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## **Undergraduate Catalogue 2019-2020**

Seton Hall University

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# Undergraduate Catalogue 2019-2020

## Seton Hall University

Publication Number CLXII Volume I.

Produced by the Seton Hall University Office of the Provost. The information presented in this catalogue is current as of July 2019. While this catalogue was prepared on the basis of updated and current information available at the time, the University reserves the right to make changes, as certain circumstances require. For more information, visit our website at [www.shu.edu](http://www.shu.edu).

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

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

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

Lori Brown, Director of EEO Compliance, Title IX Coordinator, is the University's equal employment opportunity/affirmative action officer who is responsible for providing information regarding the provisions of the laws and regulations referenced in the preceding paragraphs and their applicability to the services, programs and activities offered by the University. Ms. Brown is located in Presidents Hall and may be contacted at [lori.brown@shu.edu](mailto:lori.brown@shu.edu) or (973) 313-6132. Lori Brown is the University compliance officer who is responsible for providing information regarding sexual harassment and racial and/or ethnic discrimination, as well as protocols for the investigation of complaints in those areas.

For further information and inquiry, call, toll free, 1-800-THE-HALL (843-4255). Information sessions are available; please call for an appointment. Other offices may be reached via the University switchboard at (973) 761-9000. Address to write for information: Enrollment Services – Bayley Hall, Seton Hall University, 400 South Orange Avenue, South Orange, NJ 07079.

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

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





# From the President

Dear Setonians,

Welcome to the 2019-20 academic year. As Seton Hall's 21st president, I am eager to join you in the vital work of engaging with the great opportunities and challenges of our society.

Like many of you, I am a first-generation college graduate. In choosing a university, my family and I recognized the transformational power of higher education. My student experience was inspired and supported by faculty mentors and friends who cared deeply about my success. The opportunity to provide that experience to a new generation of students motivated my desire to lead Seton Hall.

Seton Hall is one of the foremost Catholic universities in the country, a place where people from many backgrounds come together to learn from each other and from the leading minds in their fields. This vibrant community, this Seton Hall family, thrives at the nexus of education and faith.

Your reputation — and the reputation of this remarkable institution — is known widely. For years, I have heard much about “the Seton Hall student” — someone who balances academic excellence with a strong commitment to service and social leadership. Someone who exhibits a thirst for knowledge, outstanding character, clear vision and bold aspirations.

I am eager to meet as many of you as possible during my first year. I have much to learn from you and look forward to listening to you. And as your president, I will do my utmost to elevate the student experience to new levels of intellectual and social distinction.

In exploring this catalogue, please keep in mind the transformative educational opportunities that come with a Seton Hall education. I encourage you to choose courses that challenge your intellectual curiosity, develop your academic talents, harness your creativity and speak to your soul.

Our faculty and staff, priests and seminarians, and our 100,000-strong alumni community stand ready to help you in any way they can. And so do I. We are all invested in your success, because your success is the success of our University, our nation and the world.

You have my best wishes and prayers for a great year.

Sincerely,

Joseph E. Nyre, Ph.D.  
President





# From the Interim Provost and Executive Vice President



Your experience at Seton Hall University will represent a period of incomparable intellectual, emotional and spiritual growth – it will be a period unlike no other you have experienced during any other part of your entire life. To realize the full potential of the investment you are making in yourself, be open – to classmates whose backgrounds are wholly different from yours, to teachers who challenge you more than you are accustomed, to ideas that may be contrary to your prior world view, and to the presence of God in your daily life. How you experience Seton Hall is completely within your control.

Seton Hall University seeks to develop you academically and spiritually. Share with one another the excitement of our Undergraduate Core courses, nested in the Catholic Intellectual Tradition. Take advantage of the many fields of inquiry and learning encapsulated in this catalogue. We encourage you to enroll in courses outside your discipline. Many disciplines offer minors or certificates, which can help broaden your preparedness for your career paths as well as to help underscore how essential life-long learning will be for you. Every one of you should seek that knowledge that makes you an informed citizen, able to contribute to the betterment of your community, whether local or global. All students should strive to integrate faith and reason, to enable you to live the good life. And, at every turn, strive to advance the learning environment for your colleagues, faculty and fellow students alike.

Your college years create the foundation upon which you will build your adult life. Make wise and mature choices; seek out those who can help advance your goals. Appreciate the multitude of gifts that compromise your college experience.

Karen E. Boroff, Ph.D.  
Interim Provost and Executive Vice President  
Seton Hall University

# Table of Contents

## Undergraduate Catalogue 2019-2020

<b>3</b>	<b>From the President</b>	124	Department of English
<b>4</b>	<b>From the Interim Provost and Executive Vice President</b>	135	Department of History
<b>6</b>	<b>2019-2020 Academic Calendar</b>	144	Department of Languages, Literatures and Cultures
<b>7</b>	<b>Campus Map</b>	167	Department of Mathematics and Computer Science
<b>8</b>	<b>Mission Statement</b>	178	Department of Philosophy
<b>9</b>	<b>University Overview</b>	181	Department of Physics
11	Accrediations and Memberships	185	Department of Political Science and Public Affairs
12	Schools and Colleges	191	Department of Psychology
12	School of Law	199	Department of Religion
13	Information Technology	206	Department of Sociology, Anthropology and Social Work
14	University Libraries	227	Special Arts and Sciences Programs
17	Office of International Programs	248	Dual Degree Programs
17	Presitigious Fellowships	248	Five-Year Dual Degree Programs
17	Alumni Relations	250	Engineering Degree Programs
18	Seton Hall University Parents' Association	<b>251</b>	<b>Stillman School of Business</b>
18	Centers and Institutes	254	B.S. in Business Administration
28	Cultural and Community Programs	256	B.A. in Business Administration
<b>30</b>	<b>Enrollment Services</b>	256	Dual Degree Programs
31	Admission	259	Department of Accounting and Taxation
36	Financial Aid	260	Department of Computing and Decision Sciences
43	Tuition and Fees	261	Department of Economics and Legal Studies
<b>46</b>	<b>Academic Policies and Procedures</b>	261	Department of Finance
49	Registration Regulations	263	Department of Management
50	Undergraduate Grading System	264	Department of Marketing
54	Honors	265	Center for Sport Management
55	Full-Time Student Probation Policy	265	Minor and Certificate Programs
55	Part-Time Student Probation Policy	270	Leadership Development Program
56	Student Academic Records	<b>282</b>	<b>College of Communication and the Arts</b>
56	Course Information	284	Core Curriculum
<b>58</b>	<b>Student Life</b>	288	Art and Design
58	Department of Housing and Residence Life	290	Art History
59	Dining on Campus	290	Dual Degree in Museum Professions
59	Public Safety and Security	291	Communication
60	Campus ID Office	291	Journalism
60	Campus Ministry	292	Public Relations
61	The Career Center	292	Music
62	Department of Athletics and Recreational Services	295	Sports Media
63	Department of Student Life	296	Theatre
64	Counseling and Psychological Services (CAPS)	296	Visual and Sound Media
64	Health Services	<b>314</b>	<b>School of Diplomacy and International Relations</b>
65	Disability Support Services	315	B.S. in Diplomacy and International Relations
65	WSOU-FM Radio Station	316	Minor Programs
66	Student Complain Procedure and Designated Consumer Officials	316	Dual Degree Programs
<b>67</b>	<b>Special Academic Programs</b>	<b>322</b>	<b>College of Education and Human Services</b>
67	College Seminary Program	325	English as a Second Language (ESL) Program
68	Ruth Sharkey Academic Resource Center	325	Department of Educational Studies
68	Freshman Studies Program	326	Elementary Education and Special Education Programs
69	Transfer Center	331	Secondary Education
69	Sophomore Center and Pre-Major Advising	333	Certificate Programs
69	Office of Special Projects/Freshman Studies	<b>339</b>	<b>School of Health and Medical Sciences</b>
69	Educational Opportunity Program	340	Department of Speech-Language Pathology
70	Military Science Department/Army ROTC	341	Dual Degree Programs
74	Upward Bound	<b>347</b>	<b>College of Nursing</b>
<b>75</b>	<b>Interdisciplinary Studies</b>	350	B.S.N. Programs
75	Seton Hall Leadership Institute	<b>357</b>	<b>Immaculate Conception Seminary School of Theology</b>
77	Catholic Studies Program	358	B.A. in Catholic Theology
<b>80</b>	<b>University Core</b>	359	Minor Programs
<b>92</b>	<b>University Honors Program</b>	359	Certificate Programs
<b>93</b>	<b>College of Arts and Sciences</b>	<b>363</b>	<b>Division of Continuing Education and Professional Studies</b>
95	Academic Advising and Tutoring	<b>364</b>	<b>Directory</b>
97	Project Acceleration	375	Directions to the University
97	Internships	376	University Buildings
98	Core Curriculum	379	University Faculty
102	Department of Biological Sciences	415	Executive Cabinet
106	Physical Therapy Dual Degree Program	415	Academic Officers
109	Physician Assistant Dual Degree Program	416	Board of Trustees
112	Athletic Training Dual Degree Program	417	Board of Regents
120	Department of Chemistry and Biochemistry	419	Index

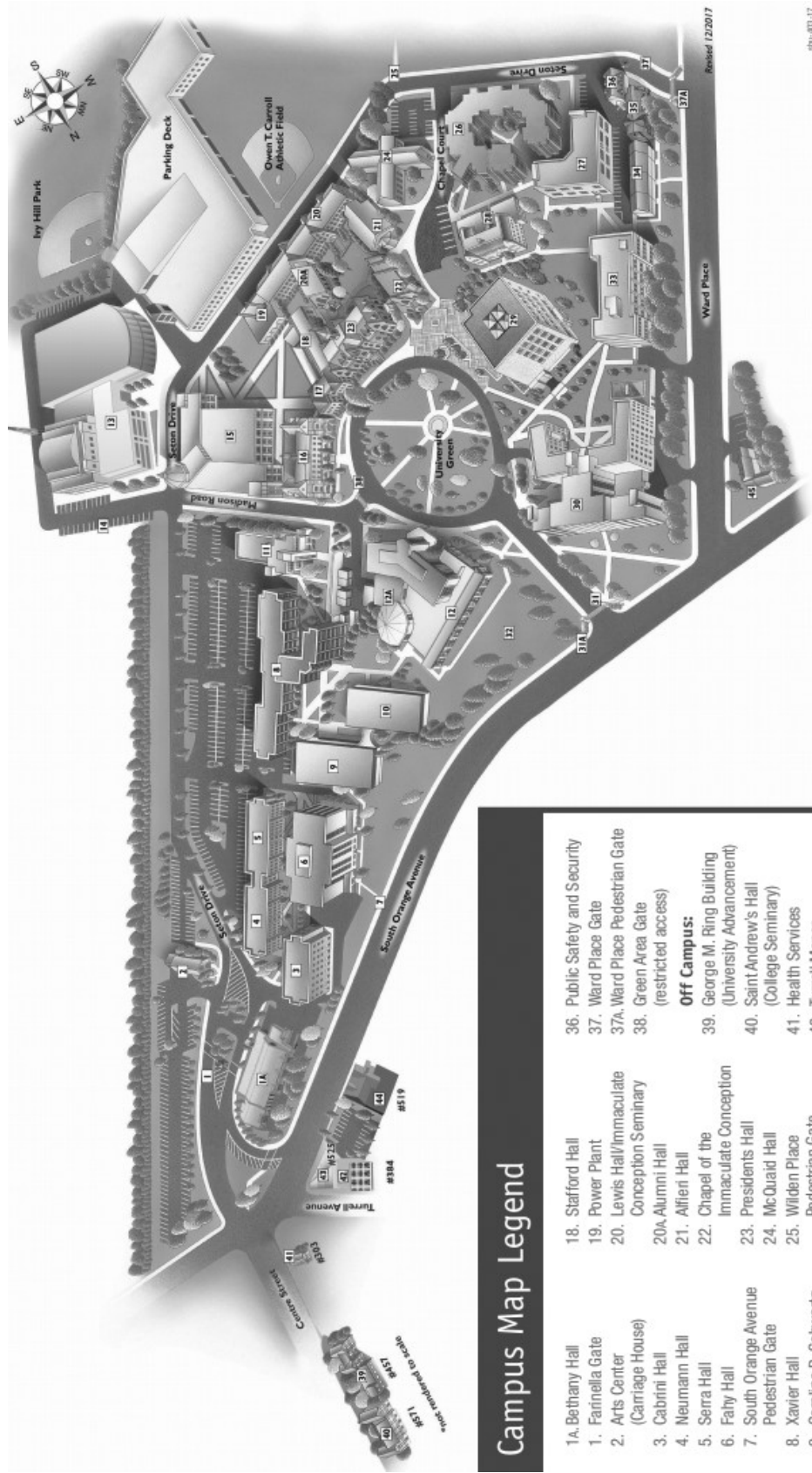
# 2019-2020 Academic Calendar

## Fall 2019

Mon., August 26	Classes Begin – Add/Drop continues and late registration begins
Mon., September 2	Labor Day – University Closed
Wed., September 11	Mass of the Holy Spirit – 12:00 p.m.; Class canceled 12 – 1 p.m.
Mon. – Tues., October 14 – 15	Fall Break – No Classes
Mon. – Tues., November 4 – 26	Spring 2020 Registration
Wed., November 27	No Classes
Thurs., - Fri., November 28 – 29	Thanksgiving Recess – University Closed
Sat., November 30	No Classes
Sat., December 8	Solemnity of the Immaculate Conception 11 a.m.; Masses scheduled throughout the day
Mon., December 9	Last Day of Classes
Tues., December 10	Reading Day
Wed. – Tues., December 11 – 17	Final Examinations

## Spring 2020

Mon., January 13	Classes Begin – Add/Drop and Late Registration Begin
Mon., January 20	Martin Luther King Jr. Birthday – University Closed
Wed., February 26	Ash Wednesday Mass – 12:00 p.m.; Classes Canceled 12 – 1 p.m.
Mon. – Sat., March 2 -7	Spring Recess – No Classes
Thurs. – Fri., April 9 – 10	Holy Thursday/Good Friday – University Closed
Sat., April 11, Mon., April 13	Holy Saturday/East Monday – Classes Canceled
Mon., May 4	Last Day of Classes
Tues., May 5	Reading Day
Wed. – Tues., May 6 – 12	Final Examinations
TBA., TBA	Baccalaureate Commencement, Prudential Center Newark, NJ 9 a.m. Procession
Thurs., May 21	Solemnity of the Ascension; Masses scheduled throughout the day



## Campus Map Legend

- |   |  |
|---|--|
| 1A. Bethany Hall                                    | 36. Public Safety and Security                                   |
| 1. Fainella Gate                                    | 37. Ward Place Gate  |
| 2. Arts Center (Carriage House)                     | 37A. Ward Place Pedestrian Gate                                  |
| 3. Cabirini Hall                                    | 38. Green Area Gate (restricted access)                          |
| 4. Neumann Hall                                     | <b>Off Campus:</b>   |
| 5. Serra Hall                                       | 39. George M. Ring Building (University Advancement)             |
| 6. Faly Hall  | 40. Saint Andrew's Hall (College Seminary)                       |
| 7. South Orange Avenue Pedestrian Gate              | 41. Health Services  |
| 8. Xavier Hall                                      | 42. Turrell Manor  |
| 9. Caroline D. Schwartz College of Nursing Building | 43. 525 South Orange Avenue (Public Relations & Mktg.)           |
| 10. Arts and Sciences Hall                          | 44. 519 South Orange Avenue (Human Resources)                    |
| 11. Duffy Hall                                      | 45. Martin House   |
| 12. Bishop Dougherty University Center              | <b>Not Pictured:</b>   |
| 12A. Theatre-in-the-Round                           | • Seton Hall School of Law, One Newark Center, Newark            |
| 13. Richie Regan Recreation and Athletic Center     | • Ora Manor, 324 Valley Street, South Orange                     |
| 14. South Centre Street Pedestrian Gate             | • Interprofessional Health Sciences (IHS) Campus, Nutley/Clifton |
| 15. Walsh Library                                   |  |
| 16. Mooney Hall                                     |  |
| 17. Marshall Hall                                   |  |



Seton Hall University  
 400 South Orange Ave.  
 South Orange, NJ 07079

Office of Undergraduate Admissions  
 1-800-THE-HALL (843-4255)  
 admissions.shu.edu  
 thehall@shu.edu

# Seton Hall University Mission

## Mission

## Seton Hall University

### Our Mission

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

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



## University Overview

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

Nestled on 58 acres in the suburban village of South Orange, New Jersey, Seton Hall's campus is home to eight schools and colleges: the College of Arts and Sciences, the College of Education and Human Services, the College of Nursing, the School of Diplomacy and International Relations, the School of Health and Medical Sciences, the Stillman School of Business, the College of Communication and the Arts and Immaculate Conception Seminary School of Theology. Seton Hall's ninth school, the School of Law, is located in Newark, New Jersey. The Division of Continuing Education and Professional Studies is located on the South Orange Campus.

### A Tradition of Christian Values

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

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

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

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

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

### Academic Programs: A Commitment to Excellence

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

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

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

### A Window to the Wider World

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

### The History of Seton Hall

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

From its original enrollment of a handful of students in 1856, Seton Hall grew rapidly. During its first 12 years, the College enrolled more than 500 freshmen from 17 states and six foreign countries. The seeds of diversity at Seton Hall were planted almost from its birth.

Seton Hall always has reflected the growing ethnic scope of its students and the increasing diversity of the Church and society it has served. In the 19th century, in spite of setbacks,

major fires, lean times and the Civil War, the College continued to expand. By 1937, Seton Hall established a University College. This marked the first matriculation of women at Seton Hall. The University became fully coeducational in 1968.

The years after World War II witnessed unprecedented growth for Seton Hall as it responded to the needs of thousands of veterans seeking higher education. The College was organized into a university in 1950, comprising the College of Arts and Sciences and the schools of Business, Nursing and Education. The School of Law opened its doors in 1951 and the School of Diplomacy and International Relations was established in 1997. In addition, the College of Communication and the Arts was established in 2015.

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

The '70s and '80s continued to be a time of growth and renewal. New business and nursing classroom buildings and an art center were opened. In 1984, Immaculate Conception Seminary returned to Seton Hall, its original home until 1927, when it moved to Darlington, NJ. With construction of four new residence halls between 1986-88, the purchase of off-campus apartment buildings in 1990 and 2004 and the expansion of Aquinas Hall in 2014, Seton Hall now provides living space for approximately 2,300 students.

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

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

When the Sesquicentennial of Seton Hall was observed in 2006, we looked back on the prophetic concluding words from the 1956 centenary history of the University: "Seton Hall University's great boast and claim to fame is not predicated on

expansion, buildings or even curriculum. It lies rather in the hearts and minds of a dedicated and devoted faculty." Seton Hall's history has been one primarily of people: students and faculty living and working together in a community of learning, a community rooted in a Catholic tradition that is a home for the mind, the heart and the spirit.

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

The Stafford Hall opened in Fall of 2014. The building, which architects designed to complement Presidents Hall, features 12 technologically advanced classrooms. Nine of the rooms can accommodate 35 students each, while the remaining rooms include two large classrooms that can hold 70 and 50 students apiece and one smaller room for 25 students.

Positioned at the main entrance to campus, Bethany Hall is named after the Biblical village where Mary, Martha and their brother Lazarus received Jesus into their home. Offering a welcoming first impression to prospective students and families, the three-story 68,000-square-foot building is the central location for all admissions activities. Bethany Hall features a below-level parking garage, an admissions suite, event and meeting rooms, pre-function/gallery space, and provides a home for University events. "The building will be the point of entry for future Pirates," said Interim President Mary J. Meehan, "welcoming young people just beginning their lifelong relationship with Seton Hall." Bethany Hall was dedicated in June 2018 in honor of Monsignor Robert Sheeran '67, whose 30 years of priestly service to the University included 15 years as president.

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

### **Priest Community at Seton Hall**

From its earliest existence as a diocesan college, Seton Hall has been staffed by the priests of the Archdiocese of Newark. At present, 49 priests (the largest single apostolate of diocesan clergy anywhere) serve the University community in a variety of ways. Some work in administration or on staff, others are professors on the University or Seminary faculties. Some work directly with students in a pastoral capacity in Campus Ministry. Some serve on the University Boards and some have retired after many years of service to the University and continue to live on campus and contribute to the spiritual and liturgical life of the campus community.

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



personal concern and response to individual needs.

### Accreditation and Memberships

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

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

### Accreditations

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

### Memberships

Alliance for Continuing Medical Education (ACME)  
 Alpha Epsilon Delta Pre-Medical Honor Society  
 Alpha Kappa Delta National Honor Society for Sociology  
 Alpha Mu Gamma Honor Society for Foreign Languages  
 Alpha Theta Chapter of Alpha Delta Mu National Social Work Honors Society  
 American Association for Marriage and Family Therapy  
 American Association of Colleges of Nursing  
 American Association of Colleges for Teacher Education  
 American Association of Museums  
 American Association of University Women  
 American College of Healthcare Executives  
 American Conference of Academic Deans  
 American Council on Education (ACE)  
 American Education Research Association  
 American Historical Association  
 American Institute of Physics  
 American Library Association  
 American Osteopathic Association  
 American Podiatric Medical Association  
 American Political Science Association  
 American Psychological Association (APA)  
 American Society for Higher Education  
 American Society for Public Administration (ASPA)  
 American Theological Library Association  
 Association for Clinical/Pastoral Education  
 Association for Excellence and Equity in Education (AEEE)  
 Association for Student Affairs At Catholic Colleges and Universities (ASACCU)  
 Association for the Study of Higher Education (ASHE)  
 Association of American Colleges and Universities  
 Association of American Law Schools  
 Association of Arts Administration Educators (AAAE)  
 Association of Baccalaureate and Higher Degree Programs in Nursing  
 Association of Catholic Colleges and Universities  
 Association of College and Research Libraries  
 Association of College and University Housing Officers - International (ACUHO-I)  
 Association of College and University Telecommunications Administrators (ACUTA)  
 Association of Continuing Higher Education (ACHE)  
 Association of Governing Boards  
 Association of Independent Colleges and Universities in New Jersey  
 Association of Independent Liberal Arts Colleges for Teacher Education  
 Association of Professional Schools of International Affairs (APSIA) (Affiliate Member)  
 Association of University Programs in Healthcare Administration (AUPHA)  
 BIG EAST Athletic Conference  
 Catholic Library Association Colloquium

Certificate in Education for Public Relations  
Chi Sigma Iota National Honor Society Sigma Alpha Chapter  
College Art Association  
Cooperative Education and Internship Association (CEIA)  
Council for Advancement and Support of Education (CASE)  
Council for Graduate Schools  
Council for Higher Education Accreditation  
Council of Colleges of Arts and Sciences  
EDUCAUSE  
Eta Sigma Phi, the National Classics Honor Society  
Golden Key International Honour Society  
Kappa Delta Pi International Education Honor Society  
Kappa Gamma Pi Catholic Women's Honor Society  
Lambda Alpha Delta, Anthropology Honor Society  
Lambda Pi Eta National Honor Society for Communication  
Mathematical Association of America  
Metro International  
Middle States Association of Collegiate Registrars and  
Offices of Admission  
NAFSA: Association of International Educators  
National Art Education Association  
National Association for College Admission Counseling  
National Association of Baccalaureate Program Directors  
National Association of Baccalaureate Social Work Educators  
National Association of College and University Business  
Officers (NACUBO)  
National Association of Colleges and Employers (NACE)  
National Association of Diaconate Directors  
National Association of Graduate Admissions Professionals  
National Association of Independent Colleges and  
Universities  
National Association of Student Personnel Administrators  
(NASPA)  
National Catholic Education Association  
National Collegiate Athletic Association  
National Collegiate Honors Council  
National Commission for Cooperative Education  
National Council of University Research Administrators  
National Society of Collegiate Scholars  
National University Continuing Education Association  
National Women's Studies Association  
New Jersey Association for Affirmative Action in Higher  
Education  
New Jersey Association of Colleges and Universities  
New Jersey Association of Colleges for Teacher Education  
New Jersey Association of Teacher Educators  
New Jersey Library Association  
New Jersey Marine Sciences Consortium  
New Jersey Project  
NJEdge.Net (formerly the New Jersey Intercampus Network)  
North American Association of Summer Sessions  
Phi Alpha Theta National Honor Society for History  
Phi Sigma Tau Honor Society for Philosophy  
Pi Alpha Alpha National Honor Society for Public  
Administration

Pi Mu Epsilon National Honor Society for Mathematics  
Pi Sigma Alpha National Honor Society for Political Science  
Psi Chi, the International Honor Society in Psychology  
Sigma Pi Sigma Honor Society for Physics  
Sigma Tau Delta National English Honor Society  
Sigma Theta Tau International Honor Society of Nursing,  
Gamma Nu Chapter  
Sigma Xi Honor Society for Science  
Sloan Consortium (ALN)  
Theta Alpha Kappa National Honor Society for Religious  
Studies  
Theta Rho Honor Society for Spanish  
Upsilon Phi Delta Health Administration Honor Society

## Schools and Colleges

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

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

## School of Law

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

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

In the area of clinical legal education, the School of Law's Center for Social Justice has developed a number of litigation clinics and other programs that offer practical skill training

and an opportunity to serve the community.

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

## Information Technology

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

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

For more information about technology at Seton Hall University visit [technology.shu.edu](http://technology.shu.edu).

### The Mobile Computing Program

One of the cornerstones in achieving the University's vision of supporting ubiquitous technology on campus is the University's Mobile Computing Program. The program is mandatory for all full-time undergraduate students and is supported by the Mobile Computing Technology fee. The Mobile Computing Program has three mutually reinforcing components: 1) Ubiquitous Access: all faculty and students in the program are equipped with a state-of-the-art laptop computer with a full suite of productivity tools such as Microsoft Office. Most students' laptops are replaced every two years, including students in some five-year programs who receive one replacement laptop during their five years of study. Students are eligible to keep their laptop when they graduate. (2) Services and Support: the University provides high levels of support for technology, including on-site laptop repairs, "24x7" phone support, a campus-wide wireless network, ubiquitous classroom technology such as built-in video projection in every classroom, and network services such as online file storage, online collaboration tools and online access to academic and administrative services. (3) Curricular Integration: through the Teaching, Learning and Technology Center, the University provides particular support

to faculty and academic departments in order to facilitate the use of technology to enhance teaching and learning. The Mobile Computing Technology Fee is currently \$650 per semester for most students. However the fee varies somewhat by academic program and students in some five-year programs will have a lower fee their fifth year of study.

### The Teaching, Learning and Technology Center (TLTC)

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

### The Student Technology Assistants Program

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

### The Campus Network

Seton Hall University campus has a state-of-the-art wireless network that provides access from everywhere on campus – in the classrooms, the residence halls and all public meeting and study spaces. Many of our classrooms and public spaces have also been outfitted with power at each seat. Each student at the University automatically receives a network account. All common network services are available through the University's PirateNet portal ([piratenet.shu.edu](http://piratenet.shu.edu)). The University's campus e-mail is based on Microsoft's Office365

suite of services. Many courses use the Blackboard learning system as a collaborative learning environment, providing online document repositories, discussion groups and assessment tools for faculty and student use. The University provides webhosting services for student personal websites and ePortfolios and network storage for student files (currently 50 GB of online storage). Upon graduation, students are eligible for an alumni e-mail account for life at no cost.

### Technology Services

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

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

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

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

## University Libraries

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

Walsh Library faculty and staff provide Seton Hall University students library services on the South Orange

campus. During the academic year the Library is open Monday through Thursday from 8 a.m. to 2 a.m.; Friday from 8 a.m. to 12 a.m.; Saturday from 11 a.m. to 7 p.m.; and Sunday from 11 a.m. to 2 a.m. This four-story 155,000 square-foot facility opened in August 1994 and houses print book and journal collections, the Walsh Gallery, and the Monsignor William Noé Field Archives and Special Collections Center. Walsh Library also accommodates the Teaching, Learning and Technology Center (TLTC) which includes the Instructional Design Team, the Computer Training Center, the Student Technology Assistant Program, the Interactive Television Classroom and University Media Services.

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

### The University Libraries

The University Libraries have notable resources, including extensive holdings of more than 2,000,000 print and electronic book volumes and access to full-text articles in over 200,000 print and electronic journals, and provide a vital document delivery and interlibrary loan service.

Through active participation in resource sharing consortia—including PALCI (Pennsylvania Academic Library Consortium, Inc.), and VALE (Virtual Academic Library Environment of New Jersey)—the vast majority of interlibrary loan requests for journal article are delivered through e-mail, often arriving the same day. Last year, these services provided more than 20,000 interlibrary loans to students and faculty free of charge.

The University Libraries have strong and growing collections in the areas of Medicine, Theology, Asian Studies, Judaeo-Christian Studies, Italian Studies, Slavic and Eastern European studies and other areas of the Humanities. The Curriculum Resource Center contains K-12 resources that support instruction provided by the College of Education and Human Services. New books are available on open stacks and are displayed on specifically marked shelves. Popular periodicals and a variety of local, national and international newspapers are displayed in the Information Commons, which offers soft chair seating, study tables, and computer workstations. All information resources are catalogued and accessible through SHUSearch, the University Libraries' online discovery system.

The University Libraries' Walsh Library accommodates

more than 1,450 students, faculty and visitors in a variety of study facilities, including tables, carrels, a silent study room, group-study rooms and scholar study rooms, and a 24/7 After Hours Study Space during Fall and Spring Semesters. The library's third and fourth floors are designated as quiet study floors to accommodate those students who prefer a quiet environment for their research and scholarship. In the past year, more than 26,000 students used group study rooms and more than 500,000 people visited the library. A faculty of 13 qualified full-time professional library faculty, supported by administrative staff, focus on offering excellent service to Seton Hall's community of students, faculty, and alumni. The library faculty respond to the needs of our scholars, continually transforming the Library's services, collections and resources to exceed client expectations. Library faculty, staff and administrators practice the virtue of hospitality in welcoming and assisting students in using information resources to produce rigorous scholarship and by assisting faculty in classroom instruction. The library faculty also provide bibliographic and research services at the reference desk, via telephone, e-mail, chat and through individual research consultations. Library faculty serve as subject bibliographers and liaisons to various academic disciplines for collection development and curriculum support.

The University is committed to developing students' information literacy skills. The University Libraries provide orientation and instruction in information literacy skills to all freshmen in partnership with the Freshman Studies Program and the Department of English. In a growing number of English courses, library faculty are available to assist students through electronic course management systems such as Blackboard. The library faculty instruct over 7,000 students including upper level and graduate students.

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

The University Libraries facility complies with the Americans with Disabilities Act (1990) and the Rehabilitation Act (1973) by providing building access via an entrance ramp and elevator service, accommodating wheelchair-bound individuals, providing handicapped-accessible rest rooms and nearby parking spaces for the handicapped. Students or faculty with visible or invisible disabilities, who self-identify at the Circulation Desk, may receive special assistance. Individuals may use an array of adaptive equipment that is available to assist persons with disabilities or impairments in the use of resources and facilities in the Libraries.

### **The Interprofessional Health Sciences Library**

Located on the first floor of the Interprofessional Health Sciences (IHS) campus, the IHS Library is open to students, faculty and staff 24 hours a day, 7 days a week. The Library is home to a small print reference collection of health sciences resources and books, and includes tables and study carrels, a quiet study room, twenty individual and group study rooms, a conference room for library instruction, and computers for database searches.

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

For general inquiries, contact [ihslibrary@shu.edu](mailto:ihslibrary@shu.edu).

### **The Monsignor James C. Turro Seminary Library**

The Monsignor James C. Turro Seminary Library is located in Lewis Hall on the South Orange campus. Its collections support the undergraduate and graduate curricula of the Immaculate Conception Seminary School of Theology, which is also the major seminary of the Roman Catholic Archdiocese of Newark. The Turro Seminary Library contains more than 80,000 books, 400 periodical titles, and some audiovisual material. The collection's focus is on theology and Church history and is particularly strong in liturgical and biblical studies. Resources are available in German, French, Italian, Latin, Spanish and other essential languages for theological and biblical scholarship such as Hebrew, Greek and Syriac. Turro Library also has a dedicated computer that is equipped with the latest software versions of BibleWorks and Accordance. These top-of-the-line research tools are indispensable for deep study of the Christian Scriptures, and are available to the University community at large.

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

### **The Monsignor William Noé Field Archives and Special Collections Center**

The Monsignor William Noé Field Archives and Special Collections Center is located on the first floor of Walsh Library. Encompassing nearly 4,000 square feet, this center contains a wide range of historically significant resources that document the history of Seton Hall University, the Archdiocese of Newark and Catholic New Jersey. These resources include manuscripts, ledger books, photographs, newspapers, annual reports, scrapbooks, physical artifacts and other materials. The University Archives, which date from 1856, include presidential papers, departmental files, and architectural plans, among other resources. As the repository for the archives of the Archdiocese of Newark, the Center holds bishops' papers, parish histories, Catholic directories and related materials highlighting the continuous development of the Archdiocese from 1853 to the present day.

Among the distinctive manuscript collections are the papers of prominent former New Jersey governors Richard Hughes and Brendan Byrne along with the papers of national political figures, including Marcus Daly, Leonard Dreyfuss, Matthew Rinaldo, Bernard Shanley and Donald Payne. The Seton-Jevons family papers (1792-1963) include materials documenting the family of one of the children of the first American-born saint, Elizabeth Ann Seton, and the Salt family letters include the correspondence of William Salt (1837-1891), noted professor and administrator of the 19th century and his family. The literary papers of noted Puerto Rican poet laureate, Trina Padilla de Sanz (1864-1957), and prolific author and first managing editor of the *Paris Review*, John Train, are also housed at this repository. Other significant collections include those of the late Monsignor John Oesterreicher (1904-1993), founder of the Institute of Judaic-Christian Studies, and the late Monsignor William Noé Field (1915-2000), English professor and archivist. The collection also contains more than 11,000 printed works, including rare and autographed books, the Meagher MacManus, Rita Murphy and John Concannon Irish History and Literature Collections, and the Gerald Murphy and Pierce Byrne U.S. Civil War and World Military Uniform Book libraries.

The Special Collections Center provides a comfortable reading room designed for serious research and an adjacent room for instruction and small-group seminars. Microfilm readers are available for reading and photocopying or scanning Setonian or Catholic Advocate newspapers, family history records from parishes and cemeteries, among other microfilm-based resources. The collections are open by appointment to faculty, clergy, administration, students and the general public who have specific research needs. The Special Collections Center accepts donations of materials that fit within its scope. For more information about Special Collections please consult our website at <https://library.shu.edu/archives> or call (973) 761-9000.

### **New Jersey Catholic Historical Commission**

The Monsignor William Noé Field Archives and Special Collections Center serves as the headquarters for the New Jersey Catholic Historical Commission. The NJCHC was founded in 1976 by Archbishop Peter Gerety and is supported by the hierarchy from each diocese within New Jersey to promote scholarship initiatives related to all aspects of Church History statewide. This work includes, but is not limited to the promotion of scholarship, lectures, outreach and other preservation-focused activities undertaken by the board in service to the campus fellow historical organizations, and the wider research community.

For more information call (973) 275-2378, email [alan.delozier@shu.edu](mailto:alan.delozier@shu.edu), or visit their website at [blogs.shu.edu/njchc/](http://blogs.shu.edu/njchc/).

### **Office of Records Management**

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

### **The Walsh Gallery**

Since 1994, the Walsh Gallery has provided visitors with the opportunity to encounter the world's cultural heritage in an intimate, welcoming setting that promotes learning. The Gallery is one of the most vibrant nonprofit exhibition spaces in the New York area. In keeping with the mission of Seton Hall University, there is an emphasis on spiritual growth through the presentation of exhibitions that promote critical thinking and cultural appreciation. Serving both the campus and surrounding communities, the gallery hosts five exhibitions annually. Admission to the gallery and all special events is free and open to the public.

Advancing the University's service-based mission, programming in the gallery encourages collaboration with students, various departments on campus and nonprofit organizations. The Walsh Gallery places importance on global themes which promote intercultural appreciation and awareness. Recent programming has investigated Italian immigration to America during the first half of the 20th century, New Jersey's seminal role in the film history, communal modes of art-making in the Portuguese tradition of "Colcha" and the relationship between art and science.

The Walsh Gallery regularly hosts programming and scholarly events such as the renowned Poetry-in-the-Round series which features readings by award winning authors, symposia, film screenings, artist talks and meeting space for events. Students and faculty can publicize their events,

coursework and accomplishments by reserving exhibition space in the display windows, located on the first and second floor arcades of the Walsh Library. Faculty and community groups can book guided tours with advance notice. Receptions provide an opportunity to meet and speak with exhibiting artists and scholars.

For further information, contact the director at 973-275-2033, [jeanne.brasile@shu.edu](mailto:jeanne.brasile@shu.edu) or visit the website at [library.shu.edu/walshgallery](http://library.shu.edu/walshgallery)

## Office of International Programs

Maria V. Bouzas, M.A., Director

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

### 1. Education Abroad

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

### 2. International Student and Scholar Services

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

### 3. Cultural Activities

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

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

## Prestigious Fellowships

Matthew Escobar, Ph.D., Director

The Prestigious Fellowships Director advises students interested in applying for the most competitive external fellowships (such as the Fulbright, Pickering, Mitchell,

Marshall, Boren, Rhodes and Critical Languages Scholarships). High-achieving students whose GPA is at or above 3.75 and who are interested in applying for any of these fellowships are encouraged to contact him by email for an initial interview in which, based on the candidate's interests, strengths and professional career plans, the director will provide advice on which fellowships and strategies to pursue.

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

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

## Alumni Relations

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

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

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

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

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

For more information on alumni activities, call (973) 378-



9822 or 1-800-992-GRAD, write to the Department of Alumni Relations, Seton Hall University, George M. Ring Building, 457 Centre Street, South Orange, NJ 07079-2691, visit the website at [alumni.shu.edu](http://alumni.shu.edu) or write to [alumni@shu.edu](mailto:alumni@shu.edu)

## Seton Hall University Parents' Association

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

## Centers, Institutes and Special Offices

### Academy for Urban School Transformation

Charles P. Mitchel, Ed.D., Executive Director

The mission of the Academy for Urban School Transformation is to raise student achievement by providing urban schools with research-based, practitioner-validated, quality education services. The Academy builds on the successful relationships that have been forged between the Academy, CEHS staff and New Jersey's urban educators. Since 1996, the Academy has worked with Newark, Orange, East Orange, Irvington, Jersey City, Paterson, and many other urban districts, providing workshops and training for administrators and teachers on such critical issues as instructional leadership, best practices in effective teaching, re-charging your physical, emotional and spiritual battery, teaching styles, time management, and closing the achievement gap. More recent training includes understanding and implementing the Common Core State Standards (CCSS) and preparing for the new Partnership for Assessment of Readiness for College and Careers (PARCC).

Opportunities for partnerships between urban schools and the Academy include the following:

- Professional Development – The Academy provides tailor-

made, state of the art professional development services based on school and district needs. Follow-up in-class coaching is provided.

- Research – The Academy conducts research relevant to the urban school setting upon request.
- Beyond Restructuring – Re-culturing and re-timing are where the real work begins.

For more information, contact Charles P. Mitchel, Ed.D., at (973) 275-2854 or [charles.mitchel@shu.edu](mailto:charles.mitchel@shu.edu)

### Bernard J. Lonergan Institute

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

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

The Institute's mission includes creating a repository of Lonergan's work, conducting seminars and workshops related to his thought and, in general, promoting the transformation of culture through what Thomas Aquinas called natural and supernatural wisdom.

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

### Business Leadership Center

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

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

Practical business experiences are an integral part of the program and are emphasized in the program's lecture series. Throughout their University journey students are mentored and coached by Leadership Council executives. The Leadership Council is the advisory body to the Leadership Development Program, and is comprised of corporate executives, entrepreneurs and community leaders. The

personal mentoring experience provides students with valuable insights into leadership perspectives and thinking as well as important networking opportunities.

In addition, students must complete 80 hours of community service, hold leadership positions both on and off campus to complement their studies, attend leadership functions and maintain a GPA of 3.4 or higher. Visit

[www.shu.edu/academics/business/leadership-development](http://www.shu.edu/academics/business/leadership-development)

### **Center for Africana Studies**

Simone James Alexander, Ph.D., Director

The Center for Africana Studies, established at the University in 1970, works in cooperation with the Department of Languages, Literatures and Cultures and other groups to encourage serious scholarship committed to social change and human rights. The center seeks to involve the entire University in an appreciation of the black experience and places a balanced emphasis on traditional scholarship as well as experiential and co-curricular activities, such as guest lectures, internships, study abroad trips and community activism.

### **Center for Applied Catalysis and Green Chemistry**

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

Setrak K. Tanielyan, Ph.D., Director

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

### **Center for Catholic Studies**

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

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

Focusing on the central role of the faculty, the Center is the

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

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

### **Center for College Readiness**

Carolyn Sattin-Bajaj, Ph.D., Director

The Center for College Readiness (CCR) at Seton Hall University is dedicated to identifying, examining, and combating the challenges that historically underserved students confront at each stage of the college choice process in an effort to improve their chances of successfully attaining the highest post-secondary credential to which they aspire. The work of the CCR focuses on understanding the factors that contribute to or hinder students developing the necessary predispositions for college, obtaining the required academic qualifications for admission, taking steps to apply to colleges and universities that best match their interests and qualifications, and, ultimately, earning their degree. The CCR contributes new research and professional expertise to inform the development of interventions and programs to help students reach their post-secondary goals. It supports original empirical research to explore the ways in which students’ educational experiences and opportunities—from late elementary school onward—complicate or facilitate their effective engagement in a rigorous college choice process and promote or limit their academic achievement at the post-secondary level. The CCR also works in partnership with schools and districts to implement these interventions and/or provide technical assistance on issues related to college readiness broadly conceived. Last, CCR disseminates information to policy-makers, educational leaders, researchers and the public-at-large about effective practices and programs that support youth in preparing for, accessing, and completing post-secondary education.

### **Center for Community Research and Engagement**

Roseanne Mirabella, Ph.D., Executive Director

The Center for Community Research and Engagement (CCRE) was established in 1997 to support the activities of Seton Hall University as it implements service learning and community-based research on campus. Service learning is defined as a form of experiential education in which students engage in activities that address human and community needs

together with structured opportunities intentionally designed to promote student learning and development.

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

The Center also develops and implements seminars to introduce faculty to the theory and practice of service learning and community-based research, works with faculty in graduate and undergraduate departments as they develop courses that involve service learning and community-based research, and works with community leaders in Newark, Essex County and beyond to establish service learning and nonprofit management relations.

#### **Center for Computational Research**

Stephen Kelty, Ph.D., Director

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

#### **Center for Diaconal Formation**

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

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

For more information about the Center for Diaconal Formation, visit [www.shu.edu/diaconal-formation/](http://www.shu.edu/diaconal-formation/)

#### **Center for Emerging Powers and Transnational Trends**

Ann Marie Murphy, Ph.D., Director

The mission of the Center for Emerging Powers and

Transnational Trends is to foster cutting edge scholarly research on the causes and consequences of emerging powers and the global trends that arise as a result. The Center examines the impact of emerging powers across a wide range of issues such as global governance, international stability, foreign policy, environmental issues and energy security. It also analyzes transnational issues such as climate change, and study trends common to emerging powers such as migration, the demands of a growing middle class, and democratization, including the introduction of new participatory institutions. The Center disseminates its research to the academic community in scholarly books, journal articles, and working papers. It also engages the broader public and policy community through opinion pieces, media appearances and participation in policy conferences. Through its research, publication and outreach activities, the Center aims to raise the academic profile of Seton Hall University and the School of Diplomacy and International Relations.

#### **Center for Entrepreneurial Studies**

Susan Scherreik, M.B.A., Director

The Center for Entrepreneurial Studies was created in 2003 to raise student awareness of self-employment as a career option and to foster entrepreneurial spirit throughout the campus. The Center encourages the collaboration of faculty, students, alumni and entrepreneurs in a variety of activities and projects to advance hands-on entrepreneurial learning. The Center sponsors the Pirates Pitch business model competition that awards \$10,000 annually in prizes to students with innovative business ideas/startups. The Center is integral to the Stillman School's mandate to prepare students for careers in the 21st century by acknowledging the growing importance of entrepreneurship in the global economy.

#### **Center for Global Health Studies**

Yanzhong Huang, Ph.D., Director

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

#### **Center for Interprofessional Education in Health Sciences**

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

The Center for Interprofessional Education in Health Sciences (CIEHS) is the result of the School of Health and Medical Sciences' (SHMS) faculty-led Task Force on

Interprofessional Education's (IPE) strategic planning efforts to create meaningful and cross-disciplinary educational and research experiences for students, faculty and clinical partners in order to further develop SHMS' patient-centered care mission. Innovative research activities, collaborative scholarship opportunities and the creation of several "Core Signature IPE Experiences" provide a solid foundation for continuous growth, ground-breaking developments and, ultimately, synergistic collaboration. A cornerstone of the CIEHS is interprofessional involvement from across and beyond the Seton Hall community.

### **Center for Mobile Research & Innovation**

Michael A. Taylor, Ph.D., Director

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

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

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

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

### **Center for Peace and Conflict Studies**

Zheng Wang, Ph.D., Director

The Center for Peace and Conflict Studies promotes interdisciplinary research on a wide range of topics related to peace and conflict with an emphasis on conflict prevention, management, resolution, and post-conflict peace building and reconstruction. The Center is committed to advancing the understanding of social conflict, global peace and conflict issues through multidisciplinary, multilevel, and multicultural approaches. Through the Center's ongoing research projects as well as education and practice activities, faculty, students, alumni and colleagues work together to develop the interdisciplinary field of peace and conflict studies. The Center aims to improve the cooperation and exchange among faculty members and between faculty and students on issues of peace and conflict studies. The Center is also used as a platform to apply for external grants and fellowships and to conduct international exchange between the School of Diplomacy and academic institutes of other countries.

### **Center for Public Service**

Naomi Wish, Ph.D., Director

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

### **Center for Securities Trading and Analysis**

Elven Riley, B.A., Director

The Center for Securities Trading and Analysis is designed to mimic the actual trading room activity of a hedge fund, wealth manager, or corporate treasurer. Several Bloomberg Professional Workstations are installed to provide the same dynamic market information flow that industry professionals rely on. Filling in with today's world news, two wall mounted monitors complete the sounds and information of an active trading environment. The laboratory model encourages interaction and experimentation providing students with an outstanding opportunity to test the real world relevance of classroom theories in accounting, finance, economics and international business.

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

### **Center for Sport Management**

Charles Grantham, M.B.A., Director

The Center for Sport Management, established in 1996, serves as the center for sport management expertise, nationally and internationally, at the undergraduate, graduate and industry levels. The center offers a cutting-edge approach to sport management education from a business school perspective, offering the B.S.B., the M.B.A., graduate certificates and executive education covering all facets of the sport industry.

In Fall 2006, the center opened the new Seton Hall Sports Poll conducted by the Sharkey Institute. Founded with a major donation from alumnus Tom Sharkey and his wife Ruth, Seton Hall Sports Poll surveys the public on ethical and moral questions regarding current issues in sport and brings national interest to Seton Hall.

Located in the heart of the sport industry, the Center for

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

#### **Center for United Nations and Global Governance Studies** Reverend Brian Muzás, Ph.D., Director

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

#### **Center for Vocation and Servant Leadership**

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

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

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

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

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

#### **Charles and Joan Alberto Italian Studies Institute** Gabriella Romani, Ph.D., Director

The Charles and Joan Alberto Italian Studies Institute was founded in 2003 to coordinate Seton Hall University's many activities relating to Italian and Italian-American history and culture. The Institute sponsors cultural events, such as lectures and symposia, and promotes curriculum development and community outreach. The Institute additionally administers several scholarships that are made available to students in Italian Studies, and offers a Visiting Fellowship to international scholars. The mission of the Institute is to spread the message of the universal relevance and inclusiveness of the Italian contributions to the history of the world and of America, regardless of nationality and ethnic background. For more information contact Dr. Romani at [gabriella.romani@shu.edu](mailto:gabriella.romani@shu.edu) or (973) 275-2926 or visit [www.shu.edu/academics/artsci/alberto-institute](http://www.shu.edu/academics/artsci/alberto-institute)

#### **Elizabeth Ann Seton Center for Women's Studies**

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

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

#### **G.K. Chesterton Institute**

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

Dermot Quinn, D.Phil., Associate Editor, The Chesterton Review

G.K. Chesterton (1874-1936) was an English writer whose prolific output included philosophy, poetry, plays, journalism, lectures, literary criticism, biography, Christian apologetics and fiction. The G. K. Chesterton Institute for Faith and Culture at Seton Hall University promotes his thought and that of his intellectual circle. More broadly, it explores the application of his ideas to the contemporary world. Chesterton was one of the most versatile writers of his day, with an ability to write accessibly on a range of serious matters, making him a beloved figure. His thought has particular importance for those who value the sacramental tradition, Catholic social teaching, and Christian spirituality. His works have been translated into many languages and because his writings are increasingly the subject of study by students and scholars, they continue to reach new generations of readers.

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

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

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

### **Institute for Advanced Study of Rehabilitation and Sports Science**

Michael LaFountaine, Ed.D., ATC, Director

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

### **Institute for Christian Spirituality**

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

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

The Institute's mission is grounded in 2 Timothy 1:6: *"I remind you to stir into flame the gift of God within you."* Begun in 2005 through a grant from the Lilly Endowment, the Institute accomplishes this goal through various programs, including the Certificate Program in Catholic Evangelization (in collaboration with St. Paul Inside the Walls, Madison, NJ) and the Center for Diaconal Formation.

For more information about the Institute for Christian Spirituality, visit [www.shu.edu/christian-spirituality/](http://www.shu.edu/christian-spirituality/)

### **Institute for Communication and Religion**

Jon Radwan, Ph.D., Director

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

### **Institute for International Business**

Larry McCarthy, Ph.D., Director

The Institute for International Business serves as the center of international business expertise for students, faculty and the business community. It fosters the collaboration of faculty, graduate and undergraduate students, to engage in a wide variety of activities and projects to advance the internationalization of the Stillman School.

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

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

### **Institute for International Schools**

Charles P. Mitchel, Ed.D., Director

The Institute's services are designed to enhance the effectiveness of international school teachers and administrators, enabling them to better prepare their students for acceptance into top universities in the U.S. The following are a few of the services offered:

- Master of Arts degree programs in Education, Leadership, Management and Policy, in Instructional Design and Technology, and in Special Education. The courses are delivered in a blended online and in-country format;
- Professional development and coaching (tailor-made, state of the art professional development services based on school and regional needs, delivered in-country and online);
- Seminars in leadership, technology, curriculum, supervision, evaluation, assessment, teaching, and education capacity building.

Curriculum audits, training in school/community relationships, and research relevant to international schooling is also available upon request. Certificates in English as a Second Language and Teacher Certification are being developed.

For more information, contact Charles P. Mitchel, Ed.D., at (973) 275-2854 or [charles.mitchel@shu.edu](mailto:charles.mitchel@shu.edu) or [rebekah.hastey@shu.edu](mailto:rebekah.hastey@shu.edu).

### **Institute of Interdisciplinary Studies**

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

#### **University Core**

Nancy Enright, Ph.D., Director  
Fahy Hall Room 323

The University's Core is composed of unique signature courses and a system of proficiency distributions, ensuring that each graduating student has encountered key skill sets (such as numeracy, writing, and critical thinking) in a minimum number of courses toward the baccalaureate degree.

#### **Catholic Studies Program**

Ines A. Murzaku, Ph.D., Director  
Gloria Aroneo, MBA, Administrative Assistant  
Walsh Library, Room 427

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

For additional information about the University Core and the Program of Catholic Studies, please see the Institute of Interdisciplinary Studies section of this catalogue.

### **Institute of Judaeo-Christian Studies**

Reverend Lawrence Frizzell, D.Phil., Director

The Institute of Judaeo-Christian Studies, founded in 1953, is primarily a center for research and publication. Its area of study is the Church's rootedness in Judaism and the relationship between the Church and the Jewish people through the ages. Its work includes an annual series of lectures, study days and conferences. These are intended to inform the general public about various facets of Christian-Jewish relations. A special lecture in the Fall of each year celebrates the memory of Monsignor John M. Oesterreicher, founder of the Institute. He was an important collaborator in preparing the declaration by the Second Vatican Council on "The Church's Bond with the Jewish People" (Nostra Aetate). The institute also produces the radio program "The Kinship of Catholics and Jews", which airs on the University's radio station WSOU 89.5 FM.

The institute began a graduate program in Jewish-Christian studies in Fall 1975. In 1978, the program was incorporated into the College of Arts and Sciences; in 1979, it became a department within the College. The department and institute are thus independent units, even though origin and goal

bespeak an intimate relationship. The requirements for admission to the program and a description of the course offerings may be found at [www.shu.edu/academics/artsci/jewish-christian-studies](http://www.shu.edu/academics/artsci/jewish-christian-studies) [www.shu.edu/go/judaeo-christian](http://www.shu.edu/go/judaeo-christian) [www.facebook.com/JudaeoChristianStudies](https://www.facebook.com/JudaeoChristianStudies)

### **Institute of Museum Ethics**

Greg Stevens, M.A.T., Director

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

IME promotes integrity and competence in museum ethics and creates a physical and virtual community of emerging and practicing museum professionals and museum studies faculty who use our resources to make informed decisions about ethical issues. It draws upon the strengths of Seton Hall University as an institution that prioritizes teaching in ethics to establish innovative collaborations between ethicists and museum professionals that will spark new conversations about museum ethics. The IME serves the needs of our region's small museums but also has national reach. It partnered with the American Alliance of Museums to conduct a national forecasting exercise on museum ethics in the 21st century.

IME prepares students in Seton Hall's Master of Arts in Museum Professions Program (MAMP) to become visionary leaders who make important contributions to the discourse about museum ethics. It produces new models of teaching museum ethics for students and museum professionals. Initiatives include a web portal; two national conferences and publication of the proceedings; an international conference and 'conversation' on "Hide/Seek": Difference and Desire in American Portraiture"; and ongoing workshops and public lectures. For more information, please visit [www.museumethics.org](http://www.museumethics.org) or e-mail [museumethics@shu.edu](mailto:museumethics@shu.edu)

### **Institute of NeuroImmune Pharmacology**

Sulie L. Chang, Ph.D., Director

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

The INIP has continuously focused its research on the bi-directional interaction between substance abuse and microbial infection, including HIV, in the central nervous system. The



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

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

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

### **Joseph A. Unanue Latino Institute**

Diana Alvarez-Amell Ph.D., Director

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

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

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

The Institute aims to provide a space for dialogue, to encourage research and study of the Latino experience, with

particular emphasis on literature and the arts, the sciences, and business and finance to further advance intercultural understanding.

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

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

### **LLC Global Learning Center**

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

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

The LLC Global Learning Center also provides information on assessment and placement exams, as well as careers for language learners. For information about the LLC Global Learning Center, visit Fahy Hall, Room 202, or e-mail [lrc@shu.edu](mailto:lrc@shu.edu)

### **Market Research Center**

Adam Warner, M.B.A., Director

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

Located on the 6th floor of Jubilee Hall, the Center features state-of-the-art facilities including an interview/conference center, observation room and audio-visual recording

equipment. Students learn transferable market research skills with the opportunity to conduct interviews, moderate focus groups, create web-based surveys, uncover insights and develop actionable solutions for real business clients.

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

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

### **Micah Institute for Business and Economics**

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

Through its programs and projects, namely the Micah Business Leadership Project, the Woodstock Business Conference/Seton Hall Chapter, the Ethics and Economics Forum and the Catholic Social Teaching Topics online resource, the Micah program offers a comprehensive understanding of Catholic social teaching, economic justice and the world of work. It addresses key social issues, explores a more just economy, and how well we prepare people, particularly the next generation, to build a more just and equitable society. The Micah Institute led to the development of the Micah Center for Business Ethics in the Stillman School of Business.

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

### **Nonprofit Sector Resource Institute**

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

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

### **Ruth Sharkey Academic Resource Center**

Brandon Larmore, M.A., Director

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

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

The ARC is also responsible for managing the University early alert system, which allows faculty and staff to notify their students, academic advisers, and campus resources when a student is either facing academic or personal challenges, or demonstrating strong performance. Increased communication between faculty and staff is a proven strategy for increasing student success and completion.

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

### **Seton Center for Community and Population Health**

Anne M. Hewitt, Ph.D., Director

The Seton Center for Community and Population Health (SCCPH) was established in 2004 as an academic resource for collaboration, learning and research to enhance the quality of life for individuals and communities in need. The Center is located in the Department of Interprofessional Health Sciences and Health Administration, in the School of Health and Medical Sciences and provides technical assistance to community health agencies focused on improving the health status of New Jersey residents. The Center follows a partnership approach that facilitates linkages with community stakeholders, healthcare providers and graduate students. Since its inception, the Center has collaborated through grants with eight different community agencies and involved graduate students from the Master of Healthcare Administration (M.H.A.) and other health-related SHU graduate programs. The SCCPH serves as an academic link and resource to local and regional nonprofit, health service agencies.

