of instructor. 3 credits.

CPSY 7505 Seminar: Case Studies in Psychology

Review of current literature and research on the use and selection of diagnostic techniques; selection of appropriate techniques for developing a case study; emphasis on the continuous interaction between person and environment and the contextual nature of human behavior; oral and written communication and findings and recommendations; use of consultants and collateral services. *Prerequisite:* CPSY 7503. 3 credits.

CPSY 7510 Social and Community Psychology

History of social welfare and the mental health movement in the U.S. Selected topics from social psychology research applied to community mental health. Strategies for social change which promote human welfare. Critical evaluation of research, legislation and mental health programs. An ecological and systems perspective. Requires a field investigation project. *3 credits.*

CPSY 7515 Social Psychology

The study of this discipline provides the basic theoretical framework for therapeutic interactions and for understanding the behavior of others as it is influenced by social groups. Also addressed are issues in race, ethnicity, sex, sexual orientation, culture, etc. *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 7620 Advanced Seminar in Marriage and Family Therapy

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. *Prerequisites: CPSY 6601. 3 credits.*

CPSY 7621 Psychotherapeutic Techniques in Marriage and Family Therapy

Analysis of specific techniques associated with major theoretical approaches; strategic, structural, Bowenian. Attention given to skill development through use of role play, feedback and case review. *3 credits.*

CPSY 7622 Advanced Group Techniques in Marriage and Family Therapy

Supervised practice in group techniques as applicable to couples' group and family group. Classroom used as laboratory for enhancing skill development. *Corequisite: CPSY 7621. 3 credits.*

CPSY 7910 Practicum in Individual Techniques in Psychotherapy

Close supervision with student who works with client. Setting goals, developing a treatment plan, engaging in effective interaction, critiquing and reporting progress. Ego psychology framework. *Co- or prerequisites: CPSY 6102, 6103, 6104, 7501, permission of instructor. 3 credits.*

CPSY 8000-8003 Independent Study in Counseling Psychology

For students who wish to design and conduct an individual research study. *Prerequisite: department permission one semester in advance of anticipated enrollment. CPSY 8000, 3 credits; CPSY 8001 and CPSY 8003, 1 credit each.*

CPSY 8010 Seminar: Ethical and Legal Issues in Professional Psychology

Codes of ethics and their application to professional issues. Current laws and court decisions affecting professional psychologists. Discussion of ethical dilemmas and the process of individual decision making. *3 credits.*

CPSY 8100 Cross-Cultural Psychology

Investigates the theoretical backgrounds of all major cultures around the world and applies that knowledge to the psychological functioning of different client populations. Examines in depth different methodologies, issues and research in cross-cultural psychology. *Prerequisites: CPSY 6104, 6102, 8520. 3 credits.*

CPSY 8511 Practicum in School Psychology

Supervised work in public schools and/or other mental health settings, including observations and interviewing, psychological assessment, consultation and counseling. Emphasis on preparing students for internship experience. *3 credits.*

CPSY 8519 Seminar in Child and Adolescent Psychopathology

In-depth understanding of 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 child's/adolescent's progressive maturational trajectory. Preventative and therapeutic approaches that provide an overall environment accurately responsive to the maturational needs of children/adolescents with varying clinical disorders. *Prerequisite: Permission of instructor. 3 credits.*

CPSY 8520 Seminar in Psychopathology

In-depth study of the etiology, symptomatology and treatment of the schizophrenias. Depression as a symptom and as a psychosis. Special topics, such as shame, guilt, suicide. Primary source readings. *Prerequisites: CPSY 6103 or department permission. 3 credits.*

CPSY 8521 Neuropsychological Assessment

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. 3 credits.*

CPSY 8522 Practicum in Assessment and Intervention

Personality assessment as a therapeutic technique. Using the assessment battery and case study to generate meaningful recommendations based on understanding the person in context. Field placement. *Prerequisites: CPSY 7501, 7502, 7503, 7504, 7509. 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 8540-8541 Seminar: Special Topics in Clinical Psychology I-II

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 8550 Group Psychotherapy with Children and Adolescents

The value and application of group psychotherapy in the resolution of the psychological difficulties of children and adolescents. Specifically, the focus will be on: 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, group therapist characteristics and training, etc. *3 credits.*

CPSY 8580-8581 Internship in School and Community Psychology

Supervised field experience designed to meet professional standards. Joint supervision University faculty and field psychologist. *Prerequisite: completion of program course requirements. 3-6 credits.*

CPSY 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 education and psychology. (Formerly RESH 8003). *Prerequisite: CPSY 6004. 3 credits.*

CPSY 8701 Techniques of Group Counseling

The essential focus of this course will be students' actual participation in a training group. Primarily through that vehicle the course will identify the principles of group process and dynamics toward the application of facilitative group counseling techniques. Focus on the rationale and use of appropriate group intervention strategies. *Prerequisite: 3 credits in group course. 3 credits.*

CPSY 8702 Adult Development and Aging

Investigates the critical life stages of men and women in a variety of lifestyles from marriage to cohabitation and single life. Changing roles experienced by adults as they reach their peak experiences as well as when they face older age viewed through psychological, sociological, physiological and economic factors. *3 credits.*

CPSY 8703 Seminar in Vocational Psychology

Helps students acquire expertise in training clients to develop needed skills for effectively coping in a modern world. Focuses on the skills related to the world of work such as decision making, values clarification, career planning and development, program development and retirement planning. *Prerequisites: CPSY 6301. 3 credits.*

CPSY 8705 Psychology of Life Skills Training II

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. *Prerequisite: CPSY 8704. 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 such instruments as the MCMI, the MMPI and the CPI in assessing personality. *Prerequisites: CPSY 6001, 6103; 3 additional credits in testing. 3 credits.*

CPSY 8800 Seminar: Contemporary Issues in Marriage and Family Therapy

Analysis of recent trends in professional issues of marriage and family therapy: pre and post divorce therapy; blended and reconstituted families; divorce mediation; marriage enrichment programs. Presumes a working knowledge of systems thought. *3 credits.*

CPSY 8801 Practicum in Marriage and Family Therapy

Supervised experience in the development and refinement of systems intervention in the treatment of couples and families. *3 credits.*

CPSY 8901 Clinical Psychology Practicum I

The first in a sequence of four practica courses for clinical psychology students. Students meet weekly on campus to discuss cases and integration of theory and practice. Full-day field placement in an approved psychological service setting is required. *Prerequisite:* Permission of instructor. 3 credits.

CPSY 8902 Clinical Psychology Practicum II

The second course in the practicum sequence. Field placement continues. *Prerequisite:* CPSY 8901. 3 credits.

CPSY 8903 Clinical Psychology Practicum III

The third course in the practicum sequence. A new field placement is required. *Prerequisite:* CPSY 8901; 8902. 3 credits.

CPSY 8904 Clinical Psychology Practicum IV

Continuation of the practicum sequence. Field placement continues. *Prerequisite:* CPSY 8901, 8902, 8903. 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 8616. 3 credits.

CPSY 9002 Seminar in 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 functioning analysis and canonical correlation. (Formerly RESH 9002). *Prerequisite:* CPSY 8616. 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, the effective supervisor, facilitating professional development in those supervised and accountability. Students critique their own methods of supervision. Field placement may be 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 Comprehensives. 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 9777 NA Practicum in Counseling Psychology I

The first of four required semesters of practica for doctoral students in Counseling Psychology. Students will be expected to complete a minimum of 10 hours per week at an approved site. Placements will commence on or about September 1 and end on or about December 15 for the fall semester, thereby allowing for approximately 10 weeks and 150 hours on site practicum experience. *Prerequisites:* Counseling Theory; Counseling Skills; Group Dynamics; Tests and Measurements; Statistical Methods; Psychology of Human Development; Abnormal Psychology; Career Development and Information, Seminar in Research Methods; at least 1 semester of practicum at the Master's level, and Advanced Seminar Assessment Methods (CPSY 7202).

CPSY 9778 NA Practicum in Counseling Psychology II

The second of four required semesters of practica for doctoral students in Counseling Psychology. Students will be expected to complete a minimum of 10 hours per week at an approved site. Placements for the spring semester, will commence on or about January 15 and end on or about May 15 thereby allowing approximately 17 weeks and 170 hours on site practicum experience. *Prerequisites:* CPSY 9777.

CPSY 9779 NA Practicum in Counseling Psychology III

The third of four required semesters of practica for doctoral students in Counseling Psychology. Students will be expected to complete a minimum of 10 hours per week at an approved site. Placements will commence on or about September 1 and end on or about December 15 for the fall semester, thereby allowing for approximately 10 weeks and 150 hours on site practicum experience. *Prerequisites:* CPSY 9777.

CPSY 9780 NA Practicum in Counseling Psychology IV

The last of four required semesters of practica for doctoral students in Counseling Psychology. Students will be expected to complete a minimum of 10 hours per week at an approved site. Placements for the spring semester will commence on or about January 15 and end on or about May 15, thereby allowing approximately 17 weeks and 170 hours on site practicum experience. *Prerequisites:* CPSY 9777, 9778, and 9779; complete assessment sequence for Counseling Psychology students.

CPSY 9781-9782 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 course work and comprehensive examination. Apply one year in advance. 3 credits each.*

CPSY 9880-9881 Internship in Marriage and Family Therapy (Ed.S.)

A 6-credit internship experience that generally follows the marital and family counseling course work, but is largely free of other educational and professional demand. Placement in approved agencies is arranged through the faculty clinical coordinator. 450 clinical hours are required. *Prerequisite: completion of all required course work. 3 credits each.*

CPSY 9882-9883 Internship in Marriage and Family Therapy (Ph.D.)

A 6-credit internship in marriage and family counseling, a full-time, two-semester, on-site placement in an agency, clinic or appropriate treatment faculty which provides students with supervised experience in family counseling. Placement is approved by the full-time faculty clinical coordinator. The internship should be arranged only after all other curricular requirements have been satisfied. *Prerequisite: completion of all course work and comprehensive examinations. 3 credits each.*

CPSY 9970-9971 Internship in Clinical Psychology

A full-year, full-time (2,000 hours) internship in an APIC- 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 each.*

CPSY 9985 Introduction to Child and Adolescent Therapy

Individual techniques in childhood psychotherapy used in conjunction with family and community systems therapy. Experience in family therapy and knowledge of child developmental psychology assumed. Exploration of both verbal and non-verbal techniques appropriate for use in early childhood and adolescence. *3 credits.*

CPSY 9986 Practicum in Treating Sexual Disorders

Designed to provide students with faculty supervision in the treatment of sexual dysfunction. Students are required to present case studies and tapes for presentation in a small group seminar. *Prerequisites: CPSY 7610, 7611, 6601, 6103 or department permission. 3 credits.*

CPSY 9991-9999 Dissertation Advisement

Students in the dissertation phase must register continuously for this course until completion of the thesis. Students must maintain contact with their mentor and be involved in the research and writing process. *No credit.*

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

Faculty: Colella; Finkelstein;
Lindemer (*Chairperson*); Shay
(*Associate Dean*); Stetar.

Master of Arts

The Department of Educational Administration and Supervision offers graduate courses leading to the degree Master of Arts in Education with specializations qualifying graduates to serve in the following capacities:

- School Administrator K-12
- Principal/Supervisor K-12
- Supervisor K-12
- School Business Administrator K-12

The department also offers the degrees Educational Specialist (Ed.S.) and Doctor of Education (Ed.D.) for those who wish preparation beyond the master's degree to update skills and competencies and to meet changing certification requirements.

In general, the department prepares persons to qualify for administrative positions in elementary and secondary schools, higher education, state and federal organizations, and in other public and private schools and institutions.

M.A. in Education Programs

These programs of study may lead to New Jersey state supervisory or administrative certification. In addition, graduates meet requirements for the Master of Arts in Education degree.

M.A. in Education Degree Requirements

General Supervision (Elementary and Secondary)

(*New Jersey Supervisor Certificate*)

Three years of teaching experience are currently required for supervisor.

If students are not seeking certification, their programs can be individually tailored to meet their needs and interests by permitting an option of a variety of administration electives.

There are three education specializations: General Supervisor (Elementary and Secondary), School of Business Administrator and Principal/Supervisor Certificate.

There is also a Master of Arts in Human Resource Training and Development.

Admission and Program Requirements for Groups I and II

In addition to the general University requirements for the degree, candidates in this program must do the following:

- Fulfill matriculation requirements
- Submit recent (within three years) satisfactory scores on the Miller Analogies Test. This requirement must be satisfied prior to admission;
- Give evidence of sound communication and research skills;
- Submit evidence of three years of teaching experience and state teacher certification (*required for applicants to Group 1 program in general supervision certification sequence only*);
- Successfully complete the departmental comprehensive examination; and
- Complete the following:
 1. 9 credits in foundation courses such as EDAS 8891, EDST 6336, EDST 7310
 2. 3 credits in EDAS 6601 Organization and Administration of Education Group I and II
 3. 21 to 24 credits in concentration courses selected to meet certification requirements, for a total of 36 credits.

Programs are tailored to the needs of individual students and to the State Department of Education regulations. Concentration and elective courses are selected in consultation with a department adviser.

Required (15 credits)

EDAS 7772	Leadership Dynamics: Analysis of Supervisory Behavior
EDAS 6664	Current Legal Issues of Public Policies at the State and Federal Level
EDAS 6665	Curriculum Development and Evaluation
EDAS 6666	Supervision of Instruction and Evaluation
EDAS 7775	Curriculum: Design and Engineering

Elective (6 credits): See your adviser.

Total Credits: 36

M.A. in Education Degree Requirements**School Business Administrator**

(New Jersey School Business Administrator Certificate)

EDAS 6764	Principles of Public Sector Bargaining
EDAS 7769	Computers for School Business and Financial Administrators
EDAS 7763	School Law: State of New Jersey/Constitutional Law
EDAS 8981	Administrative Internship
EDAS 6861	School Building Planning and Plant Management
EDAS 7761	Management of Fiscal Affairs in Administration
EDAS 7862	School Business Administration: Skills and Techniques
EDAS 7971	School Accounting

(Students who only want certification should consult the department chairperson for the 27 credit requirement.)

Total Credits: 36

M.A. in Education Degree Requirements

(New Jersey Principal/Supervisor Certificate)

Three years of teaching experience are currently required for supervisor.

The master's degree offered by the Department of Educational Administration and Supervision addresses the changing New Jersey State Department of Education requirements for certification as principal. Ethical, psychological and sociological foundations, microcomputers for administrators, and leadership/management assessment and internship are new requirements for the master's degree.

ADMISSION REQUIREMENTS FOR PRINCIPAL/SUPERVISOR CERTIFICATE

In addition to the general University requirements for admission to graduate studies, the applicant to this program must present:

- Official transcripts reflecting a bachelor's degree from an accredited institution
- Three letters of recommendation
- Miller Analogies Test score
- Writing sample (at time of interview)
- Departmental interview

DEGREE REQUIREMENTS

Complete 36 credits in the following components:

A. Foundations (12 credits)

ETHICAL/PSYCHOLOGICAL/SOCIOLOGICAL FOUNDATIONS (6 credits)

In this module students will be exposed to a variety of philosophical and ethical problems as they relate to organizations and on examining human behavior and its impact on organizational functioning.

EDST 6336	Psychological Issues and Implications
EDST 7310	Ethical Foundations of Professional Helping Relationships

SETON HALL UNIVERSITY

RESEARCH AND MICROCOMPUTERS FOR ADMINISTRATORS (6 credits)

In this module students will focus on classroom and supervisory/management/leadership action research and will explore database management systems.

EDAS 8891	Directed Research in Administration and Supervision
EDAS 7768	Microcomputers for Administrators

B. Leadership/Management (12 credits)

INTERDISCIPLINARY LEADERSHIP/MANAGEMENT INSTITUTE

In this module students will focus on generic areas of leadership and management skills in cooperation with the faculty from the Master's of Public Administration Program and the Department of Administrative Science.

EDAS 8983	Leadership and Management Assessment
EDAS 6601	Organization and Administration of Education
EDAS 6761	Finance and Administration

*ELECTIVE (3 credits - selected with adviser assistance)

*Note: Students who also desire a Supervisors Certificate must complete 39 credits including:

EDAS 7772	Leadership Dynamics: Analysis of Supervisory Behavior
EDAS 7776	Curriculum: Design and Engineering

C. Curriculum and Supervision (6 credits)

In this module students will focus on curriculum development and the assessment process as it relates to instructional supervision. These two courses must be taken concurrently.

EDAS 6665	Curriculum Development and Evaluation
EDAS 6666	Supervision of Instruction and Evaluation

D. New Jersey School Law (3 credits)

EDAS 7763	School Law: State of New Jersey/Constitutional Law (3 credits)
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III. Internship

EDAS 8981	Administrative Internship (Prerequisite EDAS 8393).
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Total Credits: 36

M.A. in Education

Human Resources Training and Development

The Department of Educational Administration and Supervision offers a Master of Arts in Education Degree with a specialization in Human Resources Training and Development for those interested in becoming leading practitioners in their organizations. Students in this 36-credit program acquire skills and knowledge in areas of human performance analysis; instructional design and delivery methods; educational management in orga-

nizational environments; adult learning; organizational diagnosis and effectiveness; group process; and successful consulting strategies.

Admission

In addition to the general University requirements for admission to graduate study, applicants to this program must present the following:

- an approved bachelor's degree;
- two letters of recommendation; and
- a Miller Analogy Test Score.

A departmental interview is also required.

Curriculum

The M.A. in Education/Human Resources Training and Development requires 36 credits, including 27 credits in required courses and 9 credits in

elective courses. There is no thesis requirement; however, as a culminating experience, all students must complete EDAS 8891 Directed Research in Administration and Supervision.

Required Courses

HRTD 5501	Introduction to Human Resource Development
HRTD 5502	Adult Learning for Human Resource Development Professionals
HRTD 5503	Design and Evaluation of Human Resource Development Programs
HRTD 5504	Performance Analysis
HRTD 5505	Performance Improvement Strategies
HRTD 5506	Consulting Skills
EDAS 7773	Organizational Structures and Processes in Administration
EDST 6306	Instructional Systems Design
EDAS 8891	Directed Research in Administration and Supervision

Electives

9 credits selected with the approval of the student's adviser. Selections may be made from course listings offered by other departments and/or schools within the University.

Educational Specialist Degree

The department offers the Educational Specialist (Ed.S.) degree in several areas of concentration. General information on the Ed.S. program objectives appears on page 102. The program of study may be arranged to lead to New Jersey state supervisory or administrative certification.

Each area of concentration consists of basic components for a required minimum of 36 credits: interdisciplinary studies; concentration studies; administrative internship or workshop for school administrators; statistics; and a culminating experience.

Admission

Admission requirements for Ed.S. are as follows:

- Master's degree in an appropriate field from an accredited college or university;
- Public school teaching certification, if appropriate;
- Submission of recent (within three years) Miller Analogies Test score;
- Statement of professional goals;
- Superior academic record;
- Three letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles;
- Interview with the admission committee; and
- At least one course in research on the graduate level.

Ed.S. Degree Requirements

Interdepartmental/Interdisciplinary Studies:

(Select one course in this group)

EDST 9301	History of Education in America
EDST 9302	Socio-Psychological Domain of Education
EDST 9304	Philosophical Perspective in Society

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Concentration Studies

With advisement, select 30 credits from the courses listed under Sections A, B and/or C:

Section A. Required courses (6 credits)

- EDAS 7772 Leadership Dynamics: Analysis of Supervisory Behavior
EDAS 7773 Organizational Structures and Processes in Educational Administration

Section B. (Select a minimum of 15 credits)

- ESAD 6664 School of Law or EDAS 7775
EDAS 6764 Principles of Public Sector Bargaining
EDAS 6861 School Building Planning and Plant Management
EDAS 7765 Policy Analysis in Administration: Political and Economic Aspects
EDAS 7769 Computers for School Business and Financial Administrators
EDAS 7774 Comparative Study of International Educational Systems
EDAS 7775 Current Legal Issues of Public Policies at Local, State and Federal Level
EDAS 7667 Personnel Administration
EDAS 7761 Management of Fiscal Affairs
EDAS 7762 Public Relations
EDAS 7775 Curriculum: Design and Engineering
EDAS 7862 School Business Administration: Skills and Techniques
EDAS 7971 School Accounting
EDAS 8984 Leadership Institute for Administrators and Supervisors
EDAS 8985 Leadership Institute for Administrators and Supervisors II
(With approval of the department chairperson or advisers, students may take graduate courses—up to a maximum of 9 credits—in the College of Arts and Sciences, School of Business, and other departments in the College of Education and Human Services.)

Section C. (Select 3 or 6 credits)

- EDAS 8981 Administrative Internship, Part I
EDAS 8982 Administrative Internship, Part II
An administrative internship is required of students seeking an administrative certificate.

Section D. Required (3 credits)

- CSPY 6004 Statistical Methods

Culminating Experience-Required (3 credits)

- EDAS 9999 Culminating Research Seminar

Candidates for the Ed.S. degree complete a project under advisement which is reviewed by a faculty panel. The project should reflect the educational and professional experiences provided in the Ed.S. program.

Minimum Credits: 36

Doctor of Education

The department offers the Doctor of Education degree (Ed.D.) in several areas of concentration, including general administration, school business administration and administration of higher education.

The doctoral degree is designed to provide administrative and supervisory skills

for potential and practicing administrators in elementary, secondary, higher education and State Department of Education settings. The program focuses on training informed leadership through the utilization of scholarly research and of theoretical models which are applied to experiential situations.

Admission Requirements

All application materials must be received by February 1 for the Fall Semester, and by October 1 for the Spring Semester.

The requirements include:

- A master's degree in an appropriate field;
- A superior academic record (two official transcripts of all undergraduate and graduate course work required);
- Recent (within three years) scores on the Miller Analogies Test which indicate the potential for success in doctoral-level work;
- Resume of professional background;
- Statement of personal and professional goals, with an indication of the specialization to be pursued;
- Three letters of recommendation regarding one's potential for doctoral study; and
- A personal interview.

Matriculation

Doctoral students will be considered for matriculation after completing 15-18 credits. Students must demonstrate competence in statistics upon completion of these credits. The statistics requirement is usually accomplished by taking CPSY 6004 Statistical Methods for 3 credits (provided a statistics course on the mas-

ter's level has not been completed), and CPSY 8616 Intermediate Statistical Methods (3 credits). CPSY 6004 or equivalent is prerequisite to CPSY 8616.

Advancement to Candidacy

Doctoral students must pass a comprehensive written examination in administration and the area of specialization upon completion of most of the required course work. Students are advised to take the comprehensive examination as soon as major components of the program plan are satisfied. Only one retake of the comprehensive examination is permitted.

Completion Requirements

These requirements include:

- Admission to the program;
- Achievement of matriculation;
- Advancement to candidacy, as a result of successful completion of a comprehensive examination;
- Successful completion of a minimum of 90 graduate credits in consultation with one's adviser. Forty-five (45) of these credits must be taken at Seton Hall University, following admission to the program;
- Successful completion of an internship experience, where required; and
- Successful oral defense of a doctoral-level dissertation.

Doctoral Program in Educational Administration and Supervision Curriculum

I. Foundations/Interdisciplinary Studies (3 credits)

Select one:

- | | |
|-----------|--|
| EDST 9301 | The History of Education in America |
| or | |
| EDST 9302 | The Psychological Domain of Education: Theories of the Unconscious |
| or | |
| EDST 9304 | Philosophic Perspective in School and Society |
| and | |

II. Professional Core: Elementary/Secondary/Higher Education Administration) (27 credits)

- | | |
|-----------|--|
| EDAS 7772 | Leadership Dynamics: Analysis of Supervisory Behaviors |
| EDAS 7773 | Organizational Structures and Processes in Administration |
| EDAS 7761 | Management of Fiscal Affairs in the Administration Setting |

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EDAS 7762	Public Relations in Administration
EDAS 6764	Principles of Public Sector Bargaining
EDAS 7862	School Business Administration: Skills and Techniques
EDAS 7769	Computers for School Business and Financial Administration
EDAS 7774	Comparative Study of International Educational Systems
EDAS 7767	Advanced Study in Personnel Administration
EDAS 7971	School Accounting
EDAS 8801	Interdisciplinary Studies for Administrators Issues and Theories (required)
EDAS 8984	Leadership Institute for Administrators and Supervisors I
EDAS 8985	Leadership Institute for Administrators and Supervisors II
EDAS 7776	Curriculum: Design and Engineering
EDAS 7765	Policy Analysis in Administration: Political and Economic Aspects
EDAS 6861	School Building Planning and Plant Management
EDAS 7763	School Law: State of New Jersey/Constitutional Law
EDAS 9993	Organization and Governance of Higher Education (required: higher education students)
EDAS 9994	Faculty Personnel Policies of Higher Education
EDAS 9995	Financial Administration of Higher Education Institutions
EDAS 9996	Organization and Administration of Junior/ Community Colleges
EDAS 9997	Historical Development of American Higher Education (required: higher education students)
EDAS 9998	Curriculum and Instruction in Higher Education
EDAS 8981 & 8982	Administrative Internship Parts I and II (required)

III. Research Requirement (minimum 12 credits)

EDAS 9979	Dissertation Seminar in Higher Education
or	
EDAS 8987	Dissertation Seminar in Administration
EDAS 9980	Dissertation Seminar in Higher Education
or	
EDAS 8988	Dissertation Seminar in Administration
CPSY 6004	Statistical Methods
CPSY 8616	Intermediate Statistical Methods
CPSY 9002	Seminar in Applied Multivariate Statistics
EDAS 8892	Independent Study in Administration
EDAS 8986	Qualitative Research Seminar in Administration

New Jersey School Administrator Certificate

The New Jersey School Administrator certificate may be obtained by complet-

ing credits beyond a master's degree in administration and completing these credits in the context of the Educational Specialist degree (Ed.S.) or the doctoral degree (Ed.D.).

Course Descriptions

EDAS 6601 Organization and Administration of Public Education

Comprehensive principles, historical background and future perspectives. Innovative curricula, individualization and other new organizational patterns; general and clinical supervisory techniques and practices; human, technological and conceptual skills for effective school administrators; leadership patterns and pitfalls; generalist's view of school finances, school law, school business administration; human and public relations. *3 credits.*

EDAS 7763 School Law: State of New Jersey/Constitutional Law

Designed to help teachers and school administrators understand their legal status in the school. School laws of New Jersey. Emphasis on legislation and school decisions regarding contemporary problems, such as students' rights, teachers' rights, academic freedom. *3 credits.*

EDAS 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. Survey of current practices and trends. *3 credits.*

EDAS 6666 Supervision of Instruction and Evaluation

Study of 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. Role play, case study, lecture with large and small group interaction employed to promote improved supervision. *3 credits.*

EDAS 6667 Personnel Administration

Analysis of 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.*

EDAS 6761 Finance in Administration

Development of problems of school finance in the United States: sources of revenue, expenditures and indebtedness, fiscal problems, existing and proposed plans for school support. *3 credits.*

EDAS 7767 Advanced Study in Personnel Administration

Total systems approach to the personnel administration function incorporating recruitment and selection techniques; employee orientation, appraisal and develop-

ment 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.*

EDAS 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.*

EDAS 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.*

EDAS 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.*

EDAS 7862 School Business Administration: Skills and Techniques

Business management including office organization, budget planning, accounting, insurance, debt service, transportation and other problems related to the operation of schools. *3 credits.*

EDAS 7971 School Accounting

Current practices, including advanced budgeting, P.P.B.S., operational planning systems, maintenance of legal records, state and federal regulations, and auditing procedures. *3 credits.*

EDAS 8987-8988 Dissertation Seminar in Administration

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal. *3 credit, each semester.*

EDAS 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.*

EDAS 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 eco-

conomic theory; other core areas incorporated into a multidisciplinary approach to policy analysis. *3 credits.*

EDAS 7766 Administration of Bilingual Education: Policy and Practice

Examination of the administration of bilingual education movements in the United States, including an in-depth analysis of the legal and socio-political impact. Critical analysis of the research and program design in the administration of bilingual education. *3 credits.*

EDAS 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.*

EDAS 7768 Microcomputers for Administrators

Introduction to use of microcomputers in school administration. Topics include computer literacy, computers in the curriculum, managing instruction, budgeting, scheduling, data base management systems and word processing. Opportunities to work directly with different programs in campus microcomputer labs. *3 credits.*

EDAS 7769 Computers for School Business and Financial Administrators

Intended, for those who will serve in the office of school business administrator. Mainframe applications that school districts arrange contractually, on-site and network minicomputer-assisted accounting and payroll functions, bank-assisted payroll services, and the many business operations that are increasingly processed with microcomputers, including database and spreadsheet programs. Hands-on use of actual finance documents from the State Department of Education operations and local education associations. *3 credits.*

EDAS 7772 Leadership Dynamics: Analysis of Supervisory Behavior

Study of leadership traits, strategies and techniques used by administrators and supervisors to implement changes in our system of observation and evaluation. Examination of theories, research results, clinical supervisory techniques and methods for humanely observing teaching practice, monitoring supervisory performance and evaluating in-service, internships and field experiences to improve instruction and reduce grievances. *3 credits.*

EDAS 7773 Organizational Structures and Processes in Administration

Study of insights into organizational behavior including classical theory, social system theory, open system theory, theory Z and situational leadership theory. Application of these theories in educational settings. *3 credits.*

EDAS 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.*

EDAS 6664 Current Legal Issues of Public Policies at Local, State and Federal Level

Analysis of current trends in public bargaining; a review of discrimination for reasons of sex, age, disabilities and more; current issues in funding of public education; teacher, student and parental rights; Sunshine Law issues; insurance issues, and other current legal issues in publication. *3 credits.*

EDAS 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.*

EDAS 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.*

EDAS 8892 Independent Study in Administration

For doctoral students who wish to study selected topics in depth and conduct research. Approval by chairperson and dean is necessary. *3 credits.*

EDAS 8981-8982 Administrative Internship

Administrative internship K-12 or higher education with permission of administrator and Department of Education administration and supervision chairperson. *Each internship: 3 credits.*

EDAS 8983 Leadership and Management Assessment

Diagnostic and prescriptive teaching model covering 12 critical skill areas of leadership and management. *3 credits.*

EDAS 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. Participants are encouraged to question theories, techniques and methods employed in their specific situations. Stress reduction, discipline, the media and other generalized topics. *3 credits each.*

EDAS 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.*

EDAS 9981-9992 Dissertation Advisement

Doctoral students who have advanced to candidacy and completed Dissertation Seminars must register continuously for advancement until the dissertation is completed. *No credit.*

EDAS 9993 Organization and Governance of Higher Education

Discussion of administrative philosophies and approaches in higher education settings, highlighting the roles of each office, the philosophical questions and options available to institutions; the policy issues that need to be addressed by university administrators. *3 credits.*

EDAS 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.*

EDAS 9995 Financial Administration of Higher Education Institutions

Business principles and their importance for decision making in higher education including budgeting, financial reporting and planning. *3 credits.*

EDAS 9996 Organization and Administration of Junior/Community Colleges

Topics include organizational and administrative problems, curriculum instruction, student personnel programs and their relationship to the community. *3 credits.*

EDAS 9997 Historical Development of American Higher Education

Study focusing on the period from 1865-1915, when many of the institutions and practices of contemporary higher education were shaped. Secondary sources extensively supplemented by readings of primary documents. Surveys of the national scene supplemented by case studies at specific institutions. *3 credits.*

EDAS 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 that shape, or at least ought to shape, 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.*

EDAS 9979-9980 Dissertation Seminar in Administration of Higher Education

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal. *3 credits each.*

EDAS 9999 Culminating Research Seminar

3 credits.

HRTD 5501 Introduction to Human Resources Development

A systematic overview of key concepts and principles of Human Resources Training and Development field. Topics might include the foundation and evolution of HRD, the ethical and philosophical issues associated with Human Resources Training and Development and the role of the HRD professional in the organization. *3 credits.*

HRTD 5502 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 5503 Design and Evaluation of Human Resource Development Programs

The 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 5504 Performance Analysis

Focuses on 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 5505 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 improvements applications of their choice. *3 credits.*

HRTD 5506 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.*

DEPARTMENT OF EDUCATIONAL STUDIES

Chairperson: Richard Ognibene

The Department of Educational Studies offers graduate courses in the following areas:

Elementary Education
Professional Development Program
Secondary Education
Bilingual/Bicultural Education

Specific requirements for admission, the objectives of each program, courses in each program relative to the degree sought and other regulations appropriate to individual programs are described under the heading for each area.

Programs in Elementary Education

Faculty: Daly; De Pierro; Kaplan; Raimo; Rondinella

Programs in elementary education at the graduate level include:

- Master of Arts in Education with a concentration in elementary classroom teaching; and
- Non-degree program leading to a certificate of eligibility as an elementary classroom teacher in accordance with the State of New Jersey administrative code.

Admission

In addition to the general University requirements for admission to graduate studies, the applicant must:

- Submit two copies of all transcripts;
- Show evidence of having received a baccalaureate degree;
- Demonstrate academic achievement indicative of aptitude for graduate study.
- Show evidence of a liberal arts background;
- Submit an acceptable MAT or GRE score;
- Submit two letters of academic and personal reference;

- Be prepared to be interviewed by faculty if an interview is deemed necessary.
- Submit a completed application form and required application fee.

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 chairperson.

Internship and Student Teaching

Students seeking New Jersey state teacher certification must complete a sequence in a supervised internship and a full semester of student teaching. A pre-student teaching internship occurs prior to the student teaching semester. Students should plan to be available during elementary classroom hours for two semesters.

An application fee for student teaching is required. They should consult with their program adviser for specific requirements.

Students must apply in advance for these experiences, at which time they will receive a comprehensive review of their academic and experiential record.

The application fee is \$50. Completed applications must be received by the chairperson before March 1 for assignment during the following Fall Semester, and by October 1 for assignment during the following Spring Semester.

Master of Arts in Education: Eligibility for Certification

This program is designed for college graduates who possess a liberal arts background and who wish to enter the teaching profession. Upon completion of the following course of study, the student is eligible for the M.A. in Ed. degree.

Additionally after completing the relevant course of study, students are eligible for recommendation to the State of New Jersey for the certificate of eligibility as an elementary classroom teacher. A passing score on appropriate section(s) of the

NTE is also required for this certificate of eligibility. Under current New Jersey state regulations, the student must then successfully serve one year as a provisionally certified teacher before the state will grant standard, permanent certification.

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 states' Department of Teacher Certification for specific requirements.

Concentration and Field Courses (27-30 credits)

COURSES AVAILABLE DURING THE FALL SEMESTER: 15 credits

EDST 6407	Introduction to Education
EDST 6409	Styles of Teaching and Learning
EDST 6410	Social Issues and Social Studies
EDST 6411	Topics in Science Education

Field Experience:

EDST 6228 Graduate Field Experience

or

EDST 6221 In-Service Teaching Seminar I
(for parochial school teachers)

Note: Both of the above courses are offered during the Spring Semester also.

COURSES AVAILABLE DURING THE SPRING SEMESTER: 9-15 credits

EDST 6407	Introduction to Education *
EDST 6408	Child Development and Curriculum
EDST 6412	Topics in Math Education
EDST 6413	Language Arts and Literature
EDST 6210	Microcomputer Fundamentals **

* For students who begin in the Spring Semester.

** May be waived for students who are computer literate (approval by adviser required.)

Student Teaching and Inservice II:

EDST 6229 Graduate Student Teaching

EDST 6222 In-Service Teaching Seminar II
(for parochial school teachers)

Note: Both of the above courses are offered during the Fall Semester also.

Foundations Courses (12 credits)

It is recommended that summers be reserved for Foundations courses. Students are advised to take six credits for each four-week Summer Session.

EDST 6002 Graduate Research Methods

Select any two of the following:

EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society
EDST 7312	Current Issues in School and Society

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Select one of the following:

EDST 8225	Children's Rights: Legal and Psychological Implications
EDST 6664	School Law
EDST 7310	Ethical Foundations of Helping Relationships
EDST 9304	Philosophic Perspectives in School and Society
	or
	Elective (must be approved by adviser)

Total credits: 39-42

Certificate of Eligibility as an Elementary Classroom Teacher

This program is designed for college graduates who possess a liberal arts background and who wish to enter the teaching profession without receiving an

M.A. degree. After completing the following course of study, the student is a candidate for the Certificate of Eligibility as an Elementary Classroom Teacher.

Concentration Courses (24 credits)

EDST 6407	Introduction to Education
EDST 6408	Child Development and Curriculum
EDST 6409	Styles of Teaching and Learning
EDST 6410	Social Issues and Social Studies
EDST 6411	Topics in Science Education
EDST 6412	Topics in Mathematics Education
EDST 6413	Topics in Language Arts and Literature
EDST 6210	Microcomputer Fundamentals or an advanced technology course

*Waiver is possible if student demonstrates competence in computer literacy

Supervised Field Experience (6 credits)

Either EDST 6221-6222 for those currently teaching or EDST 6228-6229 for all other graduate students.

EDST 6221-6222	Graduate Supervised Teaching Seminar I-II	Credits 6
or		
EDST 6228	Graduate Field Experience	3
and		
EDST 6229	Graduate Student Teaching	3

Total Credits: 30

PROFESSIONAL DEVELOPMENT PROGRAMS

Faculty: Barrett; Cunningham;
Ognibene; Skeeel (*Program
Director*)

Keeping in mind the challenges of the next decade and beyond, the Professional Development Program

offers students knowledge and experiences, in the foundations of education, professional education and interdisciplinary studies, that enhance professional preparation for the 21st century.

The Professional Development Program is distinctive in offering students the opportunity to design a master's degree program or educational specialist degree program that meets their specific personal and professional goals. Our interdisciplinary approach encourages students to take courses in any college or school at the University.

Through our well-developed process of advisement, faculty assist students to construct a course of study that satisfies their interests and career objectives.

Master of Arts in Education

The Professional Development program offers the following concentrations which lead to the degree Master of Arts in Education:

Professional Development for Educators
Humanistic and Behavioral Studies
Instructional Design and Technology
Health Professions Education

General Admission

Formal admission to graduate studies is necessary to enter the M.A. program. In addition to the general University requirements for the degree Master of Arts in Education, applicants for all PDP programs must submit the following:

- Two copies of all transcripts; completion of an undergraduate degree program with a minimum cumulative GPA of 2.5;

- Satisfactory scores on the Graduate Record Examination or the Miller Analogies Test (either one taken within the last three years);
- Three letters of reference attesting to the candidate's academic ability and personal qualifications; and
- A typed, two-page statement of goals and professional interests.

Degree and Curriculum Requirements

Students admitted to a PDP master's degree program must satisfy all University, College and program requirements for admission and for graduation. Each master's degree program requires a minimum of 36 credits, and a graduate academic record of 3.0. The 36 credit requirement for each master's program consists of foundation courses and concentration courses.

Up to six graduate credits earned recently at another accredited college or university may be accepted in partial satisfaction of graduate degree requirements in the PDP program.

M.A. in Education: Professional Development for Educators

The M.A. program in Professional Development for Educators is offered both on-campus and at several off-campus sites. The curriculum reflects current good practice in education. It is constantly changing and evolving as ideas, pedagogy, and materials develop and emerge. The program includes a variety of courses that enable teachers and school personnel to study current educational practices in their own schools or at sites convenient to their workplace.

The candidate for this program is required to complete 12 foundations credits and 24 concentration credits for a total of 36 credits as follows:

Foundations (12 credits)*

EDST 6002 Graduate Research Methods**

Select two of the following three:

EDST 6336	Psychological Issues & Implications
EDST 6337	Western Tradition in Society
EDST 7312	Current Issues in School and Society

Select one of the following three:

EDST 6554	Advanced Psychology of Human Development
EDST 7310	Ethical Foundations of Helping Relationships
EDST 9304	Philosophic Perspective in School and Society

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Concentration (24 credits)***

Select 24 Credits:

EDST 6409	Styles of Teaching & Learning
EDST 6455	Critical Thinking Across the Curriculum
EDST 6460	Performance Based Assessment
EDST 6450	Successful Mainstreaming: Strat. for Inclusion
EDST 6465	Cooperative Education
EDST 6316	Project T.E.A.C.H.
EDST 6317	P.R.I.D.E.
EDST 6318	Teaching Through Learning Channels
EDST 6319	Patterns for Ideas
EDST 8201	Creative Approaches in Education
EDST 6324	Human Relations

* Foundations courses taken beyond the 12 credit requirement may be applied to your concentration requirement.

** Required to be taken on-campus

*** Courses will be periodically added to list of concentration courses. You may take these new courses toward your concentration requirement.

Total Credits: 36

M.A. in Education:

Humanistic and Behavioral Studies

The M.A. program in Humanistic and Behavioral Studies is sufficiently flexible to meet varying needs in contemporary education. The goals of the program are to help graduate students deepen professional values, strengthen professional knowledge and skills, and increase the capacity for leadership within the helping professions.

Concentration credits may be selected from any academic unit

within Seton Hall University and should flow from the goals and objectives identified during the advisement process. Upon admission, the student must construct a program plan with an appointed College of Education and Human Services adviser. The program plan will identify the courses to be taken as well as a projected graduation date.

The candidate for this program is required to complete 12 foundation credits and 24 concentration credits as follows:

Foundations (12 credits)*

EDST 6002	Graduate Research Methods
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Select two of the following three:

EDST 6336	Psychological Issues & Implications
EDST 6337	Western Tradition in Society
EDST 7312	Current Issues in School and Society

Select one of the following three:

EDST 6554	Advanced Psychology of Human Development
EDST 7310	Ethical Foundations of Helping Relationships
EDST 9304	Philosophic Perspective in School and Society

Concentration (24 Credits)

With advisement, students may select from a variety of available courses to fulfill concentration requirements.

* Foundations courses taken beyond the 12 credit requirement may be applied to your concentration requirement.

Total Credits: 36

M.A. in Education: Instructional Design and Technology

The M.A. program in Instructional Design and Technology assists teachers and trainers to improve their professional performance and to assume leadership roles. Students are accepted from corporate, government, nonprofit and educational environments. The program emphasizes a theoretical base for curriculum development and exposure to a broad array of current instructional methods and materials.

The Instructional Design and Technology program is interdisciplinary, allowing acquisition of knowledge in a wide range of subjects. Each

student's program is individually tailored.

Concentration credits may be selected from such areas as computing, instructional design, psychology, business and communications, and should flow from the goals and objectives identified during the admissions process. Upon admission, the student must construct a program plan with an appointed College of Education and Human Services adviser. The program plan will identify the courses to be taken as well as a projected graduation date.

The candidate for this program is required to complete 12 foundations credits and 24 concentration credits for a total of 36 credits as follows:

Foundations (12 credits)*

EDST 6002 Graduate Research Methods

Select two of the following three:

EDST 6336 Psychological Issues & Implications

EDST 6337 Western Tradition in Society

EDST 7312 Current Issues in School and Society

Select one of the following three:

EDST 6554 Advanced Psychology of Human Development

EDST 7310 Ethical Foundations of Helping Relationships

EDST 9304 Philosophic Perspective in School and Society

Concentration (24 Credits)

With advisement, students may select from a variety of available courses to fulfill concentration requirements.

* Foundations courses taken beyond the 12 credit requirement may be applied to your concentration requirement.

Total Credits: 36

M.A. in Education: Health Professions Education

The M.A. program in Health Professions Education is offered in cooperation with the University of Medicine and Dentistry of New Jersey. The program provides health practitioners with the knowledge, professional perspective, practical skills and research competencies necessary to assume leadership roles in health professions education in a variety of

health care settings. In addition to University and College admissions requirements, candidates must submit their health profession credentials (license, certificate or registration as applicable). Candidates must be admitted by both cooperating institutions.

The candidate for this program is required to complete 18 foundations credits at Seton Hall University and 18 concentration credits at the University of Medicine and Dentistry of New Jersey for a total of 36 credits as follows:

Foundations (18 credits)

EDST 6002 Graduate Research Methods

Select two of the following three:

EDST 6336 Psychological Issues & Implications

EDST 6337 Western Tradition in Society

EDST 7312 Current Issues in School and Society

Select one of the following three:

EDST 6554 Advanced Psychology of Human Development

EDST 7310 Ethical Foundations of Helping Relationships

EDST 9304 Philosophic Perspective in Society

Select Six Credits

Electives (Six credits)

Concentration (18 credits)

HPED 5110 Health Services Issues and Trends

HPED 5140 Teaching in the Health Professions

HPED 5210 Curriculum Development in Health Professions Education

HPED 5240 Planning and Administration Health Professions Programs

HPED 6600 Practicum in Health Professions Education

Electives

*Foundations courses taken beyond the 12 credit requirement may be applied to your concentration requirement.