### **Seton Hall Sports Poll Conducted by the Sharkey Institute**

Richard Gentile, B.A., Director

The Seton Hall Sports Poll conducted by the Sharkey

Institute, an initiative of the Center for Sport Management within the Stillman School of Business, officially launched in the Fall 2006 semester. The Institute serves as a source of polling services and survey research dedicated to sport, placing the University in a domain unoccupied by any other university in America.

Founded with a generous donation from Thomas J. Sharkey and his wife Ruth, the Seton Hall Sports Poll serves as a barometer of public opinion on the important issues confronting sports today. The distinction of the Seton Hall Sports Poll is that it is strictly focused on current sport issues. The dynamics of the sport industry provide an ideal opportunity for the Institute to present newsworthy findings on a regular basis, on topics such as the NCAA final four, commercialization of the Olympics, the steroid issue in Major League Baseball and sports gambling.

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

#### **Sister Rose Thering Fund for Jewish-Christian Studies**

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

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

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

The Sister Rose Thering fund allows both educators and members of the community to explore lessons of lasting social significance, countering the destructive power of prejudice, anti-Semitism, ethnocentrism and bigotry born of ignorance, through workshops, lectures and travel programs. More than 300 teachers, K-12 have received Sister Rose Thering Fund scholarships since its inception, and have reached over 160,000 students in their classrooms. This program supports teacher education to implement the Mandate of the State of New Jersey to teach about Genocides and the Holocaust in all schools, grades K-12.

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

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

Scholarship applications are available by contacting the fund office at, (973) 761-9006, sending an e-mail to [srtf@shu.edu](mailto:srtf@shu.edu), or visiting [www.shu.edu/go/srtf](http://www.shu.edu/go/srtf).

#### **The Sophomore Center and Pre-Major Advising Office**

Adviser: Megan Gottlieb, Mooney Hall Room 14  
(973) 275-2105

Hours: Monday – Friday 8:45 a.m. – 4:45 p.m.  
[sophomorecenter@shu.edu](mailto:sophomorecenter@shu.edu)

Our Sophomore Center is designed to help our second year students make productive choices that will lead them to graduation. The Sophomore Center provides resources, guidance and academic advising, especially for students who are still unsure about a major or who have changed their minds about their career goals. Students in transition will find a home for their second year and beyond by visiting the Sophomore Center.

#### **Transfer Student Center**

Hezal Patel, M.A., Director  
Mooney Hall 15

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

The Academic Success and Transfer Student Center provides:

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

#### **Writing Center**

Arundhati Sanyal, Ph.D., Director

Part of the Ruth Sharkey Academic Resource Center is available to all students through the Department of English. It provides a range of services, including free consultations and tutorials, to both undergraduate and graduate students. Tutors are trained to provide advice, feedback and suggestions on how writers might improve their writing, focusing especially on content, organization, structure and flow, as well as grammar. Located in Arts and Sciences Hall, Room 206, the center is open during the academic year Monday through Thursday, 10 a.m. – 7 p.m., and Friday, 10 a.m. – 3 p.m.

Grammar tutoring for L2 students is offered on Wednesday, 10 a.m. - 12 p.m., and Friday 10 a.m. - 11 a.m. Students may drop in or make an appointment online by going to their "Success Network" in Starfish, available through Blackboard, choosing "Services" and then clicking on a day in the calendar on which they would like to be seen. For special accommodations, finals week and Summer Session hours, call (973) 761-9000, ext. 7501 or (973) 275-2183, or visit the Writing Center website at

[www.shu.edu/academics/artsci/writing-center](http://www.shu.edu/academics/artsci/writing-center)

Seton Hall's Online Writing Lab (OWL) is also available. This service is a web-based, virtual tutoring program, designed primarily for upperclassmen and graduate students, as well as faculty and staff, through which individuals can get feedback on their writing from Writing Center tutors via e-mail. The web address for the OWL is [academic.shu.edu/owl/](http://academic.shu.edu/owl/)

## Cultural and Community Programs

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

### Archbishop Peter L. Gerety Lecture Series

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

Through a grant received from Archbishop Emeritus Peter L. Gerety, Immaculate Conception Seminary School of Theology sponsors a lecture series in Church history, broadly defined. These lectures (usually one per year) are given by prominent figures from the fields of education, Church, public service and journalism. They address issues of contemporary interest, with some attention to the historical roots of these issues.

Information about the Archbishop Peter L. Gerety Lecture Series may be obtained by calling the School of Theology at (973) 761-9575 or by visiting [www.shu.edu/theology/gerety-lectures.cfm](http://www.shu.edu/theology/gerety-lectures.cfm)

### Arts Council Classical Concert Series

Dena Levine, D.M.A., Director

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

Students, faculty and audiences from the local community have enjoyed the opportunity to hear and meet world-renowned soloists such as Jorge Bolet, Leonard Pennario, Rudolph Firkusny, Bella Davidovich, Ilana Vered, John O'Connor, Ruth Laredo and Emanuel Ax, pianists; Ransom Wilson, flutist; Ruggiero Ricci, Jaime Laredo, Robert McDuffie and Elmar Olivera, violinists; Kim Kashkashian,

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

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

### Jazz 'n the Hall

Gloria Thurmond, D.Min., Director

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

### Monsignor John M. Oesterreicher Lecture

Reverend Lawrence Frizzell, D.Phil., Director

The John M. Oesterreicher Endowment funds an annual lecture in memory of Monsignor Oesterreicher, founder of the Institute of Judaeo-Christian Studies at Seton Hall University. Additionally, a series of conferences and workshops sponsored by the Institute deal with current and historical perspectives in the relationship between Christians and Jews. These programs are open to the public. More information may be obtained by calling the Institute of Judaeo-Christian Studies at (973) 761-9751.

### Poetry-in-the-Round

Cara Adams, M.F.A., Director

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

### Seton Hall Arts Council

Danielle Clements, M.A., Co-ordinator

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

The Arts Council serves as the umbrella organization for the

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

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

Visit [www.shu.edu/arts-council](http://www.shu.edu/arts-council) or call (973) 313-6338 for event information.

### **Seton Hall Theatre**

Peter Reader, M.F.A., Director

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

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

### **Seton Hall University Choir**

Jason Tramm, D.M.A., Director

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

### **Seton Hall University Gospel Choir**

Reverend Forrest Pritchett, Ph.D., Program Director

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

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

For more information, please contact Reverend Forrest Pritchett, Program Director, at (973) 275-2760, or e-mail [forrest.pritchett@shu.edu](mailto:forrest.pritchett@shu.edu)

### **Walsh Gallery**

Jeanne Brasile, M.A., Director

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

# Enrollment Services



**Interim Provost and Executive Vice President:**  
Karen Boroff, Ph.D.

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

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

Bethany Hall - Admissions

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

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

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

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

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

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

**Student Information Systems**

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

**Vice President for Finance and Chief Financial Officer:**

Stephen A. Graham, M.B.A.

**Student Financial Services**

Bursar/Student Accounts

Phone: 1-800-222-7183

Fax: 973-761-9371

*bursar@shu.edu*

## Admission

### Student Classification

Seton Hall University classifies undergraduate students as listed below:

**Matriculated Students**

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

**Non-matriculated Students**

Those who have not made formal application to a degree program but have been approved by the Committee on Admissions to enroll in courses; or those who have made formal application to a degree program but have only been accepted by the Committee on Admissions in a nondegree status as a nonmatriculated student.

**Credit Limits**

Non-matriculated students may enroll for a maximum of 9 credits per semester and may pursue no more than 18 credits total. If a non-matriculated student wishes to apply for matriculation, that student must apply with the Office of Undergraduate Admissions no later than the term in which the 18-credit maximum will be reached. The University recognizes that some students may legitimately seek to enroll for more than 18 credits. Accordingly, students reaching the 18-credit maximum who do not wish to matriculate must sign a statement indicating non-intent to matriculate.

**Visiting Students**

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

**Full-time Undergraduate Students**

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

**Part-time Undergraduate Students**

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

### Qualifications for Admission

The University actively seeks qualified persons of varied races, cultures, experiences and national backgrounds. Qualified students are admitted without regard to race, color, religion, age, handicap, sexual orientation, national origin, ancestry or gender. The recommended academic requirement for admission is satisfactory completion of a college-preparatory course of study, suggested below, in an accredited secondary school with credit for 16 acceptable units or a secondary school equivalency diploma.

English	4 units
Foreign Language	2 units
Algebra I	1 unit
Plane Geometry	1 unit
Algebra II	1 unit
Science (laboratory)	1 unit
Social Studies	2 units
Approved Electives	4 units

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

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

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

### Application Procedures for First-Year Students

All applicants should submit the following by March 1 for the Fall semester and December 1 for the Spring semester:

1. Completed application (SHU App or Common App);
2. Counselor report;
3. Teacher recommendation;
4. \$55 Application fee;
5. Official copy of high school transcript or GED;
6. SAT or ACT scores.

**Application Deadlines***Fall Semester:*

Early Action I (non-binding): November 15



Early Action II (non-binding): December 15  
Regular Decision I: February 1  
Regular Decision II: March 1

*Spring Semester:*  
December 1

### **Test Score Policies**

Seton Hall super scores the ACT and the SAT. Seton Hall does not require students to take the optional essay section of the new SAT and this section will not be considered for admission or scholarship. For applicants applying for fall 2017 and later, we will continue to accept both the new and old version of the SAT. We will convert old scores to new scores using the College Board's conversion tools. We will also super score the highest sections of the test using the new scores or the old score conversion.

Students whose SAT or ACT scores have been invalidated by the testing agency will have their scores removed from their record and their application and scholarships or grants (if applicable) will be reevaluated. This may result in rescinded admission, change of academic program, reduction or removal of grants or scholarships.

### **Application Consideration and Notification:**

Each application received at Seton Hall is evaluated on an individual basis. Grades and test scores are given primary importance, curriculum, essay, references and activities outside the classroom may also be considered in the review process. Priority review is given to early action candidates. All Early Action I applicants with completed applications on file can expect to receive a response by early December and all Early Action II applications can expect to receive a response by the end of January. In general, all completed applications should expect a response within 4 to 6 weeks. Applications received after March 1 deadline are considered on a space available basis.

The University requires students to confirm their intention to enroll by submitting a non-refundable tuition deposit no later than May 1. Based on space availability, students submitting a tuition deposit after May 1 are not guaranteed a spot at the University.

No applicant is permitted to register for any undergraduate course until a letter of acceptance has been received. Some applicants are placed on a waiting list depending on the size and competitiveness of the applicant pool. All waiting list candidates will be notified of a final decision no later than August 1. The University reserves the right to dismiss students who knowingly mislead or present false information on the application.

### **Deferring Admission**

Students may defer their admission to Seton Hall for up to one year. To defer your application students must contact the Office of Admission to make a formal request.

If you have deferred to the Spring semester, your course of study may be impacted as many of our programs have sequenced courses that benefit most from starting in the Fall semester. Starting in the Spring may cause you to have to take additional courses in the summer or extend your studies. You will be subject to the catalogue rules for the term in which you begin your enrollment at Seton Hall and not the term of your initial application.

If you received a scholarship upon admission to Seton Hall, your scholarship has also been deferred to your requested semester. All award amounts, terms and conditions remain in place with the exception of the start date of the award which will be moved to the deferred term. Please also be advised that any need-based aid from the federal or state government as well as from Seton Hall will need to be reevaluated based on the most current FAFSA information and this may alter your awards.

In order to maintain this deferral privilege, you must not engage in inappropriate actions resulting in conduct that would alter your admission status, you must submit final versions of course work in progress if applicable and you must not enroll in another institution of higher learning. If you decide to take courses at another institution, including a community college, please note that your deferral will be invalidated and you will need to re-apply to Seton Hall as a transfer student and will lose any scholarships or grants you may have been awarded.

If you have already submitted your tuition deposit and/or housing deposit, these are not refundable but will be deferred to the requested semester. If you have already registered for classes at Seton Hall, please be sure to contact your Freshman Studies mentor and ensure you are dropped from your courses. They will also provide you guidance on returning your laptop, if you already received one, this will ensure that you do not incur charges for the semester.

### **Home Schooled Students**

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

Students must submit **ONE** of the following:

1. Transcript from a home school program or primary teacher. If any of the high school education was completed in a conventional public or private school, Seton Hall University requires that the transcript of that academic work be sent directly from the registrar of that school. Additionally, if the student has completed any college-level course work while in high school, or to satisfy graduation requirements, all transcripts must be submitted.
2. Portfolio of academic work completed to include syllabi,

list of textbooks used, academic curriculum outline and any other documentation of academic work completed. The portfolio must also include grade evaluations by the primary teacher.

3. GED.

### Transfer Students

A transfer student is defined as any student who has attempted more than six college-level credits after high school graduation. Candidates for admission must submit official transcripts of all college-level work taken at other institutions. Additionally, candidates with fewer than 24 credits of college-level work at the time of application are also required to submit an official high school transcript and SAT or ACT scores.

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

Decisions are made by the Office of Admissions on a rolling basis. Seton Hall normally does not enroll transfer applicants who recently were dismissed or placed on probation by other institutions within the previous year, although an exception may be made on a case-by-case basis. Transfer applicants from other regionally accredited two and four-year post-secondary institutions who are accepted to Seton Hall University will have their previously earned college credits evaluated for advanced standing at Seton Hall. Seton Hall may, depending upon the area of concentration, accept up to 90 credits of college-level courses completed with a grade of “C” or better at accredited colleges and universities. Remedial, vocational and developmental courses are not deemed college-level. In addition, the University may disqualify other courses from transfer eligibility based on course content and other factors. While you may receive credit for course work taken at another institution, these credits may or may not meet prerequisite requirements or degree requirements. Determination of this is made at the academic program level by the faculty based on curricular or accreditation regulations.

We will perform transfer evaluations of credit earned on a course-by-course basis. Upon completion of this process, the Office of Undergraduate Admissions will notify accepted students of advanced standing granted. In recognizing courses for transfer credit, the schools/colleges of the University must observe the regulations of their accrediting agencies.

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

Students who transfer to Seton Hall University with A.A. or A.S. degrees from accredited two-year colleges and who are accepted into the College of Arts and Sciences, the College of Nursing or the College of Communication and the

Arts may be considered for a partial waiver of the school or college core curriculum, depending upon the date and sequence in which the associate’s degree was earned. To be eligible for this waiver, students must have completed the associate degree prior to their admission to Seton Hall. Students earning an A.A.S. degree or an A.A.A. degree are not eligible for a core waiver. Students must submit their final transcript that reflects the award of their associate degree in order to be eligible for core waiver consideration.

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

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

Transfer students may seek advisement in the Academic Success and Transfer Student Center in Mooney Hall. The Academic Success and Transfer Student Center functions as an information clearing house and as a resource for transfer students during their first semester. Transfer students may contact the Academic Success and Transfer Student Center at (973) 275-2387 or write to [academicsuccess@shu.edu](mailto:academicsuccess@shu.edu)

### International Students

Seton Hall welcomes applications from international students for either full-time degree campus-based programs or the English as a Second Language (ESL) Program.

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

International students who meet the academic requirements but not the language requirement may be conditionally accepted on a case-by-case basis. If conditionally accepted to an undergraduate program, students will be required to complete the English as a Second Language (ESL) Program. Students may take classes toward their degrees in consultation with their ESL adviser. The ESL adviser will also determine when the conditional admission can be lifted

and when the student can continue full-time pursuit of his or her undergraduate degree.

The University requires that all transcripts be original. Transcripts in languages other than English must be accompanied by a certified English translation. No documents submitted as part of the application process will be returned nor will any requests to duplicate documents be honored. Seton Hall requires international applicants to have all transcripts from institutions not accredited in the United States or Canada evaluated by a credential evaluator that is a member of the National Association of Credential Evaluation Services (NACES.org). Alternatively, transcripts may be evaluated by AACRAO.

All evaluations must be course-by-course evaluations, with confirmation of course level and degree equivalency. Applications submitted without credential evaluations will not be considered for admissions or transfer credit evaluation. On a case-by-case basis, the Office of Admissions may waive the requirement for a credential evaluation. Students are responsible for all costs associated with credential evaluations.

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

The University requires that all international students carry basic health and hospitalization insurance. Upon arrival, international students will be required to purchase health coverage through the University and must maintain this coverage throughout their studies.

International Students will be assessed a one-time International Student Fee of \$400.00, which is subject to change.

### English as a Second Language

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

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

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

For further information on the English as a Second Language Program visit [www.shu.edu/offices/esl-index.cfm](http://www.shu.edu/offices/esl-index.cfm)

### Student Visa

International students requiring a student visa must be accepted to an academic program and have completed their I-20 application by July 26 for Fall admission and December 1 for Spring admission. The Student Exchange Visitor Program (SEVP) under the Department of Homeland Security requires international students to obtain an I-20, which is used to apply for an F-1 student visa. Upon admission to the University, the Office of International Programs (OIP) will review the I-20 application and determine if the documents are sufficient to issue an I-20, which is used to apply for an F-1 student visa. Additionally, applicants to the School of Theology's programs must adhere to the School of Theology's admissions deadlines (July 15 for Fall admission; November 15 for Spring admission).

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

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

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

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

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

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

### Readmission

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

When students who have been away from Seton Hall for fewer than five years are readmitted, they will follow the catalogue requirements in effect at the time of their original admission. Students may be evaluated on a case-by-case basis, with program modifications made at the dean's discretion.

Students seeking readmission from a medical leave of absence may be required to meet certain conditions before returning. These conditions normally include but are not limited to: 1) providing documentation from a medical provider that the student is ready to resume studies; 2) meeting with Seton Hall University staff for assessment and review of applicable SHU services. All other readmission policies and procedures apply.

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

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

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

When the absence of a suspended student has exceeded one year, the student must file an application for readmission with the Office of Undergraduate Admissions, and meet the criteria established by the appropriate office before they are allowed to return to studies at Seton Hall.

In cases where the conditions of the suspension imposed by the academic dean involve completion of studies at a community college with specific grade and credit requirements, the readmission review process will encompass an assessment of those requirements, as well as consultation with the dean's office.

### Placement Tests for First-Year Students and Transfer Students

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

the placement test result and the mathematics SAT score.

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

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

For more information, contact the academic advising office of Freshman Studies (973) 761-9740 or [freshman@shu.edu](mailto:freshman@shu.edu)

### Credit by Examination

#### *Advanced Placement Examinations*

Students with secondary school records indicating superior performance and who attain a score of 4 or 5 on an Advanced Placement Examination of the College Entrance Examination Board receive credit and may be permitted to register for advanced courses in the area(s) in which they qualify. No more than 30 credits may be obtained through examination. Students can view online the list of Advanced Placement Examinations for which Seton Hall awards credit and for the Seton Hall course equivalents of the examinations. The University reserves the right to modify the course equivalents of Advanced Placement examinations based on departmental review and accreditation requirements.

#### *College-Level Examination Program*

General and Subject examinations of the College-Level Examination Program (CLEP), with certain limitations, are recognized for advanced standing credit. General Examination scores must be at or above the 50th percentile for degree credit. No score in mathematics or any language will be considered for credit, and no CLEP credit will be granted in a student's major. CLEP credits in English are limited to 6 credits (ENGL 1201 for the composition exam and ENGL 2101 for the literature exam). To receive credit for subject examinations, scores must be at or above the recommendations of the Commission on Educational Credit

of the American Council on Education. Students should consult Enrollment Services before registering for CLEP examinations. The maximum number of credits by examination that may be applied toward a baccalaureate degree is 30. Full-time students may not apply for CLEP credits within their final 60 credits. Part-time students may not apply for CLEP credits within their final 30 credits.

#### *International Baccalaureate*

Seton Hall University grants placement and credit for higher-level examinations of the International Baccalaureate (IB). Advanced placement credit will only be considered for higher-level passes grade 6 or 7.

#### **Transfer Credit for Freshmen**

At the time of admission, entering freshmen may transfer a maximum of 45 credits to their undergraduate record. No more than 30 of these credits may be earned via testing (AP, CLEP, IB).

#### **Campus Tours**

Campus tours are offered regularly throughout the academic year by the Office of Undergraduate Admissions.

Tour Times:

Mon - Fri: 10 A.M. & 2 P.M.

Saturday: 10 A.M., Noon and 2 P.M.

Times are subject to change, please reference the website.

Tour appointments may be arranged by visiting the Web site at [www.shu.edu/visiting](http://www.shu.edu/visiting)

## **Financial Aid**

Seton Hall University maintains and administers programs of financial aid funded by the University, federal and state governments, and various industries and foundations. Financial aid may be in the form of a scholarship, grant, loan, employment opportunity or a combination of these. To determine eligibility, the University requires each applicant to file a Free Application for Federal Student Aid (FAFSA) available at [www.fafsa.gov](http://www.fafsa.gov). This form is used to determine a student's eligibility for federal, state and institution financial aid. Students completing the FAFSA must include Seton Hall's Title IV School Code: 002632. Students requesting financial aid must complete the FAFSA as soon as possible after January 1 each year. Seton Hall's renewal financial aid filing deadline date is January 15th for consideration for institutional need-based grants. Limited financial aid funds require that all applications will be considered on a first-come, first-served basis.

#### **Student Eligibility**

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

- have financial need as determined by the information reported on the FAFSA;

- be a high school graduate;
- be enrolled at least half-time at Seton Hall University in an eligible degree-granting program;
- be a U.S. citizen or eligible non-citizen;
- be making satisfactory academic progress toward a degree (the following section, Requirements to Maintain Eligibility for Federal Aid, contains details);
- not be in default of a federal loan or owe a repayment of a federal grant;
- comply with terms of the Anti-Drug Abuse Act;
- certify registration with selective service if required;
- certify that information reported on the Student Aid Report (SAR) is accurate.
- certify that you have begun attendance in all credits registered for.

Per federal regulations, if you are convicted for any offense under any federal or state law involving the possession or sale of illegal drugs, during a period of enrollment for which you were receiving Title IV financial aid funds, this will result in the loss of eligibility for any Title IV aid including, HEA grants such as Pell or SEOG or any loans or work-study assistance. (HEA sec. 484(r)(1)); (20 U.S.C. 1091(r)(1))

## **Federal Programs Administered by Seton Hall University**

#### **Federal Pell Grant**

A federal grant program of up to \$5,810 per academic year in 2016-2017. The Pell Grant amount is based on the information provided on the FAFSA. When the FAFSA is filed, an Estimated Family Contribution (EFC) is computed and a Pell Grant amount is calculated. The Pell Grant amount is listed on the student's SAR report he or she receives after the FAFSA is filed. This amount is based on full-time registration and contingent on completing all requirements. The Pell Grant can be prorated if a student is not full-time. Students can only receive 12 Full-time semesters of Pell Grant eligibility from all schools attended.

#### **Federal Supplemental Educational Opportunity Grant**

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

#### **Federal Work-Study Program**

Students who demonstrate need may qualify for part-time jobs at the University (maximum 20 hours per week). The federal government contributes the major portion of the funds; the University contributes the remainder. The University also offers Community Service positions under the Federal Work-Study Program. Information is available at <http://www.shu.edu/offices/student-employment-index.cfm>

### **Veterans' Benefits**

Eligible student veterans may receive monthly payments under the Veterans' Education Program. Children and spouses of veterans whose death or total and permanent disability was service-connected may be eligible for educational benefits under the War Orphans' Educational Act of 1956. Details on these programs are available from the nearest Veterans' Administration Office or Enrollment Services. The Office of Financial Aid certifies eligible veterans and their dependents for education benefit payments. The veteran and/or his or her dependents must first complete an application for benefits on the Veterans Administration (VA) portal. The VA will send the student a Certificate of Eligibility which should be submitted to the Office of Financial Aid. Seton Hall University participates in the Yellow Ribbon Program. Information regarding this program may be found at <http://www.shu.edu/offices/financial-aid/veterans-benefits.cfm>

### **ROTC Scholarships**

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

## **New Jersey State Grants**

### **New Jersey Tuition Aid Grants (TAG)**

Full-time New Jersey residents may qualify for the TAG grant of up to \$12,196 (maximum grant for the 2015-2016 academic year) by completing the Free Application for Federal Student Aid (FAFSA) and demonstrating financial need. Students are required to complete the additional untaxed questions with HESAA on the link provided on the FAFSA or directly on HESAA's website. Eligibility is determined by the New Jersey Higher Education Student Assistance Authority (HESAA). HESAA has their own deadlines so students must comply with them. The Tuition Aid Grant requires full-time registration and can only be applied to tuition. More information regarding this award can be found at [www.HESAA.org](http://www.HESAA.org)

### **New Jersey Educational Opportunity Fund (EOF)**

This grant, funded by the state, is limited to New Jersey residents accepted into the University's Educational Opportunity Program (EOP) as educationally and economically disadvantaged. Awards are up to \$2,500 per year. The EOF Grant requires full-time registration unless the student is approved for the part-time EOF Program by the EOP Office.

### **Distinguished Scholars Program**

Awards of \$1,000 are available to qualified New Jersey residents attending in-state colleges. Students are nominated

by their high schools based on scholastic records and SAT/ACT scores. Awards are renewable for four years. The State of New Jersey has eliminated this program for 2011-2012, but will honor prior year recipients.

### **Urban Scholars Programs**

Awards of \$1,000 are available to qualified New Jersey residents living in New Jersey's urban and economically distressed areas. Students are nominated by their high schools based on scholastic records and SAT scores. Awards are renewable for four years. The State of New Jersey has eliminated this program for 2011-2012, but will honor prior year recipients.

## **Student Loans**

### **Federal Perkins Loan Program**

This is a federal loan program that provides low interest loans to help needy students finance the costs of post secondary education. There is a limited pool of money to distribute to students based on available funds from repayment of loans from prior Perkins loan borrowers.

### **Federal Direct Loan**

Seton Hall University participates in the Federal Direct Student Loan Program. The program consists of Federal Direct Loans (both subsidized and unsubsidized). Loan proceeds are delivered to the student through the school and are repaid to the loan provider. Before loan proceeds are credited to a student's account, the promissory note must be electronically signed and entrance counseling must be completed with the Department of Education. In order to receive a Direct loan students must be at least half time. The Direct Loans are guaranteed if all requirements are met, and are not based on credit.

**Subsidized Loan** – Students must demonstrate remaining need. The principle and the interest are deferred until the student graduates.

**Unsubsidized Loan** – No remaining need demonstrated, (determined by the FAFSA). The interest is not deferred until graduation. The interest is accruing while the student is in school. Students can choose to pay the interest while attending school or defer these payments and allow the interest to capitalize and start paying all of it after graduation. It will cost the student less money to pay the interest while they are in school instead of allowing it to accrue.

The following limits apply to subsidized Direct loans for Dependent Students. It is possible that part or all of the below subsidized limits can be awarded as Unsubsidized. That is determined by remaining need. In addition to the amounts below, all students are eligible to receive an additional \$2,000 in Unsubsidized Direct Loan funding. In addition to the previously stated amounts, independent students and dependent students whose parents are denied a PLUS loan may borrow additional amounts under the unsubsidized loan

program. The amounts are: freshman and sophomores, \$4,000; juniors and seniors, \$5,000. All are illustrated in the chart below.

### Parent Loan for Undergraduate Students (PLUS)

In addition to student loans, parents may borrow up to the cost of education less any financial aid the student receives. Interest is capped at 9 percent and repayment begins 60 days after the second disbursement of the loan unless the deferment option is chosen. All families applying for a PLUS Loan must have a complete FAFSA on file. This can be completed at [www.fafsa.gov](http://www.fafsa.gov). Interest rates for Federal PLUS loans are set annually by the United States Department of Education. More information about these loan programs may be obtained from the Office of Financial Aid or from the United States Department of Education at [www.studentloans.gov](http://www.studentloans.gov)

### Independent Student or Student Denied a Plus Loan Amount

Grade Level	Maximum Subsidized	Maximum Subsidized	Total
	Loan Amount	Loan Amount	
Freshman – 0-29 cr.	\$3,500	\$6,000	\$9,500
Sophomore – 30-59 cr.	\$4,500	\$6,000	\$10,500
Junior – 60-89 cr.	\$5,500	\$7,000	\$12,500
Senior – 90-120 cr.	\$5,500	\$7,000	\$12,500

### Dependent Study Direct Loan Limits

Grade Level	Maximum Subsidized	Maximum Unsubsidized	Total
	Loan Amount	Loan Amount	
Freshman – 0-29 cr.	\$3,500	\$2,000	\$5,500
Sophomore – 30-59 cr.	\$4,500	\$2,000	\$6,500
Junior – 60-89 cr.	\$5,500	\$2,000	\$7,500
Senior – 90-120 cr.	\$5,500	\$2,000	\$7,500

## University-Funded Programs

### University Scholarships

All University scholarships must be divided equally and disbursed each term and cannot be awarded all in one term.

All students deferring admissions must not engage in inappropriate actions resulting in conduct that would alter your admission status. You must submit final versions of course work in progress if applicable and you must not enroll in another institution of higher learning. If you decide to take courses at another institution, including a community college, please note that your deferral will be invalidated and you will need to re-apply to Seton Hall as a transfer student and will lose any scholarship you may have been awarded.

University scholarships can only be applied to the undergraduate flat tuition rate and cannot cover fees, room and board, books or any other indirect cost. Seton Hall University Flat rate for Undergraduate students covers 12-18 credits each semester. Beginning with the 2016 incoming freshman class the Flat-rate for the first semester will cover

up to 19 credits but thereafter will continue to cover up to a maximum of 18 credits only.

Since University scholarships can only cover the flat-rate tuition, these awards may be reduced or eliminated if other aid which only applies to tuition exists such as TAG, tuition exchange, tuition remission or other tuition, only designated scholarship awards. Additionally these awards cannot apply to graduate courses (even as part of a joint degree program), non-Seton Hall enrollment, Summer enrollment or study abroad programs. These awards can also only be used for Fall and Spring and cannot be used in the Summer. This award may be renamed at a later date to recognize the donor supporting these funds.

These awards carry forward annually for three additional years as long as the student meets the renewal criteria for the award, usually a 3.0 GPA and full-time enrollment, earning at least 24 credits per academic year. A review for renewal eligibility is made annually at the end of the academic year, generally in June.

### Beginning with the 2016 Incoming Class

The University scholarship renewal criteria requires students to earn 30 credits per academic year along with a 3.0 GPA. Students will also have available a \$1,500 scholarship during the summer. This scholarship can only be utilized if the student takes 6 credits during the summer. It cannot be utilized during any other time, and can only go toward Seton Hall undergraduate tuition. Complete details can be found on the students scholarship offer letter.

Students in their last semester who are not full-time may have their scholarship awards prorated based on the number of undergraduate credits for which the student is registered. This will not cover graduate level courses, even if they are part of a joint degree program.

Students who formally defer their admission and have received a scholarship offer will have the scholarship offered to them at the point of original admission deferred. This means the award amounts and terms will remain intact. Deferrals only remain valid for one academic year and only if the student does not pursue coursework at any other institution of higher learning. Once a student enrolls at another institution the deferment of both admission and scholarship are null and void and the student must reapply and be reassessed for admission and scholarship as a transfer student.

In addition, the University offers several other scholarship opportunities for incoming students. Information about these scholarships can be found at [www.shu.edu/go/scholarships](http://www.shu.edu/go/scholarships). Specific details about terms and conditions of these awards are provided to recipients in their scholarship award letter.

Students that do not meet the criteria for renewal of a University scholarship will have the opportunity to appeal. Students are made aware of their status by the Financial Aid Office at the end of the Spring semester. At that time, a link to the Appeal form is provided and students are able to complete and submit. The Appeal will be reviewed by a committee and all decisions are sent out soon thereafter. If a student is denied the appeal they cannot appeal again at this time but will have the opportunity to reappeal the following spring and the committee will reconsider based upon most current academic information. Awards are not reinstated unless the student appeals. Awards are not made retroactively.

### Need-based Grants

Institutional need based grant programs are for undergraduate students pursuing their first bachelor degree. Second degree and/or graduate students are not eligible for institutional need based grant programs.

Need-based grants from Seton Hall University can only apply to undergraduate tuition and cannot cover fees, room and board, books or any other indirect cost and may be reduced accordingly. Students who receive full tuition merit-based scholarships and/or tuition remission and/or tuition exchange are not eligible to receive Seton Hall need-based grants. Students must be enrolled full-time and meet Satisfactory Academic Progress rules to maintain this award. In addition, renewal is not guaranteed; students must re-file the FAFSA annually no later than January 15th to determine eligibility. Students in their last semester who are not full-time may have their need-based grant prorated based on the number of undergraduate credits for which the student is registered.

### Student Employment

In addition to the Federal Work-Study (FWS) Program, the University funds a number of campus jobs that are not based on financial need. Information is available at <http://www.shu.edu/offices/student-employment-index.cfm>

### Sibling 10 Percent Tuition Discount

The University will no longer offer a Sibling 10 Percent Tuition Discount beginning with the 2013-2014 academic year. All prior recipients will be honored if a Sibling Discount Renewable application is received each year, which is found on the Financial Aid website.

### Joint Degree Programs

Seton Hall University scholarships and need-based grants cannot be used to cover all course work in joint degree programs. These awards are only available for four years and can only cover Seton Hall tuition for full-time undergraduate study at Seton Hall. Students who are taking at least 12 credits of undergraduate coursework at Seton Hall each semester are considered full time.

These awards cannot cover any graduate level study at Seton Hall or any coursework taken at a partner institution, even as part of a joint degree program. Please note that undergraduate coursework has course numbers beginning with the number 5 or lower. Any course number starting with a 6 or greater is considered graduate level.

If in your senior year, you are taking a combination of undergraduate and graduate courses or courses offered at Seton Hall and a partner institution as part of a joint degree program and you drop below 12 Seton Hall undergraduate credits, Seton Hall University Scholarships and need-based grants will be prorated to cover undergraduate courses at Seton Hall in your senior year and you will be charged separately for graduate level courses toward which no scholarship funds can be applied. If you are taking coursework at a partner institution, you will be billed directly by the partner institution for these courses and no scholarship funds can be applied.

### Tuition Remission

Seton Hall University employees and eligible dependents may qualify for tuition remission benefits in accordance with policies established by the Department of Human Resources. Tuition remission can only cover tuition costs and cannot be used to cover course fees, technology fees, University fees, room and board or any other fees. In order to receive tuition remission, students must file the FAFSA annually and maintain satisfactory academic progress. Tuition remission cannot be combined with any other form of tuition-only assistance from Seton Hall, such as University scholarships or need-based grants. Tuition remission may be reduced by NJ State Tuition Assistance Grants (TAG).

### Second Degree Students

Generally, second degree-seeking undergraduate students may be eligible for Federal Direct Loans. Second degree-seeking undergraduate students are NOT eligible to receive grants, such as Pell, SEOG, New Jersey TAG, SHU Need and the Seton Hall Institutional Scholarships and Grants. Second



degree-seeking undergraduate students should apply for financial aid by following the same procedures as other undergraduate students. Second degree-seeking undergraduate students must have declared majors different from the major in which they have already earned a degree. Second degree-seeking undecided majors are considered undeclared for financial aid purposes, and are not eligible for aid.

## Endowed and Restricted Scholarships

The University has a website with a searchable database of scholarship and grant opportunities to assist students. Please visit <http://www.shu.edu/go/pirate-scholarships>. Students are encouraged to utilize this database to find additional scholarship opportunities. Students can also complete a scholarship consideration form at [http://setonhall.formstack.com/forms/scholarship\\_consideration](http://setonhall.formstack.com/forms/scholarship_consideration). The office will use the form to attempt to match students with scholarship opportunities.

### Requirements to Maintain Eligibility for Federal Aid

All forms of financial aid – federal, state and institutional – are subject to set academic progress. Students who do not meet the condition of Satisfactory Academic Progress (SAP) may lose their aid eligibility. In addition to the requirements above, the Higher Education Amendments require colleges and universities to define and enforce standards of academic progress. In order to be eligible for federal financial aid, students must conform to the standards of academic progress.

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

## Satisfactory Academic Progress Guidelines

### General Considerations

- Federal Regulations (General Provision CFR 668.43) require Seton Hall University, Enrollment Services, to review the academic progress of students who apply for and/or receive financial assistance. This regulation applies to every financial aid applicant.
- Satisfactory Academic Progress evaluation cannot take place until final grades have been posted each semester. Therefore, any financial assistance awarded prior to the academic evaluation is subject to cancellation if the minimum standards are not met.
- Transfer students will be considered for assistance for one term prior to the evaluation of Satisfactory Academic Progress. At the end of the first semester of attendance at Seton Hall University, transfer students will be evaluated based on the standards for their designated academic level.
- Deficiency with the quantitative and qualitative

Satisfactory Academic Progress Guidelines will result in the denial of financial assistance. Applicants denied financial assistance because of inadequate Satisfactory Academic Progress will be granted the option of appealing their aid denial. Appeals must be based on “special or unusual circumstances.”

### Academic Requirements

#### *Grade Point Average*

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

#### *Number of Credits Completed - Full-Time*

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

Policies are subject to periodic revision due to federal legislative and regulatory requirements, as well as federal review. The full policy can be found on the Financial Aid website.

## Determination of Award Amounts

To be considered for any federal, state or University financial aid based on need, a student must complete the FAFSA. The federal government will then process the information and send it to the colleges indicated and to the appropriate state agencies. Students should make sure that Seton Hall University is listed on the FAFSA (use Federal ID number 002632).

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

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

Awards are made without reference to racial or ethnic origin, gender, age or physical disability. Awards are made

singly or in a “package” (a combination of grants, scholarships, loans and employment). In “packaging” a student with a variety of funding, the University first estimates grants from federal and state programs not directly administered by the University, such as Pell grants, TAG and EOF grants, and outside scholarships. If eligible, students are then awarded the maximum Stafford Loan. If the student has remaining need, he or she may be awarded an S.E.O.G. (if Pell-eligible), a Perkins Loan or a SHU Need-Based Grant. The amount of these awards depends on the funding level for each program, as well as the total number of eligible applicants in each award year. Federal PLUS and/or alternative loans may be awarded to cover any remaining gaps between financial aid, family resources and the total cost of attendance.

Beginning in Fall 2012, students are now limited to 12 semesters (or 600%) of Pell Grant eligibility during their lifetime. This change affects all students regardless of when or where they received their first Pell Grant. Students who are currently receiving the Pell Grant in the academic year 2011-2012 and have already used 600% of their Pell Grant eligibility will no longer be eligible to receive a Pell Grant starting Fall 2012. More information concerning this and how to determine your Pell Grant percentage can be found on the Financial Aid office website.

A new provision to the Direct Loan requirements limits a first-time borrower’s eligibility for Direct Subsidized Loans to a period not to exceed 150 percent of the length of the borrower’s educational program. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150 percent limit to lose the interest subsidy on their Direct Subsidized Loans. Only first-time borrowers on or after July 1, 2013 are subject to the new provision. Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on a FFEL Program Loan on July 1, 2013. These students may still be eligible for Direct Unsubsidized loans if they have not reached the Aggregate Loan Limit for their program.

## Student Loans:

### Rights and Responsibilities

Different types of federal student loans are available to assist in financing a student’s education. They are the Perkins Loan, Federal Direct Loan (both subsidized and unsubsidized), and the Parent Loan (PLUS). Before incurring any loan, students should know the terms and conditions of the loan, as well as their rights and responsibilities as student borrowers. A loan is money that is borrowed and paid back with interest. The specific sum of money borrowed is called the principal. Interest is a percentage of the principal that the student pays as a fee for borrowing. Students usually pay back the loan in monthly installments until the entire amount of the loan (principal and interest) is repaid. In some cases, a student may postpone or defer payment of the loan, but a

deferment must be approved by the loan provider. If a student fails to repay the loan (or defaults), the government may penalize the student and may withhold money from paychecks and tax refunds. In addition, the student will be ineligible to receive future federal aid and his or her credit rating will be negatively affected. The exact terms and conditions of a student loan may be obtained from the loan provider. While federal student loan programs differ in some ways, a student’s rights and responsibilities as a borrower are basically the same for all programs. These rights and responsibilities are specified in federally mandated Entrance Counseling at [www.studentloans.gov](http://www.studentloans.gov)

### Rights

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

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

### Responsibilities

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

**Estimated Federal Stafford Loan Monthly Payments**

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

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

**Student Employment**

Students must meet and maintain certain eligibility requirements to be considered for on-campus employment. A comprehensive explanation of the terms and conditions of employment is listed in the Seton Hall University Student Employment Handbook, available in Financial Aid.

Generally, a student must be enrolled and matriculated at Seton Hall and be making progress toward a degree as defined by the University. Students also must be given an official work assignment before any work is performed. Students eligible for a Federal Work-Study Award must:

- file a FAFSA and demonstrate financial need for the program;
- interview and be hired for a position;
- submit proof of citizenship and employment eligibility (I-9 Form); and
- provide documentation of information provided on FAFSA if required.

have a minimum cumulative GPA of 2.0.

**Disbursement of Financial Aid****Attendance Confirmation:**

Disbursement of financial aid is done in different ways depending on the type of aid. Federal and State aid cannot be disbursed until the student has confirmed Attendance in all classes. After the Add/Drop period of every semester, students can confirm that they have begun attendance in all of the classes for which they are registered. Once the confirmation is made, and all other requirements have been fulfilled, aid can be disbursed. A second confirmation is also done by utilizing attendance reports provided by faculty. University aid is disbursed based on registration and scholarship requirements being met.

**Student Employment**

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

**New Jersey State Grants**

New Jersey State Grants are disbursed electronically into the computer system at Seton Hall. After proper certification, the student's account is credited for the specific award for which he or she is eligible, determined by the New Jersey Higher Education Student Assistance Authority (NJHESAA).

**Federal and Institutional Aid**

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

**Repayment Policy**

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

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

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

University charges. The Return of Title IV calculation is separate from the University Refund Policy. The University does not have a policy of mandatory attendance. In the case of unofficial withdrawals, the mid-point of the semester will be used to determine federal refunds in line with the return to Title IV policies.

## Repeat Coursework Regulations

The Department of Education has implemented new regulations governing repeated coursework. The regulations have been implemented to improve the pace of graduation for students, which in turn should reduce loan indebtedness and preserve grant funding levels. The full Repeat Coursework Policy can be found on the Financial Aid Office website. Any time a course is repeated, associated charges (tuition and fees) will be applied.

- Students may repeat a previously passed course only once. Passing includes grades of A, A-, B+, B, B-, C+, C, C-, D+, D.
- Students may repeat a failed course until it is passed.
- All courses previously taken, even if financial aid was not used, are compared against the current semester to determine if a class has been repeated and if it can be paid for with financial aid.
- A student's financial aid may be recalculated if he or she takes a class that is not eligible for financial aid.

Additional information can be found at

<http://www.shu.edu/offices/policies-procedures/repeat-coursework.cfm>

## Tuition and Fees

The most recent information on tuition and fees can be found on the Seton Hall University web site:

<http://www.shu.edu/offices/bursar/tuition-and-fees.cfm>

### Payment

Seton Hall University utilizes electronic billing as the official means of distributing student bills. Students are required to monitor their accounts through the online self-service access and make on-time payments. Registration during the early registration periods of November (for the Spring semester) and March-April (for the Fall semester) is required of continuing students. Charges are assessed for all course reservations, regardless of class attendance. Courses must be officially dropped online or in the Office of the Registrar before the applicable due dates. Details are available online at the Seton Hall Website. All checks and money orders should be made payable to Seton Hall University. Payments made by mail should be sent to the address listed on the eBill. The University encourages online payments through the student PirateNet portal. Electronic checks, echecks, are accepted with no charge. Credit card payments can only be made online, and a 2.75% convenience fee is applied to the amount paid.

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

### Payment Plan

Seton Hall University offers plans designed to provide students and their families no interest payment plans at a nominal fee. Please visit the site <http://www.shu.edu/bursar/billing-and-paymentsfaq.cfm#paymentplans> or contact 800-222-7183 for more information. Payment plans are not available for Summer sessions or past due charges.

### Late Fees and Collection Costs

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

### Withdrawal from the University

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

### Returned Check Policy

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

## Tuition, Room and Board

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

Seton Hall utilizes a flat rate tuition plan for full-time undergraduate students. All full-time students who enroll in more than 18 credits in a term will be charged the applicable basic flat amount for their first 18 credits with an additional \$1,095 for each undergraduate credit above 18. Undergraduates who enroll in fewer than 12 undergraduate credits will be assessed \$1,095 per credit.

Undergraduates who are officially enrolled in a dual-degree program may take up to three of the graduate courses required for the program as part of their undergraduate flat tuition by paying the difference between the graduate and the undergraduate per credit rate for the semester during which the courses are taken. Otherwise, undergraduates who enroll in a graduate course will be assessed graduate tuition charges for that course.

Students in a joint degree program are eligible to take their first three graduate level courses at the undergraduate tuition rate. If a student is enrolled in 12 or more undergraduate credits in a Fall or Spring semester, this will fall under flat-rate tuition. If a student is enrolled in 1-11 undergraduate credits in a Fall or Spring semester, the tuition for the graduate course will be adjusted to the undergraduate per-credit rate. Students can take the first three graduate classes at the undergraduate rate in a Fall or Spring semester if they are enrolled in undergraduate courses in that same semester.

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

#### University Fee

Full-time	\$485
Part-time	\$150
Summer	\$55
Mobile Computing Fee	\$275

#### Technology Fee

Full-time (non-participant in mobile program)	\$400
Part-time	\$125
New Student Fee	\$300

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

#### Estimates of Non-Tuition Costs

##### Undergraduate On Campus

Books and Supplies	\$1,000
Transportation	\$1,000
Miscellaneous	\$1,000

##### Undergraduate at Home

Books and Supplies	\$1,000
Transportation (non-resident)	\$2,200
Miscellaneous	\$1,000

##### Undergraduate Off Campus

Books and Supplies	\$1,000
Transportation (non-resident)	\$2,200
Miscellaneous	\$1,000

#### Tuition Discounts

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

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

#### Withdrawal from the University

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

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

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

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

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

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

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

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

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

## Charges for Course Changes

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

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

## Withdrawal from Residence Halls

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

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

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

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

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

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



# Academic Policies and Procedure



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

## Degree Requirements

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

In addition to individual school/college requirements, each department or division of the University prescribes certain courses to fulfill major field and concentration requirements. All candidates for the bachelor's degree must maintain a GPA of 2.0 overall, in major courses, and in any optional minors,

except where departments require a higher minimum average. In the College of Education and Human Services there is a higher minimum GPA for retention in the program and graduation. Transfer students must complete a minimum of 30 credits at Seton Hall to qualify for a degree from the University.

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

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

## Academic Advisement

Academic advising is a process that assists students in gaining the greatest possible benefit from their education at

Seton Hall. In addition to helping prepare student schedules, academic advisers help students understand themselves; recognize their educational needs; realize their educational aspirations; and prepare for their future in an appropriate career, profession or graduate study program.

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

### **Class Attendance**

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

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

### **Transfer Between Schools**

Students who wish to transfer from one University school or college to another may file a request for a change of major online within PirateNet after discussing transfer options with their adviser. The dean may admit students who meet requirements for admission to the school/college.

### **Change of Major**

Students may change major programs with the permission of the chair of the department into which they wish to transfer. If the major change involves a change in school/college, the permission of the dean of the school/college also is required. In order to effect a change of major, students must secure approval via submission of an online major change request submitted through PirateNet after discussing their interest in transferring with program personnel.

### **Tracking a Major**

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

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

- Pre-major students who seek admission to the School of Business should follow the guidelines in “Standards for Admission to and Continuance in the Stillman School of Business” within this catalogue. These students should seek advisement in the Stillman School’s Student Advisement Office. Students should complete MATH 1205 Finite Mathematics with Calculus for Business before taking any accounting or economics course.
- Pre-science majors who seek admission to a science major must successfully complete the required introductory courses in mathematics and science to be considered for acceptance into biology, chemistry, mathematics and physics majors.
- Pre-major students who seek admission to a communication major must achieve a minimum GPA of 2.5 after their first semester of study,
- Pre-nursing majors who seek admission to the nursing major must achieve a minimum GPA of 3.0 after their first semester of study,
- Pre-major students seeking admission to the School of Diplomacy and International Relations must achieve a minimum GPA of 3.0 both overall and in their diplomacy courses after earning 30 credits.

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

### **Declaration of Second Major**

Students may declare a second major with the permission of the chair of the department offering the second major. Students in the College of Education and Human Services are required to declare a second major. Students may file their request to declare a second major online within PirateNet.

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



### **Declaration of Minor**

Students may declare a minor by filing a request for the minor online within PirateNet. Students may rescind a prior minor declaration online as well. Students seeking to pursue a minor should discuss this option with the department chair or program adviser.

### **Course Transfer Policies**

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

At the time of admission, entering freshmen may transfer a maximum of 45 credits to their Seton Hall program, with no more than 30 credits earned through testing (AP, CLEP, IB).

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

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

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

### **Residency**

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

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

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

### **Time Limit**

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

If a student is granted a leave of absence, the time on leave shall not be counted toward degree completion time. Students may request a leave of absence or temporary withdrawal by submitting a Request for Withdrawal; this form is available online.

### **Academic Integrity**

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

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

**Class Standing**

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

Freshman - A student who has completed fewer than 30 credits.

Sophomore - A student who has completed at least 30, but fewer than 60, credits.

Junior - A student who has completed at least 60, but fewer than 90, credits.

Senior - A student who has completed 90 or more credits.

**Application for Graduation**

Students are required to file an online Application for Degree with the Office of the Registrar according to the following deadlines:

<i>Degree Term</i>	<i>Filing Period for Applications for Degree</i>
Summer	September 5 – June 10
Fall	February 1 – October 1
Spring	September 15 – February 1

Students should consult their degree audit as a guide to course selection and to assure that they meet degree requirements. Students must declare any curriculum change at least six weeks prior to the end of the semester in which they plan to complete degree requirements.

**Graduation Eligibility**

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

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

Participation in the commencement ceremony is restricted to those students whom the Office of the Registrar determines to be eligible for their degree. The University also may allow students who are within 6 credits of degree eligibility, who have registered for these courses, and who have the requisite GPA, both overall and in each degree component, to participate in the ceremony as space permits. Students who seek to “walk” at graduation in advance of their actual degree eligibility must complete an application to walk in the Office of the Registrar by the posted deadline. Participation in the ceremony does not constitute confirmation of degree eligibility.

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

**Diploma Policy**

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

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

**Graduation Rate**

Of the students who entered Seton Hall University in Fall 2011 as first-time, full-time freshmen, approximately 70 percent graduated from the University within six years. Students who did not graduate and/or left the University did so for various reasons, including academic difficulties, financial problems, changes in career plans, family and personal circumstances, and medical problems.

**Registration Regulations****Registration**

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

Students who plan to continue their studies in the following semester are required to register for courses in November (for the Spring term) and in late March-April (in the Fall term). This accords continuing students first priority in course selection for the following semester.

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

Registration periods for new and readmitted students immediately precede the beginning of each term. The University calendar specifies these dates.

### Academic and Financial Responsibility

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

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

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

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

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

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

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

### Schedule Changes

Adjustments to the semester schedule are permitted through the end of the add-drop period. For Fall and Spring semesters, the add/drop period ends at midnight on the next occurring day of the week within which classes begin. For example, if the semester begins on Monday, then the add-drop period ends at midnight of the following Monday. This pattern is

altered if the end date falls on a University holiday in which case the end of the period would be midnight on the next occurring business day. For Summer courses, the add-drop period ends on the day of the second class meeting/second day of class session for online courses.

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

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

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

### Semester Credit Load

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

## Undergraduate Grading System

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

Letter Grade	Quality Point	Weight
A	Superior	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D	Poor but Passing	1.00
F/Fail	Failure	0.00

FSA	Failure- stopped attending	0.00
P/Pass	Pass	0.00
PR	Pass with reservation (undergraduate field courses)	0.00
I	Incomplete	0.00
IW	Incomplete Withdrawal	0.00
AU	Audit	0.00
NA	Never Attended/Never participated	0.00
NR	Not Reported	0.00
NSA	No basis for grading-stopped attending	0.00
WD	Withdrawal	0.00
FI	Failure-Unresolved Incomplete	0.00

#### Institutional Credit Courses Only:

SP	Satisfactory Performance	0.00
RR	Retake Required	0.00

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

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

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

“FI” grade affects both the grade point average and the credit completion ratio.

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

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

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

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

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

“F” grade has the same statistical effect as in a regularly graded course.

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

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

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

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

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

**NA – Never Attended/Never Participated:** An NA grade indicates that an enrolled student has never attended (or never participated in an online class). An NA grade is not reversible. It is not used in determining class standing, eligibility or GPA. An NA grade disqualifies a student from the Dean’s List.

**NR – No Record:** When a faculty member does not enter a grade for a student, the Registrar will enter an NR grade for that student. The NR grade indicates that the faculty member has not graded the student for the course. This grade is not used in determining class standing, eligibility or GPA; a student who receives an NR grade is disqualified from the Dean’s List eligibility for the semester.

**NSA – No Basis for Grading – Stopped Attending:** The NSA grade indicates that a student stopped attending a class without officially withdrawing and submitted no meaningful

work, resulting in no basis for grading. This grade is not used in determining class standing, eligibility or GPA; however, this grade disqualifies a student from the Dean’s List for the semester.

**AU – Audit Options (no credit):** Students who register as auditors are expected to attend class regularly but are not obligated to take tests or comply with any other course requirements. The audit option is not allowed in computer, computer-based, laboratory, applied art, applied music, graphics, studio television, writing, physical education activity, independent study, thesis or dissertation, online or any off-campus courses. There are two audit options available.

**Audit Declaration at Registration:** Students who declare an audit option at the time of registration by filing an Audit Declaration are assessed tuition of \$600 per credit plus fees. Audit Declaration is restricted to open courses at in-person registration sessions immediately prior to the beginning of a semester.

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

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

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

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

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

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

#### Registration for Graduate Courses

Under specified conditions undergraduate students with a 3.0 GPA may take graduate courses in their senior year.

Students must secure written permission in advance of their registration. Students may not take a graduate course on a pass/fail basis. Students pay graduate tuition for these courses; they are not included within the comprehensive tuition charge. These courses are graded according to graduate grading rules.

For students admitted to joint undergraduate-graduate programs, tuition for the first 9 graduate credits is included in the flat rate if the student is a full-time student. If the student is already registered for 18 undergraduate credits, the graduate course is billed at the undergraduate per-credit rate. If the student is a part-time student, the first 9 credits would also be billed at the per-credit undergraduate rate, in cases where these courses count toward the undergraduate degree, they cannot later be applied to a graduate program.

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

### **Withdrawal**

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

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

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

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

Students who are activated for military service should

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

### **Grade Point Average**

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

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

The grade point average is a cumulative calculation that includes all courses taken at Seton Hall University at a given level. Students who are readmitted after a leave of absence or withdrawal will retain their academic history in full.

### **Grade Reports**

Students will access their grades online through Banner Student Self-Service. Students who need written documentation of their grades should contact the Office of the Registrar for assistance.

### **Grade Change Policy**

A request for a grade change must be made in writing to the instructor no later than four months from the date of the submission of the final grade in the course. Incompletes are not final grades and are governed by stated University policies. If the matter is not resolved in 10 class days from the submission of the request for change, the student has recourse to the University grievance policy. If the dean’s office determines that extraordinary circumstances warrant a waiver of the grade change deadlines, that office can so certify to the Office of the Registrar to arrange for grade change processing.

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

### Repeated Courses

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

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

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

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

## Honors

### Dean's List

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

### Graduation Honors

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

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

### Transfer Student Honors

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

### National Honor Societies

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

## Full-Time Student Probation Policy

### Standards

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

Full-time undergraduate students are required to:

- complete successfully at least 24 credits in each 12 months of full-time registration; and
- have a cumulative GPA of at least 1.75 for freshmen, 1.90 for sophomores, and 2.00 for juniors and seniors.

### Eligibility

Students who were registered for the previous two semesters as full-time students, but have not successfully completed 24 credits in the previous 12 months, are not eligible:

- for student employment;
- to participate in recognized student activities, including varsity athletics; and
- to hold office in recognized student organizations.

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

### Warning

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

### Probation

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

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

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

If a student is placed on probation for a second consecutive semester, the dean must conduct a suspension/dismissal review, and the student is ineligible:

- for student employment;
- to participate in recognized student activities, including varsity athletics; and
- to hold office in recognized student organizations.