Total Credits 36

**EDUCATIONAL SPECIALIST
DEGREE (Ed.S.)**

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 and to meet changing certification requirements. The degree is humanistic and professional as well as flexible and comprehensive, and enables graduates to qualify for positions of leadership. The Ed.S. program is of particular interest to school administrators, educational researchers, teachers, department chairpersons, and supervisors.

The Professional Development program offers courses leading to the degree Educational Specialist with the following specializations:

Cultural, Humanistic and Professional Studies
Instructional Design and Technology

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.

These are the admission requirements for the Ed.S.:

- A master's degree in an appropriate field from an accredited college or university;
- Public school teaching certification, if appropriate;
- Acceptable scores on the Miller Analogies Test or the Graduate Record Examination taken within the last three years;
- A statement of professional goals, including indices of special accomplishments such as leadership roles in the candidate's field;

- Graduate level cumulative average of 3.25 or better; and
- Three letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles.

Degree and Curriculum Requirements

The Ed.S. program requires a minimum of 36 graduate credits beyond the master's degree. These include departmental course requirements, interdisciplinary/interdepartmental studies, and a culminating experience (a project chaired by a faculty adviser and graded by a faculty committee).

Students in the program must maintain an academic GPA of 3.25 for all Ed.S. course work. 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.

Concentration courses in the Educational Specialist programs may be selected from any academic unit within Seton Hall University, and should flow from the goals and objectives identified during the admissions process. Upon admission, the student must construct a program plan with an appointed College of Education and Human Services adviser. The program plan will identify courses to be taken, as well as a projected graduation date.

The 36 credits for both Educational Specialist programs consist of the following foundation courses and concentration courses:

Foundations (9 credits)

Select three of the following four:

- | | |
|-----------|---|
| EDST 9301 | History of Education in America |
| EDST 9302 | Socio-Psychological Domain of Education |
| EDST 9303 | Sociological and Anthropological Thought in Education |
| EDST 9304 | Philosophical Perspective in School and Society |

Culminating Project (3 credits)

- | | |
|-----------|--------------------------------------|
| EDST 9306 | Culminating Research Seminar/Project |
|-----------|--------------------------------------|

Concentration (24 credits)

Program to be constructed by student in consultation with adviser.

Total Credits: 36

Ed.S. Programs

Cultural, Humanistic and Professional Studies

The Ed. S. program in Cultural, Humanistic and Professional Studies is designed for teachers, scholars and others in the helping professions preparing themselves for positions of leadership in education. Each Ed.S. plan of study is flexible and may be structured to meet individual and professional needs.

Instructional Design and Technology

The Ed. S. program in Instructional Design and Technology is an interdisciplinary program that accommodates students from diverse backgrounds. It is structured to meet the individual professional needs of teachers and corporate and industrial trainers.

Certificate in Information Technologies

The Certificate in Information Technologies is a 15-credit program that enables students to gain a base of knowledge that will enable them to live and work effectively in tomorrow's environment of technological and social change.

The program teaches the basic concepts behind a whole range of informa-

tion technologies and the powerful impact these technologies have on modern life. Students become actively involved in the utilization of a variety of information systems and the use of computer software to improve productivity, make decisions, pursue research interests, produce multi-media presentations and enhance learning.

The Certificate in Information Technologies is open to both undergraduate and graduate students enrolled at Seton Hall University. Application forms are available from the Department of Educational Studies.

Requirements

The program requires 15 credits. A maximum of six credits will be accepted for equivalent courses taken at the University or for courses taken at other colleges or universities.

Graduate students may apply the credits earned toward the certificate to a master's degree in the Professional Development Program with a concentration in Professional Development for Teachers or in Instructional Design and Technology.

The following courses may be applied toward the certificate:

EDST 6210	Microcomputing I
EDST 6212	Microcomputing II
EDST 6307	Integrating Technology and Education
EDST 6214	Information Technologies: Applications and Issues
EDST 6216	Research Technologies

Total credits: 15

Programs in Secondary Education

Faculty: Cobarrubias; Daly (*Program Director*); Ognibene; McCartan; White

The College of Education and Human Services offers graduate programs in secondary education leading to the M.A. in Education and Ed.S. degrees and New Jersey state certification. The program is based upon integration of the most

recent research and theoretical findings in education. There is a strong field component in which students are assigned to a variety of classroom experiences and work closely with cooperating teachers and department faculty.

The secondary education program prepares competent and innovative teachers who can respond to the demands of the urban and suburban schools of the '90s. The success of the program is clearly demonstrated in the high level of teaching placement of its graduates.

The secondary education program prepares educators for the following teaching fields: art, bilingual education,

biological science, English, English as a second language, mathematics, physical science, psychology, science and social studies. Language certification is also available.

(Students must present evidence of having completed a major in one of these teaching subjects.)

After completing the relevant course of study, students in the certification program are eligible for recommendation to the State of New Jersey for the certificate of eligibility to teach the subject for which they have prepared. A passing score on appropriate section(s) of the NTE is also required for this certificate of eligibility. Under current New Jersey State regulations, the student must then successfully serve one year as a provisionally certified teacher before the state will grant standard, permanent certification.

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 states' Department of Teacher Certification for specific requirements.

Admission Requirements

Candidates who wish to apply for admission must formally submit an applica-

tion for admission through the Graduate Admissions Office with an application fee, and must submit the following to qualify for admission:

- Official transcripts reflecting a bachelor's degree from an accredited institution, with a GPA of 2.5 or higher;
- Transcript of any graduate study
- A major in an appropriate teaching field;
- Satisfactory scores on the Miller Analogies Test or the Graduate Record Examination; and
- Three letters of recommendation.

Student Teaching

Students seeking New Jersey State teacher certification must complete a sequence in supervised student teaching. Students should consult with their program adviser for specific requirements.

Students must apply in advance for these experiences, at which time they will receive a comprehensive review of their academic and experiential record.

The application fee is \$50. Completed applications must be received by the chairperson before March 1 for assignment during the following Fall Semester, and by October 1 for assignment during the following Spring Semester.

M.A. in Secondary Education

I. For Students Who Hold New Jersey Teaching Certification:

Foundations Component (12 credits)

EDST 6002	Graduate Research Methods
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society
EDST 9502	Research Seminar

Professional Component (12 credits)

EDST 6005	Reading in the Content Area
EDST 6554	Advanced Psychology of Human Development
EDST 7501	Human and Intercultural Relations

Select one of the following:

EDST 6303	Educational Media and Practices
EDST 7312	Current Issues in School and Society
EDST 6551	Advanced Strategies of Teaching
EDST 7310	Ethical Foundations of Professional Helping Relationships
ESAD 7510	Secondary Education Curriculum Design and Implementation

Elective Component (12 credits) – Chosen with advisement

Total Credits: 36

II. For Students Seeking New Jersey Teaching Certification:

Professional Education Certification Component (30 credits)

EDST 6005	Reading in the Content Areas
EDST 6337	Western Tradition in Society
EDST 6551	Advanced Strategies of Teaching K-12
EDST 6554	Advanced Psychology of Human Development
EDST 7312	Current Issues in School and Society
EDST 7501	Human and Intercultural Relations
EDST 7510	Secondary Education Curriculum Design and Implementation
EDST 8501	Graduate Teaching Internship
or	
EDST 8502-8503	Graduate Supervised Teaching Seminar I-II (for in-service teachers)
CPSY 6001	Test and Measurements
or	
EDST 6336	Psychological Issues and Implications

Total Credits: 30

Students seeking a master's degree must also complete the following 12 credits:

EDST 9502	Research Seminar
EDST 9503	Curriculum and Readings in the Selected Field of Study
EDST 6002	Graduate Research Methods
	Elective (chosen under advisement)

Total Credits: 42

Educational Specialist

Rationale and Purpose

The Ed.S. program is designed to provide an opportunity for educators to advance their professional development beyond the master's level. The program is interdisciplinary in approach and enables the candidate to obtain a balanced perspective in a selected field of study or academic area.

There are three options available to the Ed.S. student:

1. The Ed.S. Degree Program

This is a 39-credit program consisting of advanced courses in secondary and other professional education courses.

2. The Ed.S. Degree-Certification Program

This program combines graduate level courses leading to initial secondary certification with advanced courses in education and an academic field of specialization. A special feature of this program is a two-semester seminar requiring field research in secondary education. This program requires 39 to 48 credits depending on the student's prior academic record.

3. The Ed.S. Degree-Individualized Program

This program is designed to meet special professional needs of teachers and administrators in secondary schools, community colleges, continuing education centers and other higher learning institutions. A distinctive feature of this program is its 21-credit elective block.

Objectives

Candidates will demonstrate:

- Breadth and depth in the newly acquired knowledge and an awareness of the interrelationships of the selected discipline;
- Ability to organize, present and evaluate subject matter; and
- Ability to identify and evaluate current curriculum materials.

Admission Requirements

In addition to the general University and College of Education and Human Services requirements, candidates for the Ed.S. in secondary education must have already completed a master's degree. Applicants to this program must be interviewed. At this time, they will submit a writing sample.

Core Requirements for Ed.S. Degree

18 credits in integrating core courses, including:

Two of the following EDST courses:

EDST 9301	The History of American Education
EDST 9302	The Socio-Psychological Domain of Education
EDST 9303	Sociological and Anthropological Thought in Education
EDST 9304	Philosophic Perspective in School and Society

All of the following courses:

EDST 9311	Research Culminating Project
EDST 9502	Research Seminar
EDST 9503	Curriculum and Readings in the Selected Field Study
EDST 9504	Problems and Issues in Secondary and Post-Secondary Teaching

21 credits in concentration courses (under advisement)

Total Credits: 39

M.A. in Bilingual/Bicultural Education and Teaching English as a Second Language

Faculty: Cobarrubias; McCartan

The College of Education and Human Services offers graduate programs in bilingual education and teaching English as a second language leading toward the degree Master of Arts in Education. These programs satisfy New Jersey State certification requirements. Under current regulations, U.S. citizenship (or verification of intent to apply for citizenship) is required for state certification.

Candidates who are not legal residents of the U.S. may pursue the Master of Arts in Education but will not be eligible for state certification. Legal residents of the U.S. who do not intend to become citizens may obtain the Master of Arts in Education degree but are not eligible for state certification.

The Master of Arts in Bilingual Education and Teaching English as a Second Language offers sub-specializations in bilingual counseling and bilingual school

administration in conjunction with the Department of Professional Psychology and Family Therapy and the Department of Educational Administration and Supervision, respectively. The graduate program in Bilingual Education offers concentrations in Spanish/English, Haitian/English, Chinese-Japanese-Korean/English.

Admission Requirements

Candidates who wish to apply for admission must formally submit an application for admission through the Graduate Admissions Office with an application fee, and must submit the following:

- Official transcript reflecting a bachelor's degree from an accredited institution with ample background in general and professional education (and the requirements in a content area of certification for those seeking certification);
- Satisfactory scores on the Miller Analogies Test or the Graduate Record Examination;
- Three letters of recommendation; and
- Satisfactory scores on the English Proficiency Examination and in the target language in accordance with levels required for state certification.

Bilingual/Bicultural Education Spanish/English, Haitian/English, Chinese-Japanese-Korean/English

Students should secure adviser's approval in advance:

EDST 6002	Graduate Research Methods
EDST 6209	Computer Applications in the Bilingual Curriculum
EDST 6336	Psychological Issues and Implications

SETON HALL UNIVERSITY

EDST 6337	Western Tradition in Society
EDST 6504	Applied Linguistics*
EDST 6505	Teaching English as a Second Language I
EDST 6560	Language, Culture and Civilization
EDST 7501	Human and Intercultural Relations
EDST 7505	Social Psychology of the Bilingual Child
EDST 7506	Principles of Bilingual/Bicultural Education
EDST 7507	Bilingual Education: Theory and Practice Teaching Content Areas
EDST 8511	Field Experience in Bilingual/Bicultural Education
EDST 9502	Research Seminar
Total Credits: 39	

*Students who have not taken General Linguistics or an equivalent course at the undergraduate level are encouraged to take EDST 7502 General Linguistics before registering for EDST 6504 Applied Linguistics.

Teacher of English as a Second Language

48 credits in the following (adviser's approval required):

EDST 6002	Graduate Research Methods
EDST 6008	Phonology and Structure for Second Language Acquisition
EDST 6209	Computer Applications in the Bilingual Curriculum
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society
EDST 6504	Applied Linguistics
EDST 6505	Teaching English as a Second Language I
EDST 6506	Teaching English as a Second Language II
EDST 6560	Language, Culture and Civilization
EDST 7501	Human and Intercultural Relations
EDST 7502	General Linguistics
EDST 7505	Social Psychology of the Bilingual Child
EDST 8511	Field Experience in Bilingual/Bicultural Education
EDST 9502	Research Seminar
EDST 9505	Sociolinguistics and Bicultural Education
EDST 9506	Psycholinguistics and Bilingualism
Total Credits: 48	

Note: Students who do not hold a regular New Jersey teaching certificate in another field must additionally complete required courses for teacher certification.

Course Descriptions

EDST 6002 Graduate Research Methods

A survey of research principles, methods and practices in education and the helping professions. *3 credits.*

EDST 6005 Reading in Content Areas

Reading in content areas gives the graduate student an overview of the teaching of reading in grades 7-12, college years and adult courses. It also emphasizes skills and techniques used when the reading teacher assumes the role of reading supervisor, reading consultant or administrator of reading programs. *3 credits.*

EDST 6008 Phonology and Structure for Second Language Acquisition

Detailed examination of the phonology, morphology and syntax of Modern American English. Examines features of current regional and social dialects of English. Introductory exposure to fundamental concepts of psy-

cholingistics that have a direct bearing on phonology, syntax and second language acquisition. Emphasizes applications in error analysis, improvement of pronunciation, curriculum design and teaching writing and reading. *3 credits.*

EDST 6101 Psychological and Linguistic Bases of Reading

Focuses on the underlying phonological, morphological and syntactic bases of reading and their methodological implications. Treats reading as a language process. *3 credits.*

EDST 6108 Psychoeducational Foundations of Learning Disabilities

An 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 evolu-

ing 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 6203 Computer Literacy

Designed for those with little or no computer experience. Beginning programming, operating microcomputers, the role of hardware and software, word processing and understanding computer systems. *3 credits.*

EDST 6204 Programming in BASIC

Intended for students who want to learn more about how to write programs in BASIC. Students write programs to solve a variety of problems. *Prerequisite: EDST 6203. 3 credits.*

EDST 6205 Using Computers

Demonstrates various software tools useful to different settings. These tools include word processing, data base management, spreadsheets, telecommunications and graphics. Students investigate ways in which these tools can be integrated into the educational curriculum. *3 credits.*

EDST 6206 Software Evaluation

Designed for anyone who wants to become familiar with criteria for evaluating software. Concentrates on the goals and objectives of software, content and approach, and the instructional and technical design. Students evaluate software in depth as part of the requirements of the course. *3 credits.*

EDST 6207 Logo

Introduces the essentials of the Logo language sufficient to implement a program of instruction in the schools. Major emphasis is on turtle graphics, procedures, variables, recursion and lists. The accent throughout is on presenting Logo as a vehicle for problem solving. *3 credits.*

EDST 6209 Computer Applications in the Bilingual Curriculum

A multimedia approach to bilingual curriculum development. The use of mass storage devices, such as CD-ROM and erasable optics, in the development of translation programs. The use of animation, such as illustration of action-verb structures through 3-D devices. Development of the writing and editing processes with the aid of electronic media, and interactive video disk applications in first- and second-language learning. *3 credits.*

EDST 6210 Microcomputer Fundamentals

Basic knowledge of computers and computing; use of computers in problem solving; impact of computers on society. There is a strong emphasis on hands-on training directed toward word processing, spreadsheet and database software. *3 credits.*

EDST 6212 Microcomputing II

Graphical user interfaces, advanced spreadsheet packages, database software and networks are explored in depth. *3 credits.*

EDST 6214 Information Technologies: Applications and Issues

Teaches the non-technical student how to use and apply E-mail, the Internet, bulletin boards, information utilities and other basic tools of telecommunication. A review of the societal implications of computers in modern life. *3 credits.*

EDST 6221 Graduate Supervised Teaching Seminar I (In-service teachers)

In-service teachers meet weekly in a seminar designed to assist in the application of theoretical models of teaching, learning and classroom management. The teacher is observed by a college supervisor on a systematic schedule. The college supervisor and the teacher plan together for observed sessions in which specific skills and competencies are practiced. *3 credits.*

EDST 6222 Graduate Supervised Teaching Seminar II (In-service teachers)

In-service teachers meet weekly in a seminar designed to offer feedback to practicing teachers seeking to achieve competencies in classroom discipline, pacing, priorities and class organization. Teachers analyze and compare assessment methods and tests applicable to all subject areas. *Prerequisite: EDST 6221. 3 credits.*

EDST 6223 Advanced Psychology of Childhood

Psychological development and problems of adjustment of the child from birth to adolescence. Techniques of studying children and recording behavior. Extensive reading in literature related to the major themes of the course. Discussion and reports, including case studies. *3 credits.*

EDST 6228 Graduate Field Experience

180 hours in an appropriate field experience in an elementary school; preregistration must be completed with the department chairperson or the department representative. Orientation and guidance during internship assignment. Deepens perception of school and community problems. Focus on objectives, materials, methods and evaluation of instruction; organization and management of classrooms. *3 credits.*

EDST 6229 Graduate Student Teaching

Provides one semester in an appropriate student teaching experience. The student integrates and connects models of teaching and subject matter in the classroom with the direct supervision of a cooperating teacher, a college supervisor and a seminar professor. *Prerequisite: EDST 6228. 3 credits.*

EDST 6303 Educational Media and Practices

Introduction to the fundamental theory and purpose of educational media. Analysis of communication theory and the development of message design in utilization of multi-sensory materials in theoretical and practical environments. Projects developed and presented for analysis. *3 credits.*

EDST 6304 Production of Instructional Resources I

Advanced techniques for the production of instructional materials. Included will be lettering, computer graphics, mounting, display boards, desktop publishing, transparencies, duplicating processes, non-photographic and photographic processes for slides and filmstrips, and storyboard preparation. 3 credits.

EDST 6305 Production of Instructional Resources II

Advanced techniques for the production of instructional materials. Photographic copy work, slide production, television utilization, audio tape production and interactive media. 3 credits.

EDST 6306 Instructional Systems Design

Systems approach to instructional media development. Task analysis; identification of instructional needs; design of instructional alternatives; selection and development of instructional packages; and the evaluation and validation of the resulting outcomes. 3 credits.

EDST 6307 Integrating Technology and Education

Designed for educators in a variety of settings who want to integrate "good practice" with a technology-based curriculum. A broad range of non-print and computer supported learning tools will be explored within the context of the curriculum through an interactive approach. These include multimedia; information utilities; networks; distance education; teleconferencing, CD-ROM's, laser disks; and other applicable technologies. Students will have the opportunity to put their newly developed skills into action in their own projects. 3 credits.

EDST 6314 Multimedia Presentations

Concentrates on the coordination and integration of media and communication techniques, theory and resources for the effective transmission of ideas and feelings. 3 credits.

EDST 6316 T.E.A.C.H.

Project T.E.A.C.H. deals primarily with the affective domain of learning. The skills and strategies trained, as well as the research presented, focus on observable teacher behaviors and classroom practices that enhance student self-esteem and create a positive and inviting learning environment. 3 credits.

EDST 6317 P.R.I.D.E.

P.R.I.D.E. trains teachers to: ask questions in the classroom that stimulate critical thinking; improve their questioning techniques; read student nonverbal communication; improve their own nonverbal communication; motivate change in behavior; manage critical incidents in the classroom; create and teach lessons employing all the skills taught in the course. 3 credits.

EDST 6318 Teaching Through Learning Channels

This course provides information about how each person learns based on current brain research and instructs teachers to create and deliver lessons that work through these natural channels of learning. 3 credits.

EDST 6319 Patterns For I.D.E.A.S.

To train kindergarten through 12th grade teachers in the verbal and structural patterns to elicit student inductive, deductive, enquiry, analysis and synthesis thinking. Skills are utilized to develop disciplined and varied thinking processes within the curriculum, and to help students make application in life outside the classroom. The four discrete thinking processes are combined in lesson formats, enabling teachers to make thinking skill decisions to maximize student cognition and awareness of the system, and logic in the thinking process. 3 credits.

EDST 6323 Community Relations

School as an integrating agency among other community services. School personnel and social leadership, lay participation in school activities, the influence and place of various civic and religious groups, the press, labor and management groups. 3 credits.

EDST 6324 Human Relations

Overall view of theory and practice in the treatment and elimination of destructive human conflicts. Special reference to inter-group and intercultural problems in a period of changing social relations. 3 credits.

EDST 6325 Psychological Foundations of Education

Advanced 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 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 6327 Mental Health: Personal and Professional

Basic principles of mental hygiene. Analysis of adjustment and behavior problems. Influence of physical, intellectual, emotional and moral factors in promoting mental health at various stages of life and in various helping relationships. 3 credits.

EDST 6328 Critical Issues in Education

Analysis of specific and experiential problems in education within the context of current philosophical and psychological assumptions. 3 credits.

EDST 6329-6331 Independent Study

For students who wish to design and conduct independent graduate research in an area related to the psychological, historical, philosophical and/or sociological bases and functions of education. *Prerequisite:* Approval of department chairperson. 1-2-3 credits.

EDST 6333 Photography in Education

For teachers, librarians, media specialists and others who wish to employ photography as a means of communication. Students gain basic competencies in operation of cameras, processing black and white film, making prints and producing color slides. Students

are assisted in formulating a photographic philosophy of their own through exposure to pictures and thoughts of a variety of photographers. *3 credits.*

EDST 6336 Psychological Issues and Implications

Advanced scientific study of human personality. Cognitive and dynamic factors; learning and transfer, critical and creative thinking, motivation, emotion, volition, attitudes, individuality and sociality. *3 credits.*

EDST 6337 Western Tradition in Society

A history of the fundamental concepts of educational thought from primitive society to the present. Emphasis is on significant historical, philosophical and educational movements. *3 credits.*

EDST 6407 Introduction to Education

An induction to the teaching profession, including the daily realities, issues and aspirations of the teaching profession. The special hierarchies, rules and network of responsibilities are examined. The purpose is to inspire students to analyze communication in the classroom and to examine the social, intellectual and emotional goals achieved through questioning techniques and verbal and non-verbal behaviors. *3 credits.*

EDST 6408 Child Development and Curriculum

The development of the child – emotionally, cognitively, socially and morally – in order to make appropriate decisions about subject matter, and curriculum goals and methods. The stages of child development. Early childhood years from birth to age eight. Students will study curriculum approaches for children in the early years such as Montessori, Piagetian, Head Start, Play-Oriented Programs, etc. Child observation and study will be included. *3 credits.*

EDST 6409 Styles of Teaching and Learning

The study and practice 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. How one organizes students and subject matter; how one manages time, space and equipment, and interacts with students; how one chooses verbal behavior and creates and conducts the cognitive connections with learners. *3 credits.*

EDST 6410 Social Issues and Social Studies

How goals for social studies education are met in the elementary school. Competing rationales for the field, and proposals for curriculum change compared with dominant patterns of instruction. Students examine, design and use materials for teaching essential skills in social studies. The structure of public education: the bureaucratic, hierarchical nature of schooling as well as alternatives. Teaching decisions and the various influences shaping those decisions. Identifying individual differences. Field experience assignments provide opportunities to apply knowledge and skills in the classroom. *3 credits.*

EDST 6411 Topics in Science Education

This course prepares pre-service teachers to teach science progress, content and attitudes to elementary school children. The nature of science and scientific inquiry, knowledge and skills appropriate to various class levels and the impact of the background students and teachers bring to this endeavor on teaching and learning. Field experience assignments provide opportunities to apply knowledge and skills in the elementary school classroom. *3 credits.*

EDST 6412 Topics in Mathematics Education

The curriculum goals, materials and activities of the elementary school math program. Special emphasis is given to the Curriculum Evaluation Standards for School Mathematics (National Council of Teachers of Mathematics, 1990). Includes topics such as math anxiety and its role in teaching and learning, and organization of the classroom for effective teaching. Taught in conjunction with a lab where students learn to use a variety of math tools and aids. Field experience assignments connect theory with practice and provide opportunities to apply knowledge and skills in the classroom. *3 credits.*

EDST 6413 Topics in Language Arts and Literature

The major skill areas of language arts, including reading, listening, writing and speaking. The importance and application of language arts across the curriculum; methods for teaching reading, writing, spelling and listening; motivation, the development of positive attitudes towards reading and writing; and a love for literature. Valid approaches to teaching language arts are analyzed and critically evaluated. Field experience assignments provide opportunities to apply knowledge and skills in the school classroom. *3 credits.*

EDST 6465 Collaborative Learning

An effective and exciting model for educators in a variety of disciplines who want to integrate cognitive and interpersonal skills in the learning experience. A broad range of activities that examine group process and facilitate the application and management of collaborative pedagogy will be explored within the context of the curriculum through an interactive approach. Throughout the course, students will have the opportunity to model their newly acquired knowledge and skills. *3 credits.*

EDST 6503 Programming a Microcomputer

Continuation of programming activities of the basic course. Develops ability to create programs for personal or school use. Presents other languages besides BASIC, enabling students to make comparisons and decide which languages are suitable for different populations. Students develop programs for school use and try them with the target audience. *Prerequisite: EDST 6203. 3 credits.*

EDST 6504 Applied Linguistics

The issues and methodology of the teaching of a second language. Some of the major trends, such as contrastive linguistics and error analysis theories, are studied. Particular attention to the study of the process of second language development and the mechanisms associated with it such as interference and over generalizations, as well as salient hypotheses. *3 credits.*

EDST 6505 Teaching English as a Second Language I

Theory and practical techniques of teaching listening, speaking, writing and particularly reading to non-English-dominant bilingual persons. *3 credits.*

EDST 6506 Teaching English as a Second Language II

Continuation of EDST 6505. *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. Students prepare unit and lesson plans. Teaching effectiveness assessed by micro-teaching techniques. Permeation of a sound philosophical and psychological approach in methodology, appropriate for youth and adult learners. *3 credits.*

EDST 6552 Advanced Reading in Schools

Role of subject-matter teachers in improving reading skills. Techniques of assessing reading levels and interests and identifying skill deficiencies. Standardized and teacher-made tests. Development of individually prescribed remediation. Examination of varied study and teaching techniques and materials for use in instruction and remediation. *3 credits.*

EDST 6554 Advanced Psychology of Human Development

Concentrates on the dynamics of human growth and development from infancy through adolescence. Guides the teacher into an understanding of the physical, psychological, emotional, social and moral problems encountered by children and youth. *3 credits.*

EDST 6560 Language, Culture and Civilization

Issues of ethnographic communication and how variation of language codes and discourse relate to cultural differences and institutions. The intricate process of literacy acquisition and development in the first language, and the acquisition of biliteracy skills. The relation between cultural development, modernization and literacy, and the relation of literacy to social stratification and cultural oppression, the development of biliteracy skills and the underlying ideology of schooling, biliteracy development and socioeconomic advancement. *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. Fully documented research paper, worthy of publication, may be required. (Formerly RESH 7001). *Prerequisite: EDST 6002. 3 credits.*

EDST 7204 The Gifted Child

Examination of the criteria which identify gifted children. Materials, methods and programs for stimulating these pupils to satisfactory achievement, occasionally offered in special content areas such as reading, mathematics and science. *3 credits.*

EDST 7310 Ethical Foundations of Professional Helping Relationships

Justice and the universal natural law as related to every aspect of education. Discussions focus on the most significant and fundamental moral issues in education today. *3 credits.*

EDST 7312 Current Issues in School and Society

The background, current status and proposals to address a variety of educational controversies. Past and present cycles of reform are considered, with attention given to issues such as governmental roles in education, financial reform, school choice, multicultural and bilingual education, teacher education, teacher empowerment, gender issues in education, moral development and education, and educational technology. *3 credits.*

EDST 7501 Human and Intercultural Relations

Race, gender and ethnic relations in the historical perspective of the foundation of the USA as a nation. A critical review of theories of assimilation and the goals of a post-melting pot society for a new social order. Theories of prejudice and discrimination, the process of education of the American mind, the process of schooling and the dominant ideologies related to the consolidation of power and social control. Case studies of selected ethnic groups in intercultural relations in the attainment of social equality. Multiculturalism, the relations of school and society for the underprivileged, women, ethnically different and minority groups (bilinguals, handicapped, gifted and talented, and others). Discrimination on American college campuses and the strategies for its eradication. *3 credits.*

EDST 7502 General Linguistics

An introduction to language and the analysis of some of the basic technical concepts of linguistics. Representative theories of grammar, the nature of grammatical rules, the validity of the difference between grammaticality and ungrammaticality. The process of language standardization and the process of nonstandardized varieties, including pidgins and creoles. Linguistic variation, the evolution of languages, language spread, language death, the role of formal and standardized varieties in

education and the biases commonly associated with speakers of nonstandard varieties. The analysis of linguisticism, the study of the relation between language and prejudice. *3 credits.*

EDST 7505 Social Psychology of the Bilingual Child

The social psychology of bilingualism and bilingual behavior. Effects of bilingualism on intelligence and cognitive development. A critical review of the literature on the effects of bilingual development and intelligence. An analysis of the correlation between culture and styles of processing information, with special attention to the differentiation of cognitive styles. Implications of alternative learning and cognitive styles in the classroom. Cross-cultural counseling and its impact on strategies for helping the culturally different child. Review of the literature on language attitudes and their impact on academic achievement and intergroup relations. Acculturation stress and the impact on mental health of linguistic minorities. Issues of acculturation stress, dropout, marginalization alienation. *3 credits.*

EDST 7506 Principles of Bilingual/Bicultural Education

The history of bilingualism in the U.S. State and federal legislation; court decisions. Vernacular languages in education at the national and international levels. Types of bilingual communities. Models of bilingual instruction. Bilingual education methodology and educational rights of linguistic minorities. Instructional effectiveness of bilingual education programs. Cognitive and sociocultural effects of becoming bilingual. Evaluation of bilingual education programs and educational policy. *3 credits.*

EDST 7507 Bilingual Education: Theory and Practice Teaching Content Areas

Strategies in teaching the content-area subjects bilingually. Student placement and language proficiency; criteria of entry and exit. Lesson planning for the limited English proficient (LEP) student. Curriculum development and adaptation of materials for bilingual instruction in the content areas. Curriculum modules and planning. Career infusion of the bilingual curriculum. Ethnic infusion of bilingual curriculum. Testing in the bilingual content areas. Teacher competencies and training in the content areas. *3 credits.*

EDST 7510 Secondary Education Curriculum Design and Implementation

Historical and philosophical foundations of Secondary Education curriculum design, the social forces affecting curriculum decisions and the process of curriculum improvement. The process of curriculum improvement, the different participants involved and the impact of curriculum improvement on staff development and student learning. Strategies used in curriculum development are studied as well as the evaluation of outcomes. *3 credits.*

EDST 8207 Selected Topics of Reading Instruction

Topics for the semester to be chosen by professor and students to coincide with their mutual interests. *3 credits.*

EDST 8225 Children's Rights: Legal and Psychological Implications

The course is directed towards graduate students in counseling, administration, public administration and education. It is designed to help practitioners understand how criminal, civil and family proceedings such as divorce, custody, juvenile law, rights of special children, children's competence to consent and to testify interact with educators and clinicians. The Constitutional rights of children; the role of psychological and educational evaluations in litigation; and ethical and legal implications relevant to privileges and confidentiality and court testimony procedures. *3 credits.*

EDST 8303 The American Ethos of Education

Principles and practices that distinguish educational institutions in the U.S. Research into American educational traditions and philosophy beginning with their emergence in such political documents as the Declaration of Independence and the Constitution. Evaluation of the consequences of present-day interpretations and applications. *3 credits.*

EDST 8501 Graduate Teaching Internship

Teaching internship requires full-time daily participation in a school situation. Orientation to teaching with guidance during intern teaching assignment. Deepens the teacher's perception of school and community health problems, the teaching-learning process and teaching methods. Focuses on problems encountered in teaching and implements suggestions of cooperating and supervising teachers. *Prerequisites and regulations concerning student teaching. 6 credits.*

EDST 8502-8503 Graduate Supervised Teaching Seminar I and II-Secondary

Deepens perceptions regarding school and community health problems, the teaching-learning process and teaching methods. Problems encountered in teaching; implements suggestions of the authorities in the assigned school and the supervising teacher. *Prerequisite: Agreement of employing superintendent of schools or private school principal to enter into a program of supervised teaching with the University for two semesters. 3 credits.*

EDST 8507 Field Experience

Structured exposure to educational environment. Designed to involve students immediately in the school situation as a teacher aide, supervising and instructing students and in performance of professional and classroom duties. *Prerequisite: departmental approval. 3 credits.*

EDST 8511 Field Experience in Bilingual/Bicultural Education

Cross-cultural experiences through the bilingual classroom setting. Involvement in learn-

ing bilingual teaching strategies and classroom management procedures; specific emphasis on teaching content area subjects bilingually. Introduction to the educational applications of ethnographic interviews. Ethnographic report prepared throughout the field experience and submitted at the end of the course. Relates theoretical concepts with experimental classroom practices. *3 credits.*

EDST 9502 Research Seminar

A culmination and the final quality control before graduation. The seminar attempts to integrate the skills developed in a unified mature writing project focusing specially on the methodological need to research issues related to minority populations, quantitative as well as qualitative. *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 candidate's selected area of investigation. *3 credits.*

EDST 9505 Sociolinguistics and Bicultural Education

Social aspects of speech, problems of variation in language, dialects, bilingualism and diglossia, code-switching, pidginization, creolization and other fundamental socio-linguistic concepts. Some problems of language policy, language planning and sociolinguistic issues of bilingual education. *3 credits.*

EDST 9506 Psycholinguistics and Bilingualism

Review of topics in linguistics and psychology relevant to first and second language acquisition, including reading and writing skills. Analysis of the interrelationship among language, culture, thought and comprehension. Special emphasis on bilingual and bicognitive development both in children and adults. *Prerequisites:* 1. *Two linguistics courses, including applied linguistics;* and 2. *TESL II or Foundations of Bilingual Education or a course in cognitive psychology.* *3 credits.*

Integrating Core Studies

The following advanced graduate seminars are basic for College of Education and Human Services programs beyond the master's degree. They specialize in contemporary interdisciplinary and research studies fundamental to all helping professions and graduate studies from different departments.

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 9302 Social Psychological Domain of Education

Socio-psychological domain of education and the helping professions: professed and hidden psychological assumptions or belief systems operative through the objectives, agencies, curricula and methods of instruction and guidance prevalent in American helping institutions; review of the contributions made by major psychologists and their value in enriching life experiences. *3 credits.*

EDST 9303 Sociological and Anthropological Thought in Education

Educational implications of modern socio-anthropological thought and research; meaning of person and culture; changing patterns of society and culture; the ideals of the American democratic life-style; ethnocentrism; individual and group life-styles essential to American life. *3 credits.*

EDST 9304 Philosophic Perspective in School and Society

This course examines and evaluates selected educational theories resulting from competing answers to philosophical questions about the purpose of human life, the nature of a good society, the definition of knowledge, and the pursuit of individual and collective morality. *3 credits.*

EDST 9306 Culminating Research Seminar/Project

Preparation of research or project under the guidance of a University mentor and faculty committee. Completed projects shared for exchange of ideas and information with other Ed.S. candidates before final acceptance by the department. *Prerequisite:* *Completion of all course requirements.* *3 credits.*

Health Professions Education Courses Offered at UMDNJ

HPED 5110 Health Services Issues and Trends

An analysis of selected professional and policy issues affecting the present and projected health care delivery system. Issues concerning health care personnel, patients, health care technology, organizational structures and facilities, finance mechanisms, and the role of government are stressed in relation to how they influence health care services and delivery. *3 credits.*

HPED 5140 Teaching in the Health Professions

An analysis of the role of the health professional teacher in planning, development, management and evaluation of instruction.

Emphasis is placed on the selection and implementation of teaching strategies and assessment methods according to the goal(s) of instruction, and the application of current research on student development of ability-based outcomes. *3 credits.*

HPED 5210 Curriculum Development in Health Professions Education

An intensive study of the basic principles and procedures used in the development of health professional curricula. Current research on learning theory applicable to curriculum construction is stressed. Emphasizes mechanisms to integrate didactic and clinical education components of health professions educational programs. *3 credits.*

HPED 5240 Planning and Administering Health Professions Education Programs

An exploration of the practical aspects of administering health professions educational programs to include: planning; organizing; staffing; marketing; student recruitment; selection and retention; and program accreditation. Additional focus will be given in planning and administering in-service training, staff development and continuing professional education programs. *3 credits.*

HPED 6100 Professional Values and Health Care Ethics

A study of the application of human and professional values and choices to health care practice and education. Traditional and contemporary perspectives are used to focus on ethical approaches to dilemmas stemming from client/practitioner relationships, institutional constraints to health care, the rights of patients, public policy and health care delivery, and related issues. *3 credits.*

HPED 6200 Current Concepts in Health Care Practice

An examination of the shared roles and responsibilities of various health professional groups in diverse work settings. Topics vary according to recent developments and trends in health care practice. Topics may include (but are not limited to) human values in ther-

apeutic interaction, care of the terminally ill, care of the elderly, the impact of technology on practice patterns, legal implications of health care practice, health promotion and maintenance, patient-provider interactions and others. *3 credits.*

HPED 6300 Topics in Health Professions Education

An analysis of selected topics, problems or issues relative to education in the health professions. Topics may include (but are not limited to) integrating technical and humanistic curricular components, continued learning in professions, computers and instructional strategies, school law, clinical education, instructional media development, research in health profession education, and minority and gender issues relative to student recruitment, and others. *3 credits.*

HPED 6400 Topics in Health Professional Leadership

An exploration of various selected topics to facilitate individual development of leadership skills while providing a background in the practical aspects of management and administration of educational, government or health care agencies. Topics may include (but are not limited to) human resource management, fiscal planning and accounting, grantsmanship, quality assurance mechanisms, risk management and others. *3 credits.*

HPED 6500 Independent Study in Health Care

Directed inquiry into a problem of practical or theoretical importance to health care delivery or health professions education. *3 credits.*

HPED 6600 Practicum in Health Professions Education

A directed field experience designed to provide teaching administrative or clinical internships in education, government, and health care agencies and facilities. The type of internship and agency assigned depends on the student's background and career goals. Seminars are required as a part of the practicum experience. *3 credits.*



College of Nursing

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COLLEGE OF NURSING

Dean: Barbara A. Beeker

Director, Multipurpose Lab: Lovasi

Director, Learning Resources: Butkus

Assistant to Dean: McElwee

Director of Recruitment: Enge

Faculty: Caliendo; Hansell; Harris;
Hughes; Hutchison; Kleinman
(*Chairperson*); Reynolds; Roberts;
Smith

The College of Nursing offers seven 42-45 credit majors leading to the Master of Science degree. Areas of concentration include Nurse Administrator; Advanced Practice Nurse, Critical Care Adult; Pediatric Nurse Practitioner; School Nurse Practitioner; Adult Nurse Practitioner; Gerontological Nurse Practitioner; Women's Health Care Nurse Practitioner.

Graduates are prepared to function both independently and interdependently with other members of the health delivery system and with consumers of nursing service. 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 health care policy. The program is preparatory to doctoral study.

The College also offers a 30-credit Master of Arts degree in nursing education for nurses who hold a Master of Science degree in nursing. The M.A. in nursing education program can also be completed in combination with any of the clinical specialization programs offered by the Department of Graduate Nursing.

Three certification programs are offered: a School Nurse Certification program of 30 credits; a 12 credit graduate-level certificate in Nursing Management; and a post-Masters 21-27 credit certification program for primary health care nurse practitioners.

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 to serve approximately 700 students.

Seton Hall University continued to recognize the complexity of modern health care delivery and the educational preparation needed to meet these challenges by initiating a graduate program in nursing in September 1975. Fully accredited by the National League for Nursing, the Master of Science program now serves some 200 full- and part-time students.

Philosophy

The faculty believe that the fundamental purpose of graduate education in nursing is to prepare leaders who are competent in a functional role and proficient in a specialized area of nursing. Expertise in a specialized area of nursing practice is crucial to competence in a role, and proficiency may only be achieved through role assumption.

The faculty also believe that the graduate students in nursing initiate, as well as contribute to, change directed toward improving the quality of nursing care, education and administration. They develop skill in influencing the socio-political process as a means of affecting health care at both the regional and national levels. Master's graduates are the leaders who will chart the course of future nursing practice, with an appreciation of nursing's past, present and potential.

ACADEMIC INFORMATION

Admission Requirements

- A baccalaureate degree with a major in nursing from an N.L.N. accredited program;
- A cumulative B average, plus a B average in nursing courses;
- Registered professional nurse licensure in New Jersey;
- A statement of professional goals;
- Professional liability insurance;
- Satisfactory scores on the Miller Analogies Test;
- Letters of reference (one professional, one academic), and
- Health clearance prior to beginning clinical courses.

It is highly recommended that for admission to the critical care nurse practitioner track applicants have a minimum of at least one year of nursing experience in critical care nursing.

Academic Prerequisites

The following areas of undergraduate study must be completed prior to or concurrent with the first graduate course in nursing and are not credited toward the graduate degree: Statistics and Nursing Research if undergraduate program completed prior to 1982.

Status of Students

Matriculated students may take up to six years to complete the requirements. Non-matriculated students may not take more than 6 graduate credits and are required to make application to the program upon completion of 3 credits. They may enroll in NURS 6123 Nursing Theory and/or NURS 6124 Forces in Health Care prior to application (enrollment in any other course must be approved by an adviser).

Leave of Absence

Requests for a leave of absence should be sent to the registrar with a copy to be sent to the chairperson and the student's adviser. Upon return to the University, the student must apply to the chairperson of the Department of Graduate Nursing.

Student Organizations

The College of Nursing has formed a Graduate Nursing Students' Association. The Association serves as a forum for the professional and social activities of the graduate nursing students and promotes the networking so essential to leadership within a profession.

Graduate nursing students are also eligible to apply for membership in the Gamma Nu chapter of Sigma Theta Tau, Inc., the nursing honor society. The Gamma Nu chapter presents scholarly programs throughout the academic year and also sponsors an annual research day. It serves as a positive vehicle for dialogue among nurse scholars.

Degree Requirements

For the Master of Science degree, satisfactory completion of 42-45 credits in the following areas is required:

	Credits
Theory Core	3
Health Care Issues	3
Nursing Research	6
Didactic Nursing Courses	6-9
Clinical Nursing Courses	6-12
Support Courses	6
Electives	3-6
Total:	42-45

Nine to 12 credits per semester constitute a full-time load. Normal progression through the program requires a minimum of four semesters. Part-time students may take up to 6 years to complete the requirements. If the program is not completed in 6 years, students may 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 placement 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 on-site preceptors. Under this collaborative mode 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 clinical specialist interacts. The on-site preceptors are invaluable in helping each student to identify and take advantage of the learning opportunities available within an institution.

Selected Academic Policies of the Department of Graduate Nursing

Add/Drop Policy: Clinical Nursing Courses. A student is not permitted to change from one clinical course to another once the semester has started.

Academic Standards

1. Graduate students are required to maintain a cumulative average for all nursing and non-nursing courses of at least 3.0.
2. Students may not earn more than 6 credits of "C+" or less in their course of study.
3. Students who accumulate 6 credits of lower than B will receive official notification from the graduate chairperson stating that earning another 3 credits of "C+" or "C" or lower will be grounds for dismissal from the program. Students are strongly urged to see their advisers immediately upon receiving this notification.

4. Students receiving nine credits of "C+" or "C," or any course grade less than a "C," will be dismissed by the Department of Graduate Nursing at the first scheduled department meeting following notification of grades. The chairperson shall notify the student in writing of the departmental decision.
5. Registering for a course during pre-registration *does not* assure admission into the course.
6. 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. The program directors send their recommendations to the department chairperson who will make the decision of eligibility for transfer and notify the student of the conditions of such transfer.

Financial Aid

In addition to aid available through the University's Financial Aid Office, full-time graduate nursing students are eligible to apply for the following aid through the Department of Graduate Nursing.

Federal Nurse Traineeships

Awards which cover a substantial proportion of the students' tuition expenses. Any matriculated nursing student is eligible. The department chairperson will supply the requirements for this award.

Veterans Administration Health Professional Scholarship Program

Scholarship awards available to full-time students pursuing graduate preparation in gerontology. The scholarships are part of a competitive federal program which makes awards that provide for the payment of a monthly stipend, tuition, fees and other reasonable educational expenses, including books and laboratory expenses. In return for each year of award, scholarship recipients must agree to serve one year as full-time V.A. employees in the Department of Medicine and Surgery with a minimum service obligation of two years.