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

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

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

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

The Office of the Registrar shall distribute lists of students placed on probation or in default of the 24-credit requirement to the deans, department chairs, faculty representative for athletics and vice president for Student Affairs. The dean shall notify these officials and Enrollment Services of any waivers, extensions, suspensions or dismissals. In areas under their jurisdiction, these officials must assure that students do not participate in activities or organizations or employment for which they are ineligible under this policy.

## Part-Time Student Probation Policy

### Standards

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

Part-time undergraduate students are required to have a cumulative GPA of at least 1.75 for freshmen, 1.90 for sophomores, and 2.00 for juniors and seniors. Part-time



students who were enrolled for the previous two semesters must complete a minimum of 6 credits in the previous 12 months.

### Eligibility

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

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

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

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

### Probation

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

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

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

### Appeals

A student who believes that a decision made in his or her regard has been procedurally incorrect, or has otherwise violated his or her rights, may appeal the dean's decision to the Provost, according to the established University grievance procedures. Details appear in the Student Handbook, which is located on the Student Services web site at <http://www.shu.edu/offices/student-services/index.cfm>

## Student Academic Records

### Access and Privacy

The University provides all present and former students

with the right of access to inspect and review by appointment any and all educational records, files and data that relate directly to them. Students also are afforded the opportunity to challenge these records.

All educational records are considered confidential. Their release is regulated by University policy in keeping with the provisions of Public Law 93-380, Family Educational Rights and Privacy Act of 1974, as amended. The University policy is fully detailed online at <https://www.shu.edu/policies/ferpa-family-educational-rights-and-privacy-act.cfm>. Students who wish to inspect information or records may do so by requesting a Right of Access form from the office or department in which a specific record is kept, and filing it with that office. Right of Access forms also are available in the Office of the Registrar. Within 10 days of receipt of the Right of Access form, the office or department will notify the student about the date, time and location where the record will be available for inspection. The Office of the Registrar answers all questions relating to right of access.

### Transcripts

Transcript requests should be filed well in advance of any deadline. Normal processing time for transcripts ranges from 48 to 72 hours.

Current students may order transcripts online via Banner Student Self-Service, using the PirateNet portal. Former students may order transcripts online, using the link on the Registrar's home page. The transcript fee is \$6.00 per copy.

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

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

## Course Information

### Course Numbering System

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

The following guide was used to develop the course numbers:

#### Significance of first digit

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

courses.

- 6 First-level graduate courses.
- 7 Second-level graduate courses, with at least one six-level prerequisite.
- 8 Third-level graduate courses, with at least one seven-level prerequisite.
- 9 Fourth-level graduate courses.

#### **Significance of second digit**

May indicate sub-discipline within a subject area.

#### **Significance of third and fourth digits**

May indicate course order or corequisite, etc.

*Caution:* The course number is intended as a guide only.

Prerequisites must still be checked with the University catalogue and faculty advisers.

#### **Course Offerings**

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

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

#### **Independent Study**

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

#### **Name and Address Changes**

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

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

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

#### **Personal Identification Number (PIN)**

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

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

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

# Student Life



Bishop Dougherty University Center  
(973) 761-9075

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

**Interim Vice President for Student Services:**

Robin Cunningham

**Associate Vice President and Dean of Students:**

Karen Van Norman, M.Ed.

**Assistant Vice President and Director of Projects and Planning:** Monica Burnette, Ph.D.

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

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

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

## Department of Housing and Residence Life

**Director:** Timothy Moran, M.Ed.

Duffy Hall, Room 68

(973) 761-9172

Hours: Monday-Friday, 8:45 a.m.-5:00 p.m.

E-mail: [shuhousing@shu.edu](mailto:shuhousing@shu.edu)

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

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

Seton Hall is "home" to approximately 2,300 students – nearly 50 percent of the undergraduate population. There are six on-campus traditional residence halls for undergraduate students and two University-owned and operated apartment buildings, located in South Orange, for upperclassmen.

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

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

The department employs a diverse and experienced staff of professionals who work together to facilitate the personal growth of each resident student. The staff's goal is to create a strong community that encourages student involvement. The director of Housing and Residence Life is responsible for overall management of all activities, administrative processes and supervision of all staff. One associate director is responsible for residential education, staff supervision and programming. Three assistant directors are responsible for the first-year residential experience, training and development, and housing operations and marketing.

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

### GPA Requirement for On-Campus Living

Residents are required to maintain at least a 1.8 overall GPA to reside in campus housing. A student may file an application for an exception to this minimum GPA requirement. If granted, the student can expect conditional

residence focused on ensuring academic success and progress.

### Priests in the Residence Halls

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

## Dining on Campus

Bishop Dougherty University Center, (973) 761-9559

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

E-mail: [shu@gourmetdiningllc.com](mailto:shu@gourmetdiningllc.com)

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

The hours of operations for both areas can be found: <http://www.gourmetdiningllc.com/campus/shu/> Full Service Menu is located in Walsh Library.

**Seton Hall University's Meal Plan Program** allows students to select one of seven options. Once purchased, the student's ID card will have a set number of meals per week plus Pirate Bucks that can be used to purchase products from the Galleon Food Court and Pirate's Cove, or to enter the Pirate Dining Room. In the Pirate Dining Room portion of the meal program, students will have one meal deducted every time they enter. Once in the Pirate Dining Room, students are allowed to eat whatever they choose with unlimited returns. Each student's number of meals will be reset according to his or her meal plan every Monday morning unless on the Block Plan. A display at the register shows the amount being charged and the balance of meals or points remaining. Additionally, there is a plan specially designed for commuters only which allows them access to the benefits of a meal plan. Plans are active during the entire Fall and Spring semesters, however, they are not active during breaks or Summer. Meals remaining at the end of each week throughout the semester are not refundable.

Information concerning current Resident Meal Plans can be found at <http://www.shu.edu/offices/bursar/meal-plan/index.cfm> or by calling (973) 761 9559.

## Public Safety and Security

### Assistant Vice President/Director:

Patrick P. Linfante, M.A.

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

(973) 761-9328

24-hour Security Service

Security Building, (973) 761-9300

[publicsafety@shu.edu](mailto:publicsafety@shu.edu)

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

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

### Parking Services

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

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

### SHUFLY

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

### SHU Safe Ride

In an effort to enhance the off-campus safety of our

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

## Campus ID Office

**Manager:** Ibiyemi Adesanya, M.S.

Duffy Hall, Room 63 (973) 761-9771

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

E-mail: [CampusID@shu.edu](mailto:CampusID@shu.edu)

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

### Identification Cards/Card Access

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

### Pirate's Gold

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

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

## Campus Ministry

**Director:** Reverend Colin Kay

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

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

E-mail: [colin.kay@shu.edu](mailto:colin.kay@shu.edu)

[nicholas.figurelli@shu.edu](mailto:nicholas.figurelli@shu.edu)

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

Campus Ministry provides a pastoral presence on campus

and seeks to evangelize and empower all, by the prompting of the Holy Spirit, to become dedicated members of God's family. Campus Ministry seeks to bring the Church's general mission to higher education; namely, to preach the Gospel of Jesus Christ, by creating an environment that allows for spiritual, moral, liturgical, and sacramental development, as well as nurturing students intellectually, socially and physically. The Campus Ministry staff helps guide the maturing Christian conscience, educate for peace and justice, and develop future Christian leaders.

The activities listed below are open to participants of all faiths. The Campus Ministry staff will also direct any member of the University community to local congregations that will foster individual spiritual development. An Interfaith Directory, which includes addresses and telephone numbers of houses of worship in the area, is available through Campus Ministry.

### Worship

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

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

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

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

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

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

### Catechetics

The Rite of Christian Initiation for Adults (RCIA) is a process that directs the full formation of students into the Catholic Church. Students learn to understand the teaching, worship, formation and community that comprise the Church.

It is also a catechetical program for baptized Catholics who desire full membership in the Catholic Church through the sacraments of Confirmation and the Eucharist. RCIA meets weekly in both the Fall and Spring semesters. Students attend the RCIA retreat and field trips to the Cathedral Basilica of the Sacred Heart, the Immaculate Conception Seminary School of Theology, Latin Rite masses and Eastern Catholic churches. Students celebrate all the rites in the RCIA program and receive the Sacraments of Initiation at the Immaculate Conception Chapel.

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

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

### Spiritual Renewal

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

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

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

### Social Awareness

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

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

## The Career Center

**Director:** Reesa Greenwald, M.A.

Bayley Hall, Suite 209

(973) 761-9355

Hours: Monday - Friday

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

[careers@shu.edu](mailto:careers@shu.edu)

PirateNet - Click on Career Center or visit

[www.shu.edu/go/careers](http://www.shu.edu/go/careers)

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

### Career-based Experiential Education

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

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

### Internships

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

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

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

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

### Career Counseling and Assessment

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

### Vocation and Career Workshops

Each year, more than 2500 students and alumni attend career education seminars. These hands-on workshops help students to see their lives as a vocation/calling, and prepare them for their internship and professional career searches or the graduate school application process. Workshops include: résumé and cover letter writing, interviewing techniques, preparing personal/career statements, using social media to network, and tips on networking and negotiating an offer.

### Employer/Alumni Networking Events

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

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

### eCareer Resources

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

### Alumni

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

## Department of Athletics and Recreational Services

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

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

[athletics@shu.edu](mailto:athletics@shu.edu)

[www.shupirates.com](http://www.shupirates.com)

### Mission Statement

The Seton Hall Department of Athletics and Recreational Services embraces its mission to promote the positive character-building attributes and life skills gained through

intercollegiate athletics and recreational programs. We are also committed to demonstrating competitiveness in the BIG EAST Conference and on the national scene. The Department mirrors the University's commitment to servant leadership and operates in conjunction with its overall mission, which focuses on academic and ethical development while enriching the mind, heart and spirit.

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

### Athletics

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

Pirate athletics has enjoyed a rich tradition. In the last 25 years alone, the men's basketball team has made nine NCAA Tournament appearances and advanced to four "Sweet-16's," two "Elite-8's" and the 1989 National Championship game. The program also won three BIG EAST titles during the 1990s. The women's basketball team competed in the NCAA Tournament in 1994 and 1995, advancing to the "Sweet-16" in 1994. The baseball, golf, men's and women's track, men's soccer, softball and volleyball teams all have won BIG EAST titles. Student-athletes from the track, swimming and tennis programs have earned BIG EAST individual titles and have excelled at the national level.

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

### Recreational Services

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

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

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

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

### Recreation Center Hours (during the Regular Session):

Sunday	11 a.m. – 10 p.m.
Monday – Thursday	7 a.m. – 10 p.m.
Friday	7 a.m. – 9 p.m.
Saturday	11 a.m. – 8 p.m.

## Department of Student Life

### Associate Vice President and Dean of Students:

Karen Van Norman, M.Ed.

Bishop Dougherty University Center, Room 237  
(973) 761-9076

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

E-mail: [karen.vannorman@shu.edu](mailto:karen.vannorman@shu.edu)

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

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

### Community Standards

Seton Hall seeks to create a community, through community standards, where rights and mutual responsibilities are both recognized and valued, where truth and Christian ideals are sought and lived. The University seeks to foster an environment of mutual respect and dignity for each member of its community of scholars and learners, and expects each person to take seriously his or her role in establishing such an environment. For details about the University's community standards and process, please consult the Student Handbook available on the website.



### Leadership Development

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

### Student Government Association (SGA)

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

### Student Activities Board (SAB)

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

### Student Organizations

Over 120 student clubs and organizations and more than 20 fraternities and sororities are recognized by the University. All of these groups are student-led and determined by student interest and activity. Details on each organization and its leadership are available on the Student Life section of the University's website.

## Counseling and Psychological Services (CAPS)

**Director:** Diane Agüero-Trotter, Ph.D.  
Counseling and Psychological Services (CAPS)  
Mooney Hall, Second Floor  
(973) 761-9500

Hours: Monday-Friday, 8:45 a.m.-4:45 p.m.  
Evenings and early morning sessions by appointment  
<http://www.shu.edu/offices/counseling-services/index.cfm>

Counseling and Psychological Services (CAPS) promotes student well-being by helping students overcome obstacles that may otherwise prevent them from attaining academic, personal and professional goals. Toward this mission, our

trained professional staff of licensed and license-eligible staff psychologists and our psychiatrist provide a variety of psychological services as well as education, and general support to the campus community. All services are free and strictly confidential. CAPS is accredited by the International Association of Counseling Services. Services are consistent with the University's Catholic mission.

### Crisis Services

In the event of a personal crisis, students may contact CAPS directly or call the Department of Public Safety and Security at (973) 761-9300 or 911 on campus. After hours, for health emergencies the 911 system activates an immediate response by EMTs, local police, and the Department of Public Safety and Security. Counseling professionals can be paged by the Department of Public Safety and Security to assist with urgent psychological crises after regular business hours (evenings and weekends).

### Therapeutic Services

Psychological services are available to all enrolled undergraduate, graduate, seminary and law students. Services offered include – but are not limited to – the following: short-term individual counseling, group counseling, crisis intervention, psychiatric consultation, psychological evaluation and assessment, and sexual assault/trauma survivor support services. Referrals for longer term treatment in the larger community are also provided. The office is open from 8:45 a.m. to 5 p.m., Monday through Friday. To make an appointment, call (973) 761-9500 or come to CAPS on the second floor of Mooney Hall, room 27. Usually students will have their first appointment within a few days of when they call or come in. Students in crisis are seen immediately. After the initial interview, regular appointments can be conveniently scheduled. All services are free and strictly confidential.

### Group Counseling and Therapy

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

## Health Services

**Director:** Diane Lynch, M.S.N., FNP, BC  
Health Services  
303 Centre Street  
Phone (973) 761-9175; Fax (973) 761-9193  
Hours: Monday-Friday, 8:45 a.m.-4:45 p.m.  
(appointments recommended)

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

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

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

### Required Health Records and Immunizations

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

### Mandatory Health Insurance

All full-time students must carry health insurance. Full-time students who do not submit an electronic waiver form (located on PirateNet) will be automatically enrolled in the University-Sponsored Student Health Insurance Plan. For plan information and waiver deadlines, please review information on the website. Contact Student Services (973) 761-9075 if further information is needed.

## Disability Support Services

**Director:** Angela Millman, M.Ed.

67 Duffy Hall  
(973) 313-6003

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

[DSS@SHU.edu](mailto:DSS@SHU.edu)

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

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

### Academic Accommodations

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

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

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

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

## WSOU-FM

Recreation Center

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

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

WSOU General Manager: (973) 761-9546

WSOU General Manager E-mail: [mark.maben@shu.edu](mailto:mark.maben@shu.edu)

General Manager: Mark Maben

General Information E-mail: [wsoustationmanager@gmail.com](mailto:wsoustationmanager@gmail.com)

WSOU is the No.1 college radio station in the New York metro area. WSOU's signal on 89.5 FM reaches New Jersey's most populous counties of Bergen, Essex, Hudson, Middlesex and Union, the five boroughs of New York City and parts of Westchester, Rockland, Passaic, Morris, Somerset and Monmouth counties. Each week, WSOU reaches over 100,000 listeners with a mix of modern active rock, Seton Hall athletics, and public affairs and community cultural programming.

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

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

2013.

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

## Student Complaint Procedure and Designated Consumer Officials

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

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

### Academic Affairs:

Karen Boroff, Interim Provost and Executive Vice President,  
Presidents Hall, (973) 761-9655

### Enrollment Services:

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

### Student Records:

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

### Student Services:

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

If the complaint is not satisfactorily resolved through the

proper University channels, then in compliance with the federal government's Program Integrity regulations (34 C.F.R. §668.43), students (or prospective students) may then file a complaint with the University's accreditor and/or with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle such a complaint. The contact information for Seton Hall University's accrediting agency and for its licensing authority is listed below:

### Accrediting Agency

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

### Licensing Authority

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

### **Physical Address:**

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

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# Special Academic Programs



## College Seminary Program

Marshall Hall, 2nd Floor, Suite 14  
(973) 761-9420

[collegeseminary@shu.edu](mailto:collegeseminary@shu.edu)

**Rector:** Rev. John J. Chadwick, S.T.D.

**Vice Rector:** Rev. Duverney Bermudez, M.Div., M.A.

**Spiritual Director:** Rev. Frederick L. Miller, S.T.D.

Hours: Monday – Friday, 8:00 a.m. – 4:00 p.m.

The College Seminary of the Immaculate Conception at Saint Andrew's Hall exists to provide students who experience a desire to be priests with an environment conducive for discerning the Lord's will for their lives. This is done through a program of human, spiritual, intellectual and apostolic formation.

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

Designed to prepare students for the diocesan priesthood, the College Seminary functions under its own rector, vice rector and a spiritual director. The program of formation is

guided by the 1992 apostolic exhortation of Pope John Paul II, (*Pastores Dabo Vobis*), and by other documents of the Holy See and United States Catholic Conference of Catholic Bishops, most notably the Fifth Edition of the Program of Priestly Formation (USCCB, 2006).

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

Students must be accepted for admission to the University before they can be enrolled in the College Seminary. College Seminary students board at Saint Andrew's Hall, a few blocks from the main University campus in South Orange. Saint Andrew's provides a community setting where students and priests live and work closely together in an atmosphere of friendship, study and prayer. All college seminarians are expected to major in Catholic Theology through the University's School of Theology. Please see page 319 of this catalogue.

## Ruth Sharkey Academic Resource Center

**Director:** Brandon Larmore  
Arts and Sciences Hall, Room 242  
(973) 761-9108  
Hours: Monday-Friday 8:45 a.m. - 4:45 p.m.  
[arc@shu.edu](mailto:arc@shu.edu)

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

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

The ARC is also responsible for managing the electronic Early Alert System, which allows faculty and staff to notify their students, academic advisers, and campus resources when a student is either facing academic or personal challenges, or demonstrating strong performance. Increased communication between faculty and staff is a proven strategy for increasing student success and completion.

For more information, please call (973) 761-9108 or email [ARC@shu.edu](mailto:ARC@shu.edu)

## Freshman Studies Program

Mooney Hall Room 11  
(973) 761-9740  
<http://www.shu.edu/offices/freshman-studies-index.cfm>  
Hours: Monday- Friday 8:45 a.m. - 4:45 p.m.  
[freshman@shu.edu](mailto:freshman@shu.edu)

### Interim Vice President for Student Services:

Robin L. Cunningham, Ed.S.

### Assistant Dean: Hezal Patel, M.A.

**Freshman Studies Coordinator:** Maggie Hernandez, M.A.

**Freshman Studies Mentors:** Nicole Battaglia; Joan Brennan; Marisa Case; Kalya Castillo; Thomas Conte; Jacqueline DeBenedetto; Megan Gottlieb; Lisa Hawryluk; William Leonard; Carissa Leoni; Nicholas Mattiello; Skylar Makuck; Simon Miller; Lauren Mitchell; Julius Moore; Hezal Patel; Forrest Pritchett; Lisa Robinson; Adriana Rojas; Jaisen Thomas; Brittany White

## Freshman Studies

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

The Freshman Studies Program, celebrated its 32nd year in 2019 and is an award-winning academic advising program designed to initiate students into college level success. The particular objectives of this crucial first year experience are:

- to help students adjust to life on a college campus;
- to assist in creating a social network; and
- to ensure that each student receives the best academic support available.

Freshman Studies uses three elements to accomplish these objectives: the Mentor, the Peer Adviser and the University Life course.

## Mentors

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

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

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

## Peer Advisers

Each first-year student is assigned a specially selected and trained peer adviser. The peer adviser, a successful undergraduate student representing the various schools and colleges in the University, works in tandem with mentors to provide "firsthand" insight to the student. It is vital that new students connect to the existing student body. Peer advisers provide an immediate resource in accomplishing this objective. Peer advisers serve as "big-brothers" and "big-

sisters,” working to ensure personal support and assistance to each person in our entering class.

### The University Life Course

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

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

### First Semester of Coursework

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

## The Transfer Student Center

**Director:** Hezal Patel  
Mooney Hall room 15  
(973) 275-2387

Hours: Monday-Friday, 8:45 a.m. - 4:45 p.m.  
[transfercenter@shu.edu](mailto:transfercenter@shu.edu)

The Transfer Center is the “home base” for transfer students. This should be the first stop for all transfer students who will then be assisted by an adviser in the Center or referred to an adviser in the appropriate academic department. Our transfer student advisers work closely with our Registrar’s Office, Admissions and academic departments to ensure that our transfer students’ transcripts are in order and to provide accurate academic advising. They also provide individual guidance and referrals to meet the academic, social and emotional needs of our transfer students. Transfer students are encouraged to visit the Transfer Center where they will be greeted by enthusiastic seasoned advisers who are prepared to assist them with any concerns they have.

## The Sophomore Center and Pre-Major Advising

**Adviser:** Megan Gottlieb  
Mooney Hall Room 14  
(973) 275-2105

Hours: Monday – Friday 8:45 a.m. – 4:45 p.m.  
[sophomorecenter@shu.edu](mailto:sophomorecenter@shu.edu)

Our Sophomore Center is designed to help our second-year and undeclared students make productive choices that will lead them to graduation. The Sophomore Center provides resources, guidance and academic advising, especially for students who are still unsure about a major or who have changed their minds about their career goals. Students in transition will find a home for their second year by visiting the Sophomore Center.

## Office of Special Projects/ Freshman Studies

**Director:** Forrest Pritchett  
Mooney Hall Room 11  
(973) 761-9740

Rev. Pritchett creates and facilitates programming for the freshman class and others that is relevant to the University Life curriculum, summer reading and current social events. He is instrumental in contributing to the planning of International student events with the Office of International Programs and the annual Petersheim Academic Exposition. Rev. Pritchett also supervises the Martin Luther King Scholarship Association and the Gospel Choir. Additionally, Rev. Pritchett collaborates with university administration and faculty to support professional development in the areas of diversity, inclusion and social justice.

## The Educational Opportunity Program (EOP)

**Associate Dean/Director:** Majid Whitney, M.S.W.  
Alfieri Hall  
(973) 761-9161; Fax: (973) 275-2364  
Hours: Monday-Friday, 9 a.m. - 5 p.m.  
<http://www.shu.edu/offices/eop-index.cfm>

The Educational Opportunity Program (EOP) is a special scholars program that seeks to provide access and opportunity to New Jersey residents who demonstrate significant academic promise and a strong desire to want to succeed at the next level. Students who are admitted into EOP will receive a variety of student support services, which include: pre-freshman student summer program, academic year tutoring and academic support, counseling, academic advisement, professional development, summer program support for upperclassmen, and the ability to receive individualized

attention toward helping students recognize and reach their personal and professional goals.

Annually, admission into EOP remains competitive and students are highly encouraged to apply early. To apply to the program, students must submit an application for admission to Seton Hall University and should contact either the admissions office or EOP. A personal interview is required as part of the application procedure. Each scholar is reviewed annually for eligibility to receive financial aid support from both Seton Hall University and from the State of New Jersey's Educational Opportunity Fund (EOF). The parameters to determine financial eligibility are established annually by the State of New Jersey's Educational Opportunity Fund (EOF). Unfortunately, due to limited number of seats and scholarships offered, not every eligible student is admitted or may receive an EOF Grant. All admitted students must abide by the policies and procedures as outlined in their student agreement form. Additional inquiries about the program should be directed to the Education Opportunity Program office.

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

### **Professor of Military Science/Department Chair:**

Lt. Col. Russell Lemler

Mooney Hall, 4th Floor

(973) 761-9446

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

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

### **Army ROTC**

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

### **Cross-Enrollment**

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

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

### **Basic Course**

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

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

### **Advanced Course**

The advanced course is for students in their junior and senior years, or with four semesters of graduate school remaining. Course work includes military history and ethics, leadership development, tactics and national security issues and concerns. The advanced course also includes a requirement to attend a five-week Leadership Development Assessment Course (LDAC), held during the Summer between the junior and senior years, in which the student is further trained and evaluated for leadership potential. While at LDAC, students receive pay, travel expenses and benefits.

LDAC can count as an internship awarding a student with credits applicable toward a degree with prior approval by the student's academic adviser.

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

#### **Four-, Three-, or Two-Year Programs**

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

##### *Four-Year Program*

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

##### *Three-Year Program*

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

##### *Two-year Program*

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

- Prior service in the military
- Member of the National Guard or Reserve with basic

training completed

- Completion of three or more years of Junior ROTC in high school
- Completion of the Army ROTC Leader's Training Course (LTC)
- Qualified, selected, and completed an accelerated commissioning program.

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

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

#### **Benefits**

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

#### **Personal Development**

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

#### **Scholarships**

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

#### **For Students Majoring in Nursing**

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

#### **Guaranteed Job after Graduation**

Upon commissioning, students have a full-time job in the Active Army or part time job in the National Guard or Army



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

### Income

“All contracted students receive a monthly stipend: \$300 for freshmen, \$350 for sophomores, \$450 for juniors or first year advanced course students, \$500 for seniors or second year advanced course students. Contracted students receive a stipend for ten months of the year. Contracted students on scholarship also receive \$600 per semester for books in addition to getting full tuition & fees paid. Students with prior service, SMP Cadets, and members of the National Guard or Army Reserve may be eligible for the Montgomery GI Bill (MGIB) benefits, financial assistance or reimbursement for tuition, and an additional monthly incentive. Please contact the Department of Military Science for more information concerning the program or Army ROTC scholarships: (973) 761-9446; 313-6255/6256; 699-0325 or on the web at <http://www13.shu.edu/offices/rotc/index.cfm>.

### Basic Course

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

### Advanced Course

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

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

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

## Course Descriptions

### Basic Course

#### ROTC 1010 or ROTC 0110 Leadership and Personal Development

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

#### ROTC 1012 or ROTC 0112 Introduction to Tactical Leadership

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

#### ROTC 2020 or ROTC 0220 Innovative Team Leadership

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

#### ROTC 2022 or ROTC 0222 Foundations of Tactical

**Leadership**

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

**Advanced Course**

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

**ROTC 3032 or ROTC 0332 Leadership in Changing Environments**

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

**ROTC 4040 or ROTC 0440 Developing Adaptive Leaders**  
Strengthens student proficiency in planning, executing, and assessing complex operations while functioning as a member of a staff and providing performance feedback to subordinates. Students assess risk, make ethical and moral decisions, identify responsibilities of key staff members, coordinate staff roles, and use situational opportunities to lead, teach, train, and develop junior ROTC Cadets. Apply leadership and problem solving principles to a complex case study and simulation. Lessons on military and civil justice and personnel processes prepare students to make the transition to

their initial leadership assignments. Prerequisite: ROTC 3030 or ROTC 0330. Corequisite: ROTC 5506 or ROTC 0556 Leadership Laboratory and ROTC 1175 or ROTC 0175 Physical Fitness. *3/0 credits*

**ROTC 4042 or ROTC 0442 Leadership in a Complex World**

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

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

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

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

This is a one-hour physical fitness session focused on building the physical and mental strength and endurance of each student. While it uses the Army Physical Fitness Standard to develop fitness goals, the program concentrates on developing, sustaining, and continually improving each student's cardiovascular, upper body, and abdominal strength. The program also provides opportunities for students to lead and manage their own and their assigned organization's fitness program toward fitness excellence. All students accepted as Cadets in the ROTC program are required to enroll in this course. Prerequisite: Medical evaluation and clearance. *1/0 credit*

**Independent Study and Elective Courses**

**ROTC 1600 or ROTC 0600 Applied Leadership**  
Independent study of applied leadership through internships and special projects. Offered: Fall. Prerequisite: Department

approval. *4/0 credits*

**ROTC 1620 or ROTC 0620 Leadership in the 21st Century**

Independent study of the demands of leadership in today's Army and the Army of the future. Offered: Spring.

Prerequisite: Department approval. *4/0 credits*

**ROTC 5412 Seminar Leadership/Ethics**

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

Prerequisite: Department approval. *3 credits*

**For Nursing Majors Only**

**NUCL 4210 Nurse Summer Training Program Clinical**

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

The Project combines federal, state, and private funding to offer a variety of academic, counseling, and cultural enrichment activities for low income first generation students in grades 9-12. The academic curriculum is a Competency Based Initiative and conforms to High School Proficiency Assessment, as well as the New Jersey Core Curriculum Content Standards. The Project offers a six-week non-residential summer program and an 18-week (Saturday and after school programming) academic year program for 131 students from the cities of Newark, Irvington, and East Orange, New Jersey. In addition to student programming, the Project promotes parental involvement through its Parents Association. This group is an independent body and operates in an advisory capacity. The Association meets monthly during the academic year.

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

## Office of Federal TRIO/Upward Bound Programs

### Upward Bound

**Director of TRIO:** Marva Cole-Friday

**Associate Director, Upward Bound:** Abena Douglas  
Mooney Hall Room 24

(973) 761-9419

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

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

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

**Mission:**

*"To Challenge, Build, Develop, Expose and Assist."*

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

The Project assists students with participation in:

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

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# Interdisciplinary Studies



## Seton Hall Leadership Institute: Buccino Center for Leadership Development

### About the Institute

**Mission:** Provide a competitively-selected cohort of undergraduate leaders with a comprehensive, four-year, leadership development certificate program (non-credit bearing) that includes:

- A cross-disciplinary, foundational understanding of leadership principles based on the 7 pillars on how to lead yourself and lead organizations, led by the Institute's Executive Director
- A nuanced, industry/discipline specific leadership development program unique to each college, led by an Associate Director with subject matter expertise in the student's field
- Experiential opportunities (internships, workshops, intra-university, and intra-college leadership positions) designed to apply leadership theory and concepts into practice
- Professional coaching certified by the International Coach Federation and mentorship from Institute leadership, industry leaders in their respective fields, and a network of Seton Hall graduates starting their own careers
- A virtual community of Seton Hall leaders built via a website, blog, podcast, and a suite of social media platforms to connect and serve as a reliable source of information for young leaders
- Exposure to cutting-edge peak performance psychology techniques to help students perform at their best when the pressure is the highest

**History:** Formalized leadership development is not new to Seton Hall University. In 1995, the Stillman School of Business established the Gerald P. Buccino '63 Center for Leadership Development. This perennially award-winning program develops an elite cohort of business undergraduate students to master their leadership competencies and is

funded, in part, through the Center's namesake, the esteemed Seton Hall alumnus Mr. Gerald P. Buccino. In 2017, the decision was made to expand this initiative to a university-wide program headed by LTC (retired) Bryan Price, Ph.D., its inaugural Executive Director. In addition to Stillman's highly successful leadership development program led by Michael Reuter, five other colleges within the university have established Associate Directors to stand up individual leadership programs within their disciplinary fields. Together, under Dr. Price's leadership, they form the Seton Hall Leadership Institute.

### Contact Us

#### Address:

Dr. Bryan Price  
Seton Hall Leadership Institute  
Seton Hall University  
Jubilee Hall, Room 619  
400 South Orange Avenue  
South Orange, NJ 07079-2692

**Telephone:** (973)-761-9103

**Email:** [leadershipinstitute@shu.edu](mailto:leadershipinstitute@shu.edu)

### Leadership Team

**Executive Director:** Bryan Price, Ph.D.

**College/School Associate Directors:**

*College of Nursing*

Katherine Connolly, DNP, RN, APN-C  
Clinical Instructor

*The Henry F. and Maryann Roman Diplomacy and  
International Relations Leadership Center*

Elizabeth Halpin, M.A.

Associate Dean of External Affairs

Omer Gokcekus, Ph.D.

Professor

*The Lloyd A. McBride Communication and the Arts  
Leadership Center*

Thomas R. Rondinella, Ph.D.

Associate Dean and Professor of Communication

*The Louis and Vivienne Gentile Arts and Sciences Leadership  
Center*

Christopher Kaiser, Ed.D.

Associate Dean for Undergraduate Student Services and  
Enrollment Management

*College of Education and Human Services*

Joseph Martinelli, Ed.D.

Associate Dean for Academic Affairs

*Stillman School of Business*

Michael Reuter, M.B.A.

Director, Business Leadership Center

*The Henry F. and Maryann Roman CORE Curriculum*

Nancy Enright, Ph.D.

Director, University CORE Curriculum

**Program Specifics**

The comprehensive, four-year program is designed to provide selected Seton Hall undergraduate students with the leadership skills needed to succeed in today's world. The program is unique in that students first learn about themselves and the fundamental concepts of leadership in a cross-disciplinary environment with students from across the university. In weekly sessions during their first two years, Buccino Leadership Institute students learn about the seven pillars of leadership that our graduates need to excel in their respective fields when they leave Seton Hall. In addition, Buccino Leadership Institute students will also receive industry- and discipline-specific leadership development from the Institute's Associate Directors, especially in the final two years. Combining this foundational understanding of leadership and nuanced industry/discipline-specific leadership development, along with professional, certified leadership coaching, ensures our graduates have a leg up on their contemporaries in the job market and positions them to make meaningful contributions in whatever field they pursue.

We believe there are seven pillars of leadership that our students should master before they graduate the Buccino Leadership Institute's program. Each college at Seton Hall has been tasked to be the steward of one pillar.

<i>Pillar</i>	<i>School/College</i>
Ceaselessness	Stillman School of Business
Character	College of Arts and Sciences
Change Management	College of Nursing
Civic Engagement	All the colleges / schools
Collaboration	College of Education and Human Service
Conflict Management	School of Diplomacy and International Relations
Courageous Communication	College of Communication and the Arts

**General 4-year structure****Freshman – Leading Yourself**

During the first year at Seton Hall, students in the Leadership Institute's program will spend the majority of their time as a university cohort comprised of students from all across campus. They will focus on arguably the most important aspect of leadership – leading yourself. In doing so, they will learn about their individual strengths and weaknesses, personality traits, and ultimately their preferred leadership style through industry-standard tools and assessments, guest lectures, and field trips. Buccino Leadership Institute faculty will introduce them to the seven pillars of leadership. Additionally, students will work in interdisciplinary teams on a semester-long project, and each student will receive

professional, ICF-certified leadership coaching in the second semester.

**Sophomore – Leading Others**

After receiving a better understanding of themselves and the principles of leadership in the first year, students in the Leadership Institute program will focus on leading others in the second year. In addition to reinforcing and applying the seven pillars of leadership, the faculty will introduce students to leadership theory, organizational behavior, and critical concepts of culture, power, motivation, and influence. Students will understand how to motivate, inspire, and lead others in dynamic organizations. They will apply these concepts in interdisciplinary team projects where they

**Junior – Leading in the Discipline I**

After spending the majority of time with their university cohort in the first two years, juniors in the program will start spending more time with their college/school-specific cohorts and their respective Associate Directors to learn how to lead in their discipline. While many aspects of leadership are universal, we also want our graduates to have nuanced industry/discipline-specific leadership development within their respective fields. Here students will have the opportunity to apply what they've learned in challenging and rewarding internships, receive mentorship from junior and senior professionals in their field, and participate in intra- and interdisciplinary cohort leadership opportunities leading their peers.

**Senior – Leading in the Discipline II**

During their senior year, students in the leadership program put it all together. In addition to receiving additional industry-specific leadership development from their respective Associate Directors, seniors will have the opportunity to challenge themselves with enriching internships and opportunities to lead their peers and underclassmen in various initiatives in and outside the university. Students will have the opportunity to participate in projects which serve as the capstone of their leadership experience. Finally, seniors will participate in end-of-program assessments to improve the program moving forward.

**Program Activities/Experiences**

- **Professional coaching** – each leadership student will receive one-on-one sessions from a professional coach with experience working with undergraduate students. These sessions will help identify strengths/weaknesses and help the student reflect and apply leadership lessons to their undergraduate endeavors.
- **Guest speaker program** – a combination of thought leaders and experienced executives in various fields as well as young professionals at the start of their careers.
- **Internship opportunities** – working with the Career Center, the Leadership Institute will use its network to identify and secure internships that are tailored to providing leadership opportunities for our students.
- **Field trips** – faculty-led field trips to inspire, motivate, and

educate our leadership students about leadership in the “real” world. Examples include the National 9/11 Museum and Memorial, Gettysburg, Lincoln Hospital’s Emergency Room, United Nations, etc.

- **Mentorship** – students will receive mentorship from older students in the program, Buccino Leadership Institute faculty, young professionals in their future field, and more senior professionals who are where our students want to be.
- **Mental skills training** – students will be exposed to the same mental skills training that is given to elite athletes in the Olympics, NFL, NBA, and MLB, elite Special Forces soldiers tasked with executing the most dangerous missions, and CEOs of leading Fortune 500 companies. These are techniques found in peak performance psychology, such as positive self-talk, energy management, goal setting, use of imagery and visualization, and breathing techniques where you can watch biometric feedback change in real time. These mental skills will enable our students to perform at their peak under pressure and are applicable for everything from sports, the operating room, the boardroom, and public-speaking.

### Selection and Retention Requirements

Students should apply to the leadership program after they have been accepted to the university. Students will apply directly to the respective school/college in which they will attend. Application requirements and selection criteria are determined by the Associate Director of each school/college with input from the Executive Director. Leadership students are required to maintain in good standing with the university. Enrollment in the leadership program is a privilege – students may be removed from the program due to lack of participation, poor performance, or inappropriate conduct.

## Catholic Studies Program

Catholic Studies is an innovative curriculum with uniquely designed tracks focusing on history, philosophy, theology, literature, art, religion and the University Honors Program. Students may choose a Bachelor of Arts (30 credits), a minor (15 credits) or a certificate (12 credits) in Catholic Studies. The Catholic Studies program can appeal to students of any creed who seek to deepen their knowledge of Catholicism’s rich intellectual tradition and living heritage. An interpersonal approach to learning and many opportunities for spiritual reflection invite students to a more profound and mature understanding of faith. A good number of students are enrolled as double majors or minors, thus enhancing their primary majors. A degree in Catholic Studies complements their primary majors in diplomacy, business, philosophy, theology, social work and other disciplines. Because of its emphasis on close interaction with faculty members, students and alumni, those who choose to participate in the program are part of a unique intellectual community.

Students pursuing a degree in Catholic Studies may apply

for several competitive scholarships including Scholarships for Catholic Studies Majors; Scholarships for Catholic Studies Minors from the Diplomacy, Business or Sciences programs; Scholarships for Incoming Freshmen in Catholic Studies; Father Walter Debold Scholarship for students participating in foreign study and the Reverend Richard M. Nardone (‘50) Endowed Scholarship in Catholic Studies. Additional scholarships are provided by the University of Münster to students who take either a semester or a year-long study in Germany.

## Major in Catholic Studies

A major in Catholic Studies consists of 30 credits:

### Common Experience Courses:

CAST 1001	The Search for Human Fulfillment
CAST 3940/	
CORE 3746	The Catholic Classics and Interiority
CAST 3193	Integrating Seminar in Catholic Studies

Other Capstone options might include:

Senior Internship  
Senior Thesis  
Senior Seminar  
Advanced Study

### Exploratory and Analytical Components (21 credits)

Students take four 1000-2000 level courses and three 3000 level courses from the following four areas inspired by the document, *Gaudium et Spes (The Church in the Modern World)* from the Second Vatican Council approved by the department chair. Prerequisite: CAST 1001 The Search for Human Fulfillment

### History and Modern Catholicism Electives:

CAST 3016/	
CORE 3752	Global Christianity
CAST 3019/	
CORE 3756	Christians and Muslims in Dialogue, A Catholic Perspective
CAST 3020/	
CORE 3759/	
JCST 6018	Catholic-Jewish Dialogue on the Holocaust
CAST 3021/	
CORE 3890/	
WMST 3513	Modern Women of Faith
CAST 3023/	
PHYS 3103	The Popes and Science
CAST 3397/	
CORE 3754	Latin American Catholicism
CAST 3251/	
CORE 3251	The Church and Science
CAST 3025/	
HSTD 6834	The New Jersey Catholic Experience
CAST 1202/	
RELS 1202	Christian Belief and Thought
CAST 2160/	
PHIL 3595/	
CORE 3595	19th & 20th Century Catholic Thinkers

CAST 2223/ RELS 2223	Modern Christian Thought	PHIL 1108	Theory and Practice I Self and Community: Philosophy in Theory and Practice II
CAST 2224/ RELS 2224	Eastern Christianity	CAST 2153/ RELS 2153	Letters of Paul
RELS 2221	Early Christian Thought	RELS 2111	Genesis and Exodus
RELS 2222	Medieval Christian Thought	RELS 2151	Matthew, Mark & Luke
CAST 2313/ RELS 2313	Christian Spirituality	RELS 2152	The Gospels and Letters of John
RELS 2231	Jewish-Christian Relations	CAST 2514/ RELS 2514	Theology of Sexuality
RELS 2241	Introduction to Ecumenism	RELS 2315	Theology of Marriage
CORE 3721/ RELS 3201	Catholicism and Ecumenism	<b>Art, Music and Literature Electives</b>	
CAST 2236/ HIST 2236	Catholicism, Tradition and Reform Since 1500	CAST 1600/ MUAP 1500	The Practice of Catholic Liturgical Music from Gregorian Chant to Vatican II
CAST 3387/ HIST 3387	Catholic Church in the United States	CAST 2011/ CORE 3747	Catholicism and Art
CAST 3264/ HIST 3264	Modern Ireland	CAST 2012/ MUAP 2141	Catholic Liturgical Music Today: Practical Applications
CAST 3230/ HIST 3230	Europe in the Middle Ages	CAST 2410/ CORE 3722	Bible as Literature
CORE 3426/ HIST 3234	Medieval Italy	CAST 3015/ CORE 3750	Catholicism and Literature
CAST 2235/ HIST 3235	Modern Italy	CAST 3017/ CORE 3751	Saints Alive!
CAST 3397/ CORE 3754	Latin American Catholicism	CAST 3023/ CORE 3763	The Human Person in Faith and Fashion: A Catholic Perspective
CAST 2291	Roots of Catholic Ireland	CAST 3024/ CORE 3764	Literature of Catholic Conversion
CAST 3955/ CORE 3793	Catholicism and Human Sciences	CAST 3028/ HSTD 6404/ STHO 6404	Worship and Holy Images in the Catholic Church
HIST 3240	Renaissance and Reformation	ARTH 2112	Medieval Art
CAST 2520/ RELS 2520	Catholic Social Teaching	ARTH 2113	Italian Art of the Renaissance
<b>Philosophy, Theology and Social Service Electives:</b>		CAST 2011/ CORE 3747	Catholicism and Art
CAST 3018/ CORE 375)	John Henry Newman: His Life and Teaching	CAST 3311/ ENGL 3311	Chaucer
CAST 3320/ CORE 3745	Chesterton, Lewis and the Sacramental Tradition	CAST 3024/ CORE 3764	Literature of Catholic Conversion
CAST 3955/ CORE 3793	Catholicism and Social Sciences	CAST 2410	Bible as Literature
CAST 3031/ CORE 3768/ NUTH 3950	Catholicism, Healthcare and the Human Condition	CAST 3940/ CORE 3746	The Catholic Classics and Interiority
CAST 3749/ CORE 3749	Philosophy and Theology of Bernard Lonergan	CAST 3422/ CORE 3373/ ENGL 3422	Catholic Literature and Film
CAST 3950/ PHIL 3950	Faith & Reason Seminar	CAST 2428/ ENGL 3428	Contemporary Literature and Religion
PHIL 2030	Medieval Philosophy	CAST 3320/ CORE 3745	Chesterton, Lewis and the Sacramental Tradition
PHIL 3010	St. Augustine	ENGL 3211	Medieval Literature
PHIL 3015	St. Thomas Aquinas		
PHIL 1107	Self and Community: Philosophy in		

MUHI 1137	Gregorian Chant
CAST 2233/	
HIST 3233	Dante and His World
<b>Study Abroad Electives</b>	
CAST 3027/	
CORE 3981/	
JCST 6026	The Catholic Church and the Jews in Poland
CAST 3994/	
CORE 3748	Foundation of Christian Culture
CAST 3998/	
CORE 3762	Italy in the Footsteps of the Saints
CAST 3999	Emergence of Christian Rome

**Internship Elective**

CAST 3891 Internship in Catholic Studies

**Foreign Study Opportunities**

Students may apply up to six credits from overseas Catholic Studies programs conducted by other universities with prior approval of the Catholic Studies department chair.

**Minor in Catholic Studies**

A minor in Catholic Studies consists of 15 credits.

A student pursuing a minor in Catholic Studies must take:

	<b>Credits</b>
CAST 1001 The Search for Human Fulfillment	3
Four upper level courses	12
<b>Total:</b>	<b>15</b>

**Certificate in Catholic Studies**

The certificate in Catholic Studies consists of 12 credits.

A student wishing to obtain a certificate in Catholic Studies must take:

	<b>Credits</b>
CAST 1001 The Search for Human Fulfillment	3
Three upper level courses	9
<b>Total:</b>	<b>12</b>

**Certificate in Pastoral Music Ministry**

To earn a Certificate in Pastoral Music Ministry, students are required to take 12 credits (five courses), including:

CAST 1600 / MUAP 1500	3
CAST 2012 / MUAP 1501	3
MUTH 2141	3
MUAP 1182	2
One course in MUAP 1151-1158	1

For a complete listing of Applied Music (MUAP) and Music Theory (MUTH) courses and descriptions, please refer to the College of Communication and the Arts section in the Undergraduate Catalogue.

**Enrichment**

The academic program in Catholic Studies offered by the Department of Catholic Studies, appeals to students, Catholic or not, who seek to deepen their knowledge of the riches of the Catholic intellectual tradition. Its interdisciplinary nature

allows students to encounter the beauty and vitality of Catholicism as it is expressed across the disciplines.

By examining the role Catholicism has played in various cultures, students are challenged to take seriously its influence in every aspect of intellectual, spiritual and social life.

The program is flexible and the curriculum can be customized to fit with every university major. This is due to the program's interdisciplinary nature. Students who major or minor in other disciplines are invited to take courses in the program. Such courses can shed light on the religious and humanistic dimensions of the various disciplines.



# University Core Curriculum



## **Fahy Hall Room 323**

(973) 275-5847

### **Director of University Core and the Henry F. Maryann**

**Roman Core Leadership Center:** Nancy Enright, Ph.D.

<http://www.shu.edu/academics/core-curriculum/index.cfm>

**Faculty Fellows:** Floyd; McCabe; Miller; Puskaric; Scully; Shea; Stockdale; Thralls; Valdez

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

## **University Core**

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

First-time, full-time freshmen entering the University will be held to the graduation requirements listed in this catalogue, including the 120-credit minimum requirement. Depending upon the student's major and other factors, some students will

need to complete more than the 120-credit minimum in order to complete the University, school or college, and major requirements. Transfer students entering the University in Fall 2015 will participate in the new University Core and will be responsible for the requirements in the 2015-2016 catalogue, including the 120-credit minimum requirement.

Transfer students who have completed fewer than 30 credits are responsible for the entire University Core, including all three signature courses. Note: Transfer students should register for the sections of Journey of Transformation, CORE 1101 specifically designated for transfer students. The first signature course will be waived for transfer students who have completed at least 30 credits but fewer than 60 credits; these transfer students will be required to take the second and third signature courses. Transfer students who have completed at least 60 credits or have an associate degree will have the first two signature courses waived. The third-year signature course and the major capstone are required of all students.

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

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

their studies at Seton Hall.

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

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

The “core proficiencies” are an integral part of the CORE experience at Seton Hall, providing students with the tools for lifelong learning and equipping them for life beyond college. All sections of CORE 1101, CORE 2101, ENGL 1201 and ENGL 1202 are proficiency infused. The CORE proficiencies are: Critical Thinking, Information Fluency, Numeracy, Oral Communication, and Reading/Writing.

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

Transfer students will be required to take the following number of infused courses:

- Students entering with fewer than 30 credits must complete the full requirement of 10 infused courses by graduation.
- Students entering with 30 to 60 credits are required to complete 1/2 the number of infused courses required (5).
- Students entering with more than 60 credits are required to complete 1/3 the number of infused courses required (3).

The following courses are required of all entering freshmen starting in Fall 2013 and later:

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

## Course Descriptions

### **CORE 1001 University Life**

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

Life Course, taught by the mentor with assistance from the peer adviser, meets once a week for 50 minutes. The objectives are: to provide an academic context for resolving and planning academic and personal success; to integrate computer technology into regular classroom instruction; to familiarize students with University resources and opportunities; to improve reading and writing skills as well as analytical thinking; and to help meet the mission at Seton Hall University in “forming students to be servant leaders in a global society.” Corequisite: CORE 1101. *1 credit*

### **CORE 1101 Journey of Transformation**

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

### **CORE 2101 Christianity and Culture in Dialogue**

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

### **CORE 3XXX Engaging the World (ETW)**

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

### **ENGL 1201 Core English I**

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

**ENGL 1202 Core English II**

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

**Engaging the World (ETW) – CORE 3XXX**

For a complete list of Core 3XXX options, check the University Core Curriculum website at <http://www.shu.edu/academics/core-curriculum/core-course.cfm#3>

**Catholic Studies****CORE 3251 (CAST 3251) The Church and Science**

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

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

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

**CORE 3722 (CAST 2410) Bible as Literature**

This course studies literary qualities of the Bible with attention to its poetic and narrative modes. It provides an in-depth exploration of the ways in which biblical literary forms, Biblical themes, and Biblical images influence American and European literatures. *3 credits*

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

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

**CORE 3746 (CAST 3940) Catholic Classics and Interiority**

This course flows from the Seton Hall University Core and endeavors to flesh out the meaning of "the Catholic intellectual tradition." Its aim is to analyze the Catholic classics in the light of human interiority, particularly the

human passion for meaning. *3 credits*

**CORE 3747 (CAST 2011) Catholicism and Art**

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

**CORE 3748 (CAST 3994) Foundations of Christian Culture**

Drawing from a variety of sources (historical, literary, philosophical and theological) this course examines the origins and nature of Christian culture, exploring in particular the value of culture itself as an aspect of revelation and incarnation. The course offers some answers from the contemporary Christian tradition to the ancient questions: How am I meant to understand the world? How am I meant to understand myself? This course is part of the Catholic Studies foreign study tour program. *3 credits*

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

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

**CORE 3750 (CAST 3015) Catholicism and Literature**

Christianity is literally the religion of the Word, and Catholic writers have been expressing, exploring and communicating the mystery of "the Word made flesh" for two thousand years in every genre of the literary arts. The course will examine this legacy of "artful theology" in its many variations and in its constant features. Representative authors and works from different epochs will be examined both in their socio-historical context and for their enduring theological and spiritual significance. *3 credits*

**CORE 3751 (CAST 3017) Saints Alive!**

The course examines the lives and struggles of famous Saints as seen through the lens of contemporary film-makers and playwrights. *3 credits*

**CORE 3752 (CAST 3016) Global Christianity**

This course explores the distinctive characteristics of non-western forms of Christianity in the Middle East and Egypt, Africa, the Caucasus, Central Asia, India, China and Latin America and the recent spread of western forms of Christianity into non-western cultures from an inter-

disciplinary, historical and theological perspective. *3 credits*

**CORE 3754 (CAST 3997) Latin American Catholicism**

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

**CORE 3755 (CAST 3018) John Henry Newman: His Life and Teaching**

The course focuses on the philosophical-theological thought of John Henry Newman, tracing Newman's views from his early life to his conversion to Roman Catholicism. *3 credits*

**CORE 3756 (CAST 3019) Christians and Muslims in Dialogue, A Catholic Perspective**

This course examines the historical interaction between Christianity and Islam in light of pertinent themes in Christian-Muslim encounters. It explores contemporary positions in interreligious dialogue between Christianity and Islam from interdisciplinary, historical and theological perspectives. *3 credits*

**CORE 3759 (CAST 3020) Catholic-Jewish Dialogue on the Holocaust**

A critical assessment of facts, issues, and attitudes affecting Catholic-Jewish inter-faith dialogue on the Holocaust. *3 credits*

**CORE 3760 (CAST 3022) Spirituality and Sports: A Catholic Perspective**

In this course students will explore and examine the Catholic tradition and spirituality through the analogy of sports. Students will examine how human beings encounter the Holy in the midst of everyday life with emphasis on athletic experiences as both an athlete and a "fan". *3 credits*

**CORE 3762 (CAST 3998) Italy Footsteps of Saints**

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

**CORE 3763 (CAST 3026) The Human Person in Faith and Fashion: A Catholic Perspective**

The course looks at the age-old question, what it means to be a human person. The course explores this question by analyzing three views: [1] the human person in the image of God in the Catholic Intellectual Tradition, [2] the human person in the image of self, as defined by other schools of thought, and [3] the human person in the image of fashion (person as portrayed by the fashion media). We will look at fashion images as a visual language and evaluate what it

communicates about men and women. The course will also explore the impact of the three views or personhood on culture at-large. *3 credits*

**CORE 3764 (CAST 3024) The Literature of Catholic Conversion**

This course is designed to help students to understand and to explore the experience of voluntary conversion in the Catholic tradition. Beginning with conversion even before Christianity with the story of Moses, moving through the New Testament and St. Augustine to later converts like John Henry Cardinal Newman and Dorothy Day, the course examines the nature of conversion, what led to it in each case, and the impact on the life of the converted and his or her society. *3 credits*

**CORE 3768 (CAST 3031/NUTH3950) Catholicism, Healthcare and the Human Condition**

This course will explore the experiences of both patient and healthcare provider and the relationship between the two. The healthcare encounter (e.g. doctor-patient, nurse-patient) is privileged, unique and multidimensional. The groundwork will be set by study of the human condition and the structure of the healthcare delivery system; students will examine how humans live and how they die revealed by a consideration of disease, socioeconomics, psychology and religion. Our study will be advanced using the tools of art, literature, science and theology. *3 credits*

**CORE 3890 (CAST 3021/WMST 3513) Modern Women of Faith**

The course focuses on the question of what it means to be women of faith, by considering the example of several Catholic women who have lived exemplary, faith-filled lives in a way that has challenged conventional expectations of women on the part of society. In view of their examples, students are encouraged to identify and consider the characteristics of an authentic, faith-filled, Catholic feminism. *3 credits*

**CORE 3984 (CAST 3023) The Popes and Science**

This course is designed to introduce students to Papal teaching on the relations between Christian Faith and natural science and also to serve as a foundation for further study of faith and reason. The course aims to explore the impact of the Popes on the development of modern science. *3 credits*

**Environmental Studies**

**CORE 3053 (ENVL 3053) The Art and Science of Fly Fishing**

This course introduces students to fly fishing as a platform for exploring the multidisciplinary aspects of environmental studies through active learning. Students will be introduced to many of the classics of fly fishing literature and will examine common themes of spirituality, purpose and the connections of humans and nature. Fly fishing also requires a basic understanding of stream ecology, entomology and the life cycle of trout. Students will learn the craft of fly fishing in an immersive experience that involves physically wading into streams that run through the most beautiful parts of New

Jersey. The course is offered in summer and fulfills the University Core Signature Three requirement. *3 credits*  
**CORE 3200 (ENVL 3200/BIOL 3200) Engaging the World: Sustainability in the Marine Environment**  
 Sustainability in the marine environment involves synchronizing human activities with the rhythms of nature. Students learn the theory of sustainability from the perspectives of marine biology and resource management, religious values, and socio-economic constraints, and study the application of these concepts in a particular geographic setting, Campobello Island, at the US-Canada border. This “travel and learn” course is offered in the summer term and includes travel and residence for one week on Campobello Island, off the coast of Maine. The course fulfills the University Core Signature 3 requirement. *3 credits*

### **Communication and The Arts**

#### **CORE 3130 (ARTH 3101) The Art of Saint Peter’s**

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

#### **CORE 3131 (MUHI 3101) Music and Theology: Historical Debates within the Catholic Church**

The change in sacred music over several centuries (c. 750-1750) prompted debates within the Catholic Church as to the identity of religious music. Traditionalists often felt that the importance of sacred music was related to its devotional characteristics – that is, that sacred music should be a form of sung prayer. Others thought it to be a religious art form that could become increasingly complex. Traditionalists objected to the latter definition by believing that this diluted the original intent of the music. Many of these disputes over changes with regard to sacred music paralleled theological and social disagreements within the church over the mission of Catholicism. The Counter-Reformation, for example, was, in part, a discussion about developments in sacred music that paralleled many social and theological practices that many within the church felt needed reform. This class will discuss these ideas and developments within the church in relationship to music as well as theology. *3 credits*

#### **CORE 3132 (ARTH 3132/CAST 3002) The Art and Experience of Pilgrimage**

The Art and Experience of Pilgrimage This course explores the social and religious phenomenon of pilgrimage and how this experience is both reflected and shaped by material culture. While the primary focus of the course will be the pilgrimage experiences of the medieval Christian, it will also examine pilgrimage in the ancient world, Judaism, Islam, Buddhism, and Hinduism. It also considers the notion of

pilgrimage in the modern world, including tourism to both sacred and secular sites. *3 credits*