Faculty Preparation

All faculty in the Department of Graduate Nursing hold advanced degrees in nursing. The majority of the faculty possess an earned doctoral degree and are actively engaged in post-doctoral research of both a clinical and non-clinical nature.

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 professional organizations such as the American Nurses' Association; the New Jersey State Nurses' Association; the National League for Nursing; the New Jersey League for Nursing; the Northeast Organization for Nursing; and specialty organizations. Additionally, faculty and administrators serve as consultants to community groups and health-oriented organizations.

Faculty seek to disseminate nursing knowledge through the provision of consultation as Middle States Association and N.L.N. accreditation visitors, and through many scholarly presentations at the state and national level. They also promote scholarship through their publications and service on the editorial boards of refereed journals.

In addition, the clinical faculty are certified in their areas of practice, exem-

plifying the College's belief that excellence in teaching demands expertise in practice.

Learning Resources

The College is the primary site for the students' didactic instruction with one of the finest physical plants available to a school of nursing anywhere in the country. The College has its own building, with a large number of classrooms designed to accommodate various class sizes and teaching strategies, such as seminar rooms, small to large classrooms and an amphitheatre seating 150 people.

The College has a large media and learning resources center with extensive audiovisual holdings and a state-of-the-art computer laboratory. The College also has a sophisticated Multi-Purpose Learning Laboratory equipped with a full range of physical examination and treatment equipment as well as audiovisual materials. Students use the laboratory to acquire their initial preparation in advanced physical and psycho-social assessment skills.

A wide variety of clinical sites are used to prepare students with the advanced nursing knowledge and skills necessary for their roles as educators, administrators or advanced nurse practitioners.

ADMINISTRATOR OF NURSING SERVICES PROGRAM*

Students selecting this major are prepared as administrators of nursing services. The focus is on preparation of middle managers for hospital, community or nursing home agencies. Students gain knowledge and skills to provide cost-effective, quality care nursing services. Students are prepared to function as leaders in the creation of positive, productive environments for professional nursing practice and health care delivery.

Upon entry into the program, students are assigned a faculty adviser with whom they develop a program of study that best meets the learning needs of each student, taking into account experiential and educational background, career goals and interests.

A minimum of 42 credits is required. The nursing administration didactic and clinical courses will be offered on an alternating year basis.

SETON HALL UNIVERSITY

Curriculum Plan

Semester I		Credits
NURS 6222	Nursing Administration	3
NURS 6123	Nursing Theory	3
	Support Course: BMGT 6503 Management and Organizational Behavior or other appropriate course	<u>3</u>
		9
Semester II		
NURS 6124	Forces in Health Care	3
	Support Course: BMIS 6701 Management Information Systems or PSMA 6008 Information and Computers in Public Service Management	3
NURS 7330	Graduate Nursing Practicum I	3
NURS 7141	Nursing Research I	<u>3</u>
		12
Semester III		
NURS 7143	Nursing Research II	2
	Didactic Nursing Course	3
NURS 7342	Graduate Nursing Practicum II	3
	Support Course: BMGT 7521 Problems in Human Resource Management or PSMA 6006 Public Service Personnel Management	<u>3</u>
		11
Semester IV		
NURS 6431	Budgetary Process for Nursing Administration	3
NURS 7144	Nursing Research Colloquium	1
NURS 7351	Final Role Practicum in Nursing Administration	3
	Free Elective	<u>3</u>
		10

Total Credits: 42

*Please note: This program is under revision. See Department Chair for further information.

COMBINATION M.S.N./M.A. PROGRAM IN NURSING EDUCATION

The Graduate Nursing Department offers a Master of Arts degree with a major in Nursing Education to prepare nurses who have already completed a master's degree in a clinical specialty for positions in educational settings which include the following: in-service education, continuing education and higher education.

The M.A. in Nursing Education program can be completed in combination with any of the clinical specialization programs offered at Seton Hall, or following the completion of any NLN-accredited master's program in which the applicant majored in clinical specialization. The combination M.S.N. and M.A. program requires completion of a total of 60 credits. Additional courses may be required depending upon the clinical specialty selected.

M.A. in Nursing Education Degree Requirements

		Credits
Semester I		
NURS 6231	Teaching Methodologies	3
CLLB 6434	Foundations and Practices of Higher Education	3
	Guided Elective	3
NURS 7241	Curriculum Structure and Development in Nursing	3
	Elective	<u>3</u>
		15
Semester II		
EDST 6203	Computer Literacy for Educators	3
CLLB 6441	Measurement and Evaluation	3
NURS 7355	Final Role Practicum in Nursing Education	3
	Role Support Course	3
	Support Course	<u>3</u>
		15
Total Credits:		30

Electives for Full-Time Nursing Education Majors

Electives must be approved by the adviser.

Recommended clinical support courses:

CPSY 6002	Counseling Theory	3
CPSY 6102	Psychology of Human Development	3
CPSY 6601	Family Interaction and Counseling	3

Recommended role support courses:

CPSY 6505	Principles of Learning and Behavior Modification	3
ESAD 6666	Supervision of Instruction and Evaluation	3
ESAD 6761	School Finance	3

M.S.N./M.A. Combination Program Sample Curriculum

The following is a sample program for primary health care (adult nurse practitioner) track. Adjustments are made for other tracks.

Semester I		
NURS 6123	Nursing Theory	3
NURS 6223	Health Promotion Across the Life Span	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7333	Graduate Nursing Practicum I	<u>3</u>
		12
Semester II		
NURS 6415	Clinical Pharmacology	3
NURS 7141	Nursing Research I	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 7343	Graduate Nursing Practicum II	<u>3</u>
		12

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Semester III

NURS 6231	Teaching Methodologies	3
NURS 7143	Nursing Research II	2
NURS 7144	Nursing Research Colloquium	1
NURS 7246	Advanced Primary Health Care Theory (Older Years)	3
NURS 7356	Graduate Nursing Practicum III	<u>3</u>
		12

Semester IV

CLLB 6441	Measurement and Evaluation	3
NURS 6124	Forces in Health Care	3
NURS 7363	Graduate Nursing Practicum IV	3
	Role Survey Course	<u>3</u>
		12

Semester V

CLLB 6234	Foundations and Practices of Higher Education	3
NURS 7241	Curriculum Structure and Development in Nursing	3
NURS 7355	Final Role Practicum in Nursing Education	3
	Guided Elective	<u>3</u>
		12

Total Credits: 60

PRIMARY HEALTH CARE NURSE PRACTITIONER

Students selecting the nurse practitioner major are prepared as providers of primary health care to younger or older age groups. Students in the adult and aged (older) track focus on primary prevention and the management of acute minor or stabilized chronic illnesses.

Students enrolled in the younger track providing health care to children may: (1) have a focus on the maintenance and promotion of health and the management of children with minor, acute and/or chronic illness in ambulatory care settings; or (2) focus on the maintenance and promotion of health of the school age population with emphasis placed on the assessment and management of children with disorders that impede the learning process.

Students in the women's health track will manage preventive health care for

women; assess and manage common acute illness, pregnancy and common gynecological problems.

There are two major emphases of role preparation: (1) to develop expertise in the provision of primary health care; and (2) to develop leaders for interdisciplinary health care. Students complete courses in advanced nursing practice, where they develop skill in making independent clinical judgments, as well as participate in experiences involving peer review, client advocacy, the development of collaborative, interdisciplinary relationships, and role negotiation. Clinical instruction is carried out by nurse/physician teams that actively model collaborative practice behaviors. This model of instruction allows the student to see the complementary roles of the clinical specialist/nurse practitioner and the physician, and demonstrates the unique contributions of nursing to the care of clients.

A minimum of 42 credits is required.

The requirements are as follows:

	Credits
Theory Core	3
Health Care Issues	3
Nursing Research	6
Didactic Nursing Courses	6
Clinical Nursing Courses	12
Support Courses	9
Electives	<u>3</u>
Total:	42

Curriculum plans for the four-semester sequence are as follows:

Curriculum: Younger Years

(For full-time majors in Primary Health Care - School Nurse Practitioner)

Semester I		Credits
NURS 6123	Nursing Theory	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7334	Graduate Nursing Practicum I	<u>3</u>
		12
Semester II		
NURS 7141	Nursing Research I	3
NURS 7242	Primary Health Care Theory (Younger Years)	3
NURS 7344	Graduate Nursing Practicum II	<u>3</u>
		9
Semester III		
EDST 6108	Support Course	3
NURS 7143	Nursing Research II	2
NURS 7244	Advanced Primary Health Care Theory (Younger Years)	3
NURS 7357	Graduate Nursing Practicum III	<u>3</u>
		11
Semester IV		
NURS 6124	Forces in Health Care	3
NURS 6415	Clinical Pharmacology	3
NURS 7144	Nursing Research Colloquium	1
NURS 7364	Graduate Nursing Practicum IV	<u>3</u>
		10
Total Credits:		42

Curriculum: Younger Years

(For full-time majors in Primary Health Care - Pediatric Nurse Practitioner)

Semester I		Credits
NURS 6123	Nursing Theory	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7334	Graduate Nursing Practicum I	<u>3</u>
		12
Semester II		
NURS 7141	Nursing Research I	3
NURS 7242	Primary Health Care Theory (Younger Years)	3
NURS 7344	Graduate Nursing Practicum II	<u>3</u>
		9
Semester III		
NURS 7143	Nursing Research II	2
NURS 7244	Advanced Primary Health Care Theory (Younger Years)	3
NURS 7357	Graduate Nursing Practicum III	3
	Role Support Course	<u>3</u>
		11

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Semester IV

NURS 6124	Forces in Health Care	3
NURS 6415	Clinical Pharmacology	3
NURS 7144	Research Colloquium	1
NURS 7364	Graduate Nursing Practicum IV	<u>3</u>
		10
Total Credits:		42

Electives for Full-Time Majors in Primary Health Care: Younger Years

(Pediatric and School Nurse Practitioner)

Electives must be approved by the adviser.

EDST 6554	Advanced Psychology of Human Development	3
EDST 6303	Educational Media and Practices	3
EDST 7501	Human and Intercultural Relations	3
CPSY 6000	Group Dynamics	3
CPSY 6601	Family Interaction and Counseling	3
CPSY 6003	Counseling Skills	<u>3</u>

Curriculum: Older Years

(For full-time majors in Primary Health Care - Adult Nurse Practitioner)

Semester I		Credits
NURS 6123	Nursing Theory	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7333	Graduate Nursing Practicum I	<u>3</u>
		12

Semester II		
NURS 7141	Nursing Research I	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 7343	Graduate Nursing Practicum II	<u>3</u>
		9

Semester III		
NURS 7143	Nursing Research II	2
NURS 7246	Advanced Primary Health Care Theory (Older Years)	3
NURS 7356	Graduate Nursing Practicum III	3
	Role Support Course	<u>3</u>
		11

Semester IV		
NURS 6124	Forces in Health Care	3
NURS 6415	Clinical Pharmacology	3
NURS 7144	Research Colloquium	1
NURS 7363	Graduate Nursing Practicum IV	<u>3</u>
		10

Total Credits: 42

Curriculum: Older Years

(For full-time majors in Primary Health Care - Gerontological Nurse Practitioner)

Semester I		Credits
NURS 6123	Nursing Theory	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7333	Graduate Nursing Practicum I	<u>3</u>
		12

Semester II		
NURS 7141	Nursing Research I	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 7343	Graduate Nursing Practicum II	<u>3</u>
		9
Semester III		
NURS 6221	Health Concepts for Aging	3
NURS 7143	Nursing Research II	2
NURS 7246	Advanced Primary Health Care Theory (Older Years)	3
NURS 7356	Graduate Nursing Practicum III	<u>3</u>
		11
Semester IV		
NURS 6124	Forces in Health Care	3
NURS 6415	Clinical Pharmacology	3
NURS 7144	Nursing Research Colloquium	1
NURS 7363	Graduate Nursing Practicum IV	<u>3</u>
		10
Total Credits:		42

Curriculum: Women's Health

(For full-time majors in Primary Health Care - Women's Health Care Nurse Practitioner)

		Credits
Semester I		
NURS 6123	Nursing Theory	3
NURS 6223	Health Promotion	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7332	Graduate Nursing Practicum I	<u>3</u>
		12
Semester II		
NURS 7141	Nursing Research I	3
NURS 7240	Primary Health Care Theory (Women's Health)	3
NURS 7347	Graduate Nursing Practicum II	<u>3</u>
		9
Semester III		
NURS 7143	Nursing Research II	2
NURS 7249	Advanced Primary Health Care Theory (Women's Health)	3
NURS 7359	Graduate Nursing Practicum III	3
NURS 6124	Forces in Health Care	<u>3</u>
		11
Semester IV		
NURS 6415	Clinical Pharmacology	3
NURS 7144	Nursing Research Colloquium	1
NURS 7365	Graduate Nursing Practicum IV	3
	Role Support Practicum	<u>3</u>
		10
Total Credits:		42

Please note: Electives for Primary Health Care must be approved by adviser.

MASTER OF SCIENCE IN NURSING ADVANCED PRACTICE IN CRITICAL CARE NURSING OF ADULTS

This program prepares the professional nurse in advanced practice in critical care nursing. The program includes a core of nursing theory and research as well as didactic and clinical courses.

The program explores biopsychosocial dimensions of individuals and comprehensive management of critically ill adults. Clinical experience permits students to follow clients from entry into the health care delivery system through acute illness, discharge and home care. Students work with clients and families to achieve the highest attainable level of functional capacity.

The critical care courses will be offered on an alternating-year basis.

Curriculum: Advanced Practice - Critical Care Nursing of Adults

		Credits
Semester I		
NURS 6123	Nursing Theory	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7234	Critical Care Nursing of Adults I	3
NURS 7335	Graduate Nursing Practicum I	<u>3</u>
		12
Semester II		
NURS 7141	Nursing Research I	3
NURS 7248	Critical Care Nursing of Adults II	3
NURS 7345	Graduate Nursing Practicum II	3
NURS 7442	Advanced Clinical Pathophysiology II	<u>3</u>
		12
Semester III		
NURS 7143	Nursing Research II	2
NURS 7144	Nursing Research Colloquium	1
NURS 7257	Critical Care Nursing of Adults III	3
NURS 7358	Graduate Nursing Practicum III	<u>3</u>
		9
Semester IV		
NURS 6124	Forces in Health Care	3
NURS 6415	Clinical Pharmacology	3
NURS 7362	Graduate Nursing Practicum IV	<u>3</u>
		9
Total Credits:		42

SCHOOL NURSE CERTIFICATION

Graduate study in the school nurse certification program reflects the conviction that the school nurse should play a significant role as a school and community health care provider. The curriculum is designed to include information and skills of specific relevance to school nursing, school health and community health care. Emphasis is on prevention of illness, health education, health promotion and health maintenance.

In addition, courses in foundations of education, curriculum design and strategies in teaching prepare the school nurse for classroom teaching. A practicum in school nursing and teaching is required.

Students in this program are College of Nursing students who have been admitted to the School Nurse Certification

program but are not matriculated for a graduate degree. Upon completion of 30 credits in required courses, students are eligible for New Jersey State School Nurse Certification. Up to 12 credits of previous course work may be transferred to meet certification requirements.

Courses are offered in the evening on a full-time or part-time basis. The supervised field experience is a daytime experience.

Admission Requirements

- A baccalaureate degree from an accredited school
- A cumulative B average
- Current licensure as a registered professional nurse in New Jersey
- Professional liability insurance
- Health clearance prior to field experience

Curriculum Plan for School Nurse Certification Program

If no prior course work is accepted for transfer, students must complete all of the following courses:

NURS 6011	School Nursing	3
NURS 6012	Supervised Field Experience and Seminar in School Nursing/Teaching	6
EDST 6327	Mental Health	
CPSY 6102	Psychology of Human Development	3
EDST 6337	Western Tradition in Society	3
ESAD 6665	Curriculum Development and Evaluation	3
NURS 6231	Teaching Methodologies	3
CLLB 6233	Community Health	3
EDST 7501	Human and Intercultural Relations in School and Society	3
Total credits:		30

School Nurse Certification

If prior course work is transferred, students generally complete the following:

EDST 6337	Western Tradition in Society	3
ESAD 6665	Curriculum Development and Evaluation	3
NURS 6011	School Nursing	3
NURS 6012	Supervised Field Experience and Seminar in School Nursing/Teaching	6
NURS 6231	Teaching Methodologies	3

Students in the School Nurse Practitioner who are also seeking school nurse certification must complete the following 3-credit courses:

EDST 6337	Western Tradition in Society
ESAD 6665	Curriculum Development and Evaluation
NURS 6231	Teaching Methodologies

Upon completion of required courses, students are eligible for recommendation for New Jersey State School Nurse Certification.

POST-MASTER'S CERTIFICATE PROGRAM

Advanced Practice in Primary Health Care: Adult Nurse Practitioner/Gerontological Nurse Practitioner

This program is designed to prepare the nurse with a master's degree in nursing to become an adult or gerontological nurse practitioner. It is a 27 to 30-credit (30 credits for those wishing to earn a master's degree), 14-month program that includes didactic and clinical courses specific to adult health and gerontological nursing. Students gain in-depth knowledge of human development, and develop clinical skills necessary for complete

health assessment and management of acute illnesses, minor illnesses, and stabilized chronic illnesses.

Students are admitted to the program only during the summer session. Therefore, it is expected that students will progress as indicated by the curriculum plan.

Clinical placements are individualized and congruent with student's interests, education and career goals. Placement is made with certified, experienced advanced nurse practitioner.

Upon completion of the program, graduates are eligible to apply for certification as advanced nurse practitioners by the New Jersey Board of Nursing. Graduates are also eligible to apply for the American Nurses Association's Adult or Gerontological Nurse Practitioner Certification.

CURRICULUM PLAN: Post Master's Program

Courses	Credits
Summer Session	
Health Promotion	3
Practicum I	3
Subtotal	6
Fall Semester	
Advanced Clinical Pathophysiology	3
Practicum II	3
Primary Health Care Theory (Older Years)	3
Subtotal	9
Spring Semester	
Clinical Pharmacology	3
Practicum III	3
Primary Health Care Theory (Older Years)	3
Subtotal	9
Summer Session	
Clinical Internship	3
Health Concepts for Aging*	3
Electives**	3
Subtotal	3-6
Total	27-30

*Required for Gerontological track

**Required for MSN in Adult track

CERTIFICATE IN NURSING MANAGEMENT PROGRAM

Graduate study in the Nursing Management certificate program reflects the College of Nursing's commitment to providing nurses the opportunity to explore arenas in nursing that will expand their roles within the profession. This is a 12-credit graduate level certificate that requires completion of four three credit theory courses. There is no clinical component. The certificate program is designed to meet the needs of nurses interested in moving into beginning level management positions as well as nurses who are just starting a first-level management position.

Baccalaureate prepared nurses who hold American Nurses' Association Certification in Nursing Administration and wish to pursue formal studies are advised to make application to the Master of Science in Nursing Administration Program. Potential graduate students who are not A.N.A. certified in nursing administration must complete Nursing Management I and II as prerequisites to admission.

Students admitted to the Certificate in Nursing Management Program are not matriculated for a graduate degree.

All courses are offered in the evening.

Admission Requirements

- * Baccalaureate degree in nursing from an N.L.N. accredited program
- * Cumulative B average
- * "B" average in nursing
- * Current licensure as a registered professional nurse

Certificate Requirements

		Semester	Credits
NURS 6301	Nursing Management I	F	3
NURS 7301	Nursing Management II	S	3
NURS 6431	Budgeting Processes for Nursing Administration	S	3
NURS 6303	Nursing Resource Management	F	3
Total Credits:			12

Course Descriptions

NURS 6011 School Nursing

Study of the organization and administration of school health services. Role and function of the nurse in a school setting with a focus on health assessments and management. Options for school health programs explored and evaluated. Effectiveness of the school nurse as a change agent. Theory 2 hours per week. *Prerequisites: registration in the school nurse certification program and faculty permission. 3 credits.*

NURS 6012 Supervised Field Experience and Seminar in School Nursing/Teaching

Designed for the registered nurse completing requirements for the certification as a school nurse. Students are placed in selected schools to participate in the delivery of school health services and in teaching areas related to health. Major focus is to assist pupils and families to achieve high-level wellness by becoming

active participants in their own health care. Weekly seminars enable students to synthesize previous learnings for utilization in classroom health teaching and to explore and propose new approaches to nursing in school health services. Clinical practice and teaching 225 hours per semester; seminar 2 hours per week. *Prerequisite: registration in the school nurse certification program. 6 credits.*

NURS 6013 Physical Assessment of Children/Adolescents

This course focuses on assessment of the client's health status from birth through adolescence. Included are theory and techniques in the measurement of human health, human development and level of functioning; practice in obtaining health histories and in performing behavioral, developmental, functional and physical assessments. Theory two hours per week. *3 credits.*

NURS 6123 Nursing Theory

Introduction to the nature of theory and the process of theory development, with applications of philosophical and theoretical orientations to nursing. Theory two hours per week. *3 credits.*

NURS 6124 Forces in Health Care

Examines the issues and concepts relevant to understanding the relationships between social networks, bio-medical ethics and health policy. Emphasis 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.*

NURS 6221 Health Concepts for Aging

Study of the aging process and its relationship to the health status of older adults. *3 credits.*

NURS 6222 Nursing Administration

Introduction to basic elements of nursing administration. Theories and research relative to administration of nursing services analyzed and evaluated in relation to practice needs. Theory two hours per week. *3 credits.*

NURS 6223 Health Promotion

Comprehensive health care needs identified for individuals of all ages. Current and evolving health care delivery. *3 credits.*

NURS 6231 Teaching Methodologies

Exploration of the teaching process from a systems perspective. Content and teaching strategies are selected to enable the student to relate learning to the instructional process, assess learning styles and needs, write performance objectives, design and deliver instructional units and evaluate student performance, instructional products and instructional procedures. Adaptation of instruction to the child and adult learner are included. *3 credits.*

NURS 6301 Nursing Management I

Enhances knowledge and application of management principles, concepts, and skills for the first-line manager. Theories of nursing management are analyzed in-depth and evaluated in relation to contemporary and historic perspectives. Structures, framework, process and methods are examined. *Fall Semester. 3 credits.*

NURS 6303 Nursing Resource Management

In-depth examination of resource management. The health care organization as a "corporate entity" as well as the business perspective of managing nursing services. Complex management issues are examined. *Fall Semester. 3 credits.*

NURS 6411 Advanced Clinical Pathophysiology

Selected nursing problems in the area of pathophysiology. Symptoms and signs of clinical situations analyzed and discussed with regard to physiological alterations associated with those pathological situations. Discussion of physiological basis of clinical signs and symptoms to better understand the etiology of disease as well as to develop a cognizance of the rationale for its management. Theory two hours per week. *3 credits.*

NURS 6412 Physiology of Reproduction and Development

This course focuses on the physiological alterations during pregnancy and fetal development. Selected clinical problems will be analyzed to establish a basis for clinical management. *Prerequisite: NURS 6411. 1 credit.*

NURS 6415 Clinical Pharmacology

Provides a working knowledge of pharmacotherapeutics, with emphasis on therapeutic needs of the ambulatory client, from childhood through older years. Basic concepts in qualitative and quantitative drug actions within the body. Overview of selected therapeutic drug categories allows students to evaluate patient situations and determine the drug(s) of choice. *3 credits.*

NURS 6431 Budgetary Processes for Nursing Administrators

The opportunity to study essential elements in the management of budget in nursing settings, while providing the basic knowledge of finances needed to interpret, plan, control and negotiate the budgetary process. *Spring Semester. 3 credits.*

NURS 6991-6992-6993 Independent Study in Nursing

Opportunity for graduate nursing students to study a selected area or problem in nursing and to enhance the ability for self-directed learning. Students are assigned or select qualified faculty to serve as consultants. *1-2-3 credits.*

NURS 7014 School Nursing of Children/Adolescents With Disabilities

The identification, management, and evaluation of children and adolescents with disabilities (chronic illness, emotional disorders, physical handicaps, mental retardation and learning disabilities). The role of the school nurse with children and adolescents with disabilities, as well as relevant legislation affecting disabilities and handicapping conditions. The formulation of the health component of the individual educational plan. Theory two hours per week. *3 credits.*

NURS 7140 Introduction to Data Management and Analysis for Research Designs: Application of Computers

An introduction to the quantitative methods of data management and analysis used in research for nursing and the behavioral sciences. Entering and modifying data, treating missing data, detecting outliers and transforming distributions with the goal of increasing students' abilities to manage quantitative data and test hypotheses using descriptive and inferential statistics. Objectives include understanding of the assumptions underlying various methods, interpretation of results and the ability to perform statistical operations. An introduction to SPSS/PC+ statistical software with basic concepts needed for creating, running and editing computer files. *Prerequisite: a course in introductory statistics. 1 credit.*

NURS 7141 Nursing Research I

Discipline and methods of research learned in NURS 6123 are built upon through the critique of published studies and student proposals, and are utilized fully through the development of a concept for nursing

research. Students are encouraged to develop clinically oriented, theoretically based research concepts. Emphasis on the nature of scientific inquiry, role of research in knowledge and theory development, as well as ethics in research. Theory two hours per week. *Prerequisite:* NURS 6123. 3 credits.