#### **CORE 3320 (COST 3101) Propaganda, Religion and War**

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

#### **CORE 3322 The Religious Experience on Stage**

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

### **College of Arts and Sciences**

#### ***Chemistry and Biochemistry***

#### **CORE 3243 (BIOL 3243) Ecology and Stewardship**

Students examine the inter-relationships of organisms with their environment, including the influences of human activities. Through reading, research, class discussion, computer simulation, field experiences and contemplative exercises, students explore their roles within the Earth community in the context of both natural sciences and the Catholic tradition of Saint Francis of Assisi and Bernard Lonergan. *4 credits*

#### **CORE 3250 (CHEM 3103) Foundations of Modern Science**

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

#### ***English***

#### **CORE 3750 (CAST 3015) Catholicism and Literature**

Christianity is literally the religion of the Word, and Catholic writers have been expressing, exploring and communicating the mystery of “the Word made flesh” for two thousand years in every genre of the literary arts. The course will examine this legacy of “artful theology” in its many variations and in its constant features. Representative authors and works from different epochs will be examined both in their socio-historical context and for their enduring theological and

spiritual significance. *3 credits*

**CORE 3370 (ENGL 3370) Illness and Literature**

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

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

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

**CORE 3373 (CAST 3422/ENGL 3422) Catholic Literature and Film**

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

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

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

**CORE 3375 (ENGL 3211) Medieval Literature**

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

**CORE 3376 (ENGL 3319) Representations of the Body in Early America**

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

**CORE 3377 (ENGL 3623) Spiritual Writing Workshop: Creative Nonfiction**

Spiritual Writing is a reading and writing-intensive course in the genres that make up spiritual non-fiction: spiritual autobiography, spiritual memoir, spiritual/travel narrative, the nature essay, and others. Students will study and engage in dialogue with some of the great historical and contemporary spiritual writers of the world, such as St. Augustine, Thomas Merton, Viktor Frankl, Mother Teresa, St. Elizabeth Ann Seton, Joseph Campbell, Martin Luther King Jr., Carlos Castaneda, Annie Dillard, Anne Lamott, Black Elk, and others. Students engage in figurative and literal dialogue not only with Catholicism in particular and Christianity in general but with other spiritual faith traditions, including Judaism, Buddhism, Islam, Hinduism, Native American spirituality, and others. *3 credits*

**CORE 3378 (ENGL 3624) Spiritual Writing Workshop: Research and Analysis**

The genre of spiritual writing, broadly defined, is not just about religious beliefs or doctrine but about experience that is transformative and has the capacity to transport us to another dimension. This course will focus on classic and contemporary readings that demonstrate how writers from a variety of traditions, both western and non-western, have used writing to explore, understand, and represent their spiritual experiences. Writing assignments invite students to analyze issues related to spirituality and the rhetoric of spiritual writing. *3 credits*

**CORE 3379 (ENGL 4420) Travel Writing (Study Abroad)**

This course introduces students to the genre and sub-genres of travel writing, focusing on early 20th century British and American travel texts, often set in the Mediterranean and

Caribbean, as well as late 20th century texts, in the context of an actual trip to a site outside the United States. Primary purpose is students' writing of their own travel essays and accounts. *3 credits*

**CORE 3380 (ENGL 3314) Irish Literature: Celtic Revival to the Present**

This course explores 20th-century Irish writers publishing in the English from the Celtic Revival through the formation of the Irish Free State and the civil war, "The Troubles" of the 1960s-80s, to the present day. Beginning with background in Yeats and Joyce, the course will survey writers in all three major genres including dramatists J.M. Synge, Sean O'Casey, Samuel Beckett, Brian Friel, Marina Carr; poets Patrick Kavanagh, Seamus Heaney, Eavan Boland, and Paula Meehan; and fiction writers such as Elizabeth Bowen, Sean Ó'Faoláin, Edna O'Brien, Patrick McCabe, and Roddy Doyle. *3 credits*

**CORE 3381 (ENGL 3381) Faith and Doubt in Nineteenth Century**

British Literature Victorian writers characterized their era as, among other things, an age of faith and doubt, and their writings—essays, autobiographies, hymns, novels, poems, sermons, non-fiction prose—consistently vacillate between or concurrently exhibit what they called "the critical spirit" and "the will to believe." This course addresses the fundamental importance of the dialectic of faith and doubt, as well as Anglican theological debate, the Bible, and the Catholic intellectual tradition to nineteenth-century Britain. *3 credits*

**CORE 3382 (ENGL 3382/WMST 3382) English Catholic Women Writers of the 17th and 18th Centuries**

Through texts by and about English Catholic women composed between 1660 and 1800, students in this course will learn about the challenges and opportunities facing these women and the ways – textual and practical – in which they faced them. Students will explore how text, whether private or public, provided 17th and 18th century English Catholic women with a means for negotiating the opportunities and limitations they faced as women, as Catholics, and as Catholic women. *3 credits*

**CORE 3383 (ENGL 4421) Irish Literature Past and Present (Study Abroad)**

This study abroad course introduces students to a selection of major Irish fiction writers and dramatists such as Maria Edgeworth, Sheridan Le Fanu, Lady Gregory, W.B. Yeats, James Joyce, J.M. Synge, Sean O'Casey, Elizabeth Bowen, Sean O'Faolain, and Edna O'Brien, then exposes them to contemporary Irish writers through travel in Ireland and attendance at literary festivals offering performances, readings, lectures, and interviews. *3 credits*

**CORE 3722 (ENGL 3410, RELS 2154, CAST 2410) The Bible as Literature**

This course studies literary qualities of the Bible with attention to its poetic and narrative modes. It provides an in-depth exploration of the ways in which biblical literary forms, Biblical themes, and Biblical images influence American and

European literatures. *3 credits*

**History**

**CORE 3422 (HIST 3387) The Catholic Church in the U.S.**

Role of Catholics and the church in the United States from colonial beginnings to the recent past, focusing on internal developments and on relations with the wider society. *3 credits*

**CORE 3423 (HIST 3230) The High Middle Ages**

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

**CORE 3424 (HIST 3254) Early Modern Ireland**

Political, economic, and social history of Ireland from the Treaty of Limerick in 1691 to the Great Famine of the 1840s. *3 credits*

**CORE 3425 (HIST 3264) Modern Ireland**

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

**CORE 3426 (HIST 3234) Medieval Italy**

This course treats the history of Italy from the early Middle Ages to the Council of Trent. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. The abiding and sometimes determinant role of geography in Italian history is a subject that receives particular attention. All areas of the peninsula are discussed, with special attention to relations between peripheral or provincial areas and cultural or administrative centers. Major intellectual, religious, social and political developments are explored through primary and secondary readings, and a mixture of lecture and class discussion. *3 credits*

**CORE 3427 (HIST 3365/WMST 3365) Family Poverty and Social Justice in the Twentieth Century U.S.**

This course considers how race, region, and gender have shaped Americans' understandings of families in poverty in the twentieth century. We will consider the solutions to poverty proposed by reformers and policymakers alongside the lived experience of poor families themselves. Our goal will be to think critically about the sources of poverty as well as about how ideas about social justice, poverty, and poor families themselves have changed over time. *3 credits*

**CORE 3430 (HIST 3235/CAST 2235) Modern Italy**

This course treats the history of Italy from the Baroque Age down to contemporary events. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. The abiding and sometimes determinant role of geography in Italian history is a subject that receives particular attention. All areas of the peninsula are discussed, with special attention to relations between peripheral or provincial areas and cultural or administrative centers. Major intellectual, religious, social and political developments are explored through primary and secondary readings, and a mixture of lecture and class discussion. *3 credits*



**CORE 3432 (HIST 3229) The Early Middle Ages**

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

**CORE 3433 (HIST 3389) American Catholics and the Movies**

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

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

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

**CORE 3435 (HIST 3240) The Renaissance and Reformation**

The beginning of modern Europe as the renewal of trade is followed by rediscovery of the ancient world, discovery of the New World, changes in art, literature and thought and the division of Christianity by the Protestant movement. *3 credits*

**Languages, Literatures and Cultures****CORE 3300 (CLAS 3300) Death and Afterlife in Antiquity**

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

**CORE 3301 (CLAS 3301) The Odysseus Theme**

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

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

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

**CORE 3541 (MOLG 3541) Literature of the Mediterranean**

This course explores the topic of migration across the Mediterranean Sea from a cultural point of view. In particular,

it focuses on twentieth- and twenty-first century narrative and theory of the multiple dimensions of Mediterranean identities as well as of the symbolic and cultural value of physical displacement. Texts by novelists, poets and essayists from countries such as Algeria, Morocco, Egypt, Italy, Spain, Greece and France will be studied in order to map a modern landscape of encounters among people coming from different cultures of the Mediterranean. Prerequisites: CORE 1101, CORE 2101. *3 credits*

**CORE 3737 (RELS 2222) Medieval Christian Thought**

Tracks the development of Christian thought from Augustine to the eve of the Reformation. Influence of Augustine in the West; widening breach between Eastern and Western Christendom; rise of Islam and the interaction of the monotheistic faiths; religious orders and the universities; scholasticism and the achievement of Thomas Aquinas; dissolution of the medieval synthesis. *3 credits*

**CORE 3758 (RELS 2513) War, Peace and Theological Ethics**

This course examines the ethical dimensions of war and peace as presented in the Christian theological and moral traditions. The following areas will be examined: biblical reflections on love and violence, the formation of just war theory in the early Church and its maturation in medieval and post-medieval theology and moral and legal philosophy; the tradition of non-violence and pacifism, and modern Catholic social teaching and contemporary Protestant and philosophical-secular formulations on the use of force. *3 credits*

**Mathematics and Computer Science****CORE 3490 (CSAS 3085/PSYC 3698) Robotics and the Mind**

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

**CORE 3491 (MATH 3204/CSAS 3204) Logic and the Limits to Knowledge**

The course presents an overview of topics in and related to logic, including development of formal logic and an axiomatic first-order logic. It explores the history of mathematics and logic in the Catholic Intellectual and wider Western Traditions, as well as the mutual interactions of mathematics, philosophy and religion. It then considers extensions of first-order logic, and provable limits to knowledge: the three unsolvable problems of Euclidean geometry, and examples from Gödel, Turing, Arrow, quantum physics, and others. Prerequisites: Either PHIL 1204 or PHIL 1104, or permission of chair/instructor. *3 credits*



**Philosophy****CORE 3594 (PHIL 3950) Faith and Reason**

Explores the relationship between faith and reason, theology and philosophy, revelation and natural knowledge. Considers whether faith and reason are similar, separate, opposed or complementary. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits*

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

Introduction to important issues in 19th and 20th century philosophy as approached and dealt with by notable Catholic thinkers. Through examination of their works, the course explores relations between religious beliefs and both modern and contemporary philosophy, and indicates the enduring relevance of the Catholic philosophical tradition. (Formerly PHIL 2160). *3 credits*

**CORE 3597 (PHIL 3015) St. Thomas Aquinas**

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

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

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

**CORE 3641 (POLS 3696) Philanthropy and Christianity**

This course will examine the influence of Christianity on the practice of philanthropy from early Christianity through the 21st century. Philosophical tenets from the writings of Aristotle, Aquinas, Ignatius, and others from the Christian tradition provide clues to understanding the role of Christianity in the formation of societal expectations around philanthropic giving and receiving. Students will also be encouraged to examine and discern the ultimate purposes of philanthropy in their daily lives. *3 credits*

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

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

**CORE 3670 (PSYC 3330) Neuropsychology of Religious Experience**

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

**Religion****RELS 3350 God: Reality, Concepts and Criticisms**

Through close reading of primary source materials, this course explores seminal works of the Western tradition on the topic of God. The course will engage the writings on God from classical Christian sources up to contemporary thinkers, both believers and those of no belief. *3 credits*

**CORE 3470 (RELS 3480) Judaism and Other Religions**

This course will explore the major approaches to thinking about another religion. We will focus on Jewish texts as textual examples, but we will also discuss in every lecture the parallel Christian material. Some of the lectures will focus on the Islamic, Hindu, or Buddhist parallels. The objective of the course is to gain a sense of how Judaism might conceive its relationship to other religious traditions beyond the poles of pluralism or rejection. This is a crucial task in our era of globalization and post-secularism. *3 credits*

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

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

**CORE 3721 (RELS 3201) Catholicism and Ecumenism**

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

**CORE 3722 The Bible as Literature**

This course examines the relationship between religion and morality from three, interrelated angles of inquiry. First, we will examine whether religious belief is necessary for moral knowledge and action. Second, we will turn to the question of human suffering as a test case. Specifically, we will explore

how various points within the Christian tradition have grappled with human suffering. Third, we take up the question of religion and morality through an interreligious or comparative theological exercise on the question of suffering. *3 credits*

**CORE 3723 (RELS 3503) Race, Politics and Theology**

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

**CORE 3724 (RELS 2223) Modern Christian Thought**

This course examines the development of Christian thought from the Reformation to modern times. Topics include: early attempts at church reform; the Protestant reformation in Germany, Switzerland and England; the Council of Trent and the Catholic Reformation; the Orthodox Churches; the Peace of Westphalia and the religious settlement; the challenge of rationalism and the Christian response in modern times. We will explore the relation of free will and grace, clashes between religion and politics on a variety of fronts, including the Peasant Revolt and the French Revolution, the rise of nationalism, and Enlightenment and Romantic views of religion. The course will be grounded in close examination of theological texts, but will also include works of art, poetry, historical accounts and film. *3 credits*

**CORE 3729 (RELS 2315) Theology of Marriage**

The course traces the relationship between faith and commitment in a “theology of marriage.” Past and present Christian understandings of the marital relationship in light of Scripture and sacramental theology. Insights about marriage based on knowledge from psychology and anthropology. Christian marriage as promise, symbol and vocation. *3 credits*

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

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

**CORE 3731 (CAST 4390) The Popes and the Modern Ecumenical Movement**

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

**CORE 3733 (RELS 2520/CAST 2520) Catholic Social Teaching**

Emphasizing the Catholic social encyclical tradition, the course investigates the theoretical and practical relationships between Christian belief and thought, and social and economic life (involving issues of economic justice, peace, race, gender, family, etc.). In so doing, we explore the lives of those who have worked to shape Christian social justice movements, and other concrete contemporary applications of Catholic social teaching. *3 credits*

**CORE 3737 (RELS 2222) Medieval Christian Thought**

Tracks the development of Christian thought from Augustine to the eve of the Reformation. Influence of Augustine in the West; widening breach between Eastern and Western Christendom; rise of Islam and the interaction of the monotheistic faiths; religious orders and the universities; scholasticism and the achievement of Thomas Aquinas; dissolution of the medieval synthesis. *3 credits*

**CORE 3761 (RELS 3290/CAST 3005) Christian Theology and Science in Dialogue**

Examines how science and Christian theology may contribute to each other’s disciplines. With a special focus on evolutionary biology and Catholic theology (with some reference to Protestant theological perspectives), the course introduces students to the various paradigms for approaching and interpreting the relationship between science and theology. These paradigms are then evaluated through a comparative exploration of the emerging interdisciplinary field of the science of the moral sense. *3 credits*

**CORE 3762 (RELS 3998/CAST 3998) Italy in the Footsteps of the Saints**

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

program. *3 credits*

**CORE 3765 (RELS 2221) Early Christian Thought**

Early Christian Thought Study of Christianity from Jesus and the apostolic preaching to the end of the great ecumenical councils. Emphasis on the development of theology, the structure of the Church and its interaction with society and culture, including Christian art and literature. *3 credits*

**CORE 3766 (RELS 3285) Schism or Unity? Catholic and Protestant Theology and Ethics in Dialogue**

This course examines the convergences and divergences between Catholic and Protestant theological and ethical perspectives on a number of fundamental themes such as faith, freedom, nature and grace, natural law, virtue, moral agency, sin, and love. In examining the writings of major theologians within both Christian traditions, this course assesses the general problems and prospects for rapprochement between Catholic and Protestant theology and ethics. *3 credits*

**CORE 3767 (RELS 3300/JCST 6023) Christian Theological Views of Judaism**

This course studies the different ways in which Christian thinkers from early and modern Christianity understand Judaism in relation to both Christianity and to their surrounding cultural milieu, including religious, mythological and philosophical discourses. Of particular interest will be how Christians think of themes such as covenant, law, freedom, revelation, religion, God, and history in relation to Judaism and how Christians define themselves in continuity and discontinuity with the Jewish people. *3 credits*

**Sociology, Anthropology and Social Work**

**CORE 3790 (ANTH 3816/SOCI 3816/RELS 3997) African Religions in America**

This course will examine the products of interrelations between West African religions and Catholicism as they met via the slave trade and forced relocation of Africans to the New World. It will also view contemporary versions of those interrelations. We will discuss continuities and changes, syncretism, resistance, and divergence between and among African derived religious practice and the religious and cultural forms that people of African descent encountered in the New World. The main focus will be social-scientific.

Among the topics to be considered: Mexican, Cuban, Haitian, Trinidadian, Brazilian, and U.S. traditions, including discussions of Catholic Saints, slave Baptisms, the Inquisition, folk Catholicism, sacred drumming, trance possession, and Santería. Prerequisites: SOCI 1101 or ANTH 1202. *3 credits*

**CORE 3791 (ANTH 3308/SOCI 3888) Thomas Merton, Religion and Culture**

Roman Catholic, Cistercian monk, civil rights and anti-war activist, cultural critic and poet, Thomas Merton (1915-1968) was among the first pioneers of what it means to be a Roman Catholic and simultaneously “interreligious”. Through the lens of Cultural Anthropology, this course will provide: an examination of Merton’s approach to other religious traditions which in many ways was ethnographic despite the fact that he

was not an anthropologist; a broad exposure to the writings of Thomas Merton; an appreciation for the continued relevance of his work in the increasingly religiously pluralistic 21st century and beyond; an understanding of what it means to be interreligious without having to abandon one’s original religious tradition; and a firsthand experiential appreciation of the value of contemplative practice (sacred silence) and its importance in the fast-paced and fragmented world of technology and information overload in which we find ourselves. Prerequisites: SOCI 1101 or ANTH 1202. *3 credits*

**CORE 3793 (SOCI 3886) Catholicism and the Human Sciences**

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

Prerequisite: SOCI 1101. *3 credits*

**CORE 3794 (ANTH 3794) Indigenous Peoples, Conversion, Nation and Empire**

In what way does being Christian also signal civic belonging? When conversion to Catholicism occurs in contexts of large colonial projects, often spanning generations or centuries, what happens to the belief systems central to the lives of native or indigenous peoples before colonization? The causes and processes that end colonial rule are often marked by organized forms of armed and sustained violence. Indigenous peoples have been drawn into wars started by others, but have also actively led, participated or inspired many nationalist revolutionary projects. This course will focus on social formations and knowledge systems that shaped native peoples’ actionable responses to projects of conversion, nation and empire. Students will unpack persistent ideological constructs concerning native peoples from the 1500s to the present century and read works that seek to present a view “from below.” Prerequisite: ANTH 1202. *3 credits*

**Stillman School of Business**

**CORE 3810 (BINT 3001) Global Business**

The thrust of this course is to develop “global business literacy” among students, with particular emphasis on the influence/impact of Catholic Social Thought and other religious traditions on the practice of global business. The focus is on trends and forces that shape international commercial activity and their impacts on business decisions. The topics covered stem from the broad viewpoint of international trade, economics, finance, political and economic geography, risk management, marketing, ethics and international law. These topics are presented from the perspective of a generalist. (The faculty strongly recommends

that students complete this course before taking other international business courses in the Stillman School curriculum). Prerequisite: Junior Standing or above, CORE 1101, CORE 2101, ECON 1402 and 1403, BACC 2103 and 2104, and BLAW 2301. *3 credits*

### **School of Diplomacy and International Relations**

#### **CORE 3850 Church, State, and Politics in Latin America**

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

#### **CORE 3851 (DIPL 3851) Religion, Law and War**

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

### **College of Education and Human Services**

#### **CORE 3881 (CPSY 3105) Leadership through Service**

##### **Learning**

This course responds to contemporary calls for the development of more informed and civic minded citizenry. Themes (human dignity and economic justice) from documents (U.S. Catholic Bishops' Letters, Papal Encyclicals, Councils and Biblical text) related to Catholic Social Teaching (CST) and from other religions will inform and illuminate the purposes and activities of this course as will readings from education concerning caring and social justice. Exploring principles, theoretical and social, that provide the basis for service to others, in discussions and writings, students will consider broad questions that have consequences for real people. Differing perspectives on purposes of and strategies for service will be discussed as well as service learning role models. Throughout the course, students will discuss and

experience service as a social action designed to improve a situation in a setting or community by identifying, discussing, analyzing and acting on needs at a local site.

*3 credits*

### **College of Nursing**

#### **CORE 3910 (NUTH 3020) Religious Values in Healthcare**

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

# University Honors Program



Fahy Hall, Room 304

(973) 275-2011

<http://blogs.shu.edu/honors/>

**Director:** Rev. John Ranieri, Ph.D.

**Administrative Assistant:** Maisie Mountcastle

The University Honors Program is an intellectually lively, interdisciplinary program in the liberal arts. At the heart of the program is a series of four six-credit courses that follow and explore the story of human civilization and thought from the ancient world until today. The Honors Program is global in scope and interdisciplinary in method. It includes the study of history, world literature, philosophy, religion, theology, economics, political science, and other aspects of the social, behavioral, and natural sciences. In addition to western civilization and thought, the program gives serious attention to Chinese and Islamic civilization. Participation in the program is open to students from every school within the University, and can be combined with any major program.

During the first two years of this certificate program, students meet twice a week for two and a half hours and complete the four Honors Colloquia, HONS 1101, 1102, 2103 and 2105. These colloquia are taught in small discussion sections, with two faculty members in each.

Students who complete the four colloquia satisfy the following University Core requirements: CORE 1101 (Journey of Transformation), CORE 2101 (Christianity & Culture in Dialogue), ENGL 1201 (Core English I) and ENGL 1202 (Core English II). The colloquia also satisfy various college core curriculum requirements, which may be found at <http://blogs.shu.edu/honors/honors-advising/>.

During the third year, students will complete a 3000 CORE course (Engaging the World) and another advanced course (3000 level or above) approved by the director of the Honors Program. Students are encouraged to choose this advanced level course in light of their possible project/thesis topics. By the end of their third year, Honors students are expected to submit a completed proposal for their projects/theses to the Honors Program. Once the proposal has been approved, the

student completes the project/thesis in collaboration with a faculty mentor.

In order to continue in the Honors Program and to receive the Certificate of the Honors Program at its completion, students should maintain a 3.0 average in their Honors courses as well as an overall 3.0 average.

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

## Course Descriptions

### **HONS 1101 Colloquium on the Ancient World**

Examines the ancient civilizations of the Near East, Asia, Greece, Rome, and North Africa through reading and discussion of their literature, art, history, philosophy, science and religion. *6 credits*

### **HONS 1102 Colloquium on the Middle Ages and the Renaissance**

Focuses on four civilizations – Byzantium, China, Islam and Europe – and considers their origins, development and interactions from the fourth to the fifteenth centuries. *6 credits*

### **HONS 2103 Colloquium on the Early Modern World**

Traces modern developments in philosophy, religion, literature, economics, politics, and the natural sciences from the sixteenth century through the 1830s. *6 credits*

### **HONS 2105 Colloquium on Contemporary Civilizations**

Focuses on the emergence of global civilization and the effects of industrialization, urbanization, popular movements, revolutions and wars. Explores the development of the social and natural sciences and their relationship to the social, philosophical, aesthetic and political developments. *6 credits*

### **HONS 5101 Honor Thesis**

The Honors Project/Thesis is a substantial project that involves substantial academic work undertaken with a University faculty member, whether in the student's major department or another appropriate field. A departmental thesis or senior project may be accepted as equivalent to the Honors Project/Thesis with the agreement of the program director. *3 credits*

See the Honors Program Website at <http://blogs.shu.edu/honors/> and its links for further information on faculty, courses, syllabi and other information.

# College of Arts and Sciences



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

**Dean:** Peter Shoemaker, Ph.D.

**Associate Dean for Academic Affairs and Planning:**  
Janine Buckner, Ph.D.

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

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

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

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

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

**Graduate Program Coordinator:** Cinque Pace, M.A.

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

## **Departments and Chairs:**

**Biological Sciences:** Heping Zhou, Ph.D.

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

**Criminal Justice:** TBA

**English:** Angela Weisl, Ph.D.

**History:** Thomas Rzeznik, Ph.D.

**Languages, Literatures and Cultures:**  
Dongdong Chen, Ph.D.

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

**Philosophy:** Mark Couch, Ph.D. (Fall 2019),  
Abe Zakhem, Ph.D. (Spring 2020)

**Physics:** M. Alper Sahiner, Ph.D.

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

**Psychology:** Amy S. Hunter, Ph.D.

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

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

## **Interdisciplinary Programs:**

**Data Visualization and Analysis:** Manfred Minimair, Ph.D.

**Economics:** Henry Amoroso, J.D.

**Environmental Studies:** Christopher Kaiser, Ph.D.

**Gerontology:** Rhonda Quinn, Ph.D.

**Liberal Studies:** Mark Couch, Ph.D.

**Pre-Medical/Pre-Dental Plus:** Majid Whitney, M.S.W.

**Russian and East European Studies:**

Maxim Matusevich, Ph.D.

**Social and Behavioral Sciences:** Mark Horowitz, Ph.D.

**University Honors Program:** John Ranieri, Ph.D.

**Women and Gender Studies:**

Karen Gevirtz, Ph.D.

Vanessa May, Ph.D.

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

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

## Undergraduate Programs of Study in the College of Arts and Sciences

### Major Fields of Study Leading to the Bachelor of Arts Degree

Africana Studies \*  
 Anthropology \*  
 Asian Studies\*  
 Biology  
 Catholic Studies \*  
 Classical Studies  
 Creative Writing  
 Criminal Justice \*  
 Economics \*  
 English \*  
 Environmental Studies \*  
 French \*  
 History \*  
 Italian \*  
 Latin American and Latino/Latina Studies \*  
 Liberal Studies  
 Modern Languages  
 Philosophy \*  
 Physics \*  
 Political Science \*  
 Psychology \*

Religion \*

Social and Behavioral Sciences

Social Work \*

Sociology \*

Spanish \*

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

### Major Fields of Study Leading to the Bachelor of Science Degree

Biochemistry

Biology

Chemistry \*

Computer Science \*

Financial Mathematics

Mathematics \*

Physics \*

Psychology\*

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

### Pre-Professional Advising

Pre-Dental

Pre-Law

Pre-Medical

Pre-Optometry

Pre-Veterinary

### Accelerated and Dual Degree Programs

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

B.A./M.A. in English

B.A./M.A. in History

B.A./M.A. Museum Professions

B.A. Political Science/Master of Public Administration

B.A. Sociology/Master of Public Administration

B.A. or B.S. Psychology/M.S. in Speech/Language Pathology

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

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

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

B.A. Religion/Master of Public Administration

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

B.A. Social and Behavioral Sciences/

M.S. Occupational Therapy

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

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

B.S. Biology/Doctor of Physical Therapy

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

B.S. Chemistry/B.S. Chemical Engineering with New Jersey

Institute of Technology

B.S. Physics/B.S. Biomedical, Industrial, Civil, Electrical or

Computer Engineering with New Jersey Institute of

Technology

### Certificate Programs

Catholic Studies

Data Visualization and Analysis

Gerontology

Honors Program  
Russian and East European Studies

#### **Additional Minors**

Applied Scientific Mathematics  
Archaeology  
Classical Culture  
Classical Languages  
Environmental Sciences  
Ethics and Applied Ethics  
Greek  
Irish Literature  
Italian Studies  
Latin  
Medical Humanities  
Medieval and Renaissance Studies  
Nonprofit Studies  
Russian  
Russian and East European Studies  
Women and Gender Studies  
Writing

From time to time, the College offers special courses unattached to any particular department. They are by nature occasional, interdisciplinary and experimental, and allow for a variety of interests and initiatives.

The undergraduate program is based on the general requirements to which students, guided by a faculty adviser, add courses required in their major field and free electives.

## **The Louis and Vivienne Gentile Arts and Sciences Leadership Center**

**Associate Director:** Christopher Kaiser, Ph.D.

Seton Hall is excited to launch what is one of the few undergraduate leadership programs in the country for students planning a career in the arts and sciences. Whether you are in the hard sciences or the humanities, this program will make you a more effective leader. In addition to receiving a foundational understanding of leadership under the university's umbrella Leadership Institute, students in the College of Arts and Sciences at Seton Hall will receive leadership development specific to their profession and taught by leaders in their respective field.

In addition to the academic and experiential understanding of what it means to be a leader in the arts and sciences, students in the program will also have access to information and a network specifically designed to give them a leg up on their counterparts as they embark on their new careers. Not only will they have a built-in network of senior and junior professionals to learn from and engage with, but they will have insight into which thought leaders, podcasts, and blogs will enhance their professional development in the field.

The Louis and Vivienne Gentile Arts and Sciences Leadership Center is responsible for the leadership pillar of character.

For specific questions regarding the center, please contact Dr. Christopher Kaiser at [christopher.kaiser@shu.edu](mailto:christopher.kaiser@shu.edu) or (973) 761-9430.

## **Academic Advising and Tutoring**

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

Please note: It is the responsibility of each student to know and meet graduation and other requirements, and to make every reasonable effort to obtain adequate academic advising. It is recommended that students declare their majors by the time they complete 60 credits. Any student in the College of Arts and Sciences who has not declared a major and who has completed 75 or more credits prior to October 15 preceding a Spring Semester, or prior to March 1 preceding a Fall Semester, shall not be allowed to register or pre-register for any further courses at Seton Hall University without formally declaring an academic major. A hold will be placed on the student's record, which can only be removed with permission of the dean and by filing a declaration of major.

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

Seton Hall graduates have been successful as doctors, dentists, physical therapists, physician assistants, athletic trainers, optometrists, occupational therapists, podiatrists, speech-language pathologists, veterinarians and chiropractors. Admission to medical, dental or other health professional schools is a highly selective matter based generally on scholarship, character and overall fitness. Although the majority of health professional schools prefer applicants with a Bachelor of Arts or Bachelor of Science degree,



occasionally an exceptional student is admitted after completion of three full years of college work. Traditionally, health profession students have selected a science concentration. However, health professional schools encourage applicants to select major fields of concentration that reflect their interests and require some depth of learning within a given discipline.

While there is some variation of practice, most health professional schools require the following undergraduate studies: two years of chemistry, one year of biology, one year of physics, one year of English and one year of mathematics. Normally medical and dental schools require an aptitude examination (MCAT, DAT). The MCAT is administered January through September of the prospective students' junior year in college. The DAT is given year round.

The health professions committee at Seton Hall aids students in selecting appropriate courses. Committee members get to know each student personally and consider all the variables in a student's academic and personality profile in order to advise the student/applicant in his/her choice of a health profession.

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

### Pre-Medical/Pre-Dental Plus Program

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

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

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

Pre-Med/Pre-Dental Plus students receive academic, career, and personal counseling as well. They work with the

university's health adviser to plan course work in preparation for advanced level science courses as well as the student's own academic interests. Tutoring in key science disciplines is offered at least two times a week. A sense of community is fostered through meetings with the PMPDPP student counselor and monthly student meetings.

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

For additional information visit the program's website at [www.shu.edu/academics/artsci/pmpdpp](http://www.shu.edu/academics/artsci/pmpdpp) or call (973) 761-9648.

### Pre-Law Advising

Admission to law school is highly competitive. The selection of applicants for admission rests with the admissions committees of the various law schools and is generally based on an acceptable level of performance at the undergraduate level, an acceptable score on the Law School Admissions Test (LSAT) and other criteria that may be set by the individual institutions.

There are no mandatory requirements for specific courses or majors that must be taken in preparation for entrance into law school; students from a wide variety of undergraduate major programs are regularly accepted by the various schools. Prospective law students most commonly major in such disciplines as political science, history, English, philosophy and economics, but admission to law school has often been granted to students who have majored in other areas.

Of far more importance to the prospective law student than the choice of major or of specific courses is attention to the development of skills in the expression and comprehension of the English language, and to the cultivation of the ability to think creatively and critically, with thoroughness and intellectual curiosity. As noted in the Pre-Law Handbook, the official guide to American Bar Association-approved law schools, the development of these capacities "is not the monopoly of any one subject-matter area, department or division." Students interested in pursuing a career in law should work closely with the University's pre-law adviser.

The St. Thomas More Pre-Law Society is an organization for students interested in pursuing a career in law.

For additional information, visit [www.shu.edu/academics/artsci/pre-law/index.cfm](http://www.shu.edu/academics/artsci/pre-law/index.cfm) or contact

Geoffrey Upton, Ph.D., pre-law adviser, at [geoffrey.upton@shu.edu](mailto:geoffrey.upton@shu.edu).

## Project Acceleration

Project Acceleration provides high school students the opportunity to earn college credit for successfully completing courses at their local high schools. Courses are offered at significantly reduced tuition rates, and are available in all fields, including the physical and biological sciences, languages, English, mathematics, education, art, music, economics, philosophy, religion, and social sciences. Upon completion of these courses, the credits earned are entered on to an official Seton Hall transcript. Project Acceleration credits can then be applied towards a Seton Hall degree, or can be transferred to many other colleges and universities.

For more information call (973) 761-9224, send an e-mail to [projectacceleration@shu.edu](mailto:projectacceleration@shu.edu) or visit [www.shu.edu/academics/artsci/project-acceleration/index.cfm](http://www.shu.edu/academics/artsci/project-acceleration/index.cfm)

## Internships

Internships are offered as an optional educational program available to students in the College of Arts and Sciences. Internships integrate classroom study with supervised learning through productive work experiences. Employer partners work closely with The Career Center and the College of Arts and Science internship faculty advisers to provide students with supervised, “hands-on” working and learning experiences that have relevance to their academic major and career goals. All internship positions are carefully screened to insure that they provide a quality work and learning experience.

To be eligible, students must have completed 30 credits and maintain an overall GPA of 2.5. (Some academic departments may have additional requirements.) Transfer students need to complete at least one semester at Seton Hall to be eligible. Internships can be paid or non-paid and credit bearing or non-credit bearing.

All students interested in either a credit-bearing or non-credit internship experience should schedule an appointment with career professional at The Career Center. Upon approval from an internship faculty adviser, internship credits will satisfy general elective requirements. At the discretion of the College and/or the academic department, internship credits may be used to fulfill major elective credits. Students are eligible to earn 3 credits per semester for an internship experience and a maximum of 9 credits. Students pursuing multiple semesters with the same employer must demonstrate increased level of responsibilities in their internship experience. Students who elect a non-credit internship experience are closely monitored by The Career Center. Courses in the Internship Program include:

**Internship I** - Pre-professional exploratory experience in a field. Assignments will be made in an entry-level position of

employment. Taken only with the written permission of a co-op faculty adviser.

**Internship II** - Intermediate professional experience in a field. Taken only with the written permission of a coop faculty adviser.

**Internship III** - Professional experience in the field specifically oriented to the academic major and career objectives. Taken only permission of a co-op faculty adviser.

## Course Identification

The course numbering system used throughout the University is described in the Academic Policies and Procedures section of this catalogue. The abbreviations used to designate courses offered within the College of Arts and Sciences are:

Department of Biological Sciences (BIOL)  
 Department of Chemistry and Biochemistry (CHEM)  
 Department of English (ENGL)  
 Department of History (HIST, GEOG)  
 Honors Program (HONS)  
 Interdisciplinary Programs and Courses (ARCH, CRIM, DAVA, ECON, ENVL, IDIS, ITST, WMST)  
 Department of Languages, Literatures and Cultures (AFAM, ARAB, ASIA, CHIN, CLAS, GREK, JAPAN, LALS, LATIN, FREN, GERM, ITAL, MOLG, RUSS, SPAN)  
 Department of Mathematics and Computer Science (CSAS, DASC, ISCI, MATH)  
 Department of Philosophy (PHIL)  
 Department of Physics (PHYS, EARTH)  
 Department of Political Science and Public Affairs (POLS, PSMA)  
 Department of Psychology (PSYC)  
 Department of Religion (RELS, JCST)  
 Department of Sociology, Anthropology and Social Work (ANTH, SOCI, SOWK)  
 To locate course descriptions, please consult the Index.

## Degree Requirements

To attain the degree Bachelor of Arts or Bachelor of Science in the College of Arts and Sciences, students must satisfactorily complete the core curriculum requirements of the University and the College, the requirements of their major fields and a sufficient number of electives. Effective in Fall 2008, a minimum of 120 credits is required for first time/full time students. To qualify for the bachelor’s degree, the student must have a minimum cumulative GPA of 2.0. A GPA of 2.0 also must be maintained in the major field and in any optional second major or minors unless a higher GPA is required.

All students are assigned a faculty adviser from the department or program in which they are enrolled who will assist in planning the program.

## Core Curriculum of the College of Arts and Sciences

The hallmark of a liberal education is that it entices a student to examine the tree of knowledge, to see both the distinction and interdependence of its branches. Through its program, the College of Arts and Sciences offers students the opportunity to examine areas of the humanities and sciences in depth, while exposing them to the breadth of the related disciplines.

The following core curriculum is the basis of the education of all students in the College of Arts and Sciences. This statement of the core curriculum begins with a discussion of the aims of a college education and proceeds to a listing of the various elements of the core requirements.

The College of Arts and Sciences recognizes the value of the distinctive and complementary perspectives of humanities, physical and biological sciences, and the social and behavioral sciences in understanding our world and the human condition. Its core curriculum is designed to enable students to be conversant with the goals, methods, and values of these perspectives and to acquire the habits of mind to appreciate and contribute to the constantly evolving body of knowledge.

In order to understand and place in personal perspectives the world in which they live:

1. Students will grasp the relationship between themselves as individuals and their communities, and develop an appreciation for the past's influence on the present and the cultural differences and challenges posed by increased globalism.
2. Students will display the ability to write clearly and effectively, to read texts critically, to articulate ideas, to reason quantitatively and to use appropriate technology.
3. Students will develop the analytical tools required for an appreciation of the strengths and limitations of scientific methodologies and their applications to the natural world as well as human behavior.
4. Students will acquire basic interpretive tools to develop an appreciation of human creativity in its many forms, and understand its central place in people's daily lives and rituals.
5. Students will appreciate and understand diverse human existence including its spiritual dimension and critically assess their values.

In addition to these broad liberal education objectives, students will develop competence in an academic discipline or area of study.

### The Arts and Sciences Core Curriculum

The following are the requirements for the Core Curriculum of the College of Arts and Sciences and courses and examinations that fulfill these requirements for students required to complete 120 credits to obtain a Bachelor's degree from Seton Hall University. The A&S Core Curriculum

focuses on the following eight areas:

- **Aesthetics.** To acquire the interpretive tools to understand its place in people's daily lives and rituals, students will explore human creativity in its many forms.
- **Diversity.** Courses in this category will examine in diverse cultural contexts how societies are structured and social inequality is engendered through relations of power.
- **Humanities.** To better understand the world in which they live, and how it developed, students will examine the human story through time and place, using history and literature, while equipping themselves with the critical skills to analyze and evaluate evidence, and to understand race, gender, and power.
- **Language.** To increase awareness of cultural roots and traditions, students will demonstrate understanding and appreciation of classical or modern language.
- **Rhetoric.** To be prepared to speak in public, and to understand the varieties of speech discourse, students will study and practice presentations and other forms of spoken influence.
- **Philosophy and Religion.** To examine different ethical or spiritual worldviews, students will use the principles of sound reasoning to critically evaluate fundamental moral or spiritual values in making well-informed decisions about the issues of faith or moral issues.
- **Science and Mathematics.** To sharpen abilities to use and interpret quantitative information and utilize the power of mathematical reasoning to solve problems, students will study mathematical methodologies, modeling and their applications; and to better understand the natural and physical world around them, including the challenges and impacts of discovery, students will examine the scientific principles and practices.
- **Social Science.** To provide a sound basis for understanding and appreciating human institutions and behavior and to create the capacity for civic engagement, students will explore the foundations of society, culture, and government. A course taken to fulfill one core requirement may not be used to fulfill another core requirement.

### Bachelor of Arts (B.A.) Core Curriculum

The following are the requirements for the Core Curriculum of the College of Arts and Sciences and courses and examinations that fulfill these requirements for students required to complete a minimum of 120 credits to obtain a Bachelor of Arts degree from Seton Hall University.

#### UNIVERSITY CORE (16 credits)

All students must demonstrate college-level competence in the following courses

CORE 1001	University Life (1 credit)
CORE 1101	The Journey of Transformation
CORE 2101	Christianity and Culture in Dialogue
CORE 3101	Engaging the World

ENGL 1201	Core English I
ENGL 1202	Core English II

**COLLEGE OF ARTS AND SCIENCES CORE  
FOR B.A. STUDENTS (41-43 credits)**

As of Fall 2018, all incoming freshmen and transfer students with 29 or fewer credits who are candidates for the degree of Bachelor of Arts in the College of Arts and Sciences must demonstrate college-level competence in the following areas.

**A. Aesthetics/Creativity (3 credits)**

Students must complete at least one aesthetics/creativity course:

ARTH 1001	Art and Human Needs
ARTH 1101	Art of the Western World
ARTH 2107	American Art
COBF 2232	Evolution of Film Art
COTH 2621	Intro to Theater
MUHI 1102	Music and Civilization
MUHI 1108	Music of America

**B. Humanities (9 credits)**

Students must complete 9 credits, including one two-semester sequence. All 9 credits may not come from the same department.

AFAM 1111	Introduction to Africana Studies
AFAM 1201-02	History of Africa I-II
ASIA 1601-02	Traditional Asia/Modern Asia
ASIA 2101-02	Asian Literature in English Translation I-II
CLAS 2317	Classical Mythology
CLAS 2319	Greek Civilization
CLAS 2320	Roman Civilization
COMM 2616	History of Rhetoric
ENGL 2101-02	Great Books I-II
ENGL 2103-04	American Literature I-II
HIST 1101-02	World History I-II
HIST 1201-02	Western Civilization I-II
HIST 1301-02	American History I-II
HIST 1551-52	Middle East I-II
IDIS 1501-02	Peoples and Cultures of America I-II
LALS 1401-02	History of Latin America I-II
PHIL 1102-03	Philosophy and the Classical/Modern Mind

**C. Language: Modern and Ancient (6 credits)**

*\*Can be waived by a test. Please contact the department for more information.*

Bachelor of Arts (B.A.) students must complete 6 credits at the intermediate level or higher, selecting from the following courses:

ARAB 2101-2102	Intermediate Modern Standard Arabic I-II
CHIN 2101-2102	Intermediate Chinese I-II
FREN 2001-2002	Intermediate French I-II
GERM 2001-2002	Intermediate German I-II

GREK 2205-2206/	Intermediate Greek I-II
GREK 2207-2208/	New Testament Greek I-II
ITAL 2001-2002	Intermediate Italian I-II
JAPN 2101-2102	Intermediate Japanese I-II
LATN 2101-2102	Intermediate Latin I-II
RUSS 2001-2002	Intermediate Russian I-II
SPAN 2001-2002	Intermediate Spanish I-II
SPAN 2103-2104	Intermediate Spanish for Native Speakers I-I

**D. Oral Communication/Rhetoric (2-3 credits)**

All students must demonstrate competence in spoken communication. In order to fulfill this requirement, students must take a course that is infused with the Oral Communications Proficiency. The list of courses that are infused with proficiencies may be found here:

<https://www.shu.edu/core-curriculum/upload/Core-Proficiencies.pdf>.

**E. Philosophy and Religion (6 credits)**

Students must complete one course from each department. One course must be an Ethics course.

PHIL1101	Intro to Philosophy
PHIL 1104	Logic
PHIL 1105	Ethics*
PHIL 1120	Philosophy through Film
RELS 1010	Religious Dimensions of Life
RELS 1102	Introduction to the Bible
RELS 1202	Christian Belief and Thought
RELS 1302	Intro to Catholic Theology
RELS 1402	Religions of the World
RELS 1403	History of Asian Religious Reflections (Hinduism)
RELS 1502	Contemporary Moral Issues*
RELS 1503	Christian Ethics*
RELS 2411	Jewish Belief and Practices
RELS 2415	Intro to Islam
RELS 2418	Buddhist World of Thought and Culture

*\* Ethics course*

**F. Science and Mathematics (6-7 credits)**

Students must complete two courses, of which one must be a mathematics course. Bachelor of Arts (B.A.) majors can take a science course with or without a laboratory component.

BIOL 1101	Introduction to Biology
BIOL 1104	Biology in the World Around Us
BIOL 1105	Human Structure & Function I
BIOL 1106	Human Structure & Function II
BIOL 1122	Human Anatomy & Physiology I
BIOL 1123	Human Anatomy & Physiology Lab I*
BIOL 1133	Human Anatomy & Physiology II
BIOL 1134	Human Anatomy & Physiology Lab II
BIOL 1211	General Biology I
BIOL 1212	General Biology I Lab*
BIOL 1222	General Biology II
BIOL 1223	General Biology II Lab*
CHEM 1001	Chemistry & the World Around Us

CHEM 1123	General Chemistry I	AFAM 3450/HIST 3450/ LALS 3450	Race-Nation in Latin America
CHEM 1125	General Chemistry Lab I*	ANTH 2233/SOCI 2233/ WMST 2233	Understanding Human Sexuality
CHEM 1124	General Chemistry II	ANTH 3514/SOCI 3514/ WMST 3514	Sociology of Gender
CHEM 1126	General Chemistry Lab II*	CORE 3376/ENGL 3319	Representation of the Body in Early America
CHEM 1107	Principles of Chemistry I	CORE 3726/WMST 3103/ RELS 3103	Gender, Power and Biblical Interpretations
CHEM 1108	Principles of Chemistry II	ENGL 3113/WMST 2113	Women in Literature II
CHEM 1301	Elements of Organic Chemistry & Biochemistry	HIST 2365	Italian American History
MATH 1101	Statistical Concepts & Methods	HIST 2431/WMST 2431	Women in America to 1869
MATH 1102	Mathematical Perspectives	HIST 2432/WMST 2432	Women in America from 1869 to the present
MATH 1202	Mathematical Models in the Social Sciences	HIST 3374	Immigration, Race and Citizenship in US History
MATH 1203	Statistical Models for the Social Sciences	HIST 3430/ LALS 3430/ WMST 3430	Women and Gender in Latin America
MATH 1205	Finite Mathematics with Calculus for Business	ITST 3915/WMST	Muses and Heroines
MATH 1401	Calculus I	MOLG 3410	Encountering the Other
MATH 1501	Calculus I for the Mathematical and Physical Sciences	PHIL 1110	Gender and Philosophy
PHYS 1001	Introduction to Physical Science	PHIL 2110/WMST 2110	Feminist Theories
PHYS 1007	Introduction to Astronomy	PSYC 1215/WMST 1215	Psychology of Gender
PHYS 1701	General Physics I	PSYC 1222	International Psychology
PHYS 1702	General Physics II	PSYC 2222	Cultural Psychology
PHYS 1705	Principles of Physics I	RELS 3503/WMST 3503	Race, Politics and Theology
PHYS 1706	Principles of Physics II	SOCI 2513/WMST 2513	Social Inequalities
PHYS 1811	Physics Laboratory I*	SOCI 3815	Theories of Deviance and Conformity
PHYS 1812	Physics Laboratory II*		
PHYS 1815	Physics Laboratory & Data Analysis I*		
PHYS 1816	Physics Laboratory & Data Analysis II*		

**Total: 57-59 credits**

\* Lab must be taken with appropriate lecture.

**G. Social Science (6 credits)**

Courses must be from two different programs or departments, as represented by their four-letter course prefixes.

ANTH 1201	Physical Anthropology
ANTH 1202	Cultural Anthropology
ECON 1411	Intro to Economics
ENVL 1011	Intro to Environmental Studies
POLS 1211	US Politics
POLS 1401	Western Political Thought
POLS 1611	Comparative Politics
POLS 1711	International Relations
PSYC 1101	Intro to Psychology
PSYC 1222	International Psychology
SOCI 1101	Intro to Sociology
SOWK 1111	Introduction to Social Work
WMST 1401	Women, Culture and Society

**H. Diversity (3 credits)**

AFAM 1213/HIST 2375	African-American History I
AFAM 1214/HIST 2376	African-American History II
AFAM 3202/ENGL3523/ WMST 3202	Race, Gender and Empire in the Early British Atlantic
AFAM 3411	Caribbean Literature

**Bachelor of Science (B.S.) Core Curriculum**

The following are the requirements for the Core Curriculum of the College of Arts and Sciences and courses and examinations that fulfill these requirements for students required to complete a minimum of 120 credits to obtain a Bachelor of Science degree from Seton Hall University.

**UNIVERSITY CORE (16 credits)**

All students must demonstrate college-level competence in the following courses

CORE 1001	University Life (1 credit)
CORE 1101	The Journey of Transformation
CORE 2101	Christianity and Culture in Dialogue
CORE 3101	Engaging the World
ENGL 1201	Core English I
ENGL 1202	Core English II

**COLLEGE OF ARTS AND SCIENCES CORE for B.S. Students**

As of Fall 2009, all incoming freshmen and transfer students with 29 or fewer credits who are candidates for the degree of Bachelor of Science in the College of Arts and

Sciences must demonstrate college-level competence in the following areas.

#### A. Mathematics and Science (15-16 credits)

A-1) All students must take at least two mathematics courses at the level of MATH 1401 or higher, or one such mathematics course and one computer science course. Only one of MATH 1401/1501 can be used to satisfy this requirement.

CSAS 1113	Computing for Science Majors
CSAS 1114	Introduction to Program Design I
MATH 1401	Calculus I
MATH 1411	Calculus II
MATH 1501	Calculus I for the Mathematical and Physical Sciences
MATH 1511	Calculus II for the Mathematical and Physical Sciences
MATH 2111	Statistics for Science Majors

A-2) All students must take two courses designed for science majors, with laboratory. Only one of CHEM 1123/1107, and only one of PHYS 1701/1705, can be used to satisfy this requirement.

BIOL 1211	General Biology I
BIOL 1212	General Biology I Lab*
BIOL 1222	General Biology II
BIOL 1223	General Biology II Lab*
CHEM 1107	Principles of Chemistry I
CHEM 1108	Principles of Chemistry II
CHEM 1123/1125	General Chemistry I with Lab
CHEM 1124/1126	General Chemistry II with Lab
PHYS 1701	General Physics I
PHYS 1702	General Physics II
PHYS 1705	Principles of Physics I
PHYS 1706	Principles of Physics II
PHYS 1811	Physics Laboratory I*
PHYS 1812	Physics Laboratory II*
PHYS 1815	Physics Laboratory & Data Analysis I*
PHYS 1816	Physics Laboratory & Data Analysis II*

\* Lab must be taken with appropriate lecture.

#### B. Oral Communication/Rhetoric (2-3 credits)

All students must demonstrate competence in spoken communication. In order to fulfill this requirement, students must take a course that is infused with the Oral Communications Proficiency. The list of courses that are infused with proficiencies may be found here:

<https://www.shu.edu/core-curriculum/upload/Core-Proficiencies.pdf>.

#### C. Philosophy and Religion (6 credits)

Students must complete one course from each department. One course must be an Ethics course.

PHIL 1101	Intro to Philosophy
PHIL 1104	Logic
PHIL 1105	Ethics*
PHIL 1120	Philosophy through Film

PHIL 1204  
RELS 1010  
RELS 1102  
RELS 102  
RELS 1302  
RELS 1402  
RELS 1403

RELS 1502  
RELS 1503  
RELS 2411  
RELS 2415  
RELS 2418

\* Ethics course

#### D. Historical/Aesthetics/Literature (6 credits)

Students must complete two of the following courses.

AFAM 1111	Introduction to Africana Studies
AFAM 1201-02	History of Africa I-II
ARTH 1001	Art and Human Needs
ARTH 1101	Art of the Western World
ARTH 2107	American Art
ASIA 1601-02	Traditional Asia/Modern Asia
ASIA 2101-02	Asian Literature in English Translation I-II
CLAS 2317	Classical Mythology
CLAS 2319	Greek Civilization
CLAS 2320	Roman Civilization
COBF 2232	Evolution of Film Art
COMM 2616	History of Rhetoric
COTH 2621	Intro to Theater
ENGL 2101-02	Great Books I-II
ENGL 2103-04	American Literature I-II
HIST 1101-02	World History I-II
HIST 1201-02	Western Civilization I-II
HIST 1301-02	American History I-II
HIST 1551-52	Middle East I-II
IDIS 1501-02	Peoples and Cultures of America I-II
LALS 1401-02	History of Latin America I-II
MUHI 1102	Music & Civilization
MUHI 1108	Music of America
PHIL 1102-03	Philosophy and the Classical/Modern Mind

#### E. Language/Multicultural (6 credits)

Based upon the results of the language placement test, students will complete one of the following two sets of options:

E-1) Complete one of the following two-course elementary language sequences

ARAB 1011-1012	Introductory Modern Arabic
CHIN 1102-1103	Elementary Chinese I-II
FREN 1001-1002	Elementary French I-II
GERM 1001-1002	Elementary German I-II
GREK 1205-1206	Elementary Greek I-II

LATN 1101-1102 Elementary Latin I-II  
 RUSS 1001-1002 Elementary Russian I-II  
 SPAN 1001-1002 Elementary Spanish I-II  
 E-2) Place into intermediate language or above, and take one of the following:

(a) Complete a two-course intermediate language sequence from among those listed below,

ARAB 2101-2102 Intermediate Modern Standard Arabic I-II  
 CHIN 2101-2102 Intermediate Chinese I-II  
 FREN 2001-2002 Intermediate French I-II  
 GERM 2001-2002 Intermediate German I-II  
 GREK 2205-2206 Intermediate Greek I-II  
 GREK 2207-2208 New Testament Greek I-II  
 ITAL 2001-2002 Intermediate Italian I-II  
 JAPN 2101-2102 Intermediate Japanese I-II  
 LATN 2101-2102 Intermediate Latin I-II  
 RUSS 2001-2002 Intermediate Russian I-II  
 SPAN 2001-2002 Intermediate Spanish I-II  
 SPAN 2103-2104 Intermediate Spanish for Native Speakers I-II

OR

(b) Complete two additional courses from among those eligible for requirements found in C. Philosophy or Religion, or D. Historical/Aesthetic/Literature in this B.S. Core Curriculum,

OR

(c) Complete two advanced language courses (courses taught in a foreign language), with Intermediate Language II as a prerequisite, and counting toward a major in the given language.

#### F. Social Science (6 credits)

Students must complete two courses. Courses must be from two different programs or departments, as represented by their four-letter course prefixes.

ANTH 1201 Physical Anthropology  
 ANTH 1202 Cultural Anthropology  
 ECON 1403 Principles of Economics II\*  
 ECON 1411 Introduction to Economics  
 ENVL 1011 Introduction to Environmental Studies  
 POLS 1211 United States Politics  
 POLS 1401 Western Political Thought  
 POLS 1611 Comparative Politics  
 POLS 1711 International Relations  
 PSYC 1101 Introduction to Psychology  
 PSYC 1222 International Psychology  
 SOCI 1101 Introduction to Sociology  
 SOWK 1111 Introduction to Social Work  
 WMST 1401 Women, Culture, and Society

#### G. Diversity (3 credits)

AFAM 1213/HIST 2375 African-American History I  
 AFAM 1214/HIST 2376 African-American History II  
 AFAM 3202/ENGL3523/WMST 3202 Race, Gender and Empire in the Early British Atlantic

AFAM 3411 Caribbean Literature  
 AFAM 3450/HIST 3450/ LALS 3450 Race-Nation in Latin America  
 ANTH 2233/SOCI 2233/ WMST 2233 Understanding Human Sexuality  
 ANTH 3514/SOCI 3514/ WMST 3514 Sociology of Gender  
 CORE 3376/ENGL 3319 Representation of the Body in Early America  
 CORE 3726/WMST 3103/ RELS 3103 Gender, Power and Biblical Interpretations  
 ENGL 3113/WMST 2113 Women in Literature II  
 HIST 2365 Italian American History  
 HIST 2431/WMST 2431 Women in America to 1869  
 HIST 2432/WMST 2432 Women in America from 1869 to the present  
 HIST 3374 Immigration, Race and Citizenship in US History  
 HIST 3430/ LALS 3430/ WMST 3430 Women and Gender in Latin America  
 ITST 3915/WMST MOLG 3410 Muses and Heroines  
 PHIL 1110 Encountering the Other  
 PHIL 2110/WMST 2110 Gender and Philosophy  
 PSYC 1215/WMST 1215 Feminist Theories  
 PSYC 1222 Psychology of Gender  
 PSYC 2222 International Psychology  
 RELS 3503/WMST 3503 Cultural Psychology  
 SOCI 2513/WMST 2513 Race, Politics and Theology  
 SOCI 3815 Social Inequalities  
 Theories of Deviance and Conformity

**Total: 60-62 credits**

## Department of Biological Sciences

Science and Technology Center (McNulty Hall)  
 (973) 761-9044

[www.shu.edu/academics/artsci/biology](http://www.shu.edu/academics/artsci/biology)

**Faculty:** Bitsaktis; Blake; Chang; Chu; Cottrell; Gantar, Hill, Klaus; Ko; Moldow (*Director of Health Professions*); Nichols; Pettit, Roy, Zhou (*Chair*)

**Faculty Associates:** Rabacchi; Ranasinghe; Tall

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

The Department of Biological Sciences offers programs of study leading to the following degrees: Bachelor of Arts, Bachelor of Science, Master of Science in Biology, Master of Science in Biology with a Business Administration minor, Master of Science in Microbiology, and Doctor of Philosophy in Molecular Bioscience. The Department of Biological Sciences also offers three dual degree programs: Physical Therapy (B.S./D.P.T.), Physician Assistant (B.S./M.S.), and Athletic Training (B.S./M.S.A.T. and B.A./M.S.A.T.) with the

School of Health and Medical Sciences. At the undergraduate level, the Department of Biological Sciences also offers an interdisciplinary minor program in Environmental Sciences.