NURS 7143 Nursing Research II

Opportunity to develop and carry out, under faculty guidance and with peer collaboration, a research proposal. Students either choose a research proposal, and implement and interpret it in light of the identified theoretical or conceptual base; or apply a research finding in a practice setting, implementing, evaluating, and documenting the change phenomenon. Emphasis on the research approach to professional practice. Theory 2 hours per week. *Prerequisite:* NURS 7141. 2 credits.

NURS 7144 Nursing Research Colloquium

Third course in the graduate research sequence in which students complete a research project. Focus on the interpretation of data analysis and the finalization and presentation of the research project to peers and faculty. *Prerequisites:* NURS 7141, 7143. 1 credit.

NURS 7234 Critical Care of Adults I

Directed toward developing an understanding of the nursing care of critically ill adults and the role of the clinical nurse specialist in the management of care for the critically ill. The roles of the clinical nurse specialist are introduced: expert practitioner, educator, researcher, consultant and manager. Emphasis is placed on the development of the expert practitioner role.

Theory two hours per week. *Prerequisites:* NURS 6123, 6411. *Corequisite:* NURS 7335. 3 credits.

NURS 7240 Primary Health Care of Women

This course provides the student with the knowledge and skills to formulate clinical judgments needed to initiate, manage and evaluate primary health care regimens for women of all ages. Topics include: common health problems of women and acute episodic illness including gynecological problems. Course integrates the concepts of health promotion and health maintenance continue. Emphasis on the development of teaching and counseling skills to improve the health status of women. *Prerequisite:* NURS 7332. 3 credits.

NURS 7241 Curriculum Structure and Development in Nursing

Functional role support course for students majoring in nursing education, focusing on the evolution of curricula structure in contemporary nursing education. Concepts identified from nursing models developed and utilized within curricular frameworks. Analysis and evaluation of nursing curricula. Theory 2 hours per week. *Prerequisites:* NURS 6123, 6124. 3 credits.

NURS 7242 Primary Health Care: Younger Years

Students acquire theory to initiate, manage, and evaluate primary health care regimens for children and adolescents. *Prerequisites:* NURS 6223, 7331. 3 credits.

NURS 7243 Primary Health Care: Older Years

Students acquire theory to initiate, manage and evaluate primary health care regimens for adults and the aged. *Prerequisites:* NURS 6223, 7331. 3 credits.

NURS 7244 Advanced Primary Health Care: Younger Years

Focus on application of current theory relevant to primary health care nursing management of the developing individual from birth through adolescence, with a long-term health care deviation. Holistic view of the growing and developing client; consideration of the client within the context of the family as the support system through which the plan of complex care is implemented. *Prerequisite:* NURS 7242. 3 credits.

NURS 7246 Advanced Primary Health Care: Older Years

Content directed toward acute presentation of illness and complex health problems of adults and the aged. Role of the clinical nurse specialist in the care and management of frail elders and their support systems in institutions and the community. Issues in rehabilitation and quality care. *Prerequisite:* NURS 7243. 3 credits.

NURS 7248 Critical Care Nursing of Adults II

Focuses on further development of an understanding of the nursing care of critically ill adults and their family members. There is an emphasis on the development of the educator and researcher roles of the clinical nurse specialist. The process of change and the consultant role are integrated within the course. Theory two hours per week. *Prerequisites:* NURS 7234, 7335. *Corequisites:* NURS 7345, 7442. 3 credits.

NURS 7249 Advanced Primary Health Care Theory: Women's Health

This course focuses on providing the knowledge and skills to formulate clinical judgments needed to initiate, manage and evaluate primary health care regimens for women during pregnancy and postpartum. Complications of pregnancy and problems of the high risk pregnant women are included. *Prerequisites:* NURS 7240, 7347. *Corequisite:* NURS 7359. 3 credits.

NURS 7257 Critical Care Nursing of Adults III

Focuses on further development of common and complex nursing care of critically ill adults and their families from onset of illness through resolution or rehabilitation. There is an emphasis on the consultant and manager roles of the clinical nurse specialist and the processes of change and advocacy. Theory two hours per week. *Prerequisites:* NURS 7248, 7345. *Corequisites:* NURS 7358. 3 credits.

NURS 7301 Nursing Management II

This course builds on Nursing Management I by further exploring management principles as they relate to the regulatory and economic influences on the delivery of nursing services. Health care directives, trends and public policy are explored relative to overall institutional policy as well as specific operation practices. *Prerequisite:* NURS 6303. 3 credits.

NURS 7330 Graduate Nursing Practicum I: Nursing Administration

Focuses on the agency system by comparison and contrast of the assigned organization with administrative/managerial theory. *Prerequisite: NURS 6222. 3 credits.*

NURS 7332 Graduate Nursing Practicum I - Women's Health

An opportunity to gain understanding and practice in the expanded nursing role. Students acquire mastery of comprehensive assessment skills which include physical, psychosocial, developmental and functional appraisal of adults. Students practice in the college laboratory, clinics and ambulatory settings. *Corequisites: NURS 6223, NURS 6411. 3 credits.*

NURS 7333 Graduate Nursing Practicum I: Primary Health Care: Older Years

Opportunity to gain understanding and practice of the expanded nursing role. Emphasis on preventive care and health maintenance. Students acquire mastery of comprehensive assessment skills with well adults and the aged. *Corequisites: NURS 6223, 6411. 3 credits.*

NURS 7334 Graduate Nursing Practicum I: Primary Health Care: Younger Years

Focus is on theory and techniques underlying the assessment of child health status, child development and level of child functioning. Opportunity for clinical practice with well children in performing behavioral, developmental, functional, environmental and physical assessments. *Corequisites: NURS 6223, 6411. 3 credits.*

NURS 7335 Graduate Nursing Practicum I: Critical Care Nursing of Adults

Practice in the clinical nurse specialist role in critical care of adults. Focus is on the expert practitioner role, independent and collaborative practice, and refinement of patient management skills in the critical care environment. *Corequisites: NURS 6123, 6411. 3 credits.*

NURS 7342 Graduate Nursing Practicum II: Nursing Administration

Focuses on the skills needed to function at the assistant-associate director of nursing level. Students analyze the clinical setting in relation to relevant theories and develop a proposal to accomplish a change desired by the agency. *Prerequisite: NURS 7331. 3 credits.*

NURS 7343 Graduate Nursing Practicum II: Primary Health Care: Older Years

Opportunity to practice in ambulatory care to build primary health care skills in clinical assessment, diagnostic decision making and management of adults or aged who have minor, acute, common, uncomplicated or chronic stabilized illness. *Prerequisite: NURS 7333. Corequisite: NURS 7243. 3 credits.*

NURS 7344 Graduate Nursing Practicum II: Primary Health Care: Younger Years

Opportunity to practice in selected ambulatory care sites for the purpose of building clinical appraisal, diagnostic decision making and management skills with healthy children, children who are experiencing minor acute illness, and their families. Clinical seminar provides opportunity for case presentation

and advanced nursing practice role analysis. *Prerequisite: NURS 7334. Corequisite: NURS 7242. 3 credits.*

NURS 7345 Graduate Nursing Practicum II: Critical Care Nursing of Adults

Care of the critically ill adult through recovery or resolution. A holistic approach incorporating the family and the application and integration of high technology care. Independent and collaborative practice in the critical care setting. Refinement of patient management and the development of the educator and researcher components of the clinical nurse specialist role. *Prerequisites: NURS 7234, 7335. Corequisites: NURS 7248, 7442. 3 credits.*

NURS 7347 Graduate Nursing Practicum II - Women's Health

Opportunity to gain skill in providing sound scientifically based primary health care to women. Students participate in the care of women (from adolescence to the advanced years) who are well, have common or minor illnesses, or are experiencing common gynecological disorders. They assess, execute and manage the health/illness care of clients based on analysis of findings from health histories, physical, developmental and behavioral assessments. Clinical seminar provides an opportunity for case presentation and advanced nursing practice role analysis. *Prerequisite: NURS 7332. Corequisite: NURS 7240. 3 credits.*

NURS 7351 Final Role Practicum in Nursing Administration

Opportunity to explore, test and expand theory in the organizational setting. Immersion in the administrator role permits evaluation and refinement of students' effectiveness as leaders and managers of nursing. Students identify personal objectives within the framework of the course objectives and are expected to plan, control and evaluate their learning experiences to achieve these objectives. Clinical practice nine hours, including on-campus clinical conferences. *Prerequisites: Completion of or concurrent enrollment in all other courses. 3 credits.*

NURS 7355 Final Role Practicum in Nursing Education

The teaching practicum provides students with the opportunity to select, test and expand theory in an educational or staff development setting. Practice teaching and assumption of the educator's role permit students to evaluate and refine their effectiveness in role socialization. *Prerequisites: All program requirements with the exception of NURS 7143 and one functional support course which may be taken simultaneously. 3 credits.*

NURS 7356 Graduate Nursing Practicum III: Primary Health Care: Older Years

Focus is on continued development of primary health care skills. Students continue to provide primary health care services to well, acute and chronically ill clients. *Prerequisite: NURS 7343. Corequisite: NURS 7246. 3 credits.*

NURS 7357 Graduate Nursing Practicum III: Primary Health Care: Younger Years

Opportunity for practice with children with

long-term health deviations in schools and specialty clinics within a family and community context. Emphasis is on development of a therapeutic regimen and continuity of care based upon in-depth assessment. Seminar provides format for case analysis and development of a collaborative role model. *Prerequisites:* NURS 7242, 7344. *Corequisite:* NURS 7244. 3 credits.

NURS 7358 Graduate Nursing Practicum III: Critical Care Nursing of Adults

Focuses on the clinical nurse specialist's management of critically ill adults and their families from critical illness onset through rehabilitation or resolution. The application of complex technological care is emphasized and analyzed. *Prerequisites:* NURS 7248, 7345, 7257. 3 credits.

NURS 7359 Graduate Nursing Practicum III - Women's Health

With faculty guidance and preceptorship supervision, students begin to manage women and uncomplicated pregnancies, and actively care for women (from adolescence to the advanced years) who are well, have common minor illnesses, or are experiencing common gynecological disorders. The opportunity to test and utilize theoretical concepts in primary health care practice and to develop competencies in clinical judgement. A clinical conference focuses on issues and research related to collaborative in primary health care of women. Seminar discussions include the practitioner roles as advocate, consultant and change agent. 3 credits.

NURS 7362 Graduate Nursing Practicum IV/Critical Care: Adult

Focuses on nurse specialist's holistic management of critically ill clients in health care institutions and the community. Factors affecting health care are analyzed as a basis for planning and initiating change. *Prerequisites:* NURS 7257, 7358. 3 credits.

NURS 7363 Graduate Nursing Practicum IV: Primary Health Care: Older Years

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of care to adults or aged in a setting of choice. Focus is on leadership and change strategies in a socio-political and legal environment. *Prerequisites:* NURS 7356, 7243. 3 credits.

NURS 7364 Graduate Nursing Practicum IV: Primary Health Care: Younger Years

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of care to children and their families in a variety of settings. Focus is on leadership and change strategies in a socio-political and legal environment. *Prerequisites:* NURS 7357, 7244. 3 credits.

NURS 7365 Graduate Nursing Practicum IV - Primary Health Care of Women

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of providing health care to women, including those with high risk pregnancies, and their families. Focus is on mastery of skills and leadership strategies. A variety of clinical settings are utilized. *Prerequisites:* NURS 7249, 7359. 3 credits.

NURS 7442 Advanced Clinical Pathophysiology II

An in-depth study of the physiological principles of complex pathologies. Symptoms and signs of complex clinical situations will be analyzed and discussed in order that the student may have an understanding of the etiology of complex diseases as well as a cognizance of the rationale for their management. *Prerequisite:* NURS 6411. 3 credits.

CLLB 6003 HIV/AIDS: Concepts and Issues

Multidisciplinary exploration of the relevant concepts and issues of HIV/AIDS, including prevention, education, research and management. Major focus on legal, political, social, medical and ethical issues. 3 credits.

CLLB 6004 Women and Health

Utilizing a multi-disciplinary approach, this course is designed as a forum for the exploration and analysis of relevant concepts and issues of women's health, including psychosocial, ethical, legal and political issues unique to women. The major focus will be on the measurement of health and illness, significance of role and gender, epidemiology of social, political, legal and cultural correlates of women's health status, identification of risk factors and behaviors and education and prevention strategies. 3 credits.

CLLB 6233 Community Health

Basic factors in providing community-based health care; assessments of community needs, community organization and planning, community politics and the relationship of consumers and providers; scope of practice of health care professionals, including interdisciplinary collaboration and the organization of health care delivery systems. Theory two hours per week. 3 credits.

CLLB 6234 Foundations and Practices of Higher Education

An examination of current beliefs, values, practices and related issues in higher education. Designed primarily for persons who intend to assume either faculty or administrative positions in higher education. Theory two hours per week. 3 credits.

CLLB 6240 Foundations in Continuous Quality Improvement

Designed for graduate students in nursing, public and business administration, and professionals in health care agencies. Provides a basic understanding of the cultural, mechanical and developmental processes necessary to create a successful quality environment within an organization. 3 credits.

CLLB 6241 Grant Writing

Students are actively involved in the grant writing process. They will select a funding source, develop a complete grant proposal and have it reviewed in a mock study session in class. Both private and public sector funding opportunities will be explored. 3 credits.

CLLB 6441 Measurement and Evaluation

Designed for those who teach, this course provides students with opportunities to acquire skills in the development, evaluation, selection and use of evaluation instruments that measure a variety of intended learning outcomes. Theory two hours per week. 3 credits.



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SCHOOL OF GRADUATE MEDICAL EDUCATION

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Ph.D.; John Mitchell, Ph.D.;
Genevieve Zipp, Ed.M., P.T.

The School of Graduate Medical Education offers three distinct educational programs for health care professionals: residency and fellowship training for physicians and dentists; continuing medical education for primary care providers and practicing specialists; and graduate programs in health sciences. By design, the programs are intended to prepare health care practitioners to competently, competitively, and creatively function in a dynamic health care environment.

General Information

The School of Graduate Medical Education, established in 1987, is a professional school within the University structure. The School's mission is to prepare health care professionals to assume leadership roles in the health care 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 is comprised of three distinct educational programs: residency and fellowship training, continuing medical education, and graduate programs in health sciences.

Residency programs offer training for physicians and dentists in specialty areas such as: anesthesia, family practice, internal medicine, neuroscience, obstetrics/gynecology, orthopedics, pediatrics, dentistry, oral and maxillofacial surgery, podiatry, transitional year, AOA internship, and combined medicine/pediatrics. There is also subspecialty training available for qualified candidates who have completed the appropriate prerequisite training. All residency and fellowship programs are ACGME accredited. The training occurs at six participating institutions: Saint Michael's Medical Center in Newark; St. Joseph's Hospital and Medical Center in Paterson; St. Elizabeth Hospital in Elizabeth; Jersey City Medical Center in Jersey City; Clara Maass Medical Center in Belleville; and J.F. Kennedy Medical Center in Edison. The hospitals and the University jointly attest to the successful completion of the residency training through the issue of a certificate.

Continuing medical education is a program designed to provide updating of the most useful recent advances in the diagnosis and management of medical and physical disorders as they are encountered by primary health care providers and practicing specialists. The University and the participating hospitals offer these updates in the form of conferences, seminars, courses, workshops, and mini-residency experiences.

Graduate programs in health sciences are offered in collaboration with the University of Medicine and Dentistry of New Jersey, School of Health Related Professions. Programs are designed to provide individuals with an enhanced knowledge base through a flexible and diverse curriculum. At the graduate level, the School offers programs leading to the degree Master of Science in Health Sciences with specialization in movement science, advanced clinical competence or educational strategies for practitioners and Master of Science in Physician Assistant. Graduate courses may be offered at off-campus sites.

Graduate Programs in Health Sciences

Graduate programs are offered in collaboration with the University of Medicine and Dentistry of New Jersey, School of Health Related Professions. The programs are committed to the development and enhancement of clinical applications by assisting students in the development of basic research skills; the investigation of research questions in the clinical environment, and the acquisition and distribution of new information to the

health care community and those whom it serves.

The M.S. in Health Science program is available to physical therapists, occupational therapists, physician assistants, and dietitians. Other practicing health care providers who possess a minimum of a baccalaureate degree may also be considered.

The M.S. in Physician Assistant is available to individuals possessing a baccalaureate degree.

Courses may be offered on the South Orange campus, UMDNJ campuses, and affiliated health care facilities.

M.S. in Health Sciences

The Master of Science in Health Sciences (MSHS) program is designed to develop health care practitioners who:

- exhibit advanced communication and clinical or educational skills to serve as active contributors to the health care system;

- incorporate ethical values and principles fundamental to the provision and receipt of health care services;
- utilize 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 trends;
- apply the principles of scientific inquiry to investigate problems at the frontiers of knowledge; and
- demonstrate knowledge and sensitivity to culturally diverse populations and their attitudes toward health and illness.

Admission Criteria

Admission to the program is open to graduates of an accredited entry level health care professional program (with a minimum of a baccalaureate degree) who possesses, when applicable, proof of licensure to practice in New Jersey. Committee on Admission will determine candidates eligibility upon

review of: grade point average (GPA), Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) scores and non-quantifiable items as letters of recommendation, employment experiences, professional and community activities, and a personal statement. Foreign students must submit TOEFL scores for review.

Application Procedure

An application packet is available from the Graduate Programs in Health Sciences, School of Graduate Medical Education (201) 761-7145.

Completed applications should be returned to the Office of Graduate Services. To initiate the review process the application packet must contain the following:

- Completed graduate admissions application (with a processing fee of \$50.00)
- Three completed recommendation forms from academic or professional sources
- Personal statement
- One copy of official transcripts from entry level professional study plus any other undergraduate or graduate study.

For program admittance consideration, completed application must be received by:

July 1: Fall admission

December 1: Spring admission

March 1: Summer admission

Curriculum Requirements

The candidate is required to successfully complete a program plan of 39 credits as follows:

Core Courses (6 credits)

HPED 5110	Health Services: Issues and Trends
GMPA 7303	Biomedical Ethics

Advanced Science Courses (6 credits)

Select two:

BIOL 6325	Introduction to Pharmacology
GMPT 6115	Pharmacology Seminar
GMPT 7301	Anatomical and Clinical Considerations: Head and Neck
GMPT 7302	Anatomical and Clinical Considerations: Spine and Pelvis
GMPT 7303	Anatomical and Clinical Considerations: Extremities
GMPT 8401	Physiological Response to Disabilities
GMPT 6211	Neuroscience Seminar
NUTR 5300	Vitamin and Mineral Metabolism
PTMS 6105	Pharmacology
PTMS 6201	Neuroscience

Research (6 credits)

GMHS 7501	Research Methods
GMHS 7502	Research Project
RGCN 8000	Research Advisement

Practicum (3 credits)

GMHS 8508	Practicum
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Elective (3 credits)

Elective

Specialization (15 credits)

Select one of the following two specialization tracks:

MOVEMENT SCIENCE ADVANCED CLINICAL COMPETENCE

Select five:

GMPT 6113	Principles of Motor Control and Learning Seminar
GMPT 6212	Motor Development Across the Life Span Seminar
GMPT 6202	Advanced Clinical Pathophysiology I
GMPT 6203	Advanced Clinical Pathophysiology II
GMPT 8301	Practical Proprioceptive Neuromuscular Facilitation
GPMT 8401	Physiological Response to Disabilities
CPSY 6205	Physiological Psychology
CPSY 8521	Neuropsychological Assessment
CPSY 6004	Statistical Methods
COST 7210	Effective Small Group Communication
COST 6200	Human Communication Within Organizations
PTMS 6103	Principles of Motor Control and Learning
PTMS	Motor Development Across the Life Span

OR

EDUCATIONAL STRATEGIES FOR PRACTITIONERS

Select five:

COST 7220	Effective Speaking in Public
COST 6200	Human Communication Within Organizations
CPSY 6505	Principles of Learning and Behavior Modification
CPSY 6004	Statistical Methods

EDST 6551	Advanced Strategies of Teaching
EDST 7501	Human and Intercultural Relations
HPED 5140	Teaching in the Health Professions
HPED 5210	Curriculum Development in Health Professions Education
HPED 5240	Planning and Administering Health Professions Education

Total Credits: 39

Course Descriptions

GMHS 7501 Research Methods

Exploration of methods of research and communication of new information to and from the clinician. Systematic analysis of research preproblems, relationships between hypotheses and procedures, and techniques for analyzing data and evaluating evidence. Review and critical evaluation of selected writings and research methods in the health professions. Students are expected to select and develop an approved research project. *Prerequisite: CPSY 6004 or Equivalent Graduate level course in statistics. 3 credits.*

GMHS 7502 Research Project

Seminar for graduate students for the purpose of completing an approved project culminating in the submission of the project for presentation to the professional community. *Prerequisite: GMHS 7501. 3 credits.*

GMHS 8508 Practicum

Application of clinical or educational principles in a health care organization or institution of higher learning. Students are given the opportunity to integrate the goals of the program in a practical situation. Individual arrangements are made between the student and mentor. Repeated enrollment is permitted one time. *3 credits.*

GMPA 7303 Biomedical Ethics

This course provides a study of 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. *3 credits.*

GMPT 6202 Advanced Clinical Pathophysiology I

Selected physical therapy problems in the area of neurological pathophysiology. Symptoms and signs of clinical situations are analyzed and discussed with regard to physiological alterations associated with those pathological situations. *3 credits.*

GMPT 6203 Advanced Clinical Pathophysiology II

Selected physical therapy problems in the area of orthopedic Pathophysiology. Symptoms and signs of clinical situations are analyzed and discussed with regard to physiological alterations associated with those pathological situations. *3 credits.*

GMPT 6211 Neuroscience Seminar

An in-depth literature based review of special topics. *Co-registration with PTMS 6201 required. 1 credit.*

GMPT 6212 Motor Development Across the Life Span Seminar

An in depth literature based review of special topics. *Co-registration with PTMS 6101 required. 1 credit.*

GMPT 6113 Principles of Motor Control and Learning Seminar

An in depth literature based review of special topics. *Co-registration with PTMS 6103 required. 1 credit.*

GMPT 6115 Pharmacology Seminar

An in depth literature based review of special topics. *Co-registration with PTMS 6105 required. 1 credit.*

GMPT 7301 Anatomical and Clinical Considerations of the Head and Neck

Lecture and laboratory sessions including surgical anatomical terms, structures and relationships. Emphasis is placed on functional significance and the application of anatomic/physiologic principles to clinical situations. Demonstrations include cadaver specimens and prosections. *3 credits.*

GMPT 7302 Anatomical and Clinical Considerations of Thoracic and Lumbar Spine and Pelvic Girdle

Lecture and laboratory sessions including surgical anatomical terms, structures and relationships. Emphasis is placed on functional significance and the application of anatomic/physiologic principles to clinical situations. Demonstrations include cadaver specimens and prosections. *3 credits.*

GMPT 7303 Anatomical and Clinical Considerations of the Extremities

Instruction in classical anatomy of the extremities with related clinical correlations and physical therapy treatment implications. Projected anatomical specimens and models used. *3 credits.*

GMPT 8301 Practical Proprioceptive Neuromuscular Facilitation

Using lecture and laboratory format Proprioceptive Neuromuscular Facilitation (PNF) principles and techniques are reviewed, movement patterns analyzed and executed, and literature substantiating the approach is

discussed. Students interested in either orthopedic or neurological physical therapy are encouraged to enroll. *3 credits.*

GMPT 8401 Physiological Response to Disabilities

Physiological considerations of muscle strengthening, cardiovascular response, flexibility, nutritional requirements and activity analysis in individuals who are physically challenged. *3 credits.*

PTMS 6103 Principles of Motor Control/Learning

Models of motor control are explored as they relate to motor learning and skill acquisition. Principles of motor learning as they pertain to task analysis, the learner and the learning environment will be addressed. *2 credits.*

PTMS 6105 Pharmacology

A problem oriented approach to examining the most commonly used pharmacological agents seen in rehabilitation. The basic principles of pharmacodynamics and pharmacodynamics, along with principles of physiology, will be presented. The practical aspects of dosing schedules, therapeutic effects and adverse reactions will be emphasized. *2 credits.*

PTMS 6201 Neuroscience

This course presents the principles of neurophysiology and neuroanatomy as related to the practice of physical therapy. Neurological pathologies will be integrated. *4 credits*

PTMS 6202 Motor Development Across the Life Span

Exploration of the factors known to effect motor development across the life span as they relate to the practice of physical therapy. Changes in motor behavior will be explored from the fetal period through the adult years. *2 credits.*

NUTR 5300 Vitamin and Mineral Metabolism

Theories, principles of vitamin and mineral metabolism combined with their application in clinical care and preventive health. The fat and water soluble vitamins, minerals and other natural and synthetic elements with known or postulated nutrient effects will be explored in a combined lecture and seminar course. Applications of vitamins and minerals in health and for disease prevention and management. Nutrient interrelationships with medications, acute and chronic disease, trauma, surgery and immunology. Effects of food technology on nutrient availability and longevity in the food supply, 'nutraceuticals' and federal policy and agencies governing vitamin and minerals. *3 credits.*

RGCN 8000 Research Advisement

Students in research phase of the curriculum must register continuously for this course until completion of the project. Students must maintain contact with their mentor and be involved in the research and writing process. Required only if student does not complete the project while enrolled in Research Projects. *GMHS 7502. 1 credit.*

M.S. in Physician Assistant

The Master of Science in Physician Assistant (MSPA) program is designed to develop health care practitioners who:

- practice with physicians within the health care community in a variety of settings;
- possess a broad base of knowledge with which to serve patients of all ages;
- critically appraise health science literature and apply the appropriate principles and procedures to the recognition, evaluation, interpretation and understanding of current trends;
- demonstrate knowledge and sensitivity to culturally diverse populations and their attitudes toward health and illness.

This 106-credit, three-year professional program includes courses specific to Physician Assistant practice that are intended not only to provide students with the technical skills necessary to perform as entry-level practitioners, but also to enable them to grow and adapt to the rapid changes in the professions and the health care delivery system. The MSPA degree is awarded jointly by Seton Hall and the University of Medicine and Dentistry of New Jersey (UMDNJ).

Admission

Admission to the program is open to individuals who:

- possess a Baccalaureate degree from an accredited institution;
- have completed the following courses with a grade of "C" or better:

Anatomy & Physiology (8 credits)
 Chemistry (8 credits)
 General Biology (4 credits)
 Microbiology (4 credits)
 Precalculus (3 credits)
 Psychology (3 credits)

All science courses listed above must include a laboratory. 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.

The Committee on Admissions will determine candidates' eligibility upon review of the following: grade point average (GPA), Graduate Record Examination (GRE) scores and non-quantifiable items as letters of recommendation, employment experiences, health care experiences, professional and community activities, and a personnel interview for those applicants being considered for admission. Foreign students must submit TOEFL scores for review.

Curriculum Requirements

Professional Year I

GMPA 6001	Human Anatomy
GMPA 6101	Physiology
GMPA 1003	Health Maintenance and Education
GMPA 6104	Psychiatry
GMPA 6105	Pharmacology
GMPA 6106	Neuroscience
GMPA 6107	Pathophysiology
GMPA 6201	Physiology Correlates
GMPA 6202	Introduction to Clinical Medicine I
GMPA 6203	Introduction to Clinical Medicine II
GMPA 6204	Clinical and Diagnostic Methods
GMPA 7301	Fundamentals of Clinical Medicine

Professional Year II

GMPA 6102	Principles of Epidemiology
GMPA 7302	Nutrition
GMPA 7303	Biomedical Ethics
GMPA 7401	Clinical I
GMPA 7402	Clinical II

Professional Year III

GMPA 8501	Research Methods I
GMPA 8502	Research Methods II
GMPA 8503	Biostatistics
GMPA 8504	Health Care Issues and Trends
GMPA 8601	Internship I
GMPA 8602	Internship II

Course Descriptions

GMPA 6001 Human Anatomy

Designed as a clinically oriented course in human gross anatomy for students in the physician assistant program. All systems of the body are studied. Radiological anatomy is introduced and used throughout the course. *4 credits.*

GMPA 6101 Physiology

Provides instruction in the contributions of the various organs and organ systems to the overall homeostasis of the human body. Instructions are presented from the point of view of pathophysiological manifestations of common disease states. The levels of functional organization that may be disrupted by disease or trauma and the therapeutic measures taken by medical personnel to restore bodily functions to a normal or near normal. *4 credits.*

GMPA 6102 Principles of Epidemiology

An introduction to the basic epidemiologic strategies and thinking. Epidemiologic sophistication fosters a questioning attitude; without it, medical practices may be introduced and accepted even though they lack adequate support from well-controlled studies. Students will be exposed to the variations that characterize acute/infectious and chronic disease epidemiology. Implications for primary care practitioners will be emphasized. *4 credits.*

GMPA 6103 Health Maintenance and Education

Prepares students to provide preventative health care through the understanding of human development as it relates to illness and health maintenance. Students will receive in-depth instruction in the principles of health maintenance. *3 credits.*

GMPA 6104 Psychiatry

An overview of psychiatric concepts and an introductory approach to the evaluation of patients with emotional problems, in preparation for clinical clerkships. Includes the various psychiatric syndromes, in terms of causal factors, clinical presentation, diagnosis, treatment, and outcome. The special problems in sexual dysfunction/variants and suicide. Various psychiatric treatment modalities, including psychopharmacology. The impact that psychological problems have on the total health care of the patient. *2 credits.*

GMPA 6105 Pharmacology

An introduction to the therapeutic agents most commonly used in the practice of medicine. Emphasis will be placed on drug interaction, adverse reactions, therapeutic effects, and dosage schedules. Physical manifestations of drug abuse and accidental poisoning will also be discussed. *3 credits.*

GMPA 6106 Neuroscience

A study of the human nervous system involving gross and microscopic study of the brain

and spinal cord correlated with appropriate neurophysiology and neurology. *3 credits.*

GMPA 6107 Pathophysiology

The fundamentals of the morphopathological changes found in the different organs of the body in order to interpret the various disease states affecting the human body. Gross and microscopic specimens are used to provide a clear understanding of the disease processes. *3 credits.*

GMPA 6201 Physiology Correlates

Basic physiological principles as well as their application to clinical situations. The correlate is taken concurrently with physiology to insure that the theoretical component is reinforced with clinical experience. *1 credit.*

GMPA 6202 Introduction to Clinical Medicine I

The problem-oriented medical record format, techniques of physical diagnosis, and use of examining equipment. Introduction to interviewing techniques and principles, psychosocial development and behavior, and the effective relationship between the physician assistant, other health professionals, and the patient; special attention to health promotion, disease prevention, and patient compliance issues. Students are assigned to preceptors for the purpose of taking complete histories and performing complete physical examination on patients. Narrative case presentation, using the problem-oriented medical record format. *4 credits.*

GMPA 6203 Introduction to Clinical Medicine II

The problem-oriented medical record format, techniques of physical diagnosis, and use of examining equipment. Introduction to interviewing techniques and principles, psychosocial development and behavior, and the effective relationship between the physician assistant, other health professionals, and the patient; special attention to health promotion, disease prevention, and patient compliance issues. Students are assigned to preceptors for the purpose of taking complete histories and performing complete physical examination on patients. Narrative case presentation, using the problem-oriented medical record format. *4 credits.*

GMPA 6204 Clinical and Diagnostic Methods

The required didactic component in radiology and clinical laboratory testing. Includes basic principles of radiology, pathology and correlations between disease process and interpretation of clinical laboratory diagnostic tests are also discussed. *4 credits.*

GMPA 7301 Fundamentals of Clinical Medicine

The various disease entities in preparation for clinical internships. Students will gain in-depth knowledge of the etiology, clinical

presentation, differential diagnosis, diagnoses and therapeutic approach to diseases processes. *5 credits.*

GMPA 7302 Nutrition

The basic principles of nutrition in growth and development, including: energy and nutrient needs, vitamin and mineral needs and functions throughout life, nutrition screening, assessment and monitoring for the health provider and nutrition in acute, chronic, and long term care. Organ function with an emphasis on physiology of the GI tract, heart, liver, and kidney and the relationship of function to nutrition and diet will also be included. Patient cases illustrate the physiology of health and disease to diet and nutrition management. The role of the physician assistant as a member of the health care team in nutrition care is emphasized. *3 credits.*

GMPA 7303 Biomedical Ethics

The application of human and professional values, judgments, and choices to selective ethical dilemmas that arise in practice. Emphasis will be placed upon various traditional and contemporary approaches to normative ethics within decision-making models applicable to resolving professional dilemmas in the delivery of health care. *3 credits.*

GMPA 7401 Clinical I

Includes 4-8 week rotations in required primary care areas and one additional month in a primary care elective. Students participate in supervised patient care, attending teaching rounds, and medical conferences as they rotate on various services in established clinical facilities. The clinical experience includes a 3-hour week medicine seminar which focuses on discussions of clinical areas, ethics and student presentations. *12 credits.*

GMPA 7402 Clinical II

Includes 4-8 week rotations in required primary care areas and one additional month in a primary care elective. Students participate in supervised patient care, attending teaching rounds, and medical conferences as they rotate on various services in established clinical facilities. The clinical experience includes a 3-hour week medicine seminar which focuses on discussions of clinical areas, ethics and student presentations. *12 credits.*

GMPA 8501 Research Methods I

The fundamentals of research methods and the communication of new information to and from the clinician. The usual format for research proposals, publications and presentations. Topics such as methodology, design,

instrumentation, literature review, ethics, and funding are covered. The student will participate in the presentation and review of research articles. *1 credit.*

GMPA 8502 Research Methods II

Provides experience in the development of a research proposal, data collection and analysis of results through working in small research groups with a project advisor. The research process will culminate in the oral presentation of the project to peers, faculty and clinicians. *2 credits.*

GMPA 8503 Biostatistics

Provides an introduction to elementary statistical methods as applied to the study of the distribution of disease in human populations. Topics include hypotheses testing, probability and chi-square, linear regression and correlation, analyses of variance and nonparametric statistics. An introduction to the use of computers (mainframe and microcomputers) in the analysis of data from clinical and community medicine will be included. *3 credits.*

GMPA 8504 Health Care Issues and Trends

The distribution and causes of physical and mental illness in the United States as well as illness and medicine in other societies. An analysis of the medical system in the U.S. as it relates to health care service and delivery. *3 credits.*

GMPA 8601 Internship I

A series of clinical experiences in various medical specialties are conducted in hospitals, clinics and private medical practices. The goal is to have students achieve the knowledge, proficiency and expertise to function effectively in the physician assistant role. Includes a 3-hour weekly practicum seminar devoted to discussion of clinical cases, special lectures, discussion of issues in medical ethics, presentation of recent articles from medical journals and student presentations. *12 credits.*

GMPA 8602 Internship II

A series of clinical experiences in various medical specialties which are conducted in hospitals, clinics and private medical practices. The goal is to have students achieve the knowledge, proficiency and expertise to function effectively in the physician assistant role. Includes a 3-hour weekly practicum seminar devoted to discussion of clinical cases, special lectures, discussion of issues in medical ethics, presentation of recent articles from medical journals and student presentations. *12 credits.*



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UNIVERSITY COLLEGE/ CONTINUING EDUCATION

Assistant Provost: Jane S. Norton
Director of Continuing Education:
Jane H. Degnan
Project Acceleration Coordinator:
Myron J. Blasi

University College has been a pioneer since 1937 in offering opportunities for adult and non-traditional students who want to

- take evening, weekend and off-campus part-time degree and certificate programs;
- broaden professional knowledge, gain certification to advance their careers;
- take courses for intellectual growth; and
- accelerate or makeup programs during summer or wintersessions.

Summer Session

The University has an extensive summer program of hundreds of undergraduate and graduate classes, plus special workshops and travel courses over two five-week sessions and one eight-week graduate session from the end of May through early August. It is a time to accelerate or makeup courses for Seton Hall students, visiting students, and new students. High school students may enroll in selected classes with permission. Summer Theatre-in-the-Round has three productions.

Contact the Office of Summer Session in University College for its catalog and further information.

Wintersession

During an intensive period in January, undergraduate and graduate courses are offered, some new and innovative, and other electives in different formats that help students to accelerate their programs.

Contact University College for a catalog and further information.

Seton Saturdays

Saturday morning and early afternoon courses are coordinated through University College in cooperation with the other schools/colleges during Fall and Spring semesters. They can be combined with day or evening courses toward several degree programs.

Check course listings in the Fall/Spring registration handbooks or call University College/Continuing Education for current information.

Off-Campus Courses

Off-campus undergraduate and graduate courses are held at many sites throughout the State. University College coordinates undergraduate courses that count toward the Criminal Justice major and several other majors in the College of Arts and Sciences at the New Jersey State Police Training Academy in Sea Girt and at the Morris County Fire and Police Academy in Morris Plains. Special services are available to law enforcement officers at the Sea Girt site, and new certificate programs are planned for both sites.

Courses are offered at other sites throughout the year in undergraduate and graduate nursing, and in graduate education, public administration, and graduate business.

Contact University College or the individual school/college for further information.

Project Acceleration

University College has coordinated Project Acceleration since 1979 through which honor high school students throughout the state take approved Seton Hall courses in their high school at reduced tuition, primarily in the sciences, languages, math, and English for credit. These credits go on transcripts and apply to Seton Hall programs or transfer to other colleges

and help accelerate the new college student's degree program. This program differs from Advance Placement (AP) in that credits earned go on the student's transcript; it is not a waiver of courses.

Contact University College for details and brochure.

Senior Citizens

Senior citizens, age 65 and over, are encouraged to take classes at Seton Hall on a space-available basis at reduced tuition.

Contact University College/
Continuing Education for procedures.

Alpha Sigma Lambda

Alpha Epsilon is the Seton Hall Chapter of this national honor society for part-time, adult students who distinguish themselves in their undergraduate academic work. Information may be obtained from University College.

Continuing Education

Professional and Non-Credit Programs

All students may continue their education by taking courses that are not for academic credit, but which often award CEUs (continuing education units) or certificates for special skills. Professional continuing education programs, enhancement courses, and skill building courses are examples of credit free courses.

Insurance Institute courses for producers to earn state-mandated continuing education credits are given on weekends. Some courses also meet requirements of the Certified Financial Planner Board Continuing Education Standards. Other courses that prepare students and working professionals to achieve the national designations of ARM, CPCU, AIC, etc. are offered weeknights during the Fall and Spring semesters. These designations help in career advancement.

Contact University College for current brochure.

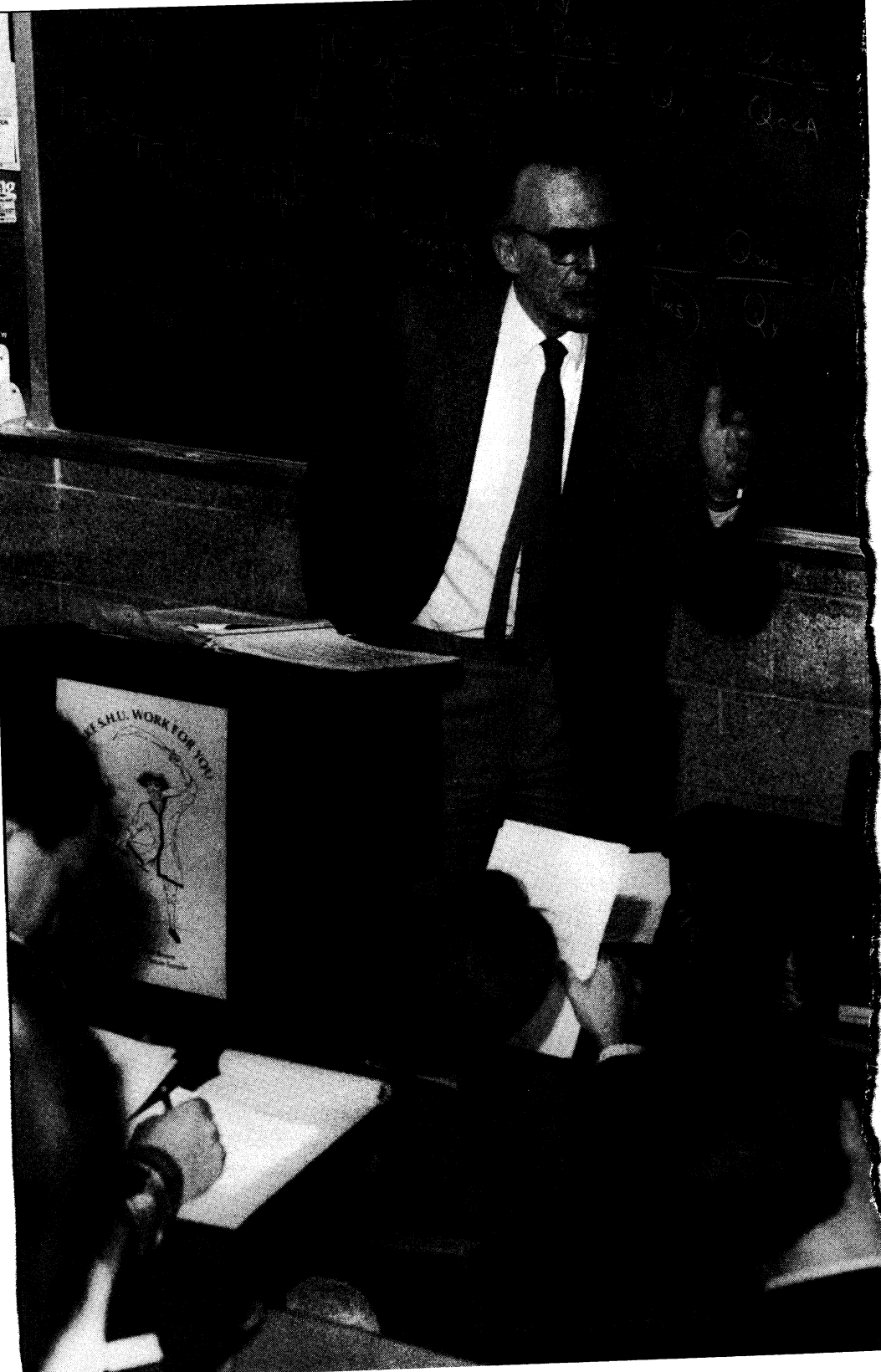
Metropolitan Writers Series courses are offered during the summer and on selected weekends. Examples include playwriting, writing non-fiction, writing for children, and writing for young adults. The annual conference is part of this series.