### **Biology Honors Program**

The Biology Honors Program offers the opportunity for students to work closely with faculty members on sustained research projects, leading to the presentation of their work at scientific forums and published papers. The Biology Honors Program is open to students with a minimum GPA of 3.0 in science courses. Students must complete at least 8 credits of biology research (2181\*, 3191, 3192, 3193, 3194\*, 4186) under the direction of a faculty member and present their work at two scientific forums. From these credits in the Honors Program, 4 may be applied as biology electives in completing the 14 *biology elective* credits needed for the major, the remaining 4-6 credits will be counted as *general electives*. Honors students will also receive training in the responsible conduct of research and are encouraged to continue their research over the Summer. *\*optional*

### **Advanced Placement**

Students with a score of 4 or higher in the Biology Advanced Placement Exam may waive the natural science requirement of the College of Arts and Sciences B.A. Core Curriculum. The credits may be assigned to BIOL 1101. These two courses are not part of the requirements for biology majors.

### **Transfer Credits**

The Department of Biological Sciences welcomes transfer students. The department may accept General Biology I/II, General Chemistry I/II, General Physics I/II and Calculus I/II or Statistics for science majors with a grade of C or better. Students are required to complete BIOL 2221/2222 (Genetics lecture/lab), BIOL 4199 (Senior Biology Seminar), and at least two biology elective courses at Seton Hall University. In addition, B.S. students are required to take BIOL 2238/2239 (Cell Biology lecture/lab), and B.A. students are required to take either BIOL 2341 (Ecology) or BIOL 3201/02 (Ecology and Stewardship lecture/lab) at Seton Hall University in order to graduate with the biology major from Seton Hall. All requirements for the major must be met.

### **Academic Requirements and Declaring the Biology Major**

BIOL 1211/1212, 1222/1223, and 2221/2222 are prerequisites for all biology major elective courses. Individual courses may have additional prerequisites as shown in the course descriptions. Students must check with biology department advisers to make sure courses are acceptable before registering.

Students entering as pre-science majors may declare the biology major after completing the following courses with a science GPA of 2.0 or better: BIOL 1211/1212 General Biology I with lab, CHEM 1123/1125 General Chemistry I

with lab, and MATH 1015 Pre-calculus or MATH 1401 Calculus I. If students have completed additional courses toward the major, their science GPA must be 2.0 or above in order to declare the biology major.

To continue as a biology major after earning 30 or more credits, a student must have earned a minimum 2.0 GPA in the major requirements (biology, chemistry, math, and physics courses). Students whose GPA is less than 2.0 will be counseled about an alternate major. Students may continue to take biology courses for which they have satisfied the prerequisites, and may request reinstatement in the biology major at a later time. Note that the University requires a 2.0 GPA (minimum "C" average) in the major and overall in order to graduate.

### **Major Program**

In addition to meeting the standards and requirements of the College of Arts and Sciences, a degree candidate must complete major requirements. Each major program is designed with sufficient flexibility to ensure scheduling of arts and humanities courses for a broad liberal arts education. The undergraduate major in biology provides a strong background in the biological sciences in preparation for careers in any area of biology, medicine, dentistry and related professions. It is sufficiently flexible and open to ensure the scheduling of arts and humanities courses for a broad cultural education. Through biology elective courses, the program gives students the opportunity to become familiar with different specialized areas of biology and to engage in independent library or laboratory research.

Each student in the major is assigned a faculty member who serves as academic adviser during the student's undergraduate years. The adviser provides continuity of information and guidance to help plan the student's academic program, evaluate progress, and explore career goals. While all students are required to schedule certain courses (see departmental requirements), each student selects courses and develops a specific program in consultation with the academic adviser. It is each student's responsibility to meet all program requirements.

### **Health Professions Programs**

For information on Health Professions see the Health Professions/Pre-Medical and Pre-Dental Advisory Committee section of the catalogue.

## **Bachelor of Science (B.S.) Degree**

The B.S. in Biology (major code BIOL) is a program that provides a strong background in the biological sciences in preparation for careers in various areas of biology, veterinary, dentistry, medicine, and related professions. Through biology elective courses, the program gives students the opportunity to become familiar with different specialized areas of biological sciences and to engage in independent library or laboratory research.



In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for B.S. in Biology must complete a minimum of 65 credits in biology, chemistry, mathematics and physics. Students majoring in biology with the intent to earn the B.S. degree follow the College of Arts and Sciences B.S. Core Curriculum. This includes all students pursuing dual degree programs in the Department of Biological Sciences.

### B.S. Degree Requirements Credits

*The following courses must be completed:*

BIOL 1211&1212 General Biology I & lab	4
BIOL 1222&1223 General Biology II & lab	4
BIOL 2221&2222 Genetics, with lab	4
BIOL 2238&2239 Cell Biology, with lab	4
BIOL 4199 Senior Biology Seminar	3
BIOL xxxx Elective Biology courses ( <i>above 3000</i> )	14
CHEM 1123-1124 General Chemistry I-II	6
CHEM 1125-1126 General Chemistry Lab I-II	2
CHEM 2321-2322 Organic Chemistry I-II	6
CHEM 2315-2316 Organic Chemistry Lab I-II	2
MATH 1401 Calculus I	4
and	
MATH 1411 Calculus II	4
or	
MATH 2111 Statistics for Science Majors	4
PHYS 1701-1702 General Physics I-II	6
PHYS 1811-1812 Physics Laboratory I-II	2

### A Model 4-Year Plan for the B.S. in Biology

#### First Year

Fall Semester	Credits
BIOL 1211 General Biology I	3
BIOL 1212 General Biology I Lab	1
CHEM 1123 General Chemistry I	3
CHEM 1125 General Chemistry Lab I	1
CORE 1001 University Life	1
CORE 1101 Journey of Transformation	3
MATH 1015 Pre-Calculus Mathematics Algebra, & Trigonometry	4

or

MATH 1401 Calculus I	4
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#### Spring Semester Credits

BIOL 1222 General Biology II	3
BIOL 1223 General Biology Lab II	1
CHEM 1124 General Chemistry II	3
CHEM 1126 General Chemistry Lab II	1
ENGL 1201 Core English I	3
MATH 1401 Calculus I	4
or	
MATH 1411 Calculus II	4
or	
MATH 2111 Statistics for Science Majors	4

### Second Year

Fall Semester	Credits
BIOL 2221 Genetics	3
BIOL 2222 Genetics Lab	1
CHEM 2321 Organic Chemistry I	3
CHEM 2315 Organic Chemistry Lab I	1
ENGL 1202 Core English II	3
MATH 1411 Calculus II	4
or	
MATH 2111 Statistics for Science Majors	4
or	
Arts & Sciences Core*	3

### Spring Semester Credits

BIOL 2238 Cell Biology	3
BIOL 2239 Cell Biology Lab	1
CHEM 2322 Organic Chemistry II	3
CHEM 2316 Organic Chemistry Lab II	1
CORE 2101 Christianity and Culture in Dialogue	3
Arts & Sciences Core*	3

### Third Year

Fall Semester	Credits
PHYS 1701 General Physics I	3
PHYS 1811 General Physics Laboratory I	1
BIOL xxxx Biology Elective ( <i>above 3000</i> )	3-4
COST 1500 Foundations in Oral Rhetoric	2
Arts & Sciences Core*	6

Spring Semester	Credits
PHYS 1702 General Physics II	3
PHYS 1812 General Physics Lab II	1
BIOL xxxx Biology Elective ( <i>above 3000</i> )	3-4
CORE 3101 Engaging the World	3
Arts & Sciences Core*	3
General Elective	3

### Fourth Year

Fall Semester	Credits
BIOL 4199*** Senior Biology Seminar	0-3
BIOL xxxx Biology Elective ( <i>above 3000</i> )	3-4
or	
Any graduate level biology course (with approval)***	
Arts & Sciences Core*	3-6
General Electives	3-6

Spring Semester	Credits
BIOL 4199*** Senior Biology Seminar	0-3
BIOL xxxx Biology Elective ( <i>above 3000</i> )	3-4
or	
Any graduate level biology course (with approval)***	
Arts & Sciences Core*	3-6
General Electives	0-8

\*Consult the College of Arts and Sciences Core Curriculum for information regarding these courses.

\*\* Seniors will take Biology Senior Seminar in the Fall if they expect to graduate in December.

\*\*\* See Graduate Catalogue for course listings.

## Bachelor of Arts (B.A.) Degree

The B.A. in Biology (major code BIOA) is a program that provides a solid foundation in laboratory-based life science for students who are interested in integrating their study of biology with other disciplines including law, ethics, psychology, history, computer science, science writing or journalism, and education. The program is also of interest to students for expanding their understanding of this area of study that is increasingly important for informed citizenship, intelligent parenting, and life-long learning.

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for B.A. in Biology must complete a minimum of 31 credits in biology, chemistry, and mathematics as well as 15 credits from the major elective courses listed below for a total of 46 credits. At least two major elective courses must be in Biology (BIOL), and no more than 4 credits of Biology electives may be in research, independent study, or Co-op courses.

Students pursuing the B.A. in Biology will follow the College of Arts and Sciences Core Curriculum requirements for B.A. students.

### B.A. Degree Requirements

	Credits
<i>The following courses must be completed:</i>	
BIOL 1211&1212 General Biology I & Lab	4
BIOL 1222&1223 General Biology II & Lab	4
BIOL 2221&2222 Genetics & Lab	4
BIOL 2341 Ecology	4
or	
BIOL 3201-3202 Ecology and Stewardship & Lab	4
BIOL 4199 Senior Biology Seminar	3
CHEM 1123-1124 General Chemistry I-II	6
CHEM 1125-1126 General Chemistry Lab I-II	2
MATH 1401 Calculus I	4
BIOL XXXX Biology Electives above 3000 (Note: Some have prerequisites.)	6-8

*Select 7-9 credits from the following BIOA Electives:*

ANTH 1201 Introduction to Physical Anthropology	3
CHEM 2321&2315 Organic Chemistry I and Lab I	4
CHEM 2322&2316 Organic Chemistry II and Lab II	4
CLAS 1314 Scientific Terminology	3
CSAS 1113 Computer Science for Science Majors	3
ENGL 3514 Scientific and Technical Writing	3
MATH 1411 Calculus II	4
MATH 2111 Statistics for Science Majors	4
PHIL 2700 Philosophy of Science	3
PHYS 1701-1702 General Physics I-II	3-6
PHYS 1811-1812 General Physics Lab I-II	1-2
PSYC 1101 Introduction to Psychology	3
PSYC xxxx Psychology courses by advisement	
SOCI 2224 Sociology of Health and Medicine	3
or	
ANTH 2224 Health and Medicine: An Anthropological Approach	3

### A Model 4-Year Plan for the B.A. in Biology

First Year		Credits
<b>Fall Semester</b>		
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
BIOL 1211	General Biology I	3
BIOL 1212	General Biology Lab I	1
ENGL 1201	Core English I	3
MATH 1015	Pre-Calculus	4
or		
MATH 1401	Calculus I	4
<b>Spring Semester</b>		
BIOL 1222	General Biology II	3
BIOL 1223	General Biology Lab II	1
COST 1500	Foundations in Oral Rhetoric	2
MATH 1401	Calculus I	4
or		
General Elective		3
ENGL 1202	Core English II	3
Arts & Sciences Core *		3

Second Year		Credits
<b>Fall Semester</b>		
BIOL 2221	Genetics	3
BIOL 2222	Genetics Lab	1
CHEM 1123	General Chemistry I	3
CHEM 1125	General Chemistry Lab I	1
CORE 2101	Christianity and Culture in Dialogue	3
Arts & Sciences Core *		3
<b>Spring Semester</b>		
BIOL xxxx	Biology Elective ( <i>above 3000</i> )	3-4
CHEM 1124	General Chemistry II	3
CHEM 1126	General Chemistry Lab II	1
Arts & Sciences Core*		3
General Elective		3

Third Year		Credits
<b>Fall Semester</b>		
BIOL 2341	Ecology	4
BIOA Elective		3
Arts & Sciences Core*		6
CORE 3101	Engaging the World	3
<b>Spring Semester</b>		
BIOL xxxx	Biology Elective ( <i>above 3000</i> )	3-4
BIOA Elective		3
Arts & Sciences Core*		6
General Electives		3

Fourth Year		Credits
<b>Fall Semester</b>		
BIOL 4199**	Senior Biology Seminar	0-3
BIOA Elective		3
Arts & Sciences Core*		6
General Electives		6

Spring Semester	Credits
BIOL 4199** Senior Biology Seminar	0-3
BIOA Elective	3
Arts & Sciences Core*	3
General Electives	9

\*Consult the College of Arts and Sciences Core Curriculum for information regarding these courses.

\*\* Seniors will take Biology Senior Seminar in the Fall if they expect to graduate in December.

## Minor in Environmental Sciences

The interdisciplinary minor in environmental sciences is designed for students majoring in biology, biochemistry, chemistry, or physics. The environmental sciences minor teaches students scientific skills for practical use in this field of investigation.

Required Courses*	Credits
BIOL 3341 Environmental Toxicology	3
CHEM 2215 Analytical Chemistry I	4
CHEM 2216 Analytical Chemistry II	4

Special topics courses as appropriate may be substituted by permission

Choose other ENVL courses to make a total of 20 credits

\*The required courses have the following pre-requisites:

1. Prerequisite courses with labs for Ecology and Environmental Toxicology: BIOL 1211/1212 General Biology/Organism; BIOL 1222/1223 General Biology II; BIOL 2221/2222 II;
2. Prerequisite courses with labs for Environmental Chemistry, Environmental Toxicology, and Environmental Physics: CHEM 1123/1125-1124/1126 General Chemistry I-II and CHEM 2313-2314 Organic Chemistry I-II;
3. Prerequisite courses with labs for Environmental Physics: PHYS 1701-1702 General Physics I-II, MATH 1401 Calculus I

## Physical Therapy Dual Degree Program

The Department of Biological Sciences, College of Arts and Sciences, and the Department of Physical Therapy, School of Health and Medical Sciences (SHMS), offer a 3+3 dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy (B.S./D.P.T.). This six-year program offers select students an opportunity to study in a traditional liberal arts environment as well as to participate in academic and clinical experience across healthcare settings.

Physical therapists (PTs) are health care professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. PTs examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing

fitness- and wellness-oriented programs for healthier and more active lifestyles. Physical therapists provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes. State licensure is required in each state in which a physical therapist practices.

The Doctor of Physical Therapy program at Seton Hall University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; Telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. CAPTE is listed as a nationally recognized accrediting agency by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). The program's accreditation has been granted for a period of ten (10) years effective November 17, 2010.

### Admission Criteria

Admission to the B.S./D.P.T. program is open to applicants who have successfully completed a high school college preparatory curriculum, including courses in biology, mathematics, chemistry, physics, social sciences, English, and a foreign language. The Scholastic Assessment Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

The combined B.S./D.P.T. program is unique because it accepts entering students as freshmen for enrollment throughout the entire program. Students who maintain the required GPA during their three years as undergraduates are guaranteed admission into the graduate professional phase of the program without needing to take the Graduate Record Exam (GRE). Due to a limit on the number of physical therapy students in each class, admission into the program is extremely selective.

### Program Requirements

Students who maintain the required GPAs, both overall and in prerequisite courses (listed below), with no grades less than "C" in prerequisite courses through the end of junior year, and complete the course requirements within the Department of Biological Sciences, will enter the graduate professional phase of the program after the spring term of their junior year. Students are required to complete the specific pre-requisite courses listed below. Course substitutions are not permitted. Note that College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for any science prerequisite course requirements for admission (listed above).

#### Pre-requisite Courses

- General Biology I (BIOL 1211)
- General Biology I Lab (BIOL 1212)
- General Biology II (BIOL 1222)
- General Biology II Lab (BIOL 1223)

- Anatomy & Physiology I (BIOL 3334)
- Anatomy & Physiology I Lab (BIOL 3335)
- Anatomy & Physiology II (BIOL 3336)
- Anatomy & Physiology II Lab (BIOL 3337)
- General Chemistry I (CHEM 1123)
- General Chemistry I Lab (CHEM 1125)
- General Chemistry II (CHEM 1124)
- General Chemistry II Lab (CHEM 1126)
- Core English I (ENGL1201)
- Core English II (ENGL 1202)
- Calculus I (MATH 1401)
- General Physics I (PHYS 1701)
- General Physics I Lab (PHYS 1811)
- General Physics II (PHYS 1702)
- General Physics II Lab (PHYS 1812)
- Intro to Psychology (PSYC 1101)

Students need to maintain “C-” or better grades in all non-prerequisite science and math courses. Students can only repeat individual courses once. A course withdrawal is considered one attempt; a student may repeat the course only once. Students enrolled in this undergraduate dual degree program must declare their intent to continue matriculation in their B.S./D.P.T major no later than September 1 at the start of their junior year.

If a student’s GPA falls below the GPA requirements stated below, the student will lose his or her guaranteed seat as a B.S./D.P.T. dual degree student and will automatically become a biology major. GPA requirements are exact and will not be rounded to determine eligibility. No exceptions will be made to any dual degree admission requirements.

- Students are required to achieve and maintain at least a 2.7 cumulative GPA by the end of Spring semester of the freshman year.
- Students are required to achieve and maintain at least 3.0 cumulative and prerequisite GPAs by the end of Spring semester of sophomore year.
- Students are required to achieve and maintain at least 3.2 cumulative and prerequisite GPAs by the end of each semester (fall/spring) of junior year.

*Note that BIOT dual degree students should consult with the Assistant Director of Advising for Dual Degree Programs in SHMS for academic advising.*

The students in the B.S./D.P.T. program are required to take a biology elective at the 3000-level in their junior year (please see the list below). Furthermore, all prerequisite and B.S. degree requirements must be successfully completed no later than May 15 of the junior year prior to beginning the professional/graduate D.P.T. courses in July.

### **Elective Courses for the Biology – Physical Therapy Undergraduate Phase**

The following biology electives are suitable to meet the Biology requirement. Students can complete a 4-credit biology elective with a laboratory component, or 3 credits of an approved biology elective plus a 1-credit approved

Independent Study project.

#### **Credits**

BIOL 3199	Histology	4
BIOL 3231	Molecular Biology	3
BIOL 3232	Molecular Biology Lab	1
BIOL 3241	Introduction to Immunology	4
BIOL 3333	Embryology	4
BIOL 3341	Environmental Toxicology	3
BIOL 3433	Forensic Biology	3
BIOL 3434	Medical Terminology and Physiological Applications	3
BIOL 3999	Junior Biology Seminar	1
BIOL 3233	Biochemistry of Metabolism	3
BIOL 4412	Molecular Virology	3

Prior to admission into the fourth year (the graduate professional phase) of the DPT program, students must also complete 50 hours of volunteer work under the supervision of a licensed physical therapist. This volunteer experience allows students to strengthen interpersonal skills and to develop an understanding of the role of the physical therapist in meeting the functional needs of patients and clients of all ages. Verification forms or letters signed by the supervising physical therapist must be submitted no later than March 15 of the junior year.

Additionally, prior to admission into the DPT program, students must read, understand, meet and sign the Essential Functions of the School of Health and Medical Sciences and the DPT program.

### **Enrollment During the Graduate Phase**

The Doctor of Physical Therapy Program begins in the summer between junior and senior year, and requires continuous enrollment throughout the three years of graduate professional study. Students who have interrupted enrollment will be required to register and successfully complete a one credit Independent Study course prior to beginning courses with clinically related experiences. This independent study will emphasize continued mastery of previously learned knowledge and skills. Permission of the department chairperson is required.

The DPT program is a full-time lock-step program; i.e., students must follow the prescribed sequence of courses. Dual degree students in their fourth/senior year (first year of graduate professional study when taking PTFY courses) are subject to SHMS grading policies. Successful completion of each course taken in SHMS in the fourth/senior year with a passing grade of C or higher is mandatory, along with a cumulative GPA of 3.0 or higher. Any grade below this standard is an automatic failure (F grade) and will result in academic probation with suspension. Students on academic probation with suspension will be given the following two options:

- 1) Wait for the course to be offered again (typically the following year) and repeat the PTFY course to earn a B or higher, while still maintaining the required cumulative GPA

of 3.0 or higher. Choosing this option will result in the student being placed on program suspension, and no other SHMS courses may be taken until the student has successfully repeated the failed course to earn a B or higher, otherwise the student may be dismissed from the program. The F grade will remain on the student's undergraduate transcript however the repeated grade will be used in all GPAs. Students who have interrupted enrollment will be required to register for a one-credit Independent Study course; permission of the department chairperson is required. Please consult with Financial Aid to determine if student loans will go into repayment during this period.

2) Close out the undergraduate degree by completing all remaining baccalaureate requirements before entering the graduate professional program. Choosing this option will result in the F grade remaining on the student's undergraduate transcript, with no ability to modify GPAs. The student will be required to repeat the failed course at the graduate level (GDPT) the next time it is offered, paying the graduate tuition rate, and must earn a B or higher and still maintain the required cumulative GPA of 3.0 or higher, otherwise the student may be dismissed from the program. No other SHMS courses may be taken until the student has successfully repeated the failed course. Students who have interrupted enrollment will be required to register for a one-credit Independent Study course; permission of the department chairperson is required. Please consult with Financial Aid to determine if student loans will go into repayment during this period.

Students will only have one opportunity to repeat a failed course, and failure to earn a B or higher could result in the recommendation of dismissal from the program. Students earning a cumulative GPA of less than 3.0 will also be placed on academic probation, without suspension, and shall be given up to two successive semesters in which to raise their cumulative GPA to 3.0 or higher. Failure to raise the cumulative GPA to 3.0 or higher could result in a recommendation of dismissal from the program.

For a complete list of these policies and procedures, refer to the "Academic Performance Standards Policy and Student Performance Review Committee Procedures" document issued by the School of Health and Medical Sciences.

### First Year

Fall Semester		Credits
BIOL 1211	General Biology I	3
BIOL 1212	General Biology I Lab	1
CHEM 1123	General Chemistry I	3
CHEM 1125	General Chemistry I Lab	1
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
MATH 1401	Calculus I	4
Spring Semester		
BIOL 1222	General Biology II	3
BIOL 1223	General Biology II Lab	1

CHEM 1124	General Chemistry II	3
CHEM 1126	General Chemistry Lab II	1
ENGL 1201	Core English I	3
MATH 2111	Statistics for Science Majors	4
Arts and Sciences	Diversity Requirement	3
Arts and Sciences	Communication Requirement	
	<i>see SHMS adviser**</i>	

### Second Year

#### Fall Semester

BIOL 2221	Genetics	3
BIOL 2222	Genetics Lab	1
CHEM 2321	Organic Chemistry I	3
CHEM 2315	Organic Chemistry Lab I	1
ENGL 1202	Core English II	3
PSYC 1101	Introduction to Psychology	3
Arts & Sciences	Core*	3

#### Spring Semester

BIOL 2238	Cell Biology	3
BIOL 2239	Cell Biology Lab	1
CHEM 2322	Organic Chemistry II	3
CHEM 2316	Organic Chemistry Lab II	1
CORE 2101	Christianity and Culture in Dialogue	3
Arts & Sciences	Core*	6

### Third Year

#### Fall Semester

BIOL 3334	Human Anatomy and Physiology I	3
BIOL 3335	Human Anatomy and Physiology I Lab	1
PHYS 1701	General Physics I	3
PHYS 1811	General Physics Lab I	1
Arts & Sciences	Core*	9

#### Spring Semester

BIOL 3336	Human Anatomy and Physiology II	3
BIOL 3337	Human Anatomy and Physiology II Lab	1
BIOL xxxx	BIOL PT Elective	4
CORE 3101	Engaging the World	3
PHYS 1702	General Physics II	3
PHYS 1812	General Physics Lab II	1
Arts & Sciences	Core*	3

\* Consult the College of Arts and Sciences Core Curriculum for information regarding these courses.

\*\* fulfilling some of the requirements may lead to a need for some students to take overload or summer courses at additional cost. Consult with your advisors frequently to effectively manage your requirements.

### Fourth Year

#### Summer II Session

PTFY 4150	Human Physiology I	2
PTFY 4160	Kinesiology I	2
PTFY 4170	Critical Thinking and the Clinical Reasoning Process	1
PTFY 4180	Professional Roles in Physical Therapy	3

**Fall Semester**

PTFY 4240	Therapeutic Interventions I	2
PTFY 4250	Human Physiology II	3
PTFY 4260	Kinesiology II	3
PTFY 4270	Human Anatomy	5
PTFY 4280	Clinical Assessment and Diagnostic Skills I	3
PTFY 4290	Critical Inquiry I	2

**Spring Semester**

PTFY 4330	Neuroscience	3
PTFY 4340	Therapeutic Interventions II	3
PTFY 4350	Physiology III	2
PTFY 4360	Kinesiology III	3
PTFY 4370	Community Health and Wellness Outreach I	1
PTFY 4380	Clinical Assessment and Diagnostic Skills II	3
PTFY 4390	Critical Inquiry II	2

**Fifth Year****Summer I Session**

GDPT 7140	Therapeutic Interventions III	3
GDPT 7180	Clinical Assessment and Diagnostic Skills III	2
GDPT 7190	Pharmacology	2

**Summer II Session**

GDPT 7150	Movement Development Across the Life Span	3
GDPT 7170	CDM I: Cardiovascular and Pulmonary Conditions	4

**Fall Semester**

GDPT 7240	Therapeutic Interventions IV: Rehabilitation Technology	4
GDPT 7250	Psychosocial and Ethical Issues in Health Care	3
GDPT 7270	CDM II: Congenital and Developmental Conditions	4
GDPT 7280	CDM III Lower Quarter Musculoskeletal Conditions	4
GDPT 7230	Optional Elective: Clinical Research Experience I	1

**Spring Semester**

GDPT 7340	Management and Regulatory Issues in Health Care	3
GDPT 7350	Community Health and Wellness Outreach II	1
GDPT 7370	CDM IV: Upper Quarter Musculoskeletal Conditions	4
GDPT 7380	CDM V: Neurological Conditions	4
GDPT 7390	CDM VI: Integumentary Conditions	2
GDPT 7330	Optional Elective: Clinical Research Experience II	1

**Sixth Year****Summer I Session**

GDPT 8150	Clinical Education Seminar	0
GDPT 8170	CDM VII: Progressive Multisystem Conditions	4
GDPT 8180	CDM VIII: Urogenital Conditions	1

**Summer II Session**

GDPT 8160	Clinical Reasoning Capstone Project I (online)	1
GDPT 8190	Clinical Internship I (8 weeks)	4

**Fall Semester**

GDPT 8260	Clinical Reasoning Capstone Project II (online)	1
GDPT 8290	Clinical Internship II (12 weeks)	6

**Spring Semester**

GDPT 8360	Clinical Reasoning Capstone Project III (online)	1
GDPT 8370	Professional Development and Leadership Seminar (final 3 weeks)	2
GDPT 8390	Clinical Internship III (12 weeks)	6

**Physician Assistant Dual Degree Program**

The College of Arts and Sciences, Department of Biological Sciences and the School of Health and Medical Sciences (SHMS) offer a 3+3 dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Physician Assistant (B.S./M.S.).

This six-year program offers an opportunity for high-performing students to study in a traditional liberal arts environment as well as in diverse clinical settings.

Physician assistants (PAs) are healthcare professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and prescribe treatments. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA's practice may also include education, research, and administrative services. Physician assistants are found in all areas of medicine. They practice in the areas of primary care medicine (family medicine, internal medicine, pediatrics, and obstetrics and gynecology) as well as in surgery and the surgical subspecialties.

At the conclusion of the junior year, students in good standing in the dual degree track will be invited to begin their graduate studies in the PA program during their senior year. Students who are not eligible for admission into the dual degree program may apply for entry to the PA program in the general applicant pool. Requirements for application to the PA program can be found in the Graduate Catalogue.

The Bachelor of Science in Biology is awarded at the completion of four years of work and the Master of Science in Physician Assistant is awarded at the completion of the sixth year of study.

**Admission Criteria**

The dual degree program offers students an opportunity to begin the graduate professional phase of their PA education in their senior year (see "Application Process" section below for

begin the graduate professional phase of their PA education in their senior year (see “Application Process” section below for further details). Consideration for admission to the program is open to applicants who successfully completed a high school college preparatory curriculum, including courses in the social sciences, biology, mathematics, physics, English, a foreign language and chemistry. The Scholastic Assessment Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

### Prerequisite Undergraduate Coursework

The following prerequisite undergraduate coursework is designed to provide a solid foundation for the study of clinical medicine. All of the prerequisite courses must be completed by June 1<sup>st</sup> of the junior year. All prerequisite courses must be completed with a grade of “B” or higher after the initial completion of the course:

- General Biology I (BIOL 1211)
- General Biology I Lab (BIOL 1212)
- General Biology II (BIOL 1222)
- General Biology II Lab (BIOL 1223)
- Anatomy & Physiology I (BIOL 3334)
- Anatomy & Physiology I Lab (BIOL 3335)
- Anatomy & Physiology II (BIOL 3336)
- Anatomy & Physiology II Lab (BIOL 3337)
- Microbiology (BIOL 3411)
- General Chemistry I (CHEM 1123)
- General Chemistry I Lab (CHEM 1125)
- General Chemistry II (CHEM 1124)
- General Chemistry II Lab (CHEM 1126)
- Statistics (MATH 2111)
- Introduction to Psychology (PSYC 1101)\*

Note that College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for any prerequisite course requirements for admission. Prerequisite courses taken at another institution prior to matriculation at Seton Hall University (except Anatomy & Physiology I and II and Microbiology) may be accepted, and those transfer grades will be calculated in the prerequisite GPA.

*\*Students with AP Psychology credit must either take Introduction to Psychology (PSYC 1101) here and forfeit their AP credit, or take Abnormal Psychology (PSYC 2214) to satisfy this prerequisite requirement.*

### Academic Standards for Graduate Program Progression

Students must demonstrate that they are prepared to meet the demands of the PA program to be considered for progression into the graduate professional phase of the program. Students must complete all of their college core, University core and biology dual degree requirements in the first three years of their undergraduate curriculum. Students must:

- achieve and maintain cumulative and prerequisite GPAs of 3.5 at the conclusion of the freshman, sophomore and junior

years

- complete all prerequisite courses listed above with a B or better upon initial completion of the course
- avoid violations of policies in the Student Handbook related to discipline, academic honesty, and residence life

Failure to meet these requirements will result in immediate dismissal from consideration for the dual degree program. GPA requirements are exact and will not be rounded to determine eligibility. No exceptions will be made to any dual degree admission requirements. Students dismissed from the dual degree program will become biology majors automatically and are welcome to apply to the PA program as part of the general applicant pool. Requirements for application to the PA program as a general pool applicant can be found in the Graduate Catalogue.

All BIOP dual degree students should consult with the Assistant Director of Advising for Dual Degree Programs in SHMS for academic advising.

### Transfer Policy

Students may apply to transfer into the undergraduate portion of the B.S./M.S. dual degree program either as freshmen or sophomores only. All such applications must demonstrate outstanding academic ability, must have met the undergraduate academic standards described above, and will be considered on a space-available, case-by-case basis. Transfer admission into the program is extremely selective due to a limited number of seats available in the graduate professional phase of the program. Note that the following prerequisite courses must be taken at Seton Hall University even if previously taken elsewhere: Anatomy and Physiology I and II, Microbiology.

### Healthcare Experience Requirement

Students participating in the dual degree program are required to complete a minimum of 250 hours observing or participating in the delivery of healthcare in a clinical environment during their freshman, sophomore and/or junior years. It is recommended that 25 of 250 hours should be completed with a licensed Physician Assistant. This requirement may be met through paid or volunteer experiences. Past experiences that students have used to meet this requirement include but are not limited to: shadowing a PA or physician in an office or hospital; volunteering or working as an emergency medical technician; working as a nurse, nurse’s aide, respiratory therapist, paramedic, athletic trainer or other healthcare provider, or volunteering in a healthcare facility. The healthcare experience is intended to strengthen interpersonal skills and to develop an understanding of the role of a healthcare provider. Students are required to arrange their own healthcare experience. Doing so helps to demonstrate the level of commitment and motivation necessary to become a PA. Documentation indicating the completion of a minimum of 250 hours of healthcare experience must be provided to the Department of

**Progression into the Graduate Professional Phase**

Students in good standing in the dual degree track who meet all requirements above will be invited to begin the PA curriculum during their senior year. Students who are not eligible for admission into the dual degree program may apply for entry to the PA program in the general applicant pool. Requirements for application to the PA program can be found in the Graduate Catalogue.

The entire six-year curriculum for students in the dual degree program may be seen below. Additional information related to the graduate professional phase of the program, including accreditation information and course descriptions, can be found in the Graduate Catalogue.

The PA program is a full-time, lock-step program; i.e., students must follow the prescribed sequence of courses. Dual degree students in their fourth/senior year (first year of graduate professional study when taking PAFY courses) are subject to SHMS grading policies. Successful completion of each course taken in SHMS in the fourth/senior year with a passing grade of C or higher is mandatory, along with a cumulative GPA of 3.0 or higher. Any grade below this standard is an automatic failure (F grade) and will result in academic probation with suspension. Students on academic probation with suspension will be given the following two options:

1) Wait for the course to be offered again (typically the following year) and repeat the course to earn a B or higher, while still maintaining the required cumulative GPA of 3.0 or higher. Choosing this option will result in the student being placed on program suspension, and no other SHMS courses may be taken until the student has successfully repeated the failed course to earn a B or higher, otherwise the student may be dismissed from the program. The F grade will remain on the student's undergraduate transcript. Please consult with Financial Aid to determine if student loans will go into repayment during this period.

2) Close out the undergraduate degree (typically the following semester) before continuing in the graduate professional program. Choosing this option will result in the F grade remaining on the student's undergraduate transcript. The student will be required to repeat the failed course at the graduate level (GMPA) the next time it is offered, paying the graduate tuition rate, and must earn a B or higher and still maintain the required cumulative GPA of 3.0 or higher, otherwise the student may be dismissed from the program. No other SHMS courses may be taken until the student has successfully repeated the failed course. Please consult with Financial Aid to determine if student loans will go into repayment during this period.

Students will only have one opportunity to repeat a failed course, and failure to earn a B or higher could result in the recommendation of dismissal from the program.

**First Year**

<b>Fall Semester</b>		<b>Credits</b>
BIOL 1211	General Biology I	3
BIOL 1212	General Biology I Lab	1
CHEM 1123	General Chemistry I	3
CHEM 1125	General Chemistry I Lab	1
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
MATH 1401	Calculus I	4
<b>Spring Semester</b>		<b>Credits</b>
BIOL 1222	General Biology II	3
BIOL 1223	General Biology II Lab	1
CHEM 1124	General Chemistry II	3
CHEM 1126	General Chemistry II Lab	1
ENGL 1201	Core English I	3
MATH 2111	Statistics for Science Majors	4
Arts and Sciences	Diversity Requirement	3
Arts and Sciences	Communication Requirement	3

*see SHMS adviser\*\**

**Second Year**

<b>Fall Semester</b>		<b>Credits</b>
BIOL 2221	Genetics	3
BIOL 2222	Genetics Lab	1
CHEM 2321	Organic Chemistry I	3
CHEM 2315	Organic Chemistry Laboratory I	1
ENGL 1202	Core English II	3
PSYC 1101	Introduction to Psychology	3
Arts and Sciences	Core*	3
<b>Spring Semester</b>		<b>Credits</b>
BIOL 2238	Cell Biology	3
BIOL 2239	Cell Biology Lab	1
CHEM 2322	Organic Chemistry II	3
CHEM 2316	Organic Chemistry II Laboratory	1
CORE 2101	Christianity and Culture in Dialogue	3
Arts and Sciences	Core*	6

**Summer Semester Sophomore Year**

Suggested health care experience time. This is a prerequisite for admission to the professional phase of the program. Students are responsible for arranging their own healthcare experience time.

**Third Year**

<b>Fall Semester</b>		<b>Credits</b>
BIOL 3334	Human Anatomy and Physiology I	3
BIOL 3335	Human Anatomy and Physiology I Lab	1
BIOL 3411	Microbiology	4
PHYS 1701	General Physics I	3
PHYS 1811	General Physics Lab I	1
Arts and Sciences	Core*	6
<b>Spring Semester</b>		<b>Credits</b>
BIOL 3336	Human Anatomy and Physiology II	3
BIOL 3337	Human Anatomy and Physiology II Lab	1
CORE 3101	Engaging the World	3
PHYS 1702	General Physics II	3



PHYS 1812	General Physics Lab II	1
Arts & Sciences Core*		6

\*Consult the College of Arts and Sciences Core Curriculum for information regarding these courses.

\*\* fulfilling some of the requirements may lead to a need for some students to take overload or summer courses at additional cost. Consult with your advisors frequently to effectively manage your requirements.

#### Fourth Year (Professional Year I)

Fall Semester		Credits
PAFY 4001	Human Anatomy	4
PAFY 4104	Psychiatry	2
PAFY 4105	Professional Seminar 1	2
PAFY 4111	Human Physiology	3
PAFY 4114	Pharmacology I	2
PAFY 4203	Introduction to Clinical Medicine I	4

#### Spring Semester

PAFY 4107	Pathophysiology	3
PAFY 4112	Pharmacology II	2
PAFY 4113	Neuroscience	3
PAFY 4205	Introduction to Clinical Medicine II	4
PAFY 4206	Electrocardiography	1
PAFY 4208	Laboratory Diagnostics	2

The Bachelor of Science degree is awarded upon successful completion of the fourth year of study.

#### Summer Semester

PAFY 4207	Diagnostic Imaging	1
PAFY 4305	Professional Seminar 2	2

#### Fifth Year

Fall Semester		Credits
GMPA 7312	Fundamentals of Clinical Medicine	8
GMPA 7314	Introduction to Clinical Medicine III	4
GMPA 7305	Professional Seminar 3	2
GMPA 8510	Biostatistics	2

#### Spring Semester

GMPA 7404	Research Methods I	2
GMPA 7405	Professional Seminar 4	2
Six Supervised Clinical Practice Experience Blocks*		12

#### Sixth Year

Fall Semester		Credits
GMPA 8604	Biomedical Ethics	2
GMPA 8605	Epidemiology	2
GMPA 8509	Research Methods II	2
GMPA 8515	Professional Seminar 5	2
Four Supervised Clinical Practice Experience Blocks*		8

#### Spring Semester

GMPA 8512	Research Methods III	2
GMPA 8603	Healthcare Policy	2
GMPA 8615	Professional Seminar 6	2
Four Supervised Clinical Practice Experience Blocks*		8

\* The number of supervised clinical practice experience blocks indicated for each semester is an approximation.

Student rotation schedules will vary based upon clinical site availability.

### Athletic Training Dual Degree Program

The College of Arts and Sciences, Department of Biological Sciences and the School of Health and Medical Sciences offer a 3+2 dual degree program leading to a Bachelor of Science in Biology (B.S.) and a Master of Science in Athletic Training (M.S.A.T.) as well as Bachelor of Arts in Biology (B.A.) and a Master of Science in Athletic Training (M.S.A.T.). The major codes are BIOZ and BIAZ, respectively. These five-year programs offer students the opportunity to study in a traditional liberal arts environment as well as the art and science of athletic training. The Bachelor's degree is awarded at the completion of four years of work, and the Master of Science in Athletic Training is awarded at the completion of the fifth year of study.

The dual degree program is intended to prepare graduates to critically analyze and convey information to patients, colleagues, and other health professionals. These clinicians will be able to provide a broad range of patient care services, and perform research and administrative responsibilities. This is accomplished through students and faculty building collaborations, participating in professional organizations in athletic training, and administering athletic training services.

The mission of the M.S.A.T. program is to prepare students to become competent and independent clinicians who will enhance the quality of patient health care and to advance the profession of athletic training. The program teaches and provides practical experiences to enable graduates to assume leadership roles both within the field of athletic training and within the community.

The professional phase of the M.S.A.T. program includes academic courses and clinical practica in athletic training. Students develop the knowledge and skills needed to perform as professional athletic training clinicians and to grow and adapt to the rapid changes in the profession and health care. Upon program completion students will be thoroughly prepared for the Board of Certification (BOC) Examination and able to enter the profession as entry-level practitioners. Additionally, the curriculum prepares students for the Certified Strength and Conditioning Specialist (CSCS) examination.

#### Accreditation

The Master of Science in Athletic Training program is a CAATE accredited professional graduate program. The Commission on Accreditation of Athletic Training Education (CAATE) maintains education standards for accredited athletic training education programs.

#### Admission Criteria

Admission to the dual degree program is open to applicants who successfully completed a high school college preparatory curriculum including courses in biology, mathematics,

physics, chemistry, social sciences, English, and a foreign language. The Scholastic Achievement Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

The dual degree program is unique because it accepts students for enrollment in the entire program. Students who maintain the required academic standards (outlined below) during their three years as undergraduates are guaranteed admission into the graduate professional phase of the program. Due to a limit on the number of AT students in each entering freshman class, admission into the program is extremely selective.

### Prerequisite Undergraduate Coursework

The following undergraduate courses are designed to provide a solid foundation for the study of athletic training. All prerequisite courses must be completed by June 1st of the junior year with a grade of “C” or higher. Students may only repeat individual prerequisite courses one time, and a grade in a repeated prerequisite course lower than “C” results in automatic dismissal from the dual degree program, thereby losing their guaranteed seat and becoming a biology major.

- General Biology I or II (BIOL 1211 or 1222)
- Anatomy & Physiology I & Lab (BIOL 3334 & 3335)
- Anatomy & Physiology II & Lab (BIOL 3336 & 3337)
- General Chemistry I or II (CHEM 1123 or 1124)
- General Chemistry I or II Lab (CHEM 1125 or 1126)
- Core English I or II (ENGL 1201 or 1202)
- Calculus I (MATH 1401) or Statistics for Science Majors (MATH 2111)
- General Physics I or II (PHYS 1701 or 1702)
- General Physics I or II Lab (PHYS 1811 or 1812)
- Introduction to Psychology (PSYC 1101)
- Introduction to Sociology (SOC 1101)

Note that College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for any prerequisite course requirements for admission.

Courses taken at another institution prior to matriculation at Seton Hall University may be accepted, however those transfer grades will not be factored into the cumulative or prerequisite GPA.

### Undergraduate Academic Standards

Students must demonstrate that they are prepared to meet the demands of the graduate professional phase of the program. The student’s cumulative GPA will be evaluated on a regular basis, as outlined below. GPA requirements are exact and will not be rounded to determine eligibility.

- Students are required to earn a grade of “C” or higher in all prerequisite courses.
- Students are required to achieve and maintain at least a 2.5 cumulative GPA by the end of the spring semester of freshman year.
- Students are required to achieve and maintain at least a 2.7

cumulative GPA by the end of the spring semester of sophomore year.

- Students are required to achieve and maintain at least a 3.0 cumulative and prerequisite GPA by the end of the spring semester of junior year.

Failure to maintain the required cumulative and prerequisite GPAs, or failure to earn at least a “C” grade in a prerequisite course during the second attempt, will result in immediate dismissal from the dual degree program, thereby losing the guaranteed seat in the graduate professional phase of the program. No exceptions will be made to any dual degree admission requirements. Students dismissed from the dual degree program may become biology majors and are welcome to apply to the graduate professional program as part of the general applicant pool. Requirements for application to the AT program can be found in the Graduate Catalogue.

If a student who has been dismissed after freshman year brings his or her GPA up to the required level by junior year, that student may apply to re-enter the dual degree program depending on seat availability and on a case-by-case basis.

Note that BIOZ/BIAS dual degree students should consult with the Assistant Director of Advising for Dual Degree Programs in SHMS for academic advising.

### Athletic Training Experience Requirement

Students are required to complete a minimum of 50 hours observing or volunteering under the supervision of an Athletic Trainer in at least one healthcare setting during their freshman, sophomore and/or junior years. This requirement may be met through paid or volunteer experiences. The healthcare experience is intended to strengthen interpersonal skills and to develop an understanding of the role of an athletic trainer. Students are required to arrange their own healthcare experience. Doing so helps to demonstrate the level of commitment and motivation necessary to become an AT. The healthcare experience requirement can be satisfied at any time prior to admission into the graduate phase of the professional program.

Students must also submit a current CPR/AED card for the Professional Rescuer. Documentation indicating the completion of a minimum of 50 hours of healthcare experience, as well as a copy of the CPR/AED card, must be provided to Mr. Patrick McDermott, Director of Graduate Admissions in the School of Health and Medical Sciences, by June 1st prior to entering the graduate phase of the professional program. Also, a letter of reference from the supervising athletic trainer must accompany the documentation.

### Transfer Policy

Students from outside institutions and internal within Seton Hall University may apply to transfer into the undergraduate portion of the dual degree program either as freshmen or sophomores only. All such applications must demonstrate outstanding academic ability and will be considered on a

space-available, case-by-case basis. All internal Seton Hall applicants must have met the undergraduate academic standards described above. Transfer admission into the program is extremely selective due to a limited number of seats available in the graduate professional phase of the program.

### Progression into the Graduate Professional Phase

Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation into the graduate professional phase of their program no later than March 15 of their junior year. Students who successfully complete all of the above requirements, including the appropriate grade and GPA requirements noted above, and all other course requirements within the College of Arts and Sciences and their major, will transition into the graduate professional phase of the athletic training program after their junior year. Students will be awarded a Bachelor's degree following the successful completion of the first year of graduate studies.

The AT program is a full-time lock-step program; i.e., students must follow the prescribed sequence of courses. Dual degree students in their fourth/senior year (first year of graduate professional study when taking ATFY 4XXX courses) are subject to SHMS grading policies. Successful completion of each course taken in SHMS in the fourth/senior year with a passing grade of C or higher is mandatory, along with a cumulative GPA of 3.0 or higher. Any grade below this standard is an automatic failure (F grade) and will result in academic probation. Students on academic probation with suspension. Students on academic probation with suspension will be given the following two options:

1) Wait for the course to be offered again (typically the following year) and repeat the course to earn a B or higher, while still maintaining the required cumulative GPA of 3.0 or higher. Choosing this option will result in the student being placed on program suspension, and no other SHMS courses may be taken until the student has successfully repeated the failed course to earn a B or higher, otherwise the student may be dismissed from the program. The F grade will remain on the student's undergraduate transcript. Please consult with Financial Aid to determine if student loans will go into repayment during this period.

2) Close out the undergraduate degree (typically the following semester) before entering the graduate professional program. Choosing this option will result in the F grade remaining on the student's undergraduate transcript. The student will be required to repeat the failed course at the graduate level (GMAT 6XXX or 7XXX) the next time it is offered, paying the graduate tuition rate, and must earn a B or higher and still maintain the required cumulative GPA of 3.0 or higher, otherwise the student may be dismissed from the program. No other SHMS courses may be taken until the student has successfully repeated the failed course. Please consult with Financial Aid to determine if student loans will

go into repayment during this period.

Students will only have one opportunity to repeat a failed course, and failure to earn a B or higher could result in the recommendation of dismissal from the program

### Curriculum and Course Sequencing

In the first three years of their undergraduate program, students in the dual degree program must complete all the requirements for the University core, college core, and their undergraduate major. Additionally, students must complete all prerequisite course requirements by June 1st of their junior year as outlined below:

### B.S./M.S.A.T

#### First Year

<b>Fall Semester</b>		<b>Credits</b>
BIOL 1211	General Biology I	3
BIOL 1212	General Biology I Lab	1
CHEM 1123	General Chemistry I	3
CHEM 1125	General Chemistry I Lab	1
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
MATH 1401	Calculus I	4
<b>Spring Semester</b>		
BIOL 1222	General Biology II	3
BIOL 1223	General Biology II Lab	1
CHEM 1124	General Chemistry II	3
CHEM 1126	General Chemistry II Lab	1
ENGL 1201	Core English I	3
MATH 2111	Statistics for Science Majors	4
Arts and Sciences	Diversity Requirement	3
Arts and Sciences	Communication Requirement	3

*see SHMS adviser\*\**

#### Second Year

<b>Fall Semester</b>		<b>Credits</b>
BIOL 2221	Genetics	3
BIOL 2222	Genetics Lab	1
CHEM 2321	Organic Chemistry I	3
CHEM 2315	Organic Chemistry I Lab	1
ENGL 1202	Core English II	3
PSYC 1101	Introduction to Psychology	3
Arts & Sciences	Core*	3
<b>Spring Semester</b>		<b>Credits</b>
BIOL 2238	Cell Biology	3
BIOL 2239	Cell Biology Lab	1
CHEM 2322	Organic Chemistry II	3
CHEM 2316	Organic Chemistry II Lab	1
CORE 2101	Christianity and Culture in Dialogue	3
SOCI 1101	Introduction to Sociology	3
Arts & Sciences	Core*	3

#### Summer Semester Sophomore Year

Volunteer work in an athletic training setting should be started at this time but can be completed any time during the

student's freshman, sophomore, or junior years. This is a requirement for admission to the graduate professional phase of the program, and students are responsible for arranging their own experience.

### Third Year

#### Fall Semester Credits

BIOL 3334	Human Anatomy and Physiology I	3
BIOL 3335	Human Anatomy and Physiology I Lab	1
PHYS 1701	General Physics I	3
PHYS 1811	General Physics I Lab	1
Arts & Sciences Core*		9

#### Spring Semester Credits

BIOL 3336	Human Anatomy and Physiology II	3
BIOL 3337	Human Anatomy and Physiology II Lab	1
BIOL XXXX	Major Elective	4
CORE 3101	Engaging the World	3
PHYS 1702	General Physics II	3
PHYS 1812	General Physics II Lab	1
Arts and Sciences Core*		3

\* Consult the College of Arts and Sciences Core Curriculum for information regarding these courses.

\*\* fulfilling some of the requirements may lead for some students to take overload or summer courses at additional cost. Consult with your advisors frequently to effectively manage your requirements.

### Fourth Year (Professional Year I)

#### Summer Semester Credits

ATFY 4000	Foundations of Athletic Training	6
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#### Fall Semester Credits

ATFY 4101	Human Physiology	3
ATFY 4111	Financial Human Anatomy	3
ATFY 4121	Principles of Evaluation in Athletic Training	4
ATFY 4131	Research Methods I	1
ATFY 4141	Research Project I	1
ATFY 4151	Clinical Practicum I	2

#### Spring Semester Credits

ATFY 4201	Foundations of Therapeutic Interventions	2
ATFY 4211	Kinesiology	3
ATFY 4221	Exercise Physiology, Nutrition and Wellness	3
ATFY 4231	Research Methods II	1
ATFY 4241	Research Projects II	1
ATFY 4251	Clinical Practicum II	2

### Fifth Year (Professional Year II)

#### Summer Credits

GMAT 7000	Seminar in Athletic Training	1
GMAT 7005	Biomedical Ethics	2
GMAT 7010	General Medical Conditions	2
GMAT 7015	General Medical Clinical Rotation	1

#### Fall Semester Credits

GMAT 7111	Orthopedic Clinical Medicine and	
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	Imaging	2
GMAT 7121	Targeted Applications of Treatment in the Extremities	6
GMAT 7131	Research Methods III	1
GMAT 7141	Research Project III	1
GMAT 7151	Clinical Practicum III	2

#### Spring Semester Credits

GMAT 7201	Inter-Professional Practice	1
GMAT 7211	Psychosocial Issues in Athletic Training	2
GMAT 7221	Targeted Applications of Treatment in the Spine	3
GMAT 7231	Pharmacology in Athletic Training	2
GMAT 7241	Healthcare Administration	2
GMAT 7251	Clinical Practicum IV	2

### B.A./M.S.A.T.

#### First Year

#### Fall Semester Credits

BIOL 1211	General Biology I	3
BIOL 1212	General Biology I Lab	1
CHEM 1123	General Chemistry I	3
CHEM 1125	General Chemistry I Lab	1
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
MATH 1401	Calculus I	4

#### Spring Semester Credits

BIOL 1222	General Biology II	3
BIOL 1223	General Biology II Lab	1
CHEM 1124	General Chemistry	3
CHEM 1126	General Chemistry II Lab	1
COST 1500	Foundations in Oral Rhetoric	2
ENGL 1201	Core English I	3
Arts and Sciences Core*		3

#### Second Year

#### Fall Semester Credits

BIOL 2221	Genetics	3
BIOL 2222	Genetics Lab	1
ENGL 1202	Core English II	3
PSYC 1101	Introduction to Psychology	3
Arts and Sciences Core*		6

#### Spring Semester Credits

BIOL 3243	Ecology and Stewardship	4
CORE 2101	Christianity and Culture in Dialogue	3
SOCI 1101	Introduction to Sociology	3
Arts and Sciences Core *		6

#### Summer Semester

Volunteer work in an athletic training setting should be started at this time but can be completed any time during the student's freshman, sophomore, or junior years. This is a requirement for admission to the graduate professional phase of the program, and students are responsible for arranging their own athletic training experience

**Third Year**

		<b>Credits</b>
<b>Fall Semester</b>		
BIOL 3334	Human Anatomy and Physiology I	3
BIOL 3335	Human Anatomy and Physiology I Lab	1
PHYS 1701	General Physics I	3
PHYS 1811	General Physics I Lab	1
Arts & Sciences Core*		9

		<b>Credits</b>
<b>Spring Semester</b>		
BIOL 3336	Human Anatomy and Physiology II	3
BIOL 3337	Human Anatomy and Physiology II Lab	1
BIOL xxxx	BIOL Major Elective	4
CORE 3101	Engaging the World	3
Arts and Sciences Core*		6

\*Consult the College of Arts and Sciences Core Curriculum for information regarding these courses.

**Fourth Year (Professional Year I)**

		<b>Credits</b>
<b>Summer Semester</b>		
ATFY 4000	Foundations of Athletic Training	6

		<b>Credits</b>
<b>Fall Semester</b>		
ATFY 4101	Human Physiology	3
ATFY 4111	Functional Human Anatomy	3
ATFY 4121	Principles of Evaluation in Athletic Training	4

ATFY 4131	Research Methods I	1
ATFY 4141	Research Project I	1
ATFY 4151	Clinical Practicum I	2

		<b>Credits</b>
<b>Spring Semester</b>		

ATFY 4201	Foundations of Therapeutic Interventions	3
ATFY 4211	Kinesiology	3
ATFY 4221	Exercise Physiology, Nutrition, and Wellness	3

ATFY 4231	Research Methods II	1
ATFY 4241	Research Project II	1
ATFY 4251	Clinical Practicum II	2

**Fifth Year (Professional Year II)**

		<b>Credits</b>
<b>Summer Semester</b>		
GMAT 7000	Seminar in Athletic Training	1
GMAT 7005	Biomedical Ethics	2
GMAT 7010	General Medical Conditions	2
GMAT 7015	General Medical Clinical Rotation	1

		<b>Credits</b>
<b>Fall Semester</b>		
GMAT 7111	Orthopedic Clinical Medicine and Imaging	3
GMAT 7121	Targeted Applications of Treatment in the Extremities	6
GMAT 7131	Research Methods III	1
GMAT 7141	Research Project III	1
GMAT 7151	Clinical Practicum III	2

		<b>Credits</b>
<b>Spring Semester</b>		
GMAT 7201	Inter-Professional Practice	1
GMAT 7211	Psychosocial Issues in Athletic Training	2
GMAT 7221	Targeted Applications of Treatment in the Spine	3

GMAT 7231	Pharmacology in Athletic Training	2
GMAT 7241	Healthcare Administration	2
GMAT 7251	Clinical Practicum IV	2

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

## Course Descriptions

*Equivalent courses taken elsewhere may be accepted as prerequisites. Students should check with their adviser to make sure courses are acceptable before registering.*

*BIOL 1211/1212, 1222/1223, and 2221/2222 are prerequisites for all biology major elective courses. Individual courses may have additional prerequisites/corequisites as shown in the following course descriptions. Students must check with their adviser to make sure prerequisites/corequisites are met before registering for courses.*

*From the combined course groups of Biology Honors, Independent Study and Biology Research a maximum of 4 credits may be counted toward biology major credits for the B.S. and B.A. degrees. Any additional credits earned in those three course groups count as general electives.*

*Core waivers will be considered for incoming students who transfer with an Associate Degree in Biology. Please contact the department for more information.*

**BIOL 1000 Journey of the Universe**

An interdisciplinary examination of the story of the Universe based upon recent scientific knowledge, as well as ancient wisdom, as a basis for envisioning a future for the Earth community. This is a Numeracy-infused course. (For students not majoring in the sciences). *3 credits*

**BIOL 1101 Introduction to Biology**

Introduction to concepts that contribute to understanding the distinctive nature and characteristics of life, its cellular, physical and chemical bases. Emphasis on the function of tissues, organs and systems of the human body. Three-hour lecture per week. (For students not majoring in the sciences.) *3 credits*

**BIOL 1104 Biology in the World Around Us**

Introduction to concepts that contribute to understanding the distinctive nature and characteristics of life, its chemical, informational, cellular, and ecological basis, with emphasis on the human and laboratory discovery. Lecture and Lab. (For students not majoring in the sciences). Lab fee \$35. *4 credits*

**BIOL 1105-1106 Human Structure and Function I-II**

Biology of *Homo sapiens*, including discussions of human evolution, ecology, genetics and development; mammalian

cellular, tissue, and organ structure and function; mammalian physiology emphasizing nervous and hormonal coordination necessary for homeostasis. Three-hour lecture, three-hour laboratory per week. (Primarily for psychology majors). Lab fee \$35 for each course. *4 credits each*

**BIOL 1115-1116 Human Structure and Function I-II**

Same course content as BIOL 1105-1106, but does not include lab. Three-hour lecture per week. (Primarily for non-science majors). *3 credits each*

**BIOL 1122 (Lecture) and 1123 (Lab) Human Anatomy and Physiology I and BIOL 1133 (Lecture) and 1134 (Lab) Human Anatomy and Physiology II**

Introduction to the structure and function of the human body through the molecular, cellular, tissue, and organ system levels. Elements of structure as a basis for understanding function of major body systems, including: neural, endocrine, musculoskeletal, cardiovascular, digestive, renal, respiratory, reproductive, and more. Emphasis on the regulation of body processes to maintain homeostasis/wellbeing in the face of changing environment or disease challenge. Three-hour lecture, three-hour laboratory per week. Not for Biology majors. BIOL 1122 and 1123 is the prerequisite for BIOL 1133 and 1134. Students must earn a "C-" grade in BIOL 1122/1123 in order to be able to continue to BIOL 1133/1134. Each student is responsible for knowing and meeting the academic requirements of his/her program. Students must take BIOL 1122 and 1123 together as well as BIOL 1133 and 1134 together, except for students who are retaking any of these courses. Lab fee \$35 for each lab course. *Lecture 3 credits each; Lab 1 credit each*

**BIOL 1211 (Lecture) and 1212 (Lab) General Biology I/Organisms**

Biology of various living organisms, introduction to taxonomy, phylogeny and evolution of organisms, as well as the structure and function of various organ systems in vertebrates. Students must take BIOL 1211 and 1212 together, except for students who retake the course. Corequisite: MATH 1015 or higher. Lab fee \$35. *Lecture 3 credits; Lab 1 credit*

**BIOL 1222 (Lecture) and 1223 (Lab) General Biology II/Cells**

Introduction to genetics, the cellular basis of life forms, the structures and functions of biologically important molecules. Covers cellular and molecular aspects of operation of bodily systems that are treated more descriptively in BIOL 1201 (e.g., kidney function, nerve cell function, muscle contraction, hormone action and cellular recognition in immunity). Includes microscopy, permeability, molecular modeling, enzyme studies, spectrophotometry, statistics and data analysis. Students must take BIOL 1222 and 1223 together, except for students who retake the course. Prerequisites: BIOL 1201 and MATH 1015 or higher. Lab fee \$35. *Lecture 3 credits; Lab 1 credit*

**BIOL 2141 (Lecture) and 2142 (Lab) Introduction to**

**Microbiology**

Integrated approach to the principles of bacteriology, mycology, virology and parasitology to provide a better understanding of the problems of health and disease (Not for science majors or pre-medical/pre-dental students). Students with a nursing major or tracking nursing must earn a "C+" or higher grade to fulfill the nursing program requirements. Students must take BIOL 2141 and 2142 together, except for students who retake the course. Prerequisites: BIOL 1122/1123, BIOL 1133/1134. Lab fee \$35. *Lecture 3 credits; Lab 1 credit*

**BIOL 2122 (ENVL 2122) Introduction to Ecology**

Application of basic scientific laws, principles and concepts to environmental and resource problems. Scientific concepts such as resources; soil, water and food; ecosystems, atmosphere and geologic processes; air and water pollution and pesticides will be addressed. Studies also include population and community dynamics. Part of the environmental studies major and minor; not a biology major elective course. Prerequisite: BIOL 1101, BIOL 1104 or CHEM 1001 or equivalent. Lab fee \$25. *4 credits*

**BIOL 2181 Biology Honors I**

Use of library resources to search the literature of the biological sciences and compile bibliographies. Principles of scientific inquiry and development of scientific theories explored through discussion with faculty. Review of various research areas and topics for laboratory investigation. Class assignments and term papers. One hour per week. Prerequisite: BIOL 2211/2222. *1 credit*

**BIOL 2221 (Lecture) and 2222 (Lab) Genetics**

Fundamental principles of classic and molecular genetics. Simple inheritance patterns, cytogenetics, DNA replication, protein synthesis, regulatory mechanisms, genetic engineering and behavioral genetics. Problems of human genetics as related to genetic counseling and genetic engineering. Laboratory experiments illustrate principles of genetics using various organisms. Introduction to statistics and computers as applied to genetics. Students must take BIOL 2221 and 2222 together, except for students who retake the course. Prerequisites: BIOL 1211/1212 & 1222/1223. Lab fee \$35. *Lecture 3 credits; Lab 1 credit*

**BIOL 2238 (Lecture) and 2239 (Lab) Cell Biology**

Study of cell morphology and cell physiology, including diversity of cell types resulting from cell specialization, the intracellular and intercellular mechanisms by which cells communicate, reproduce, and develop. Experimental approaches and methodology are emphasized, as well as the cell's fundamental importance in medicine and disease. Laboratory exercises emphasize experimental design and execution, as well as data collection, analysis and presentation. Quantitative problem solving is emphasized throughout the lecture and laboratory components. Students must take BIOL 2238 and 2239 together, except for students who retake the course. Three-hour lecture, three-hour laboratory per week. Prerequisite: BIOL 2221/2222. Lab fee

\$35. *Lecture 3 credits; Lab 1 credit*

**BIOL 2341 Ecology**

Adaptation of organisms to their environment; population dynamics; symbiosis; community and ecosystem structure and function; emphasis on role of microorganisms in biotransformation, element cycling and energy flow; experience in field techniques. Prerequisite: BIOL 2221/2222. Lab fee \$35. *4 credits*

**BIOL 3191-3194 Biology Research I - IV**

Methods of original laboratory investigation and research projects. Hours by arrangement. Limited to juniors and seniors approved by the faculty. Permission must be obtained prior to registration. A maximum of 8 credits is permitted in BIOL 3191-3198. From the combined course groups of Biology Honors, Independent Study, and Biology Research, a maximum of four credits may be counted toward the biology major requirements. Any additional credits earned in those three course groups count as general electives. Prerequisite: BIOL 2221/2222. *2 credits each*

**BIOL 3195-3198 Independent Study in Biology**

Insight into current biological research and, with direct contact with the staff affords the opportunity to examine the biological sciences as a cultural subject and a professional field. Hours are by arrangement. (Limited to students selected by the faculty. Arrangements must be made and permission obtained prior to registration.) A maximum of 8 credits are permitted in BIOL 3191-3198. From the combined course groups of Biology Honors, Independent Study, and Biology Research a maximum of four credits may be counted toward the biology major requirements. Any additional credits earned in those three course groups count as general electives. Prerequisite: BIOL 2221/2222. *1 credit each*

**BIOL 3199 Histology**

Study of normal cells and tissues and how they are organized to form functional organ systems in humans. Laboratory involves analysis of prepared slides as well as some of the current microscopic techniques used to study cells and tissues. Lecture and labs are offered online. Face-to-face meetings with instructor each week for review of lecture and lab materials. Prerequisite: BIOL 2221/2222. Lab fee \$35. *4 credits*

**BIOL 3200 Sustainability in the Marine Environment: Campobello Island, Canada**

Sustainability in the marine environment involves synchronizing human activities with the rhythms of nature. Students learn the theory of sustainability from the perspectives of marine biology and resource management, religious values, and socio-economic constraints, and study the application of these concepts in a particular geographic setting, Campobello Island, at the US-Canada border. Taught in the summer term and includes travel and residence for one week on Campobello Island, off the coast of Maine. Prerequisite: BIOL 2221/2222. Corequisite: CORE 3200 and ENVL 3200. *3 credits*

**BIOL 3201 (Lecture, CORE 3201) and BIOL 3202**

**(Lab)/BIOL 3243 (Lecture and Lab) ETW Ecology and Stewardship**

Students examine the inter-relationships of organisms with their environment, including the influences of human activities. Through reading, research, class discussion, computer simulations, field experiences, and contemplative exercises, students explore their roles within the Earth community in the context of both the natural sciences and the Catholic tradition of Saint Francis of Assisi and Bernard Lonergan. Prerequisites: CORE 2101, BIOL 2221/2222. Lab Fee for BIOL 3202: \$35. *4 credits*

**BIOL 3210 Human Genetics**

Inheritance of various traits from simple inheritance patterns to biochemical traits, to behavioral traits and Complex patterns of inheritance. Methods for detection of human traits will be discussed. Prerequisite: BIOL 2221/2222. *3 credits*

**BIOL 3212 Evolution**

Population genetics; Hardy-Weinberg equilibrium; genetic variation; kinds of selection; speciation mechanism; major phylogenetic patterns; evidence for organic evolution; and modern techniques (such as biochemical, morphometric, behavioral) in population genetics and taxonomy. Three-hour lecture per week. Offered in alternate years. Prerequisite: BIOL 2221/2222. *3 credits*

**BIOL 3241 Introduction to Immunology**

Discussion of antigenicity, recognition and specificity. Development of the immune system: humoral and cell mediated responses. Cellular interactions, lymphokines and regulations. Structure and function of immunoglobulins, genetic basis of diversity, gammopathy and monoclonal antibody. Complement system, tolerance and immunosuppression. Autoimmunity and immunogenetics. Three-hour lecture and four-hour laboratory per week. Prerequisites: BIOL 2221/2222, CHEM 2321/2315. Lab fee \$35. *4 credits*

**BIOL 3231 Molecular Biology**

Study of the chemical and physical structures of DNA molecules. Genetic code, transcription, translation, mutation and the regulatory mechanisms of DNA, RNA and proteins of prokaryotes and eukaryotes. Contemporary biotechnology topics are introduced, and recent scientific articles are also included. Prerequisite: BIOL 2221/2222. *3 credits*

**BIOL 3232 Molecular Biology Lab**

Laboratory component of BIOL 3231. Corequisite BIOL 3231. Lab fee \$35. *1 credit*

**BIOL 3233 Biochemistry of Metabolism**

Synthesis and degradation of organic molecules in living systems, especially humans. Dietary, medical and genetic aspects of metabolism. Integration and regulation of pathways. Includes metabolic activities restricted to plants and microorganisms; representative antibiotics, toxins, drugs. Three-hour lecture per week. Prerequisites: BIOL 2221/2222 and CHEM 2321/2315; Senior status; 3.0 GPA. *3 credits*

**BIOL 3321 Vertebrate Physiology**

A comprehensive coverage of the physiology of cells, organs

and organ systems with emphasis on the underlying biophysical and biochemical principles of function. Organ systems, including nerve, muscle, cardiovascular, respiratory and renal, are examined from the standpoint of their regulation and role in maintenance of homeostasis. Three-hour lecture, three-hour laboratory per week. Prerequisite: BIOL 2221/2222. Lab fee \$35. *4 credits*

### **BIOL 3323 Neuroendocrinology**

Role of hormones in coordinating homeostasis. Emphasis on neuroendocrinology, including functional neuroanatomy and neuro-chemistry. Study of the mechanism of action of hormones at the cellular and molecular levels. Review and analysis of current literature. Three-hour lecture per week. Prerequisite: BIOL 2221/2222. Recommended: CHEM 2321/2315. *3 credits*

### **BIOL 3333 Embryology**

Descriptive and experimental study of the development of vertebrates with emphasis on human development. Topics include gametogenesis, fertilization, cleavage, gastrulation, organogenesis and mechanisms involved in control of shaping, pattern formation and gene expression during development. Three-hour lecture, three-hour laboratory per week. Prerequisite: BIOL 2221/2222. Lab fee \$35. *4 credits*

### **BIOL 3334 (Lecture) & 3335 (Lab) Human Anatomy and Physiology I**

Human Anatomy and Physiology I is part I of the two-part series that studies the structure and function of the human body extending from the microscopic components of cells and tissues to organs and organ systems. BIOL 3334 & 3335 includes the integumentary system, skeletal system, muscular system, cardiovascular system, respiratory system, and immune system. These courses are designed for BIOT (PT Track), BIOP (PA Track), BIOZ (AT Track) specifically. Biology majors who are not in a PT/PA/AT track need permission from the instructor to take these courses. For biology majors who have taken BIOL 3321, only BIOL 3334 & 3335, NOT BIOL 3336 & 3337, are accepted as biology elective, and BIOL 3336 & 3337 are accepted as a general elective only. Prerequisite: BIOL 2221/2222. BIOL 3334 & 3335 are co-requisites of each other, and they are prerequisites for BIOL 3336 & 3337. Lab fee \$35 for BIOL 3335. *Lecture, 3 credits; Lab, 1 credit*

### **BIOL 3336 (Lecture) & 3337 (Lab) Human Anatomy and Physiology II**

Human Anatomy and Physiology II is part II of the two-part series that studies the structure and function of the human body extending from the microscopic components of cells and tissues to organs and organ systems. BIOL 3336 & 3337 covers the organ systems such as the nervous system, endocrine system, gastrointestinal system, metabolism, urinary system, acid base balance, and reproductive system. These courses are designed for BIOT (PT Track), BIOP (PA Track), BIOZ (AT Track) specifically. Biology majors who are not in a PT/PA/AT track need permission from the instructor to take these courses. For biology majors who have

taken BIOL 3321, only BIOL 3334 & 3335, NOT BIOL 3336 & 3337, are accepted as biology elective, and BIOL 3336 & 3337 are accepted as general elective only. Prerequisite: BIOL 2221/2222 and BIOL 3334/3335. BIOL 3336 & 3337 are co-requisites of each other. Lab fee \$35 for BIOL 3337. *Lecture, 3 credits; Lab, 1 credit.*

### **BIOL 3341 Environmental Toxicology**

Introduction to principles of ecotoxicology, including toxicity of petroleum and oil, solvents and pesticides, environmental ionizing radiation, air pollution, plant and animal toxins. Analytical and bioassay methods of detection will be studied as well as risk assessment. Three-hour lecture per week. Prerequisites: BIOL 2221/2222, CHEM 2321/2315. *3 credits*

### **BIOL 3411 Microbiology**

Microbiological theories, methods and techniques: comprehensive background in the structure, physiology and nomenclature of bacteria, yeast and fungi. Laboratory techniques used for the isolation, staining, culturing and identification of a variety of microorganisms. Three-hour lecture, four-hour laboratory per week. BIOL 3411 is required for B.S./M.S.P.A. and Secondary Education students. Those students will have priority to register for this course. Prerequisite: BIOL 2221/2222. Lab fee \$35. *4 credits*

### **BIOL 3433 Forensic Biology**

This course provides a comprehensive review of biological principles applied to forensic science. Topics that will be discussed include, but are not limited to: crime scene, sample recovery and handling, analytical techniques, drug/alcohol use and abuse, serology, firearms, DNA, and hair and fiber analysis. Prerequisite: BIOL 2221/2222. *3 credits*

### **BIOL 3434 Medical Terminology and Physiological Applications**

The course has been divided into two specific sections. The first section has been designed to meet the following objectives: word roots, combining forms, prefixes and suffixes, defining and understanding the specialties of medicine, building surgical and diagnostic terms. The course also covers the study of suffixes that pertain to medical diagnosis, the study of suffixes to understand medical procedures, diagnostic imagery- X-ray, CT, MRI, how, why and when to use them. Selected abbreviations that are standard in the medical community. Building terms about disease and disorder- suffixes and prefixes pertaining to specific pathologies will be studied in the first section of the course. Organization of the body- frames of reference, and the anatomical position. Sections of the body: coronal, frontal and transverse and their application to CT scans and MRI will be studied. General word parts about body fluids will be introduced and used to write medical terms. Classification of type of disease, such as organic diseases as opposed to functional disorders. Three-hour lecture. Prerequisite: BIOL 2221/2222. *3 credits.*

### **BIOL 3593 Permaculture Design**

This course introduces students to the theory and application of Permaculture (permanent agriculture) an ecological design



system for sustainability. The course focuses upon designing systems to maintain agriculturally productive ecosystems, which have the diversity, stability, and resilience of natural ecosystems. Prerequisite: BIOL 2221/2222 Genetics. Cross-listed as ENVL 3593 Permaculture Design. *3 credits*

**BIOL 3894 Biology Co-op I** (See Co-op Adviser.) *3 credits*

**BIOL 3895 Biology Co-op II** (See Co-op Adviser.) *3 credits*

**BIOL 3896 Biology Co-op III** (See Co-op Adviser.) *3 credits*

**BIOL 3999 Junior Biology Seminar**

Students are introduced to recent research developments in different biological fields and integrate what they learned in the classroom setting with what is conducted in the laboratory setting. Students will learn experimental design, communication skills, and how to discuss and evaluate biological research. *1 credit*

**BIOL 4186 Biology Honors: Senior Thesis**

Laboratory research carried out previously are the basis for an extensive written report. The thesis must be completed in order for any biology honors credits to be included in the 32 biology credits required in the major. Prerequisite: BIOL 2221/2222. *1 credit*

**BIOL 4199 Senior Biology Seminar**

Seminars and discussions designed to integrate readings of the current biology literature with both written and oral presentation. Specific goals include: acquiring skills in gathering and analysis of biological information, developing confidence and expertise in presenting biology through writing and speaking, formulating a critical method of evaluating and discussing biology. In addition, this seminar will be coordinated with the department's outcome assessment. For senior biology students only. Prerequisite: BIOL 2221/2222. *3 credits*

**BIOL 4412 Molecular Virology**

The goal of this course is to introduce students to the basic principles of virology including genome organization, virus structure, gene expression and replication strategies, virus-host cell interactions and the molecular basis of pathogenesis. All important human viruses will be discussed, including papilloma, herpes, smallpox, polio, measles, West Nile, HIV, influenza, SARS, and hepatitis viruses. Three-hour lecture. Prerequisites: BIOL 2221/2222 and BIOL 2238/2239. *3 credits*

## Department of Chemistry and Biochemistry

Science and Technology Center (McNulty Hall)

(973) 761-9416

[www.shu.edu/academics/artsci/chemistry](http://www.shu.edu/academics/artsci/chemistry)

**Faculty:** Antonacci; Badillo; Buonopane; Fadeev; Gorun; Hanson; Kazakevich; Kely (*Chair*); Khan; Laviska; Marzabadi; Murphy; Sabatino (*Director, Graduate Studies*); Snow; Wiedman

**Faculty Retired and Emeritus:** Augustine; Celiano;

Huchital; Maloy

The Department of Chemistry and Biochemistry offers programs leading to the degrees of Bachelor of Science, Master of Science and Doctor of Philosophy.

The bachelor's degrees in chemistry and biochemistry prepare students for careers and graduate studies in chemistry, biochemistry, forensic science or the health professions. The curriculum includes a rigorous study of the laws, principles and theories applied in the various branches of chemistry, and develops laboratory skills in methods of analysis, synthesis and instrumentation.

The B.S. (ACS) degree program is approved by the Committee on Professional Training of the American Chemical Society. For further information, visit the department website at

[www.shu.edu/academics/artsci/chemistry](http://www.shu.edu/academics/artsci/chemistry)

### Honors Program

The Honors Program in chemistry and biochemistry is for students of exceptional ability and includes seminars and preparation of a review article in the sophomore and junior years. Each student prepares a senior thesis based on original research and works closely with a faculty member on a tutorial basis.

### Major Programs

In addition to meeting the standards and requirements of the College of Arts and Sciences, a degree candidate must complete a minimum of 53 credits in chemistry and allied fields. In general, required courses will be taken in the order listed. However, each student's program is designed in consultation with the student's faculty adviser, who may modify the program in view of the student's background and objectives.

There are three distinct undergraduate programs in chemistry and biochemistry, each leading to the Bachelor of Science (B.S.) degree. The first leads to a B.S. in chemistry degree certified by the American Chemical Society (ACS). The second degree is a general chemistry major that allows the student more flexibility. Since fewer chemistry courses are required, the student in the second program may also concentrate on an additional field, such as biology, computer science or business administration, or may take a greater variety of liberal arts courses. Either program can lead to further study at the graduate level in a variety of chemistry intensive areas, including chemistry, biochemistry, medicine, dentistry and forensic science.

The third degree is a B.S. in biochemistry, which is designed to prepare students for graduate study in biochemistry or related fields, for medical school or for employment in the pharmaceutical and clinical industries. The course requirements include those for the general chemistry major, with advanced biology and biochemistry courses added to the program of study. Students who intend to enter graduate school may select from a variety of advanced electives in

order to meet specific admission requirements.

### Program Requirements: Chemistry (ACS)

#### Freshman Year

CHEM 1107-1108	Principles of Chemistry I-II	9
MATH 1401-1511	Calculus I-II*	8

#### Sophomore Year

CHEM 2313-2314	Organic Chemistry I-II	10
MATH 2511	Calculus III	4
PHYS 1705-1706	Principles of Physics I-II	6
PHYS 1815-1816	Physics Laboratory and Data Analysis I-II	3
PHYS 2112	Physical Applications of Mathematical Techniques	4

#### Junior Year

CHEM 2215-2216	Analytical Chemistry I-II	8
CHEM 3415-3416	Physical Chemistry I-II	8

#### Senior Year

CHEM 3611		
CHEM 3512 or		
CHEM 3522 or	Inorganic Chemistry/Elements of Biochemistry	
CHEM 4501	General Biochemistry I	3-4
CHEM 4413	Physical-Inorganic Chemistry Laboratory	2
CHEM Elective courses in chemistry (minimum)		2-3

### Program Requirements: Chemistry (Non-ACS)

#### Freshman Year

CHEM 1123-1124	General Chemistry I-II	
and		
CHEM 1125-1126	General Chemistry Laboratory I-II	8
or		
CHEM 1107-1108	Principles of Chemistry I-II	9
MATH 1401-1511	Calculus I-II*	8

#### Sophomore Year

CHEM 2321-2322	Organic Chemistry I-II	
and		
CHEM 2315-2316	Organic Chemistry Laboratory I-II	
or		
CHEM 2313-2314	Organic Chemistry I-II	8-10
PHYS 1701-1702	General Physics I-II	
or		
PHYS 1705-1706	Principles of Physics I-II	6
PHYS 1811-1812	Physics Laboratory I-II	
or		
PHYS 1815-1816	Physics Laboratory and Data Analysis I-II	2-3

#### Junior Year

CHEM 2215	Analytical Chemistry I	4
CHEM 3415	Physical Chemistry I	4
Electives as described below		3-4

#### Senior Year

<i>Electives from the following: (6 total credits required)</i>		
CHEM 2216	Analytical Chemistry II	4
CHEM 3512		

or		
CHEM 3522	Elements of Biochemistry	3-4
CHEM 3611		
or CHEM 4601	Inorganic Chemistry	3
CHEM 4891-4892	Chemistry Research (maximum)	4
<i>Electives from the following: (8 total credits required)</i>		
BIOL (above 1202)		
CHEM Selected from graduate courses or from electives listed above (not to be counted twice)		
CSAS (above 1111)		
MATH (above 1411)		
PHYS (above 1812)		

### Program Requirements: Biochemistry

#### Freshman Year

CHEM 1123-1124	General Chemistry I-II	
and		
CHEM 1125-1126	General Chemistry Laboratory I-II	8
or		
CHEM 1107-1108	Principles of Chemistry I-II	9
MATH 1401-1511	Calculus I-II*	8

#### Sophomore Year

BIOL 1201-1202	General Biology Organism/Cell	8
CHEM 2321-2322	Organic Chemistry I-II	
and		
CHEM 2315-2316	Organic Chemistry Laboratory I-II	8
or		
CHEM 2313-2314	Organic Chemistry I-II	8-10

#### Junior Year

BIOL 2211	Genetics	4
BIOL 2229	Cell Biology	4
CHEM 2215	Analytical Chemistry I	4
CHEM 3512	Elements of Biochemistry	4
Science Electives chosen from the electives described in the ACS and non-ACS programs described above		3-4

PHYS 1701-1702	General Physics I-II	
or		
PHYS 1705-1706	Principles of Physics I-II	6
PHYS 1811-1812	Physics Laboratory I-II	
or		
PHYS 1815-1816	Physics Laboratory and Data Analysis I-II	2-3

#### Senior Year

CHEM 3415	Physical Chemistry I	4
3 Science electives chosen from the electives described in the ACS and non-ACS programs described above		

*\*Students lacking high school trigonometry or making unsatisfactory scores on the Mathematics Placement Test take MATH 1015 Pre-Calculus Mathematics Algebra and Trigonometry, and MATH 1401 Calculus I in the freshman year and MATH 1411 Calculus II in the following Summer Session.*

## Five-Year Dual Degree Program

This program is conducted jointly with the New Jersey Institute of Technology (NJIT) and leads to a B.S. degree in chemistry from Seton Hall University and a B.S. degree in chemical engineering from NJIT. Students spend three years at Seton Hall and two years at NJIT. See page 251 of this catalogue for additional information.

## Minor Program in Chemistry

To insure sufficient breadth and depth in the minor in chemistry, the department recommends completion of freshman and sophomore-level courses plus some advanced courses.

The minor in chemistry requires a minimum of 22 credits, as follows:

<b>I. Two semesters of general chemistry:</b>	<b>Credits</b>
CHEM 1123-1124 General Chemistry I-II and	
CHEM 1125-1126 General Chemistry Laboratory I-II or	8
CHEM 1107-1108 Principles of Chemistry I-II	9
<b>II. Two semesters of organic chemistry:</b>	
CHEM 2321-2322 Organic Chemistry I-II and	
CHEM 2315-2316 Organic Chemistry Laboratory I-II or	8
CHEM 2313-2314 Organic Chemistry I-II	10
<b>III. Two additional semester courses with course numbers above CHEM 2000 not mutually exclusive.</b>	
<b>Total: 22-25</b>	

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

## Course Descriptions

*Please note: Laboratory fees are nonrefundable. Successful completion of the New Jersey Basic Skills Computation and Algebra Tests, or completion of equivalent tests administered by the Seton Hall University mathematics department, is prerequisite to all courses listed below except CHEM 1001, 1005 and 1011. (Successful completion means that the student placed into MATH 1015 or higher).*

### **CHEM 1001 Chemistry and the World Around Us**

For students with no science background. Examination of the substances encountered in daily life, including common drugs, food, household chemicals, gasoline, paints, plastics and other

consumer products. (For non-science students).  
*3 credits*

### **CHEM 1011 Preparatory College Chemistry**

For students with no previous coursework in chemistry, or an inadequate background for college chemistry. Prepares students for college-level chemistry courses required for nursing and science majors. (For science students).  
Corequisite: MATH 1014 or higher. *3 credits*

### **CHEM 1107-1108 Principles of Chemistry I-II**

Development of the principles of chemistry, principally for chemistry and physics majors. Part I: four-hour lecture, four-hour laboratory per week. Part II: three-hour lecture, four-hour laboratory per week. Laboratory work includes inorganic qualitative analysis. Lab fee \$25 for each course. Corequisite: for CHEM 1107 MATH 1015 or higher; for CHEM 1108 MATH 1501. *4/5 credits*

### **CHEM 1123-1124 General Chemistry I-II**

Introduction to the principles of chemistry, principally for biology and allied health majors. Corequisite: for CHEM 1123, MATH 1015 or higher; for CHEM 1124, MATH 1401. *3 credits each*

### **CHEM 1125-1126 General Chemistry Lab I-II**

Introduction to the principles of the chemical laboratory. Companion courses to CHEM 1123 and 1124. Lab fee \$25 for each course. Corequisites: CHEM 1123/1124, respectively; for CHEM 1123, MATH 1015 or higher; for CHEM 1124, MATH 1401. *1 credit each*

### **CHEM 1301 Elements of Organic Chemistry and Biochemistry**

Fundamental chemistry. Emphasis on the principles of organic and biochemistry that contribute to health and disease. This course is primarily intended to fulfill the chemistry requirement for students in the College of Nursing. Four-hour lecture, three-hour lab per week. (Not for science majors or allied health science majors.) Lab fee \$25. Prerequisite: CHEM 1011 or one year of high school chemistry. *5 credits*

### **CHEM 2215 Analytical Chemistry I**

A fundamental course for physical science majors on the classical methods of analysis. Topics include titrimetry, gravimetry, spectrophotometry, potentiometry, separations, sampling and statistics. Two-hour lecture, eight-hour laboratory per week. Lab fee \$25. Prerequisite: CHEM 1108 or 1124. *4 credits*

### **CHEM 2216 Analytical Chemistry II**

Theory and practice of modern instrumental methods. Emphasis on the principles of instrumentation. Three-hour lecture, four-hour laboratory per week. Lab fee \$25. Prerequisite: CHEM 2215 or permission of instructor. *4 credits*

### **CHEM 2226 Analytical Chemistry II**

Lecture-only portion of CHEM 2216. Prerequisite: CHEM 2215 or permission of instructor. *3 credits*

### **CHEM 2313-2314 Organic Chemistry I-II**

Principal classes of aliphatic and aromatic compounds. Emphasis on structural theory, reaction mechanisms, organic

syntheses. Experimental work emphasizes basic organic laboratory techniques and includes an introduction to qualitative organic analysis. Three-hour lecture, six-hour laboratory and recitation per week. (For students majoring in chemistry). Prerequisite: CHEM 1108 or CHEM 1124. Lab fee \$25 for each course. *5 credits each*

**CHEM 2315-2316 Organic Chemistry Lab I-II**

Experimental organic chemistry. Companion course to CHEM 2321 and 2322. Corequisites: CHEM 2321/2322, respectively. Lab fee \$25 for each course. *1 credit each*

**CHEM 2321-2322 Organic Chemistry I-II**

Principal classes of aliphatic and aromatic compounds. Reactions, mechanisms and synthesis involving simple organic and biochemical molecules. Prerequisite: CHEM 1108 or CHEM 1124. *3 credits each*

**CHEM 2781 Chemistry Honors I**

Seminars and discussions in biochemistry and organic chemistry under the direction of the sophomore honors faculty moderator. Each honors student must deliver one seminar. Seminars are intended to train the honors student in independent searching of the chemical literature, organization and presentation of a technical talk and leadership in discussion. One hour per week. Requires departmental invitation. *1 credit*

**CHEM 3101 (CORE 3250) Foundations of Modern Science**

This course deals with the development of the experimental sciences (viz., physics, chemistry and molecular biology) within the western tradition, the influence that the Church ecumenical played in that development, and the subsequent influence that these mature sciences are now exerting upon philosophical insights within the Church. *3 credits*

**CHEM 3415 Physical Chemistry I**

A one-semester course in physical chemistry with laboratory. Topics will cover laws of thermodynamics, chemical and phase equilibria, introduction to chemical kinetics, introduction to quantum mechanics and atomic structure. Lab fee \$25. Prerequisites: PHYS 1702 or PHYS 1706; MATH 1411. *4 credits*

**CHEM 3416 Physical Chemistry II**

A second semester course in undergraduate physical chemistry with laboratory. Topics will cover advanced applications of thermodynamics in surface chemistry, electrochemistry, and multi-phase equilibria, theories of chemical kinetics, quantum mechanics, atomic and molecular structures, spectroscopy, and statistical thermodynamics. Lab fee \$25. Prerequisite: CHEM 3415. *4 credits*

**CHEM 3512 Elements of Biochemistry**

Emphasizes the structures of the major biomacromolecules (nucleic acids, amino acids and proteins, lipids and carbohydrates) involved in cell architecture and dynamics. Included will be an overview of the primary functions of these molecules, including membrane structure and transport properties, biological catalysis, and enzyme function and

regulation. In addition, the laboratory will provide training in modern biochemical techniques. Lab fee \$25. Prerequisite: CHEM 2322 or CHEM 2314. *4 credits*

**CHEM 3522 Elements of Biochemistry**

Lecture portion only of CHEM 3512. Prerequisite: CHEM 2322 or CHEM 2314. *3 credits*

**CHEM 3611 Inorganic Chemistry**

Periodic properties of the elements, their comparative group characteristics and structure of some of their compounds. Introduction to transition metal and organometallic chemistry. Pre- or Corequisite: CHEM 2322 or CHEM 2314. *3 credits*

**CHEM 3781 Chemistry Honors II**

Faculty and student seminars and discussions in analytical, inorganic and physical chemistry under the direction of the junior honors faculty moderator. Each honors student must deliver one seminar. One hour per week. Requires departmental invitation. *1 credit*

**CHEM 3782 Chemistry Honors III**

Independent library research culminating in preparation of a review article. The student works closely with a faculty member on a tutorial basis. Requires departmental invitation. *1 credit*

**CHEM 3894 Chemistry Co-op I 3 credits**

**CHEM 3895 Chemistry Co-op II 3 credits**

**CHEM 3896 Chemistry Co-op III 3 credits**

**CHEM 4413 Physical-Inorganic Chemistry Laboratory**  
Experiments primarily in inorganic chemistry. *2 credits*

*Course descriptions for the 4000-level courses are listed in the Graduate Catalogue under the corresponding 6XXX or 7XXX number.*

**CHEM 4204 Spectrochemical Methods of Analysis**

**CHEM 4205 Modern Separation Techniques**

**CHEM 4206 Chemical Methods of Analysis**

**CHEM 4212 Statistics and Applied Analytical Chemistry**

**CHEM 4301 Theoretical Organic Chemistry I**

**CHEM 4303 Synthetic Organic Chemistry**

**CHEM 4312 Theoretical Organic Chemistry II**

**CHEM 4401 Chemical Thermodynamics**

**CHEM 4403 Quantum Chemistry**

**CHEM 4411 Introduction to Polymer Chemistry**

**CHEM 4501 General Biochemistry I**

**CHEM 4512 General Biochemistry II**

**CHEM 4601 Advanced Inorganic Chemistry**

**CHEM 4801-4802 Advanced Laboratory Project in Chemistry**

Advanced laboratory techniques: instrumental methods; synthesis; separations; data analysis and formal reporting. Long-term projects with students forming teams of experts. Project development and reporting in consultation with local industrial scientists. Prerequisites: CHEM 2321-2322 or CHEM 2313-2314; CHEM 2215- 2216 or permission of the instructor. *1 credit*

**CHEM 4891-4894 Chemistry Research**

Introduction to methods of original investigation. Individual

laboratory research problems, conferences library research. Enrollment limited. (For students majoring in chemistry or biochemistry.) Prerequisites: GPA of 3.0 in chemistry. *2 credits each*

## Department of English

Fahy Hall

(973) 761-9388

[www.shu.edu/academics/artsci/english](http://www.shu.edu/academics/artsci/english)

**Faculty:** Adams (*Director of Poetry-in-the-Round*); Alexander (*Director of Africana Studies*); Balkun (*Director of Faculty Development*); Carpentier; Enright (*Director of the University Core*); Farina (*Director of Graduate Studies*); Gevirtz (*Co-Director of Women's Studies*); Jones (*Director of Developmental Writing and Assessment*); Oates (*Director of Writing Studies*); Sbriglia (*Director of Literature Studies*); Shea (*Director of First-Year Writing*); Sherman; Senvold; Wargacki; Weisl (*Chair; Coordinator, Medieval and Renaissance Studies Minor*)

**Faculty Associates:** Arundhati Sanyal (*Director of Writing Center*)

**Lecturers:** Iannarella; McGrady; Pappaccio; Redwine; Watkinson

**Instructors:** Antenor; Fisher; Hamm; Joewono; Lemanski; Patashnik; Vignola; Watkinson

**Faculty Emeriti:** Byrnes; Gray; Grieco; McPhee; Paris

### Department of English Mission Statement

English at Seton Hall University is one of the liberal arts and, as such, is devoted to the search for wisdom and understanding. The mission of the Department of English is three-fold: (1) to provide all students with the essential linguistic and literary competency upon which other liberal arts disciplines may build; (2) to develop in all students the ability to think analytically, to read closely and to write well; (3) to provide majors with a broad knowledge and critical understanding of British and American literary traditions, with additional emphasis upon comparative literatures and genres.

### Major in Literature

English courses emphasize the close reading of texts, the study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical periods and other disciplines. The department seeks not only to foster analytical reading and lucid writing but also to stimulate thought about the nature of human experience. In order to be servant leaders, students must be articulate, they must be able to think critically and analytically, and they must have a grounding in humane thought and letters in order to understand the historical and philosophical contexts of today's world.

Apart from such global rewards of studying literature, a degree in English-language literature offers intensive training in skills essential to the contemporary job market. Graduates

of Seton Hall University's English program have gone on to graduate programs and to successful careers in writing and editing, publishing, teaching, law, business and media.

In addition to the literature major, the creative writing major, and the writing major, the department also offers a literature minor, a writing minor, and a creative writing minor, each 18 credits and available to students of any major. At the graduate level, the Department of English offers a Master of Arts (M.A.) designed for present or prospective teachers of English on the secondary or college level, for students contemplating the Ph.D., for those interested in creative writing, and for those already involved in careers in publishing, business, writing or media. English majors who qualify for the Dual Degree B.A./M.A. program in English can complete the M.A. degree in one year beyond their B.A. See description below.

### Major Requirements

To declare an English major, students must have a 2.5 minimum GPA in ENGL 1201 Core English I and ENGL 1202 II Core English II, or gain permission of the Chair of the Department of English. Core English I and II are prerequisites for all advanced English courses.

NOTE: ENGL 2103-2104 can be used toward the Humanities requirement of the College of Arts and Sciences Core Curriculum as well as the requirements of the English major.

Introductory Requirements		Credits
ENGL 2204	Introduction to Literary Studies	3
ENGL 2205	Literary Genres and Precedents	3
ENGL 2111-2112	British Literature I-II	6
ENGL 2103-2104	American Literature I-II	6
Advanced Requirements		
Choose one course in each of the five categories in advanced electives listed below (15 credits total). (Students also pursuing a Writing Minor must still take a course in the Writing category).		
	British (pre-1800)	3
	British (post-1800)	3
	American	3
	Thematic/Comparative	3
	Writing	3
	ENGL 5011 Senior Seminar for Literature	3
		<b>Total: 36</b>

NOTE: English Education double majors must take the following courses for 9 of the 15 credits in upper-level electives:

- for British pre-1800: ENGL 3312 Shakespeare
  - for Thematic/Comparative: ENGL 3115 Literature of Adolescence
  - for Writing: ENGL 3620 History of the English Language
- English Education majors are also advised to take 3 more credits in advanced writing as a general elective. Successful completion of a Department of English version

of CORE 3101 (Engaging the World) will count as a literature elective as well as toward the University Core. A list of these courses can be found in the English Majors Blackboard course.

*Successful completion of a Department of English version of CORE 3101 (Engaging the World) will count as a literature elective as well as toward the University Core. A list of these courses can be found in the English Majors Blackboard course.*

## Major in Creative Writing

The creative writing major offers students the opportunity to learn the art and craft of poetry and fiction from faculty members who are widely published authors. Seeking a balance between literary scholarship and literary practice, the course of study aims to help students create their own works based on an understanding of the literary tradition. Creative writing majors will complete 36 credits, including Introduction to Literary Studies, 12 credits of creative writing workshops, and four survey courses selected from designated areas. They will also be expected to choose a concentration in either poetry or fiction for their advanced writing classes. Creative writing majors will be prepared for careers in writing, editing, teaching, public relations, law and media. They will also be prepared for master's degree programs, Master of Fine Arts programs, and doctoral programs in creative writing.

### Major Requirements

To declare a creative writing major, students must have a 2.5 minimum GPA in ENGL 1201 Core English I and ENGL 1202 Core English II, or gain permission of the chair of the Department of English. Core English I and II are prerequisites for all advanced English courses.

NOTE: ENGL 2103-2104 can be used toward the Humanities requirement of the College of Arts and Sciences Core Curriculum as well as the requirements of the creative writing major.

	<b>Credits</b>
<b>Introductory Requirements</b>	<b>12</b>
ENGL 2204 Introduction to Literary Studies	3
ENGL 2103* and ENGL 2104* American Lit I & II (*both required; also count for the six-credit sequence in the A&S Humanities core)	6
ENGL 2111 British Lit I	3
or ENGL 2112 British Lit II (choose one)	3
<b>Advanced Requirements</b>	<b>24 credits (A+B+C below)</b>
<b>A. Genre Concentration</b> – Choose either Poetry or Fiction 12 Poetry Concentration (12 credits)	
ENGL 2510 Introduction to Poetry Writing	3
ENGL 2513 Creative Writing: Poetry*	3

ENGL 3622 Advanced Poetry Workshop*	3
ENGL 3516 Contemporary Poetry (literature)	3

### OR

Fiction Concentration (12 credits)

ENGL 2509 Introduction to Fiction Writing	3
ENGL 2512 Creative Writing: Fiction*	3
ENGL 3621 Advanced Fiction Workshop*	3
ENGL 3414 Contemporary Fiction (literature)	3

\*This course may be taken a second time for credit.

### B. English Electives (9 credits)

At least one must be a writing course and at least one must be a literature course.

- Students who take Introduction to Creative Writing may count that as a writing elective.
- Taking an English department version of the university Core III (Engaging the World) requirement will count as a literature elective as well as toward the University Core. A list of these courses can be found in the Writing Majors Blackboard course.
- **ENGL 5012 Senior Seminar (3 credits)**  
*Currently, the Creative Writing Senior Seminar is offered only in the spring semester.*

**Total: 36**

*Successful completion of a Department of English version of CORE 3101 (Engaging the World) will count as a literature elective as well as toward the University Core. A list of these courses can be found in the Writing Majors Blackboard course.*

### Double Major: English and Creative Writing

Students interested in a double major in English and Creative Writing should contact the English Department Chairperson for additional information about a combined program of study. The double major is 60 credits.

### English Departmental Honors

English majors and creative writing majors may qualify for departmental honors by fulfilling the following criteria:

- maintain a 3.33 GPA in the major.
- take an additional 6 credits in advanced electives, for a total of 42 credits, to complete the English major with honors.
- receive a Pass with honors on the English Major Assessment Portfolio.
- senior thesis (from ENGL 5011) must be included in the Assessment Portfolio (in addition to the two revised papers, see below). Writing majors must include an additional elective paper.

### English Major Portfolio Assessment

English majors and creative writing majors should begin keeping an assessment portfolio as soon as they declare their major. The assessment portfolio is to be submitted in the final semester. Portfolios are reviewed by a rotating committee of Department of English faculty. The grading system is pass/fail and appears on the student's transcript. Pass with honor is

reserved for English Departmental Honors students. The assessment portfolio will be submitted through Blackboard.

The assessment portfolio should include:

- two research papers reflecting the student's best work in the English major from two of the advanced elective categories;
- a written self-assessment (criteria can be found in the English Majors Blackboard course); and
- the senior seminar paper if graduating with English Honors. Writing majors graduating with English Honors must include an additional elective paper.

## Minor in Literature

The English minor gives students of other majors a broad yet thorough introduction to each of the literature areas of the discipline. It is a valuable addition, enabling students to pursue their majors and career goals with greater literacy, sharper analytical skills and more polished writing skills. Prerequisites: ENGL 1201 and 1202.

Introductory	Credits
ENGL 2204 Introduction to Literature Studies	3
<i>Any two courses from the following surveys (not necessarily in sequence):</i>	6
ENGL 2101/2102 Great Books of the Western World I or II	
ENGL 2103/2104 American Literature I or II	
ENGL 2111/2112 British Literature I or II	
<b>Advanced Literature Electives</b> (one in each category listed)	
British	3
American	3
Thematic/Comparative	3
<b>Total: 18</b>	

## Minor in Writing

The Department of English offers an 18-credit minor in writing that is an ideal complement to any major. It is structured to enable students to tailor the minor to suit their own interests, emphasizing creative writing, expository writing, business and technical writing, or a combination of styles. Literature majors may pursue the creative writing minor. In that case, one writing class will count for both the advanced writing elective in the major and for the writing minor. Prerequisites: ENGL 1201 and 1202.

### Select any six of the following courses:

ENGL 2509	Introduction to Fiction Writing
ENGL 2510	Introduction to Poetry Writing
ENGL 2511	Introduction to Creative Writing
ENGL 2512	Creative Writing: Fiction
ENGL 2513	Creative Writing: Poetry
ENGL 2514	Writing Workshop: Research and Analysis
ENGL 2515	Writing Workshop: Creative Nonfiction
ENGL 2516	Business Writing
ENGL 2519	Writing Across the Disciplines
ENGL 3511	Advanced Composition

ENGL 3514	Scientific and Technical Writing
ENGL 3515	Composition Theory and Practice
ENGL 3520	Advanced Business Writing (prerequisite ENGL 2516)
ENGL 3521	Craft of Fiction
ENGL 3522	Craft of Poetry
ENGL 3620	History of the English Language
ENGL 3621	Advanced Fiction Writing
ENGL 3622	Advanced Poetry Writing
ENGL 3623 (CORE 3377)	Spiritual Writing Workshop: Creative Nonfiction
ENGL 3624 (CORE 3378)	Spiritual Writing Workshop: Research and Analysis
ENGL 4414-15 ENGL 4420 (CORE 3379)	Special Topics in Writing I-II Travel Writing (Study Abroad)

**Total: 18**

## Minor in Creative Writing

The 18-credit Creative Writing minor provides a broad yet thorough introduction to each area of the discipline, including the essay, fiction, and poetry. It enables students to pursue their majors and career goals with greater literacy, sharper analytical skills and more polished writing skills. It also enables students to engage in and foster creative expression. Literature majors may pursue the creative writing minor. In that case, Introduction to Creative Writing will count for both the advanced writing elective in the major and for the creative writing minor.

### Required (3 credits)

ENGL 2511 Introduction to Creative Writing

### Electives – Any 5 of the following courses (15 credits)

ENGL 2509	Introduction to Fiction Writing
ENGL 2510	Introduction to Poetry Writing
ENGL 2512	Creative Writing: Fiction*
ENGL 2513	Creative Writing: Poetry*
ENGL 2515	Writing Workshop: Creative Nonfiction
ENGL 3511	Advanced Composition
ENGL 3621	Advanced Fiction Writing*
ENGL 3622	Advanced Poetry Writing*
ENGL 3414	Contemporary Fiction
ENGL 3516	Contemporary Poetry

ENGL 3623/  
CORE3377 Spiritual Writing Workshop: Creative Nonfiction

ENGL 3624/  
CORE 3378 Spiritual Writing Workshop: Research and Analysis

ENGL 4414 Special Topics in Writing I  
ENGL 4415 Special Topics in Writing II  
ENGL 4420/CORE 3379 Travel Writing (study abroad)

\*These courses may be taken a second time for credit.

## Minor in Irish Literature

This 18-credit Minor offered by the English Department will introduce students to Irish literature in all three major genres: poetry, drama, and fiction, focusing on the themes of Christianity, war, famine, exile and emigration; nation and identity; women, gender, and family; landscapes, urban and rural, east, west, south, and north; memory and change. On completing this course, students will have a critical appreciation of literary representations of the Irish experience as it has evolved over the course of 2000 years, and will have gained an understanding of how Irish identity is linked to the specifics of history and place and expressed uniquely and beautifully in the traditions of Irish literature.

### Required (9 credits)

ENGL 2204 Introduction to Literary Studies  
(\*see below)

### Plus one of the following:

HIST 3254/ Early Modern Ireland  
CORE 3424  
HIST 3264/ Modern Ireland  
CAST 3264/  
CORE 3425

### Plus one of the following:

ENGL 3314/  
CORE 3380 Irish Literature: Celtic Revival to the Present  
  
ENGL 4421/  
CORE 3383 Irish Literature Past and Present (Study Abroad)

### Electives (any three of the following, 9 credits)

ENGL 3112 Irish Women Writers  
ENGL 3315/  
WMST 3300 Irish and Anglo-Irish Literature of the 18th Century  
  
ENGL 3301 Irish Drama  
ENGL 3304 The Irish Short Story  
ENGL 3302 Bards Past and Present: The Myth and Poetry of Ireland

### TOTAL: 18 CREDITS

*\*For English majors who choose to do the Irish Literature minor, ENGL 2204 Introduction to Literary Studies will count for both the major and the minor, reducing the minor to 15 credits*

## Dual Degree B.A./M.A. Program in English

English majors can complete a Master of Arts (M.A.) in one year beyond their B.A. Students who qualify for admission to the dual degree program will take 12 credits of graduate-level English courses during their senior year. (English/Education majors should see the English Department chairperson or director of graduate studies about exceptions to this policy.) These will apply toward the 36 credits required for completion

of the undergraduate major and toward the 30 credits required for the M.A. in English. Students can then complete the remaining 18 credits of graduate courses after earning a B.A.

### Requirements for Admission

English majors who have completed at least 21 credits in the major with a minimum GPA of 3.5 may apply at any time prior to their senior year. Accepted candidates will normally be expected to enroll in two approved graduate-level English courses each semester of their senior year of study for a total of 12 credits. During the fifth year of study, students will be expected to enroll in a total of three approved graduate-level courses each semester for a total of 18 credits. Applicants are not required to take the GRE, but they must complete the graduate application form, and their application must include a transcript, a writing sample and three letters of recommendation from their undergraduate professors, two of whom must be full-time faculty in the Department of English.

### Advanced Electives in the Undergraduate Major and Graduate Course Equivalents

These are the graduate courses that students may choose from to count toward the undergraduate upper-level elective requirement of 12 credits in four out of five of the following categories.

*(See Graduate Catalogue for full course descriptions.)*

#### British (pre-1800), 3 credits:

6114 Shakespeare to 1600; 6115 Shakespeare from 1600; 6123 Eighteenth Century Literature

#### British (post-1800), 3 credits:

ENGL 6124 Age of Romanticism; 6125 Victorian Prose and Poetry; 6126 Major British Writers: 1900-1945; 6127 Major British Writers from 1945; 6311 The English Novel: Beginnings through the 19th Century; 6313 Modern British Drama

#### American, 3 credits:

ENGL 6211 American Literature: Beginnings through Poe; 6212 American Romanticism; 6213 Nineteenth Century American Literature; 6214 Major American Writers: 1900-1945; 6215 Major American Writers from 1945; 6216 American Poetry; 6217 African-American Literature

#### Thematic/Comparative, 3 credits:

ENGL 6010 Introduction to Literary Research. Students are advised to take this course as soon as possible after entering the dual degree program.

#### Writing, 3 credits:

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

#### Poetry-in-the-Round

Poetry-in-the-Round provides a unique opportunity for Seton Hall students to see and hear the world's foremost



writers, read their works and discuss them informally with students and faculty. Under the direction of Professor Nathan Oates, Poetry-in-the-Round has hosted such distinguished artists as E.L. Doctorow, Derek Walcott, Jennifer Egan, Carolyn Forché, Jonathan Franzen, Wole Soyinka, Nadine Gordimer, Joyce Carol Oates, C.K. Williams, Oscar Hijuelos and many others.

### The Writing Center

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

Located on the second floor of Arts and Sciences Hall, Room 206, the center is open during the academic year, Monday through Thursday, 10 a.m. – 7 p.m., and Friday, 10 a.m. – 3 p.m. For details, call (973) 761-9000, ext. 7501. In order to make an appointment, students may drop in or make an appointment online by going to their “Success Network” in Starfish, available through Blackboard, choosing “Services” and then clicking on a day in the calendar on which they would like to be seen. For the SHU Online Writing Lab, visit <http://academic.shu.edu/owl/> Arts and Sciences Hall does not have an elevator; to make a request for a first-floor appointment, please call the director or email her at [arundhati.sanyal@shu.edu](mailto:arundhati.sanyal@shu.edu)

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

## Course Descriptions

*ENGL 1201 and ENGL 1202 are prerequisites for all of the following courses:*

### BRITISH

*Introductory*

#### **ENGL 2111 British Literature I**

Readings in British Literature from Beowulf to the 18th century. *3 credits*

#### **ENGL 2112 British Literature II**

Readings in British Literature from the Romantics through the 20th century. *3 credits*

*Advanced (pre-1800)*

#### **ENGL 3211 (CORE 3375) Medieval Literature**

This course introduces the popular genres of the Middle Ages, including the epic, romance, spiritual autobiography, hagiography, travelogue, and fabliau. Works and authors may include Augustine’s *Confessions*, the *Lais* of Marie de France, Dante, Chaucer, and the *Travels of Sir John Mandeville*. *3 credits*

#### **ENGL 3212 Renaissance Literature**

A course in non-dramatic poetry and prose of 16th century England. Writers included are John Skelton, Thomas Wyatt, Sir Thomas More, Sir Philip Sidney, Edmund Spenser, Samuel Daniel, John Lyly and others. The focus is on genre – pastoral, satire, lyric, and epic – in England’s “golden age” of the Tudor monarchies. *3 credits*

#### **ENGL 3311 Chaucer**

A close study of one of English Literature’s most fascinating authors, this course will examine the *Canterbury Tales*, *Troilus and Criseyde*, and Chaucer’s minor poems, focusing on many issues close to Chaucer’s heart, including love, gender, war, religion, talking animals, classical literature, alchemy, and birds. *3 credits*

#### **ENGL 3312 Shakespeare**

A selection of Shakespeare’s works against the backdrop of the Tudor and Jacobean worlds, up to our most recent perspectives. After beginning with his early poetry and sonnets, students will study the plays in depth, including histories such as *Richard III* and *Henry IV*; comedies such as *Twelfth Night*, *The Taming of the Shrew*, or *Much Ado about Nothing*; and tragedies such as *Hamlet*, *Macbeth*, or *King Lear*. *3 credits*

#### **ENGL 3415 The British Novel I**

This course addresses the creation and definition of the novel by reading early 18th century attempts such as Daniel Defoe’s *Robinson Crusoe* and Eliza Haywood’s *Fantomina*, through its establishment as a genre at the beginning of the 19th century. Other authors may include Samuel Richardson, Henry Fielding, and Jane Austen. *3 credits*

#### **ENGL 3417 The Drama in Great Britain I**

A survey of the development of drama in Great Britain from the Middle Ages to Romanticism. Genres include mystery plays, Elizabethan plays other than Shakespeare, Jacobean revenge tragedy, Restoration comedy, and closet drama, with later film adaptations. Authors may include the Wakefield Master, Ben Jonson, Christopher Marlowe, Aphra Behn, Richard Brinsley Sheridan, Elizabeth Inchbald, and Byron. *3 credits*

#### **ENGL 3523 (WMST 3202) Race, Gender, and Empire in the Early British Atlantic**

This course explores the creation of race as a category of identity in the early Atlantic British empire. Long before the North American colonies became the United States, Great Britain depended on the exploitation of other peoples for its global commercial dominance. Reading works by male and

female authors of British, African, and Native American descent from the early days of Atlantic expansion until Britain's abolition of slavery in the early 19th century, students will examine how the concept and rhetoric of race, particularly notions of gendered race or racialized gender, developed in Britain's expanding empire. *3 credits*

**ENGL 3524 British Gothic Literature**

This course will examine the origins and meteoric rise of Gothic literature, especially the Gothic novel, in Britain to understand its fascination then and now, its relationship to its culture and to ours, and its function as art and as edification. Authors may include Horace Walpole, Ann Radcliffe, and Jane Austen. *3 credits*

**ENGL 4410 Special Topics in British Literature Pre-1800**

Varying topics in the study of selected authors, genres, or periods of British literature. Topics will be posted prior to registration. *3 credits*

*Advanced (post-1800)*

**ENGL 3201 The City in British Literature**

This course explores the role of the city as a material site and metaphor in British literary history from the early modern period through the present, either by concentrating on a focal city (London, Edinburgh, Dublin) or on a variety of cities. We will discuss the city as a theoretical model for sociopolitical life and urban ecology, including the significance of change, walking, hybridity, idiolects, crowds, and times, and examine everyday life at the nexus of British commerce, politics, and class, race, and gender interaction. Readings include a variety of genres, including but not limited to poetry and urban genres such as the sketch, graphic narrative, detective fiction, the diary, and periodical essay. *3 credits*

**ENGL 3215 Romantic Literature**

Introduction to the major poetry and prose of the Romantic period, ca. 1798-1832. Students will read works of poets Blake, Wordsworth, Coleridge, Byron, Shelley and Keats, and of prose writers such as William Godwin, Mary Wollstonecraft, Sir Walter Scott, and Charlotte Smith, presented against the background of the cultural and historical revolutions that took place in France and America. *3 credits*

**ENGL 3216 Victorian Literature**

Major poets of the period: Tennyson, Robert Browning, Elizabeth Barrett Browning and Arnold. Novelists such as the Brontës, Dickens, George Eliot and Thomas Hardy. Selections from prose writers such as Carlyle, Mill, Arnold and Pater. *3 credits*

**ENGL 3217 Modern British Literature**

This course introduces the aesthetic innovations of high modernism in the context of World War I, including works by Joseph Conrad, James Joyce, D.H. Lawrence, Virginia Woolf, Katherine Mansfield, E.M. Forster, T.S. Eliot, and war poets Siegfried Sassoon and Wilfred Owen. *3 credits*

**ENGL 3381 (CORE 3381) Faith and Doubt in Nineteenth-Century British Literature**

Victorian writers characterized their era as, among other

things, an age of faith and doubt, and their writings—essays, autobiographies, hymns, novels, poems, sermons, non-fiction prose—consistently vacillate between or concurrently exhibit what they called “the critical spirit” and “the will to believe.” This course addresses the fundamental importance of the dialectic of faith and doubt, as well as Anglican theological debate, the Bible, and the Catholic intellectual tradition to nineteenth-century Britain. *3 credits*

**ENGL 3416 The British Novel II**

This course continues the development of the novel as a genre by reading selected novels by Victorians, such as Charlotte and Emily Brontë, Charles Dickens, Anthony Trollope and George Eliot, and proceeds with representative fin de siècle novelists such as Wilkie Collins, Oscar Wilde, and Thomas Hardy. *3 credits*

**ENGL 3418 British Novel III**

A course in the late modern and postmodern British novel beginning with Second World War realism and postwar satire, through mid-century infusion of popular genres (dystopia, espionage, fantasy and folktale,) to 21st century multicultural, postcolonial voices. Authors may include Evelyn Waugh, Graham Greene, George Orwell, Anthony Burgess, John Le Carré, Muriel Spark, Margaret Drabble, Angela Carter, Martin Amis, Salman Rushdie, Kazuo Ishiguro, Monica Ali, and others. *3 credits*

**ENGL 3434 The Drama in Great Britain II**

A course on English and Irish drama beginning with the fin de siècle comedies of Oscar Wilde and socialist dramas of George Bernard Shaw, to the mid-century absurdist theatre of Samuel Beckett, Harold Pinter, and Tom Stoppard, and concluding with contemporary playwrights such as Peter Shaffer and Caryl Churchill. Film adaptations included. *3 credits*

**ENGL 4411 Special Topics in British Literature Post-1800**

Varying topics in the study of selected authors, genres, or periods of British literature. Topics will be posted prior to registration. *3 credits*

**AMERICAN**

*Introductory*

**ENGL 2103 American Literature I**

Readings of American authors from the colonial period to the Civil War. *3 credits*

**ENGL 2104 American Literature II**

Readings of American authors from the Civil War to the present. *3 credits*

*Advanced*

**ENGL 3319 (CORE 3376) Early American Representations of the Body**

This course explores representations of the body in early American literature, including the place of the body in a variety of religious traditions. More than just its physical form, the body can be read sexually, scientifically/medically, religiously/spiritually, economically, legally, aesthetically,

culturally, politically, and philosophically. Readings will begin with explorer and Native American oral narratives, will include texts from a variety of New World settlements, and will go through the literature of the early Republic. *3 credits*

**ENGL 3320 Major American Romantics**

A close study of selected works by American Romantic writers such as Poe, Hawthorne, Emerson, Douglass, Whitman and Dickinson. *3 credits*

**ENGL 3321 Major American Realists and Modernists**

A close study of American fiction and poetry from the late 19th and early 20th centuries, including James, Wharton, Hemingway, Faulkner, Eliot, Pound, Crane and H.D. *3 credits*

**ENGL 3419 The Social Novel in America**

Nineteenth and 20th century novels that explore a variety of social issues endemic to the American way of life. *3 credits*

**ENGL 3420 Modern American Poetry**

An analytic approach to the works of early 20th century poets such as Williams, Pound, Eliot, Stein, Moore, Stevens and others. *3 credits*

**ENGL 3424 American Gothic Literature**

This course will consider both classic and contemporary examples of American Gothic literature, and will explore the ways in which this mode has continued to influence American writers and pervade American culture. We will be examining works by such early writers as Charles Brockden Brown, Edgar Allan Poe, and Henry James, as well as later Gothic-inspired works by such authors as William Faulkner, Joyce Carol Oates, and Toni Morrison. We will also consider contemporary American Gothic in the work of writers such as Stephen King and Karen Russell. *3 credits*

**ENGL 3425 The City in American Literature**

This course will examine the urban experience as represented in American literature, either by highlighting the literature about/of a specific city or by looking at American urban literature more broadly through a variety of cities. Readings will highlight the city as a theoretical concept and as an influential force in American thinking and culture; they will also consider the impact of immigration, war, disease, social and political change, race, and class. Readings may range from the seventeenth century to the present day, depending on the specific focus of the course. *3 credits*

**ENGL 3517 The American Novel I**

Representative works of American novelists prior to 1915, such as Melville, Twain, Cooper, Irving, Stowe and Chopin. *3 credits*

**ENGL 3518 The American Novel II**

Representative works of American novelists since 1915, such as Cather, Fitzgerald, Hemingway, Faulkner, Bellow, O'Connor, Ellison, Updike and Morrison. *3 credits*

**ENGL 4408-4409 Special Topics in American Literature**

Varying topics in the study of selected authors, genres, or periods of American literature. Topics will be posted prior to registration. *3 credits*

*Cross-Listed Courses in African American Literature*

Up to 6 credits of cross-listed courses may be accepted for English credit. For descriptions, see the Department of Africana Studies.

**ENGL 3613 (AFAM 2411) Early African American Literature**

**ENGL 3614 (AFAM 2412) Modern African American Literature**

**ENGL 3615 (AFAM 2420) Major Figures in African American Literature**

**ENGL 3617 (AFAM 2413) Literature of the Harlem Renaissance**

**THEMATIC AND COMPARATIVE**

*Introductory*

**ENGL 2205 Literary Genres and Precedents**

This course introduces English majors to the fundamental generic conventions of the British and American traditions by analyzing their most resonant Classical and Eurasian influences and interlocutors. In doing so, the course also introduces the categories of formal textual analysis and interpretation—diction, syntax, trope, theme, genre, narrative, and meter. Students will read diverse, historically significant texts (all in English translation) including epic, drama (tragedy, comedy, realism), mythology, romance, fiction (romantic, realist, modernist), prose (autobiography, essay, manifesto, critique), and an array of lyric modes. While we will strive to engage these texts in all the complexity of their contexts and content, our focus will be on the particular formal conventions that these texts established, transformed, or otherwise modeled for Anglo-American writers. *3 credits*

**ENGL 2101 Great Books of the Western World I**

Literature of the Western tradition from Homer to the Renaissance. *3 credits*

**ENGL 2102 Great Books of the Western World II**

Literature of the Western tradition from the 17th century to the present. *3 credits*

*Advanced*

**ENGL 3011 Introduction to the Short Story**

A study of the development of the short story as a genre beginning with 19th century masters such as Poe, Chekhov, and de Maupassant, through modernist experiments by Joyce, Hemingway, and Katherine Mansfield, to contemporary gothic, grotesque, fantasy and 'slice of life' tales by writers such as Isak Dinesen, Flannery O'Connor, John Cheever, Raymond Carver, and Cynthia Ozick. *3 credits*

**ENGL 3014 Introduction to Poetry**

This course introduces students to a variety of poetic forms, genres, styles, and methods of interpretation. Readings will range widely through poets of all eras and nations, such as Sappho, Basso, Baudelaire, Garcia Lorca, Eavan Boland, and Anna Akhmatova. *3 credits*

**ENGL 3112 Irish Women Writers**

This course will focus on the work of Irish Women Writers from the nineteenth to the 21st century, considering how

female authors have distinctively moulded literary genres to create space for feminocentric plots and subaltern voices. The political and social contexts of the fictions they produced will be examined and their central preoccupations, such as nationhood and selfhood, sexuality, emigration, violence, and power relations will be scrutinized. *3 credits*

**ENGL 3113 (WMST 2113) Women and Literature I**

Contributions of women writers to Western literature from the Middle Ages to the 18th century, such as Marie de France, Christine de Pisan, Queen Elizabeth I, Susanna Rowson, Fanny Burney, and Jane Austen, and including an examination of relevant works in cultural history. *3 credits*

**ENGL 3114 (WMST 2114) Women and Literature II**

A thematic exploration of works by and about women written from the 19th century to the present, including some classic statements of feminist literary theory. Readings will include fiction, poetry, and drama by such authors as Edith Wharton, Zora Neale Hurston, and Joyce Carol Oates, as well as important non-fiction texts. *3 credits*

**ENGL 3115 Literature of Adolescence and Coming of Age**

A study of texts written for both teenage and general audiences that focuses on the theme of coming-of-age. The class will begin with an historical look at adolescence in novels such as Goethe's *The Sorrows of Young Werther* and Charlotte Bronte's *Jane Eyre*, moving on to more contemporary works by writers such as Jamaica Kincaid and Louis Sachar, to consider how adolescence has changed and developed over time. *3 credits*

**ENGL 3116 Children's Literature**

Children's Literature explores a variety of children's books, looking at them as works of literature but also in connection with how they might be taught in a class for children or introduced individually to a child. Film, art, music, and discussion will all be part of this class, which will center on the texts. *3 credits*

**ENGL 3219 Apocalyptic and Dystopian Fiction**

This course will consider apocalyptic and dystopian fiction. Texts will consider modern society as a dystopian bureaucratic nightmare, disaster narratives, and speculative science fiction. The course will consider the ways writers have used this basic narrative to explore a wide range of concerns – from feminism and political oppression, to solidarity and the possibility of a just society, to the fusing of popular culture and kitsch into a literary. Alongside novels we will look at short stories, films, and literary theory. *3 credits*

**ENGL 3220 Graphic Narratives**

This course covers the origins and history of graphic narratives in illustrated periodicals and comics from the 19th century through the 1960s, then turns to the foundational “graphic novels” of the 1970s-80s to the present day, studying works by such major authors as Will Eisner, Frank Miller, Alan Moore, Lynda Barry, Art Spiegelman, and Marjane Satrapi, along with the formal, aesthetic, and thematic issues central to the genre. *3 credits*

**ENGL 3300 18th-century Irish and Anglo-Irish Literature**

This course explores Ireland's spectacular literary efflorescence of the 18th century. Reading a wide variety of male and female, Irish and Anglo-Irish, Catholic and Protestant authors, students will study Ireland's brilliant literary culture and its connections with England's oppressive regime from 1660 to the start of Romanticism. Authors may include Frances Sheridan, Jonathan Swift, Maria Edgeworth, and Oliver Goldsmith. *3 credits*

**ENGL 3301 Irish Drama**

This class examines the profound range of theatrical works produced by Irish artists. Dramatic texts will be read with an eye to their cultural, formal, and political innovations alongside their role in defining Irish self- and nationhood. Authors include Shaw, Beckett, Synge, Wilde, and Carr. *3 credits*

**ENGL 3302 Bards Past and Present: The Myths and Poetry of Ireland**

Pre-Christian myths and epics provide the background for the study of Irish poetry from 9th-century monks to the Nobel laureates W.B. Yeats and Seamus Heaney, from James Clarence Mangan to Eavan Boland, along with a profusion of lyrics, love poems, satires, and ballads. Exploring the traditions of poetry in Ireland, and relating the rich variety of poems to the long and frequently troubled history of the island, this course is an indispensable introduction to the history, culture, and romance of one of Europe's oldest civilizations. *3 credits*

**ENGL 3304 Irish Short Story**

This course will consider the Irish short story, with particular focus on the twentieth century and contemporary writers. We will consider Ireland's extraordinary tradition in the short story – why so small an island has produced so many major figures in this particular literary form and what it might tell us about Ireland and about the form of the short story. In addition to focusing on full collections of stories by seminal writers, such as James Joyce, we will consider how more contemporary writers have continued to develop and expand the range of the short story. We will also consider literary criticism and theory and the way these stories engage with some of the enduring issues of Irishness: the relationship between the secular and the religious, gender inequality, poverty, exile, humor, class, and more. *3 credits*

**ENGL 3314 (CORE 3380) Irish Literature: Celtic Revival to the Present**

This course will explore 20th century Irish writers publishing in English from the Celtic Revival through the formation of the Irish Free State and the civil war, “The Troubles” of the 1960s – 80s, to the present day. Beginning with background in Yeats and Joyce, the course will survey writers in all three major genres including dramatists J.M. Synge, Sean O'Casey, Samuel Beckett, Brian Friel, Marina Carr; poets Patrick Kavanagh, Seamus Heaney, Eavan Boland, and Paula Meehan; and fiction writers Elizabeth Bowen, Sean Ó Faoláin, Edna O'Brien, Patrick McCabe, and Roddy Doyle.

3 credits

**ENGL 3370 (CORE 3370) Illness and Literature**

This course will explore representations of and responses to illness from the perspective of the patients, caregivers (such as doctors, nurses, spouses, and family members), and those living in a society facing epidemic, such as the Black Death. Students will read literature from three traditions — western literature, Catholic theology, and Jewish theology — to deepen their understanding of what illness does to individuals and their society, and to strengthen their resources as future patients, caregivers (personal or professional), and individuals for dealing with the crises that illness generates. 3 credits

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

This course will focus on the use of fantasy as a literary genre and the presence of religious, and most especially Christian, ideas in the works of C.S. Lewis, J.R.R. Tolkien, and their predecessors. 3 credits

**ENGL 3382 (WMST 3382/CORE 3382) English Catholic Women Writers of the 17th and 18th Centuries**

Through texts by and about English Catholic women composed between 1660 and 1800, students in this course will learn about the challenges and opportunities facing these women and the ways – textual and practical – in which they faced them. Students will explore how text, whether private or public, provided 17th and 18th century English Catholic women with a means for negotiating the opportunities and limitations they faced as women, as Catholics, and as Catholic women. 3 credits

**ENGL 3414 Contemporary Fiction**

Tracing contemporary fiction from the precursors of postmodernism, Kafka and Borges, through mid-20th century and 21st century writers such as Milan Kundera, Eudora Welty, Margaret Atwood, Toni Morrison, and Ian McEwan. 3 credits

**ENGL 3422 (CORE 3373/CAST 3422) Catholic Literature and Film**

Examination of the specific Catholic nature of a variety of works of literature and how they are translated into film.

Cross-listed with Catholic Studies. 3 credits

**ENGL 3426 Literature and Nature**

Readings in literature of the natural world by authors such as Thoreau, Mary Austin, Annie Dillard, John McPhee and Barry Lopez, as well as representative selections of ecocriticism. 3 credits

**ENGL 3430 Satire**

A survey of the forms and motives of satire from its origins in ancient Greek satyr plays to contemporary television and film comedies. Context, audience, race, and gender will be examined in the satires of Aristophanes, Horace, Voltaire, Ionesco, Pope, Swift, Mel Brooks, Charlie Chaplin, Muriel Spark, Jon Stewart, and Kathy Griffin, among others. 3 credits

**ENGL 3431 Immigrant and Postcolonial Women Writers**

Women writers of the immigrant experience in North

America, such as Sandra Cisneros, Cristina Garcia, Maxine Hong Kingston, and Bharati Mukherjee, plus postcolonial women writers such as Edwidge Danticat, Buchi Emecheta, and Arundhati Roy. Issues of gender, ethnicity, identity, and motherhood will be explored within the framework of female narrative strategies. 3 credits

**ENGL 3516 Contemporary Poetry**

Trends in poetry from the mid-20th century to the present, including confessional poetry, the Beat Generation, the New York School, poetics of identity, the Black Mountain poets and others. 3 credits

**ENGL 4412-4413 Special Topics in Thematic/Comparative Literary Studies I-II**

Varying topics in the thematic or comparative study of selected authors, genres, or periods of world literature in translation. Topic will be posted prior to registration. 3 credits

**ENGL 4421 (CORE 3383) Irish Literature Past and Present (Study Abroad)**

This study abroad course introduces students to a selection of major Irish fiction writers and dramatists such as Maria Edgeworth, Sheridan Le Fanu, Lady Gregory, W.B. Yeats, James Joyce, J.M. Synge, Sean O'Casey, Elizabeth Bowen, Sean O'Faolain, and Edna O'Brien, then exposes them to contemporary Irish writers through travel in Ireland and attendance at literary festivals offering performances, readings, lectures, and interviews. 3 credits

**ENGL 5011 Senior Seminar for Literature**

Capstone course required for all English majors in their senior year, culminating in oral presentations and a significant research paper. 3 credits

*Cross-Listed Courses in Thematic and Comparative*

Up to 6 credits of cross-listed courses may be accepted for English credit.

**ENGL 2618 (AFAM 2410) Africana Literature**

For description, see Africana Studies course descriptions. 3 credits

**ENGL 3410 (CAST 2410, CORE 3722) The Bible as Literature**

For description, see Catholic Studies course descriptions. 3 credits

**ENGL 3404 (LALS 3401) U.S. Latina/Latino Literature**

For description, see Department of Modern Languages course descriptions. 3 credits

**ENGL 3608-3609 (ASIA 2101-2102) Asian Literature in English Translation I-II**

Appreciation of Asian literature. Readings and analysis. Part I: traditional literature (5th century B.C. to 18th century A.D.). Part II: modern literature (19th and 20th centuries). 3 credits each

**ENGL 3611 (CLAS 1313) Greek and Latin Roots of English**

For description, see Department of Classical Studies course descriptions. (Formerly ENGL 2611) 3 credits

**ENGL 3612 (CLAS 2317/ARCH 2317) Classical**

**Mythology**

For description, see the Department of Classical Studies course descriptions. (Formerly ENGL 2612) *3 credits*

**ENGL 3616 (AFAM 2418) Contemporary African Literature (Formerly ENGL 2616)**

For description, see Africana Studies course descriptions. *3 credits*

**WRITING AND LANGUAGE****First-Year Writing Program Mission Statement**

The First-Year Writing Program provides the initial impulse in a four-year experience with writing and reading at Seton Hall University. Students take on projects that give them the experience of joining a community of writers and thinkers, encouraging them to partake in an extended inquiry – about a topic (or topics) of concern to young adults – which moves from peer-based and familiar to increasingly rigorous, critical and text-based. These projects prepare students not only for academic work but also for participation in the wider community, in each case encouraging them to challenge and interrogate their own and others' texts. Thus, students learn to write for purposes in addition to self-expression and academic analysis and for audiences other than the instructor and other students. In all courses, students are given the tools to develop and reflect on their own writing process, especially by focusing on revision. By the end of Core English I (ENGL 1201), students should possess a common set of key rhetorical concepts and research skills that allow them to approach a wide variety of academic challenges with success. In Core English II (ENGL 1202) they will further develop their research skills and learn to appreciate and analyze the three main literary genres: poetry, drama and fiction. Our ultimate goal is for students to leave the program valuing the reading-writing-thinking connection and experiencing it as empowering to themselves as members of the University and active citizens.

*Developmental*

Note: 0110-0180 courses do not count toward graduation. They are required for students whose scores on placement examinations indicate the need for additional writing and reading instruction prior to, or linked with, ENGL 1201 Core English I.

**ENGL 0110 English Skills**

A developmental writing and reading course designed to increase competence in writing essays and reading comprehension. *4 institutional credits*

**ENGL 0160 Reading and Writing Workshop**

A 3-credit workshop linked with specified sections of ENGL 1201 required for students whose placement examinations indicate the need for additional reading and writing instruction in a focused, intensive environment. *3 institutional credits*

**ENGL 0180 Reading/Writing for Multilingual Students**

This course is designed to be a reading and writing lab for native-born ESL students, international ESL students, and

other immigrant English language learners who are still developing their English skills. *3 institutional credits*  
*Note: Specially denoted sections of ENGL 1201 and 1202 are available for students who have learned English as a second language on the advanced level. These courses are identical to regular sections of Core English in content, text, instruction, and credits, but they provide additional instruction when necessary to aid non-native English speakers and writers.*

*Introductory***ENGL 1000 Grammar Workshop**

This course will concentrate on parts of speech and the grammar of the sentence as they are written and spoken in correct American English. It will provide students with an intense study of grammatical structures and usages in order to improve their use of grammar in academic writing and to help prepare them to teach grammar. Students will participate by group discussion, written practices, and oral presentation. *3 credits*

**ENGL 1201 Core English I**

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

**ENGL 1202 Core English II**

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

**ENGL 2204 Introduction to Literary Studies**

Study of research techniques, history of the discipline, and introduction to major critical theories. Practice in applying critical discourse to literary texts. Required for all English majors in the sophomore year or as soon as they declare the major. *3 credits*

*Advanced***ENGL 2016 Writing Center Theory and Practice**

A course in the history and theory of writing center pedagogy and the practice of writing center tutoring for undergraduate Seton Hall University Writing Center tutors, usually in conjunction with (but sometimes in advance of) their appointment. *1 credit*

**ENGL 2509 Introduction to Fiction Writing**

This course will be an introduction to fiction writing. The course will cover the rudiments of fiction writing: plot, character, style, point of view, and description. Students will be introduced to the workshop method. *3 credits*

**ENGL 2510 Introduction to Poetry Writing**

The course will cover the basics of poetry writing, including metaphor and metonymy, meter and received forms, and the dynamic relationship between the poetic line and the sentence. It will also introduce students to the workshop method of

critique. *3 credits*

**ENGL 2511 Introduction to Creative Writing**

Introduction to writing in several literary genres, including short story fiction, poetry, and creative nonfiction. Not a prerequisite for ENGL 2512 or 2513. *3 credits*

**ENGL 2512 Creative Writing: Fiction**

Practical exercises in the techniques of composing short stories. Peer reviews and criticism. Prerequisite: ENGL 2510. *3 credits*

**ENGL 2513 Creative Writing: Poetry**

Practical exercises in the techniques of composing poetry. Peer reviews and criticism. Prerequisite: ENGL 2511. *3 credits*

**ENGL 2514 Writing Workshop: Research and Analysis**

Reading and writing of analytical essays in a broad range of disciplines (literature, business, science, etc.) Peer review and criticism. (Note: Only one section of Writing Workshop is required for the writing minor.) *3 credits*

**ENGL 2515 Writing Workshop: Creative Nonfiction**

Exercises and readings in expository prose, culminating in essays that further develop the skills required in effective writing of creative nonfiction. Peer review and criticism. (Note: Only one section of Writing Workshop is required for the writing minor.) *3 credits*

**ENGL 2516 Business Writing**

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

**ENGL 2519 Writing Across the Disciplines**

This course is designed to address the needs of students beginning to write or already writing within their major and to help them become more sophisticated readers and writers in their discipline. In addition, it will help them be more adept in any new situation that involves writing. Students will develop their own theory of writing, including the concepts of purpose, audience, context, genre, rhetorical situation, and discourse community, among others. Students will begin to understand the role of writing in a larger academic and professional discourse community as they explore how practitioners in their field use a variety of genres. *3 credits*

**ENGL 3511 Advanced Composition**

Practical techniques in the production of creative nonfiction: personal essay, memoir, travel narrative, review and cultural critique. Peer review and criticism. *3 credits*

**ENGL 3514 Scientific and Technical Writing**

Writing styles for reporting scientific or technical information in formats such as abstracts, reports, manuals, grant proposals, and collaborative writing projects. Cross-listed with the graduate course in Scientific and Technical Writing, ENGL 6414. *3 credits*

**ENGL 3515 Composition Theory and Practice**

An introduction to the theory of composition, the study of composing practices in writers, and its application to education to include how literacy is acquired, the major issues among composition theorists and practitioners, and the various

aspects of “the” writing process (invention, drafting, revising, editing). Practical applications may include creating a personal theory of composition, assignment sequences for teaching, and analysis of the tutoring process. *3 credits*

**ENGL 3520 Advanced Business Writing**

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

**ENGL 3521 Craft of Fiction**

This course will focus on a particular element of fictional craft, such as point of view, plot, or character development through readings of classic and contemporary work, writing exercises, and workshop. Prerequisite: ENGL 2511. *3 credits*

**ENGL 3522 Craft of Poetry**

This course will focus on a particular element of poetic craft, such as structure, rhythm and meter, point of view, and imagery through readings of classic and contemporary work, writing exercises, and workshop. Prerequisite: ENGL 2510. *3 credits*

**ENGL 3620 History of the English Language**

The linguistic development of English from its first appearance on the island of Britain to its present function as a world language. *3 credits*

**ENGL 3621 Advanced Fiction Writing**

An advanced workshop in writing short stories and longer forms of fiction within the context of important trends and concerns in contemporary fiction. Prerequisite: ENGL 2511. *3 credits*

**ENGL 3622 Advanced Poetry Writing**

An advanced workshop in the writing of poetry within the context of important trends and concerns in contemporary poetry. Prerequisite: ENGL 2510. *3 credits*

**ENGL 3623 (CORE 3377) Spiritual Writing Workshop: Creative Nonfiction**

This is a reading- and writing-intensive course in the genres that make up spiritual non-fiction: spiritual autobiography, spiritual memoir, spiritual/travel narrative, the nature essay, and others. Students will study and engage in dialogue with some of the great historical and contemporary spiritual writers of the world, such as St. Augustine, Thomas Merton, Viktor Frankl, Mother Teresa, St. Elizabeth Ann Seton, Joseph Campbell, Martin Luther King Jr., Carlos Castaneda, Annie Dillard, Anne Lamott, Black Elk, and others. *3 credits*

**ENGL 3624 (CORE 3378) Spiritual Writing Workshop: Research and Analysis**

The genre of spiritual writing, broadly defined, is not just about religious beliefs or doctrine but about experience that is transformative and has the capacity to transport us to another dimension. This course will focus on classic and contemporary readings that demonstrate how writers from a variety of traditions, both western and non-western, have used writing to explore, understand, and represent their spiritual experiences. Writing assignments invite students to analyze issues related to spirituality and the rhetoric of spiritual writing. *3 credits*

**ENGL 4420 (CORE 3379) Travel Writing (Study Abroad)**

This course introduces students to the genre and sub-genres of travel writing, focusing on early 20th century British and American travel texts, often set in the Mediterranean and Caribbean, as well as late 20th century texts, in the context of an actual trip to a site outside the United States. Primary purpose is students' writing of their own travel essays and accounts. *3 credits*

**ENGL 4414-4415 Special Topics in Writing I-II**

Workshop courses that address varying craft issues in fiction, poetry, and nonfiction. Topic will be posted prior to registration. *3 credits*

**ENGL 5012 Senior Seminar for Creative Writing**

Capstone course required for all creative writing majors in their senior year, culminating in oral presentations and a significant creative writing project. *3 credits*

**Independent Study and Internships**

Independent studies for English majors require the permission of the professor whose specialization is in the area of the student's interest. In addition to registration for the independent study, a signed form including the topic, reading list, schedule for meetings and due dates for writing assignments must be submitted to the Dean of the College of Arts and Sciences.

<b>Independent Study</b>		<b>Credits</b>
ENGL 3091	Independent Study	1
ENGL 3092	Independent Study	2
ENGL 3093	Independent Study	3
ENGL 4093	Independent Study	3

**Internships**

Internships in publishing, media, education, and many other businesses. For more information see the English department Internship Adviser or Career Services.

		<b>Credits</b>
ENGL 3897	English Internship	1
ENGL 3898	English Internship	2
ENGL 3891	English Internship	3
ENGL 3892	English Internship	3
ENGL 3893	English Internship	3

**Department of History**

Fahy Hall  
(973) 275-2984

[www.shu.edu/academics/artsci/history](http://www.shu.edu/academics/artsci/history)

**Faculty:** Connell (*LaMotta Chair*); Fieldston; Gibling-Gedacht; Greene; Harvey; Hoffer; Knight; Matusевич (*Director, Russian and East European Studies*); May (*Co-Director, Women and Gender Studies*); Molesky; Quinn (*Director, Graduate Studies*); Rekabtalaci; Rzeznik (*Chair*); Schultz; Wangerin

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

The Department of History offers a major in history leading to the Bachelor of Arts degree, as well as a minor in history. By presenting the story of human achievements, hopes and frustrations, struggles and triumphs, the department helps the inquiring student to understand this complex world and shape its future.

Courses in history will broaden students' perspectives and prepare them to live in a diverse, interconnected world. By studying the past of various societies including their own, students will enhance their ability to understanding cultural difference while developing skills in critical thinking, historical analysis and oral and written expression. History majors are particularly well prepared for careers in business, law, education and journalism as well as graduate study in the humanities.

The History Department participates in interdisciplinary programs conferring majors, minors and certificates in Africana Studies, Asian Studies, Catholic Studies, Classical Studies, Latin American and Latino/Latina Studies, Russian and East European Studies, and Women's Studies. Majors also have the opportunity as seniors to pursue Honors in History, conducting a program of directed research, the successful completion of which will enable them to graduate with distinction.

**Phi Alpha Theta – Lambda-Epsilon Chapter**

The national history honors society invites students who have taken 12 or more credits in history and have a GPA of 3.1 in history and 3.0 overall to apply for membership. Having a major in history is not a requirement for induction.

**Major in History**

In addition to meeting the standards and requirements of the College of Arts and Sciences, history degree candidates must complete a minimum of 36 credits in history to be distributed as follows:

**1. Six credits of introductory courses from among the following:**

HIST 1101-1102 World History I-II  
HIST 1201-1202 Western Civilization I-II  
HIST 1301-1302 United States History I-II  
HIST 1401-1402 Latin American History I-II  
HIST 1501-1502 History of Africa I-II  
HIST 1551-1552 Middle East I-II  
HIST 1601-1602 History of Traditional Asia/Modern Asia

*Note: Students may elect to take courses as a two-semester sequence to fulfill College of Arts and Sciences core requirements, but a sequence is not required for the history major.*

**2. Twenty-one credits distributed as follows:**

Advanced European history (2000 level or above)	3
Advanced United States history (2000 level or above)	3
Advanced Latin American, African, Asian, Middle Eastern history (2000 level or above)	3



Pre-1750 History (see list below)	3
Additional history electives*	9

*Note: SCED students, in addition to their two 1000-level introductory courses, are permitted to take World History I & II to fulfill the advanced African, Asian, Latin American or Middle Eastern history course and 3 credits in free electives.*

### 3. The following nine credits of required courses:

HIST 2180 Introduction to Historical Research  
History Colloquium (Course numbers will vary depending on the topic)

HIST 5199 Senior Seminar

*Note: HIST 5711 Honors Research is pursued in addition to the 36-credit major.*

### Courses that count toward the pre-1750 distribution requirement include:

HIST 2170 Women in Antiquity  
HIST 3183 Historians of Greece and Rome  
HIST 3221 Roman Civilization  
HIST 3228 Women in the Middle Ages  
HIST 3229 The Early Middle Ages  
HIST 3230 The High Middle Ages  
HIST 3231 The Vikings  
HIST 3232 The Crusades  
HIST 3234 Medieval Italy  
HIST 3240 Renaissance and Reformation  
HIST 3246 Kievan Rus' and Muscovy  
HIST 3254 Early Modern Ireland  
HIST 3320 Greek Civilization  
HIST 3341 Colonial America  
HIST 3420 Religion and Society in Early Latin America  
HIST 3621 History of Traditional China  
HIST 3622 History of Traditional Japan

### Advising

Students are required to meet with their advisers at least once each semester to plan their program in light of their abilities and special interests, and to evaluate progress toward completion of the history degree requirements.

The department recommends that students acquire competency in at least one foreign language through the third-year level. This is particularly important for those who plan to pursue graduate studies.

### Minor in History

Students majoring in other disciplines may elect a minor in history. Students find that a minor in history enhances their opportunities for employment, law school or graduate school admission.

#### Program Requirements

1. At least 18 credits in history with at least one course in non-European, non-United States history
2. No more than 6 credits at the HIST 1000 level
3. At least 12 credits at the HIST 2000 level or above

### Honors Research in History

The History Department invites outstanding undergraduate majors to pursue intensive research and produce a Senior thesis as part of a community of history honors students. History honors students will be admitted to the program in the Spring semester of their Junior year and undertake two semesters of honors course work (a total of 6 credits for the program) during their senior year. These six credits will include a designated Honors section of HIST 5199: Senior Seminar in the Fall and HIST 5711: History Honors Research in the Spring.

During the Spring semester of their Junior year, qualified students will be invited to apply for the History Honors Program. Students will consult with a proposed thesis adviser and submit a one-page project proposal, including the proposed adviser's signature. Upon recommendation of the History Honors Research Committee, the program coordinator will inform applicants whether or not they have been accepted into the program. Accepted students may then enroll in the honors section of HIST 5199.

During the Fall semester of their Senior year, admitted students will participate in a designated honors section of HIST 5199: Senior Seminar, to be led by the program coordinator. Throughout the Fall semester, students will continue to consult with the thesis adviser while fulfilling the requirements of HIST 5199.

During the Spring semester of their senior year, students will enroll in HIST 5711: Honors Research, continuing to pursue independent research under the direction of the thesis adviser. As part of their course requirements in HIST 5711, students will also participate in periodic meetings with fellow history honors students, led by the program coordinator. During these meetings, students will be expected to present updates on their ongoing research. The completed thesis must be submitted by April 15. Those who miss the deadline for submission will receive a grade and credit for HIST 5711, but will not qualify for history honors. Students will be required to present their research findings publicly at the History Honors Symposium in late April.

Eligible students who request admission to HIST 5711 but who have not participated in the history honors section of HIST 5199 may be allowed to enroll at the discretion of the History Honors Research Committee and with the approval of the department chair.

### B.A./M.A. in History

History majors with a minimum GPA of 3.4 have the option of completing both the undergraduate (B.A.) and graduate (M.A.) degrees in a total of 10 semesters (five years of study). After having completed 75 credits toward a B.A. with at least 21 credits in history, students may apply for admission to this joint degree program. Accepted candidates will normally be expected to enroll in two approved graduate-level history courses each semester of their senior year of study for a total of 12 credits. During the fifth year of study, students will be

expected to enroll in three approved graduate-level courses per semester for a total of 18 credits. The courses students take must include the introductory course “The Historian’s Craft” (HIST 6190) a minimum of one Graduate Seminar course). To complete the degree students may choose either to conduct two semesters of research and writing leading to the completion of an M.A. thesis or to pass comprehensive written examinations in the final semester of study. See the Graduate Catalogue for admissions requirements. Please contact the Director of Graduate Studies in the Department of History for more information.

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

## Course Descriptions

*Note: History courses do not have prerequisites and may be taken out of sequence with the exception of the following: HIST 2180 Introduction to Historical Research is the prerequisite for HIST 5199 Senior Seminar; and HIST 5199 Senior Seminar is the prerequisite for HIST 5711 Honors Research.*

### Introductory

#### **HIST 1101 World History I**

This course traces and interprets the evolution of world civilizations from the emergence of early humans up until approximately 1500, and seeks to study and compare diverse historical experiences worldwide. The content of the course is organized both chronologically and thematically. The advancement of human societies through time is reflected in general themes of universal application: human origins and human culture; settling down; empire and imperialism; the rise of world religions; and the movement of goods and people. *3 credits*

#### **HIST 1102 World History II**

This course traces the evolution of the modern world from approximately 1300 to the present. The scope of this course is understandably broad as it combines global themes, intercontinental commerce, religious and ethnic strife, mass politics and totalitarian ideologies, with their regional variations. From the 13th century Mongol conquests of Eurasia that expanded dramatically the concept of time and space, to the 20th century information and communication revolution that rendered this same concept relative, this course follows the evolutionary trajectory of the modern world. *3 credits*

#### **HIST 1201 Western Civilization I**

Development of Western civilization from its origins in the Near East to the Scientific Revolution. *3 credits*

#### **HIST 1202 Western Civilization II**

Development and expansion of Western civilization from Enlightenment and Industrial Revolution to the present. *3 credits*

#### **HIST 1301 American History I**

Colonial America through the end of the Civil War. *3 credits*

#### **HIST 1302 American History II**

Reconstruction to the present. *3 credits*

#### **HIST 1401 (LALS 1401) History of Latin America I**

Survey of the development of the New World empires of Spain and Portugal from Pre-Columbian times through independence. *3 credits*

#### **HIST 1402 (LALS 1402) History of Latin America II**

Evolution of societies and nation states from the 1820s to independence. *3 credits*

#### **HIST 1501 (AFAM 1201) History of Africa I**

Independent developments in African Civilization and the impact those developments have had on human progress. *3 credits*

#### **HIST 1502 (AFAM 1202) History of Africa II**

Study of the traditional peoples and cultures of Africa; survey of contacts between Africa and the outside world with emphasis on colonialism, decolonization and the independence era. *3 credits*

#### **HIST 1551 Middle East I from 600 to 1800**

An introduction to the history of Middle East from the emergence of Islam in 7th century to the start of the disintegration of the Ottoman Empire in early 19th century. *3 credits*

#### **HIST 1552 Middle East II from 1800 to the Present**

An introduction to the modern history of the Middle East, from Napoleon’s invasion of Egypt (1798) to the present. *3 credits*

#### **HIST 1601 (ASIA 1601) History of Traditional Asia**

Survey of the historical development of major Asian civilization (India, China, Japan, Korea and Mongolia), from their origins to the 18th century. *3 credits*

#### **HIST 1602 (ASIA 1602) History of Modern Asia**

Asian history and culture from the 19th century to the present. *3 credits*

### Advanced General

#### **HIST 2101 Freshman Seminar**

This course, restricted to declared or prospective history majors in their first year of college, engages students through common readings and seminar discussion in a collective exploration of historical question or theme. It cultivates a community of learners among incoming majors, serves as a gateway to the history program, and encourages the development of skills in historical thinking and analysis. *3 credits*

**HIST 2141 History of the Global Economy**

A survey of the impact of ideas, technology, culture, and circumstances on the history of the global economy from 1492 to 1992. *3 credits*

**HIST 2146 World History of Warfare**

An introduction to the history of warfare from ancient times to the present. The impact of warfare on history and society on warfare. *3 credits*

**HIST 2170 (CLAS 2322/WMST 2322/ARCH 2322)****Women in Antiquity**

Inquiry into the social, political and legal status of women in ancient Greece and Rome. *3 credits*

**HIST 2180 Introduction to Historical Research**

Required of all history majors. Method and rationale of historical research. *3 credits*

**HIST 3165 History of the Cold War**

This course provides a comprehensive look at the history of the Cold War that pitched the United States against the Soviet Union during the period between 1945 and 1989. The class will emphasize the global nature of the contest between two competing ideologies; it will examine the impact of the Cold War on geopolitics, on the process of decolonization, and on internal and cultural developments in the West as well as within the so called "socialist camp of nations". *3 credits*

**HIST 3211 World War I**

Surveys the diplomatic, military and geopolitical aspects of the First World War from its preliminaries to its conclusion, giving special consideration to its causes and consequences. *3 credits*

**HIST 3212 World War II**

Surveys the diplomatic, military and geopolitical aspects of the Second World War from its preliminaries to its conclusion, giving special consideration to causes and consequences. *3 credits*

**HIST 4151-4153 Colloquium in World History**

This course is an intensive investigation of the literature in a specific area of global history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

**HIST 4180 Topics in Interdisciplinary History**

To be set by instructor. *3 credits*

**HIST 4181 Topics in Comparative History**

To be set by instructor. *3 credits*

**HIST 4191 Supervised Research in History**

Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors). *1 credit*

**HIST 4192 Supervised Research in History**

Individual reading and research projects. (Open only to junior

and senior majors by arrangement with specific instructors). *2 credits*

**HIST 4193 Supervised Research in History**

Individual reading and research projects. (Open only to junior and senior majors by arrangement with specific instructors). *3 credits*

**HIST 4194 Independent Research**

Advanced independent reading and research projects. (Open only to junior and senior history majors by arrangement with specific instructors). *3 credits*

**HIST 4710 Internships**

Instruction and work experience in area historical institutions in the custody, care and management of documents, artifacts, and sites. *3 credits*

**HIST 5199 Senior Seminar**

Capstone course designed to engage senior history majors in careful study of an historical topic chosen by the instructor. Prerequisite: HIST 2180 and a total of 75 credits. *3 credits*

**HIST 5711: Honors Research**

Typically taken as part of a year-long honors research in history program, this course allows outstanding undergraduate History majors to produce a senior thesis, building on a research paper undertaken in a previous course. It allows students to undertake intensive research over the course of the semester as part of a community of History honors students. In addition to meeting regularly with individual faculty mentors, students convene as a class with the honors research coordinator to report on their progress, discuss methodological concerns, and provide peer review. The course culminates with the honors research symposium, where students present their work to fellow students, members of the history department, and the wider university community. *3 credits*

**American History****HIST 2315 History of New York City**

This course explores the social, political, economic, and cultural history of New York City. Topics covered include changing patterns of immigration; crime and policing; social activism; class, ethnic, and race relations; skyscrapers, parks, highways, and the shaping of the built environment; and arts and culture. We will examine the development of different neighborhoods and consider the relationship between New York City and South Orange and other surrounding areas. From laborers to political bosses, from slaves to reformers, from tenement dwellers to urban planners, we will focus on the diverse people who have called New York City their home. *3 credits*

**HIST 2319 History of New Jersey**

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

**HIST 2321 (ENVL 2321) Environmental History of the United States**

Explores the changing relationship between people and the environment in the United States. As a general survey of the

nation's environmental history, the course examines a variety of issues, including our changing understanding of the "natural" world and our place in it; the consequences of human efforts to commodify and control nature; social and ethical responses to environmental problems; and the evolution of environmental policy. *3 credits*

**HIST 2341 (WMST 2341) Women in America to 1869**

Explores the role of women in America from settlement to the split in the suffrage movement after the Civil War. This course will ask students to think not just about women's impact on American politics, culture, and society from settlement to 1869 but also about how the American historical narrative changes when viewed through women's eyes. *3 credits*

**HIST 2342 (WMST 2342) Women in America 1869 to Present**

Traces the history of American women from the split of the suffrage movement in 1869 through the passage of the Nineteenth Amendment, through the women's movement and into the 1980s and 1990s. This course will ask students to think not just about women's impact on American politics, culture and society, but also about how the American historical narrative changes when viewed through women's eyes. *3 credits*

**HIST 2365 Italian-American History**

This course traces changing perspectives and historical change over four centuries in a distinctive ethnic community. Topics covered include the age of exploration, early American attitudes toward Italy, nativism, the Great Migration, urban settlement patterns, ethnicity in American Catholicism, anarchism, Fascism, the Mafia, assimilation, mothers and daughters, influence on popular music, depictions in film and TV, Italian Americans and African Americans, the move to the suburbs, and the future of ethnicity. *3 credits*

**HIST 2372 Economic History of the United States**

Economic development of the United States from colonial origins to contemporary position as a world power. *3 credits*

**HIST 2375 (AFAM 1213) African-American History I**

Course explores the experience of African-Americans from the medieval West African kingdoms of Ghana, Mali and Songhay through the trans-Atlantic slave trade to enslavement in the colonial era and 19th century and finally emancipation in the Civil War. Topics of gender, class, and black resistance will be explored within that chronological framework. *3 credits*

**HIST 2376 (AFAM 1214) African-American History II**

The interaction between black and white society in the United States and the nature of black society and cultures from 1865 to post World War II. *3 credits*

**HIST 2381 American Legal History I**

Introduction to the development of law in America from the origin of English common law and its reception in the English colonies to the 20th century United States, with emphasis on the political, social, and economic factors influencing this development. *3 credits*

**HIST 2382 American Legal History II**

Introduction to the development of law in the United States in the 20th century. *3 credits*

**HIST 2386 American Military History**

Development of American military institutions, policies, experiences and tradition in peace and war from colonial times to the present. *3 credits*

**HIST 3341 Colonial America**

This course covers the first centuries of European colonization of North America, focusing primarily on the English Colonies in the seventeenth and eighteenth centuries. Major themes include initial encounters between Native peoples, Europeans, and Africans and the creation of a "new world"; imperial competition and the planting of colonies; and the development of colonial societies, plantation slavery, and the economic and cultural currents of an Atlantic world. The course ends with the Seven Years War, a global conflict that began in North America and which catalyzed the movement for British American independence. *3 credits*

**HIST 3342 Revolutionary America**

This course explores covers 1763-1789, a tumultuous period in which prospering colonies asserted independence, experienced devastating warfare, and created new governments. Major themes include colonial dissatisfaction in the British Empire; resistance and its effects on colonial society; the War for Independence as anticolonial struggle, civil war, Indian war, and slave rebellion; and the struggle to create a republican society and functioning confederation. The course concludes with the movement for a stronger national government under the Constitution, which advocates promised would fulfill revolutionary promises and opponents claimed would establish new forms of tyranny. *3 credits*

**HIST 3351 Inventing a Nation: The United States, 1789-1824**

This class examines the period between ratification of the Constitution and simultaneous economic and political crises around 1820. Major themes include the ideals and political practices of the "founding fathers" and ordinary people; the emergence of the two-party system and debates about democracy, citizenship, and the meaning of the Revolution; Indian dispossession and territorial expansion; the country's economic development and its vulnerability in the revolutionary Atlantic world, which culminated in a "second war for independence" in the War of 1812. The course closes with conflicts around economic depression and an explosive sectional conflict over slavery and union around 1820. *3 credits*

**HIST 3352 Democracy, Slavery and Manifest Destiny: The United States, 1820-1850**

This course examines the period between 1820 and 1850, sometimes called the "Jacksonian Era." These years witnessed the rise of new political parties; the expansion of capitalism, manufacturing, and slavery; evangelical Christianity and diverse reform movements; Indian removal in the East and a combination of diplomacy and warfare in the West; and

revolutions in transportation and communication. It was a period of democratization; starker lines of race, sex, class, and region. The course will end with an examination of the U.S.-Mexican War and the dramatic sectional conflict in unleashed, which led to the Civil War. *3 credits*

**HIST 3353 Civil War and Reconstruction**

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

**HIST 3355 The Age of Industry and Progressive Reform**

This course will explore the major social, political, economic, and cultural developments that shaped the United States in the transformative years between the 1870s and the 1920s. It will examine the rise of industrial capitalism and progressive reform, and engage scholarly debates over what counts as “progressive” reform and just how “progressive” the era was. *3 credits*

**HIST 3361 From Wilson to FDR**

Intellectual, cultural, social and political developments during the transformation of the United States into an urban nation which turns its back on an agrarian past. This course deals with attempts at reform, Progressivism, the economic impact of global war, the new woman, the Black march from the South, the rise of a national media, corruption and gangsterism, the defeat of indigenous radicalism, the New Era in commerce and industry, prosperity, xenophobia, a new realism in the arts, and the Stock Market crash. *3 credits*

**HIST 3363 America Since 1945**

From the atomic bomb to the internet, the latter half of the twentieth century witnessed the rise of new technologies, ideas, and institutions that reshaped America and transformed the United States’ relationship with the world at large. This course explores the monumental social, political, economic, and cultural shifts that took place during the decades following World War II. Topics include rising conservatism; the shift to a post-industrial economy; civil rights; gender roles and family; student activism; and entertainment and culture. We will examine America’s changing global role, tracing the evolution of the Cold War and the advent of the War on Terror. *3 credits*

**HIST 3364 (AFAM 2212) History of the Civil Rights Movement**

Review of major events and campaigns. The decade 1955-65 represents the temporal focus of the course, but the movement’s 20th century antecedents and the period between 1965-68 are discussed; the period within which the movement was broadened in international perspective and transformed into a struggle for human rights. Goals and objectives of the struggle and the movement’s impact on American society are identified and evaluated. *3 credits*

**HIST 3365 (CORE 3427/WMST 3365) Family Poverty and Social Justice in the Twentieth Century U.S.**

This course considers how race, region, and gender have shaped Americans’ understandings of families in poverty in the twentieth century. We will consider the solutions to poverty proposed by reformers and policymakers alongside

the lived experience of poor families themselves. Our goal will be to think critically about the sources of poverty as well as about how ideas about social justice, poverty, and poor families themselves have changed over time. *3 credits*

**HIST 3370 America and the World I: Origins of U.S. Global Power**

This course explores the relationship between American and the world beginning with European settlement and culminated with the United States’ rise as a global power at the turn of the twentieth century. It will take an expansive view of American foreign affairs, examining not only official diplomatic relations but also the exchange of people, culture, technology and ideas. Protagonists include diplomats and missionaries, soldiers and tourists. The course will consider how American identities were forged through interactions with the world at large and explore the cultural narrative that supported American expansion across the continent and around the world. *3 credits*

**HIST 3371 America and the World II: The American Century**

This course explores the relationship between America and the world during the so-called American Century, beginning with the United States’ rise to global prominence at the turn of the twentieth century and concluding with global America today. It will take an expansive view of American foreign affairs, examining not only official diplomatic relations but also the exchange of people, culture, technology, and ideas. Protagonists include diplomats and movie stars, soldiers and tourists. The course will explore the cultural underpinnings of U.S. global hegemony and consider the ways in which American power was shaped, deployed, and contested by state and non-state actors alike. *3 credits*

**HIST 3372 Travel and Tourism in American History**

This course explores the history of American travel and tourism from the early nineteenth century through today. We will look at the history of tourism as a story of contact between people and ideas and examine the experiences of tourists who journeyed across town and those who traveled around the world. Some of the questions we will consider are: how has tourism shaped—and challenged—American understandings of racial and national hierarchies? What can travel teach us about American identity? How have American representations of foreign people and places changed over time? And how, really, do we determine what is “foreign”? *3 credits*

**HIST 3374 Immigration, Race, and Citizenship in American History**

This course will examine both the experience of newly arrived immigrants in America as well as the political discussion of those immigrants. We will begin in the mid-nineteenth century in the era of mass immigration and end as close to the present day as possible. We will consider how race, class, and gender shaped policymakers’ ideas about who was “fit” to be an American citizen, how policymakers went about constructing and defending national borders, and how ethnic

identities shaped American identity. *3 credits*

**HIST 3375 (WMST 3375) The History of the Family in America**

This course explores the evolution of the family in the United States from colonial times through the present. We will examine the shifting boundaries of public and private in American life and chart the ways that the family—and ideas about its purpose and value—have changed. We will explore how laws and policies supported particular visions of the family and its role in society as well as consider the experiences of ordinary men, women, and children. *3 credits*

**HIST 3376 (WMST 3376) Gender and Sexuality in American History**

This course introduces students to the study of gender and sexuality in U.S. history. This class examines how sexuality has been socially constructed, how understandings of sexuality have changed over time, and how questions about sexuality have been shaped by public debates about categories like race and class. Topics will include sexual violence, queer communities, sexual rights, and the regulation of sexuality by the state. *3 credits*

**HIST 3380 History of Urban America**

This course provides students with a historical appreciation of how cities and their wider metropolitan regions have developed in the United States over the course of the 19th and 20th centuries. Students will examine patterns of urban growth, the social and cultural consequences of urbanism, the rise of urban planning, the relationship between cities and suburbs, the roots of the urban crisis, and contemporary urban issues. *3 credits*

**HIST 3383 Law and Social Change Modern America**

The development and impact of legal institutions on U.S. history. *3 credits*

**HIST 3386 (CORE 3436/RELS 3220) Religion in the US: Meetinghouse to Megachurch**

This course offers a survey of the religious history of the United States from the colonial era to the present. It introduces students to both social and theological trends, exploring how different religious traditions developed, grew, and changed over time, not only in reaction to one another but also in relation to American society and the American experience. *3 credits*

**HIST 3387 (CAST 3387/CORE 3422) The Catholic Church in the U.S.**

Role of Catholics and the Church in the United States from colonial beginnings to the recent past, focusing on internal developments and on relations with the wider society. *3 credits*

**HIST 3388-3389 Film and History I-II**

Mass media view of specific historical subjects in the context of the development of American society between 1894 and the present, utilizing historical materials as well as feature films. *3 credits each*

**HIST 4351-4353 Colloquium in United States History**

This course is an intensive investigation of the literature in a

specific area of United States history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

**HIST 4390-4398 Topics in American History**

To be set by instructor. *3 credits each*

**European History**

**HIST 3183 (CLAS 2304/ARCH 2304) Historians of Greece and Rome**

Selected readings and interpretation of Greek and Roman historiography. Social and political character of ancient historiography, as well as the historical criticism and viewpoint of each author. *3 credits*

**HIST 3220 (CLAS 2319/ARCH 2112) Greek Civilization**

Rise of Hellenic culture from its genesis in the Aegean Bronze Age, the major interactions of the city-states in the 6<sup>th</sup> and 7<sup>th</sup> Centuries, the Classical Period and its decline. *3 credits*

**HIST 3221 (CLAS 2320/ARCH 2113) Roman Civilization**

Investigation of the tension between individual liberty and the traditional power of state and society, and of the political and social institutions that maintain social cohesion in a complex society. *3 credits*

**HIST 3228 (CORE 3438/WMST 3228) Women in the Middle Ages**

Throughout the Middle Ages, the experiences of women varied widely. Focusing on four broad categories – queens, wives, religious women, and women of ill-repute – this course looks at the broad scope of women's roles in medieval Europe. How did a woman's marital status affect the expectations of her role in society? What was life like for women in towns versus peasant women? What did medieval families look like, and what were the roles of family members? What legal rights and obligations did women have, and what recourse did they have in resolving disputes? What limitations and opportunities existed for women in the Middle Ages? Why did women become prostitutes? How and when were women able to wield very real political power? Readings will include primary sources such as letters, literature, legal documents, saints' lives, histories, handbooks, and other contemporary writings. *3 credits*

**HIST 3229 (CORE 3432) The Early Middle Ages**

Surveys medieval European political, legal, social, economic, cultural and religious history from circa 300 to circa 1000. Through discussion of a wide range of primary sources, students in this course will analyze the processes through which early Europeans amalgamated elements of Roman, "barbarian," and early Christian cultures to create a new civilization in western Europe. *3 credits*

**HIST 3230 (CAST 3230/CORE 3423) The High Middle**

**Ages**

The history of medieval Europe from 1000 to 1350, analyzed through discussion of primary sources, scholarly articles and monographs. The course charts a wide range of interconnected transformations – economic, social, cultural, political, legal, intellectual, religious – that make up what some historians have called “The Renaissance of the Twelfth Century.” *3 credits*

**HIST 3231 The Vikings**

From ca. 800-1100 CE, Norsemen from Scandinavia conducted raids along the coastlines and waterways of Europe. Who were the Vikings? Is the way that they are often portrayed in popular culture—as fierce and ruthless warriors, whose only interactions with the “civilized” world were through pillage and piracy—accurate? This course will examine the complex society of the Viking world, considering their society and culture, expansion and settlement through the European and North Atlantic worlds, and their ultimate assimilation into the Christian West. *3 credits*

**HIST 3233 (CAST 3233) Dante and His World**

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

**HIST 3234 (CAST 3234/CORE 3426) Medieval Italy**

This course treats the history of Italy from the fall of the Roman Empire to the start of the Renaissance. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. The abiding and sometimes determinant role of geography in Italian history is a subject that receives particular attention. All areas of the peninsula are discussed, with special attention to relations between peripheral or provincial areas and cultural or administrative centers. Major intellectual, religious, social and political developments are explored through primary and secondary readings, and a mixture of lecture and class discussion. *3 credits*

**HIST 3235 (CAST 3235/CORE 3430) Modern Italy**

This course treats the history of Italy from the Baroque Age down to contemporary events. Emphasis is placed on the dramatic changes in peoples, state institutions, religion, the economy and society that occurred during these centuries. The abiding and sometimes determinant role of geography in Italian history is a subject that receives particular attention. All areas of the peninsula are discussed, with special attention to relations between peripheral or provincial areas and cultural or administrative centers. Major intellectual, religious, social and political developments are explored through primary and secondary readings, and a mixture of lecture and class discussion. *3 credits*

**HIST 3240 (CORE 3435) The Renaissance and Reformation**

Beginning of modern Europe as the renewal of trade is followed by rediscovery of the ancient world, discovery of the New World, changes in art, literature and thought and the division of Christianity by the Protestant movement. *3 credits*

**HIST 3242 The French Revolution and Napoleon**

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

**HIST 3243 History of Britain and Empire I**

This course examines the political, social, cultural, and economic history of Great Britain from the Civil War of the mid-seventeenth century to the Battle of Waterloo in 1815. In particular, it explores the emergence of the idea of “Britain” in the early modern period, looking at Britain’s rise from the second tier of European powers in 1600 to a position of pre-eminence at the end of the Napoleonic era. The course reveals how certain powerful forces such as empire-building and religious discrimination have helped to shape the Britain of more recent times. *3 credits*

**HIST 3246 Kievan Rus’ and Muscovy**

Origins of statehood among the Eastern Slavs of Kievan Rus’. Impact of the Mongol invasions. Rise and expansion of Muscovy. Growth and Westernization leading to the reforms of Peter the Great. *3 credits*

**HIST 3252 History of Modern France**

Developments in France from the fall of Napoleon to the present. *3 credits*

**HIST 3253 History of Britain and Empire II**

This course examines the political, social, economic, cultural, and religious history of Great Britain from 1815 to the present day, concentrating on the rise of mass democracy, the nature of “Victorianism,” the growth of empire, the impact of war, and the search for a post-imperial role. The course examines how Britain once came to rule, directly or indirectly, a quarter of the globe. Now that global dominance is at an end, the course asks in what way, if any, is it still right to talk of “Great” Britain. *3 credits*

**HIST 3254 (CORE 3424) Early Modern Ireland**

This course examines the political, social, economic, and cultural history of Ireland from the Tudor and Stuart period until the Act of Union of 1800, concentrating on national identity, colonialism, religion, and war. Seton Hall’s rich archival resources in Irish history—in particular the world-famous MacManus Collection—will be used to supplement the work of the classroom. *3 credits*

**HIST 3256 History of Imperial Russia**

Historical legacy of the Russian imperial period from the reign of Peter the Great to Russia’s entry into World War I. *3 credits*

**HIST 3257 East Central Europe**

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

**HIST 3258 The Eurasian Frontier in Russian History**

Focusing on a series of regional and historical episodes, the course examines the process of Russian imperial expansion from the 16th century up to the time of the Russian revolution, the peoples caught up in the empire and the ways in which experience of empire was reflected back into Russian culture. *3 credits*

**HIST 3264 (CAST 3264/CORE 3425) Modern Ireland**

This course examines the political, cultural, economic, social, and religious history of Ireland from the act of Union (1800) to the present day. In particular, it seeks to explain the competing Irish identities that have shaped the troubled history of the country in the last two centuries. Seton Hall's rich archival resources in Irish history—in particular the world-famous MacManus Collection—will be used to supplement the work of the classroom. *3 credits*

**HIST 3265 History of Germany, 1848 to Present**

Comprehensive survey of Germany beginning with its political and economic modernization, through the world wars of the 20th century to the present. *3 credits*

**HIST 3266 History of 20th Century Russia**

Russia since 1917. *3 credits*

**HIST 3276 The Transformation of Russia, 1894-1932**

Russia's development from a traditional agrarian society under the Tsars to a major industrialized power under totalitarian rule. *3 credits*

**HIST 3278 (CORE 3428) The World of Anna Karenina**

Leo Tolstoy's *Anna Karenina* is an epic tale of passion, intrigue, betrayal and redemption. It is also a penetrating and encyclopedic portrayal of Russian life in the period following the Great Reforms of the 1860s. This course uses *Anna Karenina* as the starting point for a multifaceted investigation of nineteenth century Russian history and culture. *3 credits*

**HIST 4251-4252 Colloquium in European History**

This course is an intensive investigation of the literature in a specific area of European history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

**HIST 4280-4283 Trip Abroad to Europe**

The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historic sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course and to participate in discussions. *3 credits each*

**HIST 4290-4293 Topics in European History**

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

**African, Asian, Latin American, Middle Eastern History****HIST 3420 (AFAM 3420/CORE 3434/LALS 3420)****Religion and Society in Early Latin America**

Explores the ways in which religious ideas and practices have shaped political, social, cultural and economic experiences in the region of Latin America from the 16th through the 18th

centuries. *3 credits*

**HIST 3430 (LALS 3430) Women and Gender in Latin America**

Students will examine the historical experiences of women and the ways in which people in Latin America have defined gender differences in society, politics, culture, and the economy from the 16th through the 20th centuries. *3 credits*

**HIST 3450 (CORE 3437/LALS 3450) Race and Nation in Latin America**

An exploration of the interrelated ways in which race and nation have been defined in Latin America from the sixteenth through the twentieth century. The course traces both historical differences and links between understandings of race and nation across the hemisphere and between peoples and movements that challenge racial and national paradigms. *3 credits*

**HIST 3468 (AFAM 3211) Caribbean History**

This course is designed to introduce students to the historiography of the Caribbean from the period of European conquest to the present. Focusing on the economic, political and social conditions of the regions, the course will examine the region's common history of slavery, migration, immigration, dependence and independence. Additionally, in the context of the Caribbean as New World, the course will examine the role/presence of the US in the Caribbean and the effects of globalization on/and the world market economy. Further topics that will be explored in this course are gender, race, class, ethnicity and nationality. *3 credits*

**HIST 3520 The Ottoman Empire**

A survey of the history of Ottoman Empire, from 1300 to 1918, focusing on its political, economic and cultural legacy. *3 credits*

**HIST 3521 History of Modern Turkey**

A survey of modern Turkish history from 1918 to present, focusing on the political, economic and cultural life of the first experiment in democratic nation state in the Middle East. *3 credits*

**HIST 3530 History of Iran**

A survey of Iranian history examining the political, economic and cultural legacy of the region, starting with the 15th century Mongol invasion of the Iranian plateau to the present. *3 credits*

**HIST 3554 (AFAM 2219) History of North Africa**

Topics in North African history: the pre-Arab era, Arabization and Islamization; Ottoman rule, North Africa since the Napoleonic invasion. *3 credits*

**HIST 3561 (AFAM 2222) 20th Century Africa**

Evolution of Africa from dependent colonial status to sovereign states in the international political arena, and the role and impact of these states on world global politics. *3 credits*

**HIST 3621 (ASIA 3127) History of Traditional China**

For description, see ASIA 3127. *3 credits*

**HIST 3622 (ASIA 3129) History of Traditional Japan**

For description, see ASIA 3129. *3 credits*



**HIST 3651 (ASIA 3128) History of Modern China**

For description, see ASIA 3128. *3 credits*

**HIST 3652 (ASIA 3130) History of Modern Japan**

For description, see ASIA 3130. *3 credits*

**HIST 4451-4453 Colloquium in Latin American History**

This course is an intensive investigation of the literature in a specific area of Latin American history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

**HIST 4480 Trip Abroad to Latin America**

The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historic sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course and to participate in discussions. *3 credits*

**HIST 4490 Topics in Latin American History**

To be set by instructors (Formally HIST 2490). *3 credits*

**HIST 4551-4553 Colloquium in African History**

This course is an intensive investigation of the literature in a specific area of African history. The topic for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduces them to various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

**HIST 4580 Trip Abroad to Africa**

The specific destination will vary, but all trips will be led by one or more faculty members who will emphasize the history of the area and country visited. Included will be visits to historical sites and museums, with readings and lectures on related topics. Students are required to write a paper for the course, and to participate in discussions. *3 credits*

**HIST 4651-4653 Colloquium in Asian History**

This course is an intensive investigation of the literature in a specific area of Asian history. The topics for the course will vary from semester to semester. It is a discussion-based course in which students will practice the skills of critical reading and close analysis of historical evidence, research, writing, and argumentation. It is designed to enrich students' understanding of the nature of the historical discipline and introduce them to the various ways in which historians have interpreted a specific historical period, event, or theme. *3 credits each*

**Geography****GEOG 1111 (ENVL 1111) Fundamentals of Geography**

Geography as a periodic relationship between the physical environment and life. Elements of the natural environment and their influences on human cultural activities. *3 credits*

**Department of Languages, Literatures and Cultures**

Fahy Hall (973) 761-9464

[www.shu.edu/academics/artsci/languages-literatures-cultures](http://www.shu.edu/academics/artsci/languages-literatures-cultures)

**Faculty:** Álvarez-Amell (*Chair*); Bénéteau (*Director, Italian Studies*); Booth (*Director, Classical Studies*); Chen (*Director of Graduate Studies*); Danvers; Escobar (*Director, Latin American and Latino/Latina Studies*); López-Cortina; Mascio (*Director, Undergraduate Studies*); Mullen-Hohl (*Director, French Language*); Osuka (*Director, Asian Studies Undergraduate Program*); Pennington; Prieto; Rice; Rivera-Cordero; Rodriguez; Romani (*Director, Alberto Institute*); Yacoubi (*Co-Director, Middle Eastern Studies*); Zalacain-Consejero (*Director, Spanish Language*)

**Senior Faculty Associate:** Kuchta (*Director, Russian Language*)

**Faculty Emeriti:** Blakeley; Brown; Jovicevich; Kikuoka; Leung; Ma; Miller; Prisco; Sales, Jr; Sarkanich; Yang

The Department of Languages, Literatures and Cultures comprises the following fields of study: Africana Studies, Asian Studies, Classical Studies, Latin American and Latino/Latina Studies, and Modern Languages.

**Africana Studies****Asian Studies**

- Chinese
- Japanese

**Classical Studies**

- Ancient Greek
- Classical Culture
- Classical Languages
- Latin

**Latin American and Latino/Latina Studies****Modern Languages****Majors**

- French
- Italian
- Spanish
- Modern Languages

**Minors**

- Arabic
- French
- German

- Italian
- Russian
- Spanish

### The LLC Global Learning Center

The LLC Global Learning Center in the College of Arts and Sciences is committed to facilitating a teaching and learning environment where students, faculty and staff have the opportunity to explore language and culture in a technology-enhanced setting. Language learners will find computer workstations with headphones and language learning software, as well as reference books, publications and foreign language films for the following languages: Arabic, Chinese, Japanese, Russian, French, Spanish, German and Italian. The LLC Global Learning Center also provides information on assessment and placement exams, as well as careers for language learners. For information, visit Fahy Hall Room 202, e-mail [lrc@shu.edu](mailto:lrc@shu.edu), or call (973) 761-9457.

## Africana Studies

[www.shu.edu/academics/artsci/ba-africana-diaspora-studies](http://www.shu.edu/academics/artsci/ba-africana-diaspora-studies)

**Faculty and Affiliated Faculty:** Akonor (Political Science); Alexander (English; Director of Africana Studies); Green (History); Heer (Social Work); Matusevich (History); Mott (Political Science); Pritchett (Freshman Studies); Schultz (History); Togman (Political Science);

The Department of Languages, Literatures and Cultures offers a program leading to the degree of Bachelor of Arts with a major in Africana Studies, as well as a minor in Africana Studies.

The Africana Studies curriculum critically analyzes the historical and contemporary experiences of people of African descent in the United States, Africa, the Americas, Europe, and wherever communities of African descended people have emerged. The department utilizes multidisciplinary faculty and community-based expertise to prepare students to become servant leaders by fostering a commitment to rigorous intellectual inquiry and the movement for racial justice and equality. The program's commitment to academic excellence and social responsibility is reflected in the balanced emphasis on traditional scholarship as well as experiential and co-curricular activities, such as guest lectures, internships, study abroad trips and community activism.

Depending on their preferences, graduates are prepared to work in social and educational institutions and agencies, government, business or the arts, libraries, museums, communication and other related areas. They are fully prepared to take advantage of graduate training in Black studies, the social and behavioral sciences, the arts, humanities and the professions.

The Department of Languages, Literatures and Cultures encourages serious scholarship committed to social change and obtaining human rights. Through the study of the unique history, society and life of Black people, the department

encourages active participation in the struggle for social justice and freedom for Black people and thus for all peoples.

Since 1970 and prior to joining the Department of Languages, Literatures and Cultures, the Department of Africana Studies has been a community of scholars founded on and rooted in the emerging discipline of Africana Studies. It is based on several sources, including the Black Intellectual Tradition, the traditional academic disciplines, and the insights and lessons of the historic struggle against racism and for social justice.

## Major Program in Africana Studies

To attain the Bachelor of Arts degree, students must complete the Core Curriculum of the College of Arts and Sciences, the major requirements and free electives to total 120 credits. Upon completion of work for the degree, students must have a minimum cumulative GPA of 2.0. Each student will be assigned a faculty adviser who will assist in planning a four-year program.

### Major Requirements

#### I. Required Courses (30 Credits)

AFAM 1111 Introduction to Africana Studies  
 AFAM 1201 (HIST 1501) History of Africa I  
 AFAM 1202 (HIST 1502) History of Africa II  
 AFAM 1213 (HIST 2375) African-American History I  
 AFAM 1214 (HIST 2376) African-American History II  
 AFAM 2410 (ENGL 3618) Africana Literature  
 AFAM 2910 (SOCI 2910) Research Methods  
 AFAM 3311 Public Institutions and the African-American  
 AFAM Culture/Art/Music Elective (see list below)  
 AFAM 5111 Senior Seminar

#### II. Electives (12 Credits)

Students must complete three courses (9 credits) from either the History and Literature Track or the Social Science Track. See course listings below.

One additional AFAM elective (3 credits)

**Total Credits for Major: 42**

#### Electives:

##### History and Literature Track

AFAM 2212 (HIST 3364/POLS 2312) History/Civil Rights Movement  
 AFAM 2213 (POLS 2311) Black Nationalism  
 AFAM 2216 (HIST 3552) History/West Africa  
 AFAM 2217 (HIST 3553) History/East and Central Africa  
 AFAM 2218 (HIST 3551) History/Southern Africa  
 AFAM 2219 (HIST 3554) History/North Africa  
 AFAM 2221 Pre-Colonial Africa  
 AFAM 2222 (HIST 3561) 20th Century Africa  
 AFAM 2332 African Diasporas in U.S.  
 AFAM 2411 (ENGL 3613) Early African American Literature  
 AFAM 2412 (ENGL 3614) Modern African American Literature  
 AFAM 2413 (ENGL 3617) Literature of the Harlem Renaissance

AFAM 2418 (ENGL 3616) Contemporary African Literature  
 AFAM 2420 (ENGL 3615) Major Authors in African  
 American Literature  
 AFAM 3211 (HIST 3468) Caribbean History  
 AFAM 3411 Caribbean Literature  
 AFAM 3450 Race and Nation in Latin America

#### **Social Science Track**

AFAM 1518 (SOWK 1314) Social Work and the Law  
 AFAM 2214 History of Black Education  
 AFAM 3311 Public Institutions and the African American  
 AFAM 2312 (POLS 2615) African Politics  
 AFAM 2313 (POLS 2313) Black Politics  
 AFAM 2319 American Foreign Policy in Africa  
 AFAM 2321 Community Health  
 AFAM 2322 Teaching the Black Experience  
 AFAM 2323 Black Business Development  
 AFAM 2325 Political Economy of Racism  
 AFAM 2326 (POLS 2326) Development and Democracy in  
 Africa  
 AFAM 2327 (POLS 2327/SOWK 2327) Organizing  
 Grassroots Communities  
 AFAM 2328 (SOCL 2511) Race, Ethnicity and Aging  
 AFAM 2331 (ANTH 2331) Peoples and Cultures/Africa  
 AFAM 2332 African Diasporas in U.S.  
 AFAM 2333 (POLS 2333) Africa and the Global Political  
 Economy  
 AFAM 2614 Psychology of the Black Experience  
 AFAM 2617 (WMST 2317) The Black Man and Woman  
 AFAM 2618 (SOCL 2618) The Black Family  
 AFAM 2633 The Black Child  
 AFAM 3312 Advance Seminar in Gerontology  
 AFAM 3314 Psychological Testing and the Black Population  
 AFAM 3315 Dr. Martin Luther King Jr. Honors Seminar  
 AFAM 3316 Intellectual Traditions of the Global African  
 Experience  
 AFAM 3329 Racism in Education

#### **Culture/Art/Music Electives**

AFAM 1513 Gospel Choir I (1 credit)  
 AFAM 1514 Gospel Choir II (1 credit)  
 AFAM 2330 (COJR 2330) Mass Media and Minorities  
 AFAM 2331 (ANTH 2331) Peoples and Cultures/Africa  
 AFAM 2332 African Diasporas in U.S.  
 AFAM 2515 (RELS 2419) African Religions  
 AFAM 2516 African Cultural Philosophy  
 AFAM 2517 (RELS 2261) The Black Church  
 AFAM 2521 Performing Arts  
 AFAM 2522 African American Dance I  
 AFAM 2523 African American Dance II  
 AFAM 2524 African American Experience in Music  
 AFAM 2529 (ARTH 5009) African American Art  
 AFAM 3315 Dr. Martin Luther King Jr. Honors Seminar

#### **Additional Electives**

AFAM 2181 Topics: African American Studies  
 AFAM 2182 Topics: Africana Studies  
 AFAM 3181 Topics in African American Studies

AFAM 3182 Topics in Africana Studies  
 AFAM 3190 Independent Study (1 credit)  
 AFAM 3191 Independent Study (3 credits)  
 AFAM 3195 Independent Study (2 credits)  
 AFAM 3820 Study Abroad in the Caribbean  
 AFAM 3821 Study Abroad in Africa  
 AFAM 3832 Community Research Internship and Seminar (6  
 credits)  
 AFAM 3833 Practical Orientation in Inner-City  
 Neighborhood Life (6 credits)

#### **Minor Program in Africana Studies**

##### **Required Courses: (15 Credits)**

AFAM 1111 Introduction to Africana Studies  
 AFAM 1201-1202 History of African Civilization I-II  
 (HIST 1501-1502)  
 AFAM 1213-1214 African American History I-II  
 (HIST 2375-2376)

##### **Elective Courses: (6 Credits)**

Two AFAM electives in one of the following two tracks:

- A. History and Literature Track (but no additional history courses)
- B. Social Science Track

**Total: 21**

## **Asian Studies**

[www.shu.edu/academics/artsci/ba-asian-studies/index.cfm](http://www.shu.edu/academics/artsci/ba-asian-studies/index.cfm)

The Department of Languages, Literatures and Cultures offers programs leading to the Bachelor of Arts and Master of Arts degrees in Asian Studies. The Bachelor of Arts program provides students with training in the languages, histories, politics, religions, and cultures of Asia, leading to careers in government, international services, research, teaching and business, as well as to advanced graduate study. The Master of Arts program prepares students to become Asian specialists in many fields, most especially, government and diplomatic services, business, and secondary and tertiary education.

The languages offered by the Asian Studies program are Chinese (Mandarin), Filipino and Japanese. Area courses cover the civilizations and affairs of Asia, with emphasis on China, Japan, India, and Korea.

## **Major Program in Asian Studies**

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 48 credits in Asian Studies.

### **Departmental Requirements**

#### **I. Language Courses**

*24 credits in a single Asian language*

#### **II. Area Courses**

*24 credits in area studies, 12 of which must include the following:*

ASIA 3127 History of Traditional China  
 ASIA 3128 History of Modern China

ASIA 3129	History of Traditional Japan
ASIA 3130	History of Modern Japan
<i>Select 6 credits in social science courses from among the following:</i>	
ASIA 2112	Geography of Asia
ASIA 2114	China in World Affairs
ASIA 3115	Asian Social Life
ASIA 3131	Contemporary Chinese Politics
ASIA 3132	Contemporary Japan and other approved courses

*Select 6 credits in humanities courses from among the following:*

ASIA 1111	Zen and Yoga
ASIA 2101-2102	Asian Literature in English Translation I-II
ASIA 1403	History of Asian Religious Reflections and other approved courses

## Minor Programs in Asian Studies

In addition to meeting the standards and requirements of the College of Arts and Sciences, students minoring in Asian studies must complete a total of 21 credits in the field.

### Track A

#### Required Courses: 9 credits

ASIA 1601	History of Traditional Asia
ASIA 1602	History of Modern Asia
Plus one additional Asian area studies course	

#### Electives

Completion of 12 credits in one Asian language, or 12 credits in Asian Area Studies.

### Track B

Completion of 18 credits in one Asian language and one Asian area studies course (3 credits)

## Classical Studies

[www.shu.edu/academics/artsci/ba-classical-studies/index.cfm](http://www.shu.edu/academics/artsci/ba-classical-studies/index.cfm)

The Department Languages, Literatures and Cultures offers a variety of courses that bring students more fully into contact with the roots of their culture through the Bachelor of Arts in Classical Studies, as well as minors in Greek, Latin, classical languages and classical cultures. Students gain an awareness and appreciation of the continuity of Western thought by studying the historical, literary, linguistic and religious elements of Greece and Rome. The department approaches this study through its two concentrations: language, literature and culture.

Courses in the department are designed not only for classics majors but also for majors in English, history, political science and philosophy, as well as for any students seeking a broader background in the most fundamental and influential writings of the Western world.

Courses in Latin and Greek give students a new understanding of the English and European languages, and

offer direct access to the original texts of ancient poetry, drama, philosophy, history, the New Testament and the writings of the Christian tradition from its origins until modern times. Classical culture courses in English translation offer a broad survey of these literary masterpieces, emphasizing their significance for the modern world as well as for their original cultural context.

### Eta Sigma Phi, the National Classics Honor Society Seton Hall Chapter: Theta Delta

Students who have completed at least one class in the Latin or Greek language and earned a grade of B or higher are encouraged to apply for membership in Eta Sigma Phi. This organization seeks to stimulate interest in classical study, and in the history, art, and literature of ancient Greece and Rome. Eta Sigma Phi holds its annual induction ceremony at the end of the Spring semester.

### Fr. Eugene Cotter Memorial Prize

Named for the longtime Chairman of the Department of Classical Studies, Rev. Eugene J. Cotter (1931-2005), the Fr. Cotter Memorial Prize is awarded annually to an outstanding graduating Classical Studies major.

## Major Program in Classical Studies

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates for the Bachelor of Arts (B.A.) in Classical Studies must complete a minimum of 36 credits in classical studies; at least 18 credits must be in either Latin or Greek. All Classical Studies majors must take Classical Mythology (CLAS 2317) and Capstone in Classical Studies (CLAS 4301). Classical Studies majors must earn a grade of B or higher in CLAS 4301 to earn a degree in Classical Studies.

This program is designed in consultation with a department adviser who may modify the program in view of the student's background and objectives.

## Minor Programs in Classical Studies

<b>I. Latin (18 credits minimum)</b>	<b>Credits</b>
LATN 1101-1102 Elementary Latin I-II	6
LATN 2101-2102 Intermediate Latin I-II	6
LATN 3111-3395 (Choose two)	6

Students entering college with intermediate or advanced competency in Latin may substitute 6-12 credits of advanced Latin for LATN 1101-1102 and/or LATN 2101-2102, per departmental placement. Students may substitute 12 credits in Classical Culture for 6 credits of Latin.

<b>II. Classical Languages (18 credits minimum)</b>	<b>Credits</b>
LATN 1101-1102 Elementary Latin I-II	6
LATN 2101-2102 Intermediate Latin I-II	6
GREK 1205-3395 (Choose two)	6

**III. Ancient Greek (18 credits minimum)**  
Any six courses (18 credits) in ancient Greek, from

Introductory Greek (GREK 1205) to any 3000 level course (e.g. GREK 3253 Plato)

**IV. Classical Culture (18 credits minimum) Credits**

CLAS 2317 (ENGL 3612, ARCH 2317) Classical Mythology 3

Choose five of the following: 15

CLAS 1311 Archaeology of Greece

CLAS 1312 Archaeology of Rome

CLAS 1313 Roots of English: Word Power

CLAS 2302 Greek and Roman Drama

CLAS 2303 Politicians in Antiquity

CLAS 2304 Historians of Greece and Rome

CLAS 2316 Greek and Latin Poetry

CLAS 2318 Classical Myth, Modern Theater and Film

CLAS 2319 Greek Civilization

CLAS 2320 Roman Civilization

CLAS 2322 Women in Antiquity

CLAS 2325 Epics of Greece and Rome

**V. Archaeology (18 credits minimum)**

Course of study designed in cooperation with the Departments of Religion and Sociology/Anthropology. For information, please consult the archaeology program section of this catalogue.

## Latin American and Latino/Latina Studies Program

[www.shu.edu/academics/artsci/ba-latin-american-studies/index.cfm](http://www.shu.edu/academics/artsci/ba-latin-american-studies/index.cfm)

**Faculty and Committee Members:** Alexander (*English*); Alvarez-Amell (*Languages, Literatures and Cultures*); Escobar (*Director, Languages, Literatures and Cultures*); Carr (*Sociology, Anthropology and Social Work*); Goldfrank (*Diplomacy*); Gray (*English*); Medina (*Philosophy*); Pennington (*Languages, Literatures and Cultures*); Prieto (*Languages, Literatures and Cultures*); C. Rodríguez (*Languages, Literatures and Cultures*); Schultz (*History*); Zalacáin (*Languages, Literatures and Cultures*)

Leading to a Bachelor of Arts (B.A.) degree, the major in Latin American and Latino/Latina Studies at Seton Hall University provides students with an interdisciplinary path to study the diversity of Latin American and Latino culture from several angles while mastering essential skills needed in the business world. Students study the Spanish language as well as take courses that explore the breadth and depth of a rich cultural heritage and history of a population whose presence is increasingly being felt throughout the United States. This major is designed to offer students both the analytical and writing skills they need to perform in the business world and the cultural knowledge to better understand our society and be an asset to any business whose focus is Latino or Latin American culture. Our majors are well prepared to compete in private and public sector professions in which a deep understanding of cultural diversity is an asset in our increasingly multicultural society.

The program in Latin American and Latino/Latina Studies (LALS) builds from a core of Spanish language, Latin American history and politics, as well as courses that focus on different aspects of Latin American and Latino culture. All LALS majors may take relevant electives in Africana Studies, philosophy, anthropology, history, Catholic Studies, religion, political science and sociology that have been designed to explore both Latin American cultural paradigms and Latino immigration and culture in the United States. Students may also take courses designed specifically for bilingual/heritage speakers as well as business Spanish and English/Spanish translation.

## Major Program in Latin American and Latino/Latina Studies

### Introductory Courses (6 credits):

*\*May be taken in any sequence*

LALS 1001 Introduction to Latin American Studies

LALS 1002 Introduction to Latino/Latina Studies

### Two advanced Spanish courses above the College of Arts and Sciences Core Requirement.

*Choose from the following (6 credits):*

SPAN 3001-3002 Advanced Spanish I-II

SPAN 3011 Applied Spanish Conversation

SPAN 3021 Business Spanish: Correspondence

SPAN 3101-3102 Advanced Spanish for Native Speakers I-II

SPAN 3302 Spanish-American Civilization

SPAN 3311 Issues in Latin American Popular Culture

SPAN 3321/

LALS 3325 Mexico: Myths, Legends, and Stories

SPAN 3402 Introduction to Hispanic Literary Studies

SPAN 4461 Spanish-American Narrative I

SPAN 4462 Spanish-American Narrative II

SPAN 4463 Spanish-American Theatre

SPAN 4465 Spanish-American Essay

SPAN 4466 Spanish-American Poetry

SPAN 4471 Spanish Literature of the Caribbean

### Choose two courses from the following (6 credits):

LALS 1401/HIST 1401 History of Latin America I

LALS 1402/HIST 1402 History of Latin America II

LALS 3319/SPAN 3319 Traditions and Cultures - Issues in Latin American Popular Culture

LALS 3401/SPAN 3491/ENGL 3404 U.S. Latina/Latino Literature

### Capstone Experience - 2 course sequence (6 credits):

LALS 5011 Individualized Guided Research

LALS 5012 Internship

LALS 5013 Study Abroad

LALS 5020 Capstone Seminar (required for all students)

### Elective Courses (15 credits):

Students may complete 12 credits in either the Humanities Track or the Social Science Track. The final 3 credits are a "free elective" course that may be selected from either track or by selecting any other Latin American and Latino/Latina

Studies course listed.

**Humanities Track:**

- HIST 3374 The Immigrant in American Life  
 HIST 4490/LALS 4101 Topics in Latin American History  
 LALS 3100-3110 Special Topics in LALS  
 LALS 3430/HIST3430/WMST3430 Women and Gender in Latin America  
 LALS 3450/HIST3450/AFAM3450/CORE3437 Race and Nation in Latin America  
 LALS 4100-4110 Special Topics in LALS  
 SPAN 3011 Conversational Spanish I  
 SPAN 3601 Spanish and Latin American Cinema

**Social Science Track:**

- ANTH 2243 Peoples and Cultures of Latin America  
 ANTH 2412 Anthropology of Religion  
 CAST 3397 Latin American Catholicism  
 DIPL 4803 Politics and Society in Latin America and the Caribbean  
 SOCI 2513/WMST 2513 Social Inequalities  
 SOCI 2515 Majority-Minority Relations  
 SOCI 2713 Politics and Society  
 SOCI 2910 Research Methods in the Social Sciences  
 SOCI 3816 West African Derived Religions in Latin America  
 LALS 3100-3110 Special Topics in LALS Studies  
 LALS 4100-4110 Special Topics in LALS Studies  
 Or any other LALS course offered.

**Total: 39**

## Minor Program in Latin American and Latino/Latina Studies

**Introductory Courses (6 credits)**

*\*May be taken in any sequence*

- LALS 1001 Introduction to Latin American Studies  
 LALS 1002 Introduction to Latino/Latina Studies

**One advanced Spanish course above the Arts and Sciences**

*Core Requirement (3 credits):*

- SPAN 3001-3002 Advanced Spanish I-II  
 SPAN 3012 Applied Spanish Conversation  
 SPAN 3021 Business Spanish: Correspondence  
 SPAN 3101-3102 Advanced Spanish for Native Speakers I-II  
 SPAN 3302 Spanish-American Civilization  
 SPAN 3319 Issues in Latin American Popular Culture  
 SPAN 3325/  
 LALS 3325 Mexico: Myths, Legends, and Stories  
 SPAN 3402 Introduction to Hispanic Literary Studies  
 SPAN 4461 Spanish-American Narrative I  
 SPAN 4462 Spanish-American Narrative II  
 SPAN 4463 Spanish-American Theatre  
 SPAN 4465 Spanish-American Essay  
 SPAN 4466 Spanish-American Poetry  
 SPAN 4471 Spanish Literature of the Caribbean

*Students who begin the minor at a beginner level of Spanish language may apply to the Department of Languages,*

*Literatures and Cultures for exemption from the advanced language requirement, although the number of required credits will remain the same.*

**Select two of the following (6 credits):**

- LALS 1401/HIST 1401 History of Latin America I  
 LALS 1402/HIST 1402 History of Latin America II  
 LALS 3319/SPAN 3319 Traditions and Cultures - Issues in Latin American Popular Culture  
 LALS 3324/SPAN 3324 Classics of Latin American Literature in Translation  
 LALS 3401//ENGL 3404 U.S. Latina/Latino Literature

**Elective course (3 credits):**

- ANTH 2243 Peoples & Cultures of Latin America  
 ANTH 2412 Anthropology of Religion  
 CAST 3397 Latin American Catholicism  
 DIPL 4803 Politics and Society in Latin America and the Caribbean  
 HIST 2490 Topics in Latin American History  
 LALS 3100-3110 Special Topics in LALS  
 LALS 3430/HIST3430/WMST3430 Women and Gender in Latin America  
 LALS 3450/HIST3450/AFAM3450/CORE3437 Race and Nation in Latin America  
 LALS 4100-4110 Special Topics in LALS  
 Or any other LALS course offered.  
 SOCI 2513/WMST 2513 Social Inequalities  
 SOCI 2515 Majority-Minority Relations  
 SOCI 2713 Politics and Society  
 SOCI 2910 Research Methods in the Social Sciences  
 SOCI 3816 West African Derived Religions in Latin America  
 SPAN 2711 Spanish and Latin American Cinema

**Total: 18**

## Modern Languages

[www.shu.edu/academics/artsci/ba-modern-languages/index.cfm](http://www.shu.edu/academics/artsci/ba-modern-languages/index.cfm)

The Modern Languages program of the Department of Languages, Literatures and Cultures offers programs of study in Arabic, French, German, Italian, Russian and Spanish, leading to the degree of Bachelor of Arts. Students are strongly encouraged to attend our Summer study abroad programs: For Italian, at the Italiaidea Language School in Rome, Italy; for French, at the Sorbonne, in Paris, France; and for Spanish at the University of Alicante, in Alicante, Spain. Semester and year-long programs can be arranged through the Office of International Programs.

Incoming freshmen will have the opportunity to take an online placement test in the foreign language they wish to study. Other students may take a similar test through the Language Resource Center for a language that they have previously studied.

The department offers primary majors in French, Italian, Spanish, or in modern languages (a combination of two of the

following languages: Arabic, French, German, Italian, Russian, or Spanish). Students in each of the majors are required to complete 42 credits in courses above the elementary level. Students beginning their major at a level higher than intermediate or advanced may waive three or six credits with the permission of the department. Those majoring in modern languages will complete 24 credits in a major language and 18 in a secondary language, all credits above the elementary level. Education majors whose concentration is French or Spanish are required to complete 42 credits above the elementary level; education majors concentrating in Italian need 36 credits above the elementary level. The department also offers secondary majors. Students who elect to have French, Italian or Spanish as a secondary major will complete 36 credits in courses above the elementary level. Students who elect modern languages as a secondary major have the same requirements as in a primary major, 24 credits in a major language and 18 credits in a secondary language.

### Major Programs in Modern Languages

The sequence of courses for a primary major in Italian language is as follows:

Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	12
<b>Total 36</b>	

The sequence of courses for a primary major in French or Spanish language is as follows:

Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	18
<b>Total 42</b>	

or

The sequence for Heritage learners of Spanish is as follows:

SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in, film, special topics, civilization, business or literature.	12
<b>Total 42</b>	

The sequence of courses for a major in Modern Languages, a combination of any two of the following languages: Arabic, French, German, Italian, Russian, or Spanish, is as follows:

<b>Language A</b>	<b>Credits</b>
Intermediate I-II (courses numbered 2001-2002)	6

Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	12

or

The sequence for Heritage learners of Spanish is as follows:

SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in film, special topics, civilization, business or literature.	12

#### Language B

Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	12
<b>Total 42</b>	

or

The sequence for Heritage learners of Spanish is as follows:

SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in, film, special topics, civilization, business or literature.	12
<b>Total 42</b>	

*\*It is possible, with special permission of the department and the Dean, to major in Modern Languages with 24 credits in French, German, Italian, Russian or Spanish, and 18 in languages taught in the Asian Studies Program (Chinese and Japanese), or the Classical Studies Program (Latin and Greek).*

**Secondary Major:** The department also offers secondary majors in French, Italian, or Spanish. Students in each of the secondary majors are required to complete 36 credits in courses above the elementary level. (The requirements for a secondary major in modern languages are the same as for the primary major, 42 credits in courses above the elementary level).

The sequence of courses for a secondary major in French, Italian or Spanish is as follows:

Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses numbered 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in conversation, film, special topics, civilization, business or literature.	12
<b>Total 36</b>	

or

The sequence for Heritage learners of Spanish is as follows:

<b>Credits</b>	
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SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in, film, special topics, civilization, business or literature.	24

**Total 36**

## Minor Programs in Modern Languages

The department offers minors in Arabic, French, German, Italian, Russian, or Spanish. 18 credits above the elementary level in either language are required to complete a minor. The sequence of courses for a minor is as follows:

	Credits
Intermediate I-II (courses numbered 2001-2002)	6
Advanced I-II (courses 3001-3002)	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in, conversation, film, special topics, civilization, business or literature.	6

**Total 18**

or

The sequence for Heritage learners of Spanish is as follows:

	Credits
SPAN 2103-2104 Intermediate Spanish for Hispanics	6
SPAN 3101-3102 Advanced Spanish for Native Speakers	6
Language, culture, or literature electives above the advanced level: Students may choose from courses in film, special topics, civilization, business or literature.	6

**Total 18**

or

The sequence for Arabic is as follows:

	Credits
ARAB 2101-2102 Intermediate Modern Standard Arabic	6
ARAB 3101-3102 Advanced Modern Standard Arabic	6
Language, culture or literature electives above the advanced level	6

**Total 18**

Students may choose two courses from the following electives: HIST, 1551, 1552, 3520, 3521, 3530, 3554; RELS 2415, 2416, 3434; POLS 2711.

*\*Students beginning their minor at a level higher than intermediate or advanced may satisfy the minor requirements with 18 credits in language, culture, or literature electives above the advanced level. Students may choose from courses in conversation, film, special topics, civilization, business or literature.*

*\*Please Note: Greek and Latin courses can be found under the Classical Studies Program.*

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

## Course Descriptions

### Africana Studies

#### AFAM 1111 Introduction to Africana Studies

Answers the questions: What has been the content of the Black experience and how has it changed over time? The economic, cultural, political and religious experiences of African-Americans are examined in traditional Africa, during slavery, after slavery in the rural South and in the present period of urban living. *3 credits*

#### AFAM 1201 (HIST 1501) History of Africa I

Emphasizes independent developments in African civilization and the impact those developments have had on human progress. *3 credits*

#### AFAM 1202 (HIST 1502) History of Africa II

Study of the traditional peoples and cultures; survey of contacts between Africa and the outside world with emphasis on colonialism, decolonization and the independence era. *3 credits*

#### AFAM 1213 (HIST 2375) African American History I

Interaction between Black and White society in the United States and the nature of Black society and culture to 1865. *3 credits*

#### AFAM 1214 (HIST 2376) African American History II

Continuation of AFAM 1213 from 1865 to post World War II. *3 credits*

#### AFAM 1513-1514 Gospel Choir I & II

From ideas to performance, using various musical forms drawn from traditional Black music. *1 credit each*

#### AFAM 1518 (SOWK 1314) Social Work and the Law

Examines the interaction of the disciplines of law and social work, as well as interactions between lawyers and social workers and the relationship of ethics and law. *3 credits*

#### AFAM 2181 Topics in African American Studies

Selected topics in African American Studies chosen by the instructor. *3 credits*

#### AFAM 2182 Topics in Africana Studies

Selected topics in Africana Studies chosen by the instructor. *3 credits*

#### AFAM 2212 (HIST 3364, POLS 2312) History of the Civil Rights Movement

Review of major events and campaigns. The decade 1955-65 represents the temporal focus of the course, but the movement's 20th century antecedents and the period between



1965-68 are discussed; the period within which the movement was broadened in international perspective and transformed into a struggle for human rights. Goals and objectives of the struggle and the movement's impact on American society are identified and evaluated. *3 credits*

**AFAM 2213 (POLS 2311) Black Nationalism**

Examines the philosophy of Black nationalism as it appears in the writings and speeches of major leadership figures in the African- American community in the 19th and 20th centuries. The nationalism of Martin R. Delany, Alexander Crummell, Edward Wilmot Blyden, Bishop Henry McMeal Turner, Booker T. Washington, W.E.B. Dubois, Marcus Garvey, Honorable Elijah Muhammad and Malcolm X is covered. *3 credits*

**AFAM 2214 History of Black Education**

History of Black education from its origins in Timbuktu, Egypt and Ethiopia. Impact on Western civilization. Black colleges and universities; the Black student on the White campus. The Black scholar and the community; contributions of Black scholars to general knowledge. The myth of Black intellectual inferiority. Role of education in American society; educational innovation and improvement. Proposes models for urban education and its institutions, community involvement and community control. Preschool programs. Liberation schools. *3 credits*

**AFAM 2216 (HIST 3552) History of Western Africa**

In-depth study of the primary forces that have shaped the political, cultural and social development of the area. *3 credits*

**AFAM 2217 (HIST 3553) History of East and Central Africa**

In-depth study of both the internal and external factors that have helped to shape the history of the area. *3 credits*

**AFAM 2218 (HIST 3551) History of Southern Africa**

In-depth study of the historical development of African and European societies in Southern Africa. Special emphasis on the beginnings and growth of White settlements and the evolution and de jure institutionalization of apartheid. *3 credits*

**AFAM 2219 (HIST 3554) History of North Africa**

Topics in North African History include pre-Arabia; Arabization and Islamization; Ottoman rule; North Africa since the Napoleonic invasion. *3 credits*

**AFAM 2221 Pre-Colonial Africa**

Exploration of the major intellectual, philosophical, religious, political, social, cultural and historical currents in the development of Africa from prehistory to c. 1800. *3 credits*

**AFAM 2222 (HIST 3561) 20th Century Africa**

Evolution of Africa from dependent colonial status to sovereign states in the international political arena, and the role and impact of these states on world global politics. *3 credits*

**AFAM 2312 (POLS 2615) African Politics**

An African-centered political system course. The salient economic, social and political variables involved with discussion of specific experiences. Examination of traditional

background, colonial experience and post-independence era. *3 credits*

**AFAM 2313 (POLS 2313) Black Politics**

Analytical study of the impact of black participation in American political institutions and their responsiveness to the political demands of the Black community. *3 credits*

**AFAM 2617 (WMST 2317) The Black Man and Woman**

Analysis of historical and sociological perspectives of the Black man and woman as separate entities and as partners. Primary focus on the African-American experience. Myths and misconceptions. Contemporary issues: projects for the future. (Formerly AFAM 2317). *3 credits*

**AFAM 2319 American Foreign Policy in Africa**

Historical development of American foreign policy in Africa. Analysis of the institutions and political and economic forces that shaped policy toward African countries and Africa's response to American foreign policy. *3 credits*

**AFAM 2321 Community Health**

An interdisciplinary and comprehensive analysis of the special health problems and status of African-Americans and other ethnic populations. The state of health affairs for all ethnic and immigrant populations of the Africana Diaspora, and particularly African-Americans is especially precarious. The epidemiology of chronic disease, within these populations, will be researched. Programs to address the excessive differential in the health status of the African-American community with that of other ethnicities will be reviewed. Innovative national strategies and community-based programs will be examined. *3 credits*

**AFAM 2322 Teaching the Black Experience**

Focuses on the methods of teaching the salient facts of the Black experience to primary school children. Includes field visits and classroom observations in inner-city traditional and alternative schools. *3 credits*

**AFAM 2323 Black Business Development**

A survey of the philosophy and techniques for the economic development of urban environments and urban entrepreneurs. A history of the achievements and contributions of African Americans in business is developed. *3 credits*

**AFAM 2325 Political Economy of Racism**

Analysis of the anatomy of contemporary racism in the U.S. Examination of the socioeconomic structure, especially in the urban setting, as the dynamic creating and recreating institutional racism. *3 credits*

**AFAM 2326 (POLS 2326) Development and Democracy in Africa**

Materialist analysis of problems associated with underdevelopment in Africa. Origin and evolution of the "anatomy" of underdevelopment through the concept of "structured dependence." Investigation of trade, colonialization, foreign ownership of means of production and dependence on the world market. Examination of alternative development strategies, including socialist planning. *3 credits*

**AFAM 2327 (POLS 2327/SOWK 2327) Organizing**

**Grassroots Communities**

Methods of organizing Black communities to alter the responsiveness of institutions, assume control of them, or replace them. Heavy emphasis on the theories of power, politics and community control along with practical examples. *3 credits*

**AFAM 2328 (SOCI 2511) Race, Ethnicity and Aging**

Examination of the “cultural difference” in the process of aging and its influence on resultant behavior patterns. Emphasis on comparison of traditional theories of aging with new data produced from an analysis of the “ethnic” variable. Topics include historical perspectives, demography, research methodology, theoretical orientations, social intervention and socioeconomic living circumstances. *3 credits*

**AFAM 2330 (COJR 2330) Mass Media and Minorities**

Study of mass media from a Black perspective. Covers a broad outline of the history of media and its developments, paralleling Black media and White media, and the impact each has had on the other and the institutions of our society. *3 credits*

**AFAM 2331 (ANTH 2331) People and Cultures of Africa**

Social and material cultures of Africa through time, emphasizing the unity and diversity of the continent and its people. *3 credits*

**AFAM 2332 Africana Diaspora in the U.S.**

This course will examine the African Diasporas in the United States in the post World War II era. It will, however, briefly examine immigration from the Caribbean in the early 20th century. It will examine the new wave of immigration of blacks to the U.S. from Africa, the Caribbean and the rest of the World after the passage of less strict immigration laws in the 1960s. How did this new immigration of blacks change relations between the overall black population and the rest of the country? What are relationships like between the various black ethnic groups? What are their religious, social and political conditions? What kinds of relationships have they maintain with their home countries? What roles are the new Black immigrant groups in the country playing in the relationships between African Americans and the people in their home countries? *3 credits*

**AFAM 2333 (POLS 2333) Africa and the Global Political Economy**

This course will entail a critical assessment of the Africa’s position internationally, and of the challenges, as well as the opportunities, to African countries from current global economic and political phenomena. The purpose of this course is to analyze the foreign policy relations of African States, in light of their position in the global division of labor and their political, economic and ideological attributes. *3 credits*

**AFAM 2410 (ENGL 3618) Africana Literature**

This is an introductory level survey course that explores the social, cultural, and political factors that shaped the Black literary experience in the Americas, Africa and the Caribbean. Examining the work (poetry, prose, plays, and short stories) of contemporary mainland and diasporic authors, this course will

be studied by major themes, some of which include post/colonial struggles, neo-colonialism, African and New World religions, culture (clash), race and racism, gender, materialism and spirituality. *3 credits*

**AFAM 2411 (ENGL 3613) Early African American Literature**

Survey of the major developments in Black literature since the 19th century. Literature in view of social, political and cultural movements of African-Americans. Comparisons with some works of Africans throughout the diaspora. *3 credits*

**AFAM 2412 (ENGL 3614) Modern African American Literature**

Black writings involved with social protest and as an outgrowth of social change. The Black writer as an outgrowth of social change, and as a “mover,” directing himself to his own community. Richard Wright to Imamu Baraka and contemporary neo-African and pan-African writers. *3 credits*

**AFAM 2413 (ENGL 3617) Literature of the Harlem Renaissance**

Harlem Renaissance (1920-40): the emergence of the “New Negro” and the impact of this concept on Black literature, art and music. Literary movements shaped by Claude McKay, Countee Cullen, Langston Hughes and Jean Toomer compared to American writers of the “lost generation.” Special emphasis on new themes and forms developed by the Harlem Renaissance writers. *3 credits*

**AFAM 2418 (ENGL 3616) Contemporary African Literature**

Introduction to some of the major African novelists and poets, such as Chinua Achebe, Camara Laye and Denis Brutus. Identification of recurring themes and comparisons of various writers’ attitudes toward the themes. *3 credits*

**AFAM 2420 (ENGL 3615) Major Authors in African American Literature**

In-depth study of major African-American literary figures, their lives and major works. *3 credits*

**AFAM 2515 (RELS 2419) African Religions**

Explores the complex nature of the African system of thought concerning God, man, animate and inanimate things, and the meaning of religious experience in African society. The effect of Christianity and Islam on African religious thought. (Formerly AFAM 2415). *3 credits*

**AFAM 2516 African Cultural Philosophy**

A survey of the philosophy and world views of representative Black thinkers and cultures from ancient Africa through the contemporary societies of Africa and its Diaspora. (Formerly AFAM 2416). *3 credits*

**AFAM 2517 (RELS 2261) The Black Church**

A survey of the major institution for religious expression developed by African Americans from its origins in slavery until the contemporary urban period. The social, economic and political role of the Black church as well as its cultural and religious functions are examined. (Formerly AFAM 2417). *3 credits*

**AFAM 2521 Performing Arts**

From ideas to actual performances using music, dance and drama with student participation. (Formerly AFAM 1411). *3 credits*

**AFAM 2522-2523 African American Dance I-II**

Performance course based on the use of space, sense of rhythm, positions and sequence of movements, and general aesthetics associated with the Black experience in dance. (Formerly AFAM 1412-1413). *1 credit*

**AFAM 2524 African American Experience in Music**

Performance/seminar/discussion format analyzing Black music from the historical perspective and as a unique vehicle for cultural expression and human communication, and as a basis for understanding the social and psychological development of the African-American. Requirements include concert attendance and listening assignments. (Formerly AFAM 2414). *3 credits*

**AFAM 2529 (ARTH 2109) African American Art**

Overview of African American material culture and visual arts from colonial times to the present, including painting, printmaking, photography and sculpture. Close analysis of visual representations will go hand in hand with a discussion of key texts in art history and critical theory. Topics include the effects of patronage, the influence of class, gender and sexual orientation. Special interest in exploring how transatlantic travel and dislocation affected continuity and transformation in African American art practice and beyond. Regular class attendance, reading, oral participation, and engagement in classroom, museum field and online are essential for successful completion of course. *3 credits*

**AFAM 2614 Psychology of the Black Experience**

Contemporary psychology and White racism. Consequences of being Black. Strengths of the Black community. Alternative psychological models. (Formerly AFAM 2314). *3 credits*

**AFAM 2633 The Black Child**

Critical investigation of factors that condition and determine the physical, mental, emotional and spiritual development of the Black child. Topics include family and community life, education and self-awareness. (Formerly AFAM 2333). *3 credits*

**AFAM 2910 (SOVI 2910) Research Methods**

Advances the student's knowledge of research design issues, statistical and computer applications to the research process. Concentrates more fully on applications of research in organizational settings. Prerequisite: MATH 1203 (Formerly AFAM 1517). *3 credits*

**AFAM 3181 Topics in African American Studies**

Selected topics in African American Studies chosen by the instructor. *3 credits*

**AFAM 3182 Topics in Africana Studies**

Selected topics in Africana Studies chosen by the instructor. *3 credits*

**AFAM 3190 Independent Study**

Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly

AFAM 3390). *1 credit*

**AFAM 3191 Independent Study**

Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly AFAM 3391). *3 credits*

**AFAM 3195 Independent Study**

Independent research under the supervision of the Africana studies faculty. Faculty assigned according to areas. (Formerly AFAM 3395). *2 credits*

**AFAM 3211 (HIST 3468) Caribbean History**

This course is designed to introduce students to the historiography of the Caribbean from the period of European conquest to the present. Focusing on the economic, political and social conditions of the regions, the course will examine the region's common history of slavery, migration, immigration, dependence and independence. Additionally, in the context of the Caribbean as New World, the course will examine the role/presence of the US in the Caribbean and the effects of globalization on/and the world market economy. Further topics that will be explored in this course are gender, race, class, ethnicity and nationality. *3 credits*

**AFAM 3311 Public Institutions and the African American**

Critical examination of public institutions and public policy formation as it impacts on the welfare of the African American community. Examines methods used by professionals, advocates and activists to improve responsiveness of public institutions to the legitimate needs of African Americans. (Formerly AFAM 2311). *3 credits*

**AFAM 3312 Advanced Seminar in Gerontology**

Sharing of perspectives from the different disciplines involved in the gerontology program through small group study, supplemented by discussion in the full seminar. Special topics such as collaboration of staff, community and people served; security and safety; freedom of choice. Research methodology. *3 credits*

**AFAM 3314 Psychological Testing and the Black Population**

General, philosophical, theoretical and practical aspects of Western psychological testing. Specific in-depth discussion to afford the opportunity to comprehend the historical impact of testing in various contexts on African American children. Examination of alternatives to standardized testing of norm references, culture-fair and culture-free procedures. Prerequisite: AFAM 2910. *3 credits*

**AFAM 3315 Martin Luther King Jr. Honors Seminar**

Designed for Martin Luther King Jr. scholars. An exploration of the philosophical development of Martin Luther King Jr. Study of theories of leadership through examination of the history of multicultural leaders in the 19th and 20th centuries. Seminar faculty assist students in development of a research paper relative to seminar topics. *3 credits*

**AFAM 3316 Intellectual Traditions of the Global African Experience**

Study of the tradition of protest thought that has developed in the last century and a half in response to overseas expansion

of Europe. Major emphasis on social theory of African and African American intellectuals such as Fanon, Nkrumah, Cabral, Malcolm X, Marcus Garvy, Martin Luther King Jr. and W.E.B. DuBois. *3 credits*

#### **AFAM 3411 Caribbean Literature**

This course serves as an introduction to the field of Caribbean Literature as it familiarizes students with writers and writings from the Caribbean hemisphere and the Diaspora. It offers an historical and literary investigation of the history and culture of the English, French and Spanish speaking Caribbean and examines past and present political, social, and cultural issues confronting these societies and their immigrant communities in the US. Focusing on the new wave of Caribbean writers, this course traces the coming into being, the birth, growth and development of Caribbean literature. Films and guest lectures augment classroom discussion. *3 credits*

#### **AFAM 3820 Study Abroad in the Caribbean**

This study abroad program in the Caribbean and the Americas will provide students with a unique opportunity to not only familiarize themselves with the literature of the multi-cultural, multi-ethnic, multi-racial Caribbean but it will also allow them to experience first-hand Caribbean and the Americas' culture and people, and provide a snapshot of the region's historical development. Literary (textual) experience will converge with on-site (lived) experience for an interesting and unique mix. Guest lectures by local specialists, in conjunction with visits to historical sites, such as museums and art galleries, will complement the program. For a sampling of the social and cultural make-up of the society, on site research into Caribbean popular culture will be integrated into readings and discussions (Formerly AFAM 3320) *3 credits*

#### **AFAM 3821 Study Abroad in Africa**

This short-term study abroad program in Africa will provide students with a unique opportunity to take a course on African culture, history, and politics in affiliation with select African universities. Through intense cultural immersion students will gain broad knowledge and in-depth understanding of the contemporary African condition. The students will be introduced to the history of the host nation and its path to independence. They will also learn about Africa's struggle against colonialism and the problems of postcolonial development on the continent. Their educational experience will be enhanced through a direct encounter with local culture and the vibrant everyday of a modern African state. (Formerly AFAM 3321) *3 credits*

#### **AFAM 3832 Community Research Internship and Seminar**

Pragmatic community research, based on the assumption that the urban community understands its needs. Students learn specific skills, such as computer functioning and capability, census tract reading, data collection and compilation, report writing. Joint student-community and faculty projects. (Formerly AFAM 3332) *6 credits*

#### **AFAM 3833 Practical Orientation in Inner-City**

#### **Neighborhood Life**

For advanced undergraduate students, an involvement in inner-city residents in researching neighborhood needs, demographic designs and collaborative problem solving. Problems, resources, city services and alternatives for change. Students assigned to groups in designated geographic areas, reflecting random sampling of socioeconomic and political life. (Formerly AFAM 3318) *6 credits*

#### **AFAM 5511 Senior Seminar**

Conducted by faculty members. Focuses on the synthesis of field experience and classroom study through preparation of a major research project. *3 credits*

### **Arabic Language**

#### **ARAB 1011-1012 Introductory Modern**

##### **Standard Arabic I-II**

Learning the basic skills of Modern Standard Arabic: pronunciation and writing. Stress on listening comprehension and the ability to communicate in everyday situations through classroom practice and drills, reinforced with audio-visual materials and Internet and computer programs. Special emphasis will be placed on interactive learning. Prerequisites: for ARAB 1011, none; for ARAB 1012, ARAB 1011 or equivalent. *3 credits each*

#### **ARAB 2101-2102 Intermediate Modern**

##### **Standard Arabic I-II**

This course will focus on intermediate level grammar, vocabulary, listening comprehension, reading and writing of standard Arabic. Stress on listening comprehension and the ability to communicate in everyday situations through classroom practice and drills, reinforced with audio-visual materials and Internet and computer programs. Special emphasis will be placed on interactive learning. Prerequisites: for ARAB 2101, ARAB 1012; for ARAB 2102, ARAB 2101 or equivalents. *3 credits each*

#### **ARAB 3101-3102 Advanced Modern Standard Arabic I & II**

Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing and oral discussion on contemporary cultural issues. Prerequisite: ARAB 2102 or permission of department. *3 credits each*

*Note: Fourth-year Arabic is currently being offered as special topics courses. Please contact the department for information.*

### **Asian Area Studies**

#### **ASIA 1111 Zen and Yoga**

Rise of Zen in China and Japan; development of Yoga in India. Students learn the actual exercises and postures of Zen and Yoga. *3 credits*

#### **ASIA 1403 (RELS 1403) History of Asian Religious Reflections**

Origin and development of religious speculations in India from the Vedic period to Shankara; in China from Confucius to Chu Hsi; in Japan from the Nara to the Meiji periods.

(Formerly ASIA 3101) *3 credits*

**ASIA 1601 (HIST 1601) History of Traditional Asia**

A survey of the historical development of the major Asian civilizations (India, China, Japan, Korea and Mongolia), from their origins to the 18th century. (Formerly ASIA 3102) *3 credits*

**ASIA 1602 (HIST 1602) History of Modern Asia**

Asian history and culture from the 19th century to the present. (Formerly ASIA 3103) *3 credits*

**ASIA 2101-2102 (ENGL 3608-3609) Asian Literature in English Translation I-II**

Appreciation of Asian literature. Readings and analysis. Part I: traditional literature (5th century B.C. to 18th century A.D.). Part II: modern literature (19th through 21st centuries). *3 credits each*

**ASIA 2112 Geography of Asia**

Physical environment and human problems of Asia. Emphasis on China, Japan, India and parts of Central Asia. *3 credits*

**ASIA 2114 China in World Affairs**

General survey of China's foreign relations in the 20th century, particularly