Life Enhancement courses are run on and off-campus for interested participants. These include the summer Wednesday series which offers enjoying opera, photography, art appreciation, investing in the market, and others.

Skill Building courses to improve skills for the marketplace run during the summer and on selected weekends. They include business writing, oral communication, etiquette for businesspeople in Asia, entrepreneurship, team building, and others.

Exam Review Courses are scheduled on weekends to help students do well on the GMAT, GRE, and NTE exams.

Contact University College for information on all of these programs.



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University Offices and Departments

Mailing address:

Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079
(201) 761-9000

Academic Computing Center, The
Corrigan Hall
(201) 761-9403
Director: Thomas W. Burtnett

Academic Services
Bayley Hall
(201) 761-9363
Assistant Provost: Jane S. Norton

Accounting, M.S. in
W. Paul Stillman Building
(201) 761-9207

Admissions
Bayley Hall
(201) 761-9332
Out of State: 1-800-The HALL
Director: Edward Blankmeyer

Affirmative Action
Stafford Hall
(201) 761-9180
Assistant Director, Human Resources:
Mary Switala

African-American Studies, The Center for
Fahy Hall
(201) 761-9415
Director: William Sales

Alumni Relations
George M. Ring Building
(201) 378-9822
Executive Director: Daniel Murray

Archaeological Research Center for New Jersey, The
Fahy Hall
(201) 761-9543
Director: Herbert C. Kraft

Archives, University
Walsh Library
(201) 761-9476
Director: Monsignor William Noé Field

Arts and Sciences, College of
Fahy Hall
(201) 761-9022
Dean: Jerry A. Hirsch

Asian Studies, M.A. in
Fahy Hall
(201) 761-9464

Athletics and Recreational Services
Brennan Recreation Center
(201) 761-9497
Director: Larry Keating

Biology, M.S. in
McNulty Hall
(201) 761-9532

Board Affairs
Presidents Hall
(201) 761-9203
Director: Kathy Reddick

Bursar, Office of the
Bayley Hall
(201) 761-9325
Bursar: Robert N. Magovern

Business Administration, Master of
W. Paul Stillman Building
(201) 761-9218

Business Affairs and Auxiliary Services
Presidents Hall
(201) 761-9002
Director: Marc Berger

Business, W. Paul Stillman School of
W. Paul Stillman Building
(201) 761-9013
Dean: John Shannon

Campus Ministry
Boland Hall
(201) 761-9545
Director: Reverend Anthony Kulig

Campus Tours
Bayley Hall
(201) 761-9332
Director: Edward Blankmeyer

Card Access Services (I.D. Office)
Duffy Hall
(201) 761-9771
Manager: Regina Kleinman

Career Services
Bayley Hall
(201) 761-9355
Director: Christopher Pratt

Chancellor, Office of the
Presidents Hall
(201) 761-9630
President and Chancellor: Very Reverend Thomas R. Peterson, O.P.
Executive Vice Chancellor: Monsignor Robert Sheeran
Minister to the Priest Community: Monsignor Harold P. Darcy
University Counsel: Catherine A. Kiernan, Esq.

Chemistry, M.S., Ph.D. in
McNulty Hall
(201) 761-9030

Code of Conduct and Orientation
Student Center
(201) 761-9075
Dean of Students: Gregory Mikalauskas

College Teaching, Center for
Alfieri Hall
(201) 761-9304
Director: Albert Hakim

Communication, M.A. in Corporate and Public
Fahy Hall
(201) 761-9474

Computing Services Division
Corrigan Hall
(201) 761-9402
Director: James P. Kennelly

Continuing Education, Office of
Bayley Hall
(201) 761-9430
Director: Jane H. Degnan

Cooperative Education, Office of
Bayley Hall
(201) 761-9355
Director: Christopher Pratt

Counseling Center
Mooney Hall
(201) 761-9500
Director: Sister Catherine Waters, O.P.

Development, Office of
George M. Ring Building
(201) 378-9813
Director: Wendy Graeb

Education and Human Services, College of
McQuaid Hall
(201) 761-9025
Dean: Sylvester Kohut Jr.

Educational Administration and Supervision, M.A., Ed.S., Ph.D. in
McQuaid Hall
(201) 761-9397
Program Director: George Lindemer

Educational Opportunity Program
Alfieri Hall
(201) 761-9161
Director: Carol McMillan-Lonesome

Educational Studies, M.A. in
McQuaid Hall
(201) 761-7457

English
Fahy Hall
(201) 761-9388

Enrollment, Admissions, Financial Aid
Bayley Hall
(201) 761-9330
Assistant Provost: Patricia L. Burgh

Executive Vice Chancellor, Office of
Presidents Hall
(201) 761-9011
Executive Vice Chancellor: James O. Allison

Financial Affairs, Office of
Bayley Hall
(201) 761-9318
Director: Edwin Millar

Financial Aid, Office of
Bayley Hall
(201) 761-9350
Director: Michael A. Menendez

Financial Planning, M.S. in
W. Paul Stillman Building
(201) 761-9428

General Professional Education, M.A. in
McQuaid Hall
(201) 761-9392

Graduate Medical Education, School of
Presidents Hall
(201) 761-9213
Dean: John A. Paterson

Graduate Services, Office of
Bayley Hall
(201) 275-2036
Director: Reverend Kevin Hanbury

Grants and Research Services, Office of
George M. Ring Building
(201) 378-9806
Director: Robert C. Hallissey

Health Services
Boland Hall
(201) 761-9175
Director: Ellen Seuffert

Housing and Residence Life
Duffy Hall
(201) 761-9172
Director: Lynn Riker

Human Resource Management, M.S. in
W. Paul Stillman Building
(201) 761-9218

Human Resources, Department of
Stafford Hall
(201) 761-9177
Director: Deborah Kroeger

Information Systems, M.S. in
W. Paul Stillman Building
(201) 761-9188

Immaculate Conception Library
(201) 642-8770
Director: Monsignor James C. Turro

International Business, Institute for
W. Paul Stillman Building
(201) 761-9240
Director: Agnes P. Olszewski

International Business, M.S. in
W. Paul Stillman Building
(201) 761-
Director: Agnes P. Olszewski

International Programs, Office of
Presidents Hall
(201) 761-9081
Director: Kathleen M. Reilly

SETON HALL UNIVERSITY

Jewish-Christian Studies, M.A. in

Fahy Hall

(201) 761-9463

Chairperson: Reverend Lawrence Frizzell

Judaean-Christian Studies, The Institute of

7 Reynolds Place, South Orange

(201) 761-9570

Director: Reverend Lawrence Frizzell

Law, School of

One Newark Center

Newark, New Jersey 07102

(201) 642-8747 (Admissions)

Dean: Ronald J. Riccio

Library Services

Walsh Library

(201) 761-9431

Dean: Robert A. Jones

Media Center

Walsh Library

(201) 761-9554

Director: Ronald E. J. Myzie

Military Science, Department of

Mooney Hall

(201) 761-9446

Museum, The Seton Hall University

Fahy Hall

(201) 761-9543

Director: Herbert C. Kraft

Museum Professions, M.A. in

Fahy Hall

(201) 761-7966

New Jersey Institute for Collegiate Teaching and Learning

Alferi Hall

(201) 761-9774

Director: Martin Finkelstein

Nursing, College of

Schwartz Building

(201) 761-9014

Dean: Barbara A. Beeker

Off-Campus Housing

Duffy Hall

(201) 761-9172

Director: Lynn Riker

Parking Services

Duffy Hall

(201) 761-9329

Coordinator: Salvatore C. Insera

Public Safety and Security

Security Building

(201) 761-9328

Director: Michael D. McMahon

Pirate Blue Athletic Fund

George M. Ring Building

(201) 378-9814

Executive Director: Richard Regan

Physical Plant

Community House

(201) 761-9454

Director: Steve Kurtyka

Planning, Office of

Presidents Hall

(201) 761-9205

Director: Monsignor William C. Harms

Professional Psychology and Family Therapy, M.A., Ed.S., Ph.D. in

McQuaid Hall

(201) 761-9450

Provost, Office of

Presidents Hall

(201) 761-9655

Vice Chancellor: Bernhard W. Scholz

Public Administration, Master of

Duffy Hall

(201) 761-9510

Director: Naomi Wish

Public Relations, Publications and Special Projects, Offices of

George M. Ring Building

(201) 761-9834

Director: Lisa Grider

Public Service, The Center for

Presidents Hall

(201) 761-9501

Director: Naomi Wish

Puerto Rican Institute, The

Presidents Hall

(201) 761-9422

Director: Frank Morales

Purchasing

Presidents Hall

(201) 761-9183

Purchasing Agent: Martin Koeller

Recreational Services

Brennan Recreation Center

(201) 761-9720

Registrar, Office of the

Bayley Hall

(201) 761-9374

Registrar: Mary Ellen Farrell

Religious Studies, Department of

Fahy Hall

(201) 761-9480

Social Work, Department of

Fahy Hall

(201) 761-9170

Sports Management, Center for

W. Paul Stillman Building

(201) 761-9000, ext. 7967

Director: Maureen Coughlin

Student Activities

Student Center

(201) 761-9075

Director: David Yozzi

Student Affairs, Division of
Student Center
(201) 761-9075
Vice Chancellor: Laura Wankel

Special Academic Programs
Presidents Hall
(201) 761-9212
Executive Director: Frank Morales

Special Collections
Walsh Library
(201) 761-2033
Associate Director: JoAnn Cotz

Student Support Services
Mooney Hall
(201) 761-9166
Director: Raynette Gardner

Summer Session
Bayley Hall
(201) 761-9363

Talent Search
Presidents Hall
(201) 761-9230
Director: Lillian Perez

Tax Research, Center for
W. Paul Stillman Building
(201) 761-9428
Director: Brian Greenstein

Taxation, M.S. in
W. Paul Stillman Building
(201) 761-9428

Theology, Immaculate Conception School of
Lewis Hall
(201) 761-9575
Rector/Dean: Reverend John W. Flesey

University Affairs, Division of
George M. Ring Building
(201) 378-9801
Vice Chancellor for University Affairs:
Craig J. Leach

University College
Bayley Hall
(201) 761-9430
Assistant Provost: Jane S. Norton

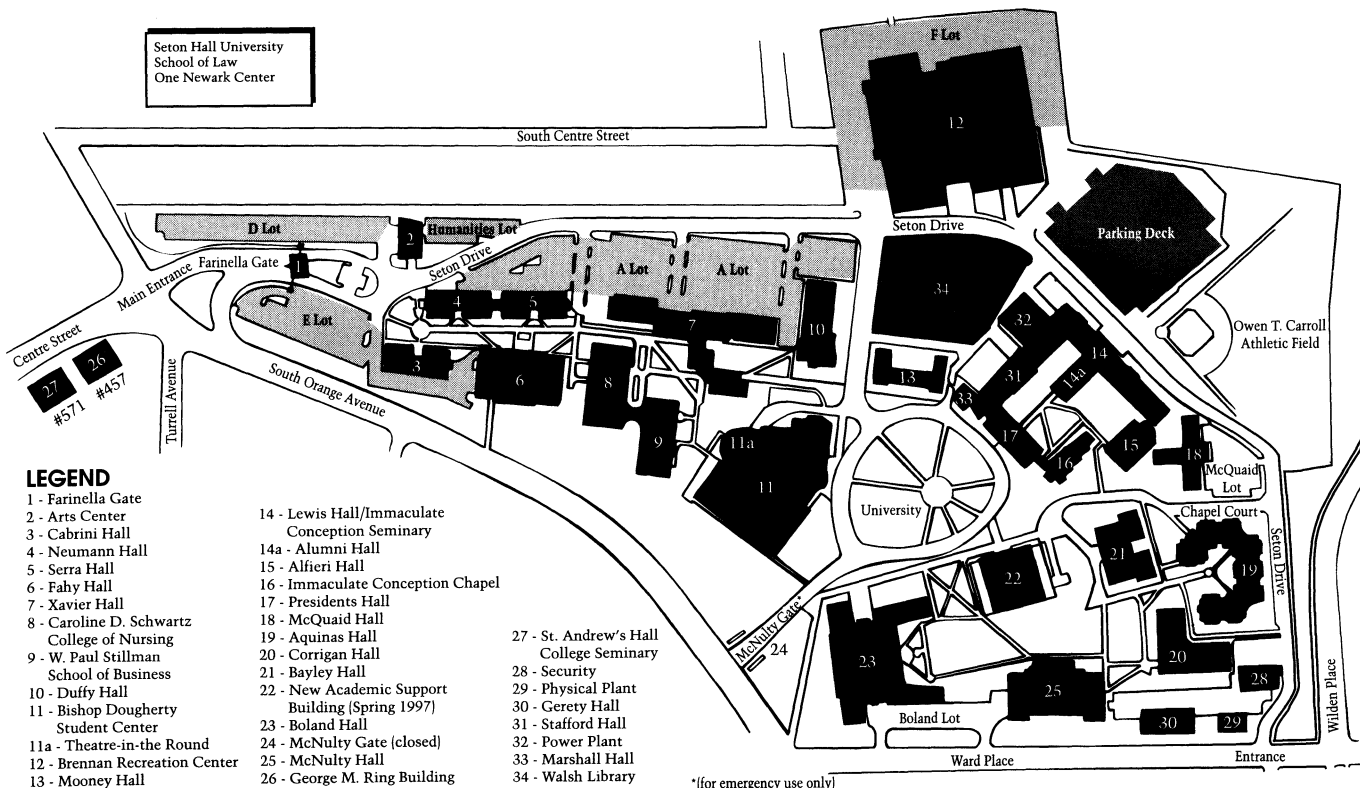
Upward Bound
Mooney Hall
(201) 761-9419
Director: Leroy Wilson

Wintersession
Bayley Hall
(201) 761-9363

Writing Center
Walsh Library
(201) 761-9000 extension 5299
Director: Norma Miller

SETON HALL UNIVERSITY CAMPUS

SETON HALL UNIVERSITY



Directions to the University

From the Garden State Parkway: Take the Parkway to exit 145. Take 280 West to exit 11-B, Day Street/Essex Avenue, Orange. Follow the signs to Center Street – make a left at the second light onto Freeway Drive West, a left onto Capuchin Way and a right onto Center Street. Once on Center Street, follow the same directions as from Interstate 280, below.

From Interstate 280 East: Take the Center Street, Orange Exit. Turn right onto Center Street (church on corner). The name of this street changes to South Center and to Centre. Follow this street for approximately two miles to the intersection of South Orange Avenue, Centre Street and Turrell Avenue. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

From Interstate 280 West: Take Exit 11-B, Day Street/Essex Avenue, Orange. Make a left at the second light onto Freeway Drive West. Make a left at the next light onto Capuchin Way. Turn right at the next light onto Center Street (church on the corner). The name of this street changes to South Center Street and to

Centre Street. Follow it approximately 2 miles to the intersection of South Orange Avenue, Centre Street and Turrell Avenue. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

From 78 East: Take Exit 49B (Maplewood). Make the second right, which is a jug handle, and cross over Springfield Avenue onto Valley Street. Take this 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 Connecticut: Take Route 84 West into New York State until Route 84 ends. Take 684 South towards White Plains/Tappan Zee Bridge. Take 287 West over Tappan Zee Bridge. Take Exit 14A, Garden State Parkway South, to Exit 145 and follow directions for Route 280 West.

From New York City: Go through either the Lincoln or Holland Tunnel. Take the New Jersey Turnpike South to Exit 15W. Follow the directions for Route 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 and follow the directions for Route 280 West.

UNIVERSITY BUILDINGS

Alfieri Hall. completed in 1984, contains classrooms, the New Jersey Institute for College Teaching and Learning (NJICTL), the Writing Center and offices of the Educational Opportunity Program.

Alumni Hall. The 25th anniversary gift of the alumni, who raised the \$15,000 needed to construct the building in 1881, Alumni Hall houses the chapel for the Seminary.

Art Center. Originally a red-brick carriage house and now a registered national landmark, this Victorian building has been preserved and renovated and was officially dedicated in May 1974 as the University's art center. It houses an art gallery, studios, classrooms and offices of the Department of Art and Music.

Bayley Hall. Erected in 1913 and named for Bishop James Roosevelt Bayley, first Bishop of Newark and nephew of Saint Elizabeth Ann Seton, Bayley Hall is used for business and administrative purposes such as the bursar's and registrar's offices.

Robert E. Brennan Recreation Center and Walsh Gymnasium. A student-oriented, multi-purpose facility that serves the recreation, physical education and intercollegiate needs of the University community, the Robert E. Brennan Recreation Center contains the Richard and Sheila Regan field house, an eight-lane, 25-yard pool, a fitness/weight training room, a dance studio, racquetball courts, saunas and locker rooms. Adjacent to the recreation center,

Walsh Gymnasium, a 3,400-seat arena built in 1939 and named for Newark Archbishop Thomas Walsh, is the site of practice and competition for many intercollegiate teams. Outdoor facilities include Owen T. Carroll Field and Ivy Hill Park, 19 acres of practice and intramural fields adjacent to the campus. WSOU offices are also housed in this area.

Chapel of the Immaculate Conception. The Chapel of the Immaculate Conception has been the center of campus religious life since 1863 and observed its 125th anniversary in 1988-1989. 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 of art and music, the facilities of Computing Services and classrooms.

Duffy Hall. Completed in 1948, Duffy Hall housed Seton Hall Preparatory School until 1985. Classrooms, offices, Card Access Services, Parking, the bookstore, the Center for Public Service, and the Housing and Residence Life Office are located in this building.

Bishop Dougherty Student Center. Named for Bishop John J. Dougherty, president of Seton Hall from 1960 through 1970, the Student Center contains meeting rooms, dining areas, lounges, an art gallery, the Theatre-in-the-Round, and a recreational complex. It houses the offices of student publications and student government and the directors of student life and student activities.

Fahy Hall. The Humanities Building, opened in 1968, houses many departments of the College of Arts and Sciences. In addition to classrooms and faculty offices, it contains communication and language laboratories, a television studio and the University museum.

Lewis Hall/The Immaculate Conception Seminary and School of Theology was completed in 1984. Faculty and student residences, classrooms, a dining hall, lounges and the Seminary library are housed here.

McNulty Hall. The Departments of Biology, Chemistry and Physics are located in McNulty Hall, named in honor of Monsignor John Laurence McNulty, president during the University's post-World War II expansion years. This building contains classrooms, teaching and research facilities, faculty offices and an amphitheater.

McQuaid Hall. Named after Bernard McQuaid, first president of Seton Hall, this building was constructed in the early 1900s. It now serves as offices for the College of Education and Human Services, and the Department of Psychology.

Mooney Hall, named for Monsignor Mooney, president of Seton Hall from 1907 to 1922, houses Freshman Studies, Archaeology Studies, ROTC Military Science, the Counseling Center, the Print Shop, classrooms and offices.

Presidents Hall. Visually the "centerpiece" of the campus, Presidents Hall dates back to 1867. It houses administrative offices, including that of the Chancellor and the Provost.

Residence Halls. Seton Hall has housing capacity for over 2,000 students. The residences include Cabrini, Neumann, Serra, Xavier, Aquinas, North and South Boland Halls and St. Andrew's.

The George M. Ring Building. Located at 457 Centre Street, this building houses the Offices of Alumni Relations, Public Relations, Publications, Development, and Grants and Research.

Caroline D. Schwartz College of Nursing Building. Opened in 1973 and named after the first dean of the College of Nursing, this building contains innovative teaching equipment, including a multipurpose practice demonstration room, a lecture hall, an audiovisual equipment area, a computer room, a reading room, classrooms and offices for faculty and administration.

W. Paul Stillman School of Business Building. Named for a benefactor and opened in 1973, the business school building houses lecture halls, seminar rooms, conference rooms, classrooms, offices for faculty and administrative personnel, and a computer laboratory.

Walsh Library. Seton Hall's Walsh Library was completed in the spring of 1994. Located at the heart of the campus opposite the Robert E. Brennan Recreation Center, the four-story, 155,000 square-foot structure is nearly three times the size of its predecessor, McLaughlin Library, and accommodates twice as many users at any given time. The library is named in honor of Board of Regent member and University benefactor Frank E. Walsh and his wife, Mary D. Walsh.

Walsh Library facilities include: a Bibliographic Instruction Center, with a networked computer laboratory; quiet, convenient reading rooms, group-study rooms, study carrels and scholar's studies; compact shelving and a flexible floor plan; state-of-the-art systems to protect, preserve and provide access to valuable resources; an exhibit and art gallery; and a central location for all library services, including the Special Collections Center, the Media Center and the Writing Center.

Faculty Emeriti

Irving Alpert
Accounting
Ph.D., New York University

Elizabeth E Azzara
Library
M.L.S., Rutgers, The State
University

Elizabeth Beck
Education
Ph.D., Fordham University

John Botti
Business Law
J.D., Fordham University

Mary Kay Burns
Library
M.L.S., Drexel University
M.A., Kean College

Edward T. Byrnes
English
Ph.D., New York University

John H. Callan
Education
Ed.D., Columbia University

Jeanette Cascone
African-American Studies
M.A., New York University

Barbara Cate
Art
M.A., Columbia University

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Dr. Pol. Ed., Ukrainian Free
University of Munich

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Ph.D., New York University

R. Gordon Dippel
Finance
Ph.D., Columbia University

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Ph.D., University of Chicago

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Noe Field*
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M.L.S., Columbia University

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M.B.A., Seton Hall University

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Pennsylvania

Al Paul Klose
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Ph.D., Northwestern University

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Ph.D., University of
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J.D., Rutgers, The State
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Ph.D., Walden University

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Ph.D., New York University

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M.A., Seton Hall University

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M.A., Pazmany University, Budapest

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Columbia University

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Associate Professor of
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Ph.D., University of Warwick,
England
Ph.D., Union for Experimenting
Colleges and Universities
J.D., Cleveland State University

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Ph.D., Temple University

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M.L.I.S., University of Texas,
Austin
M.A., Harvard University

Natalia Milszyn
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M.L.S., Pratt Institute
Ph.D., Rutgers, The State
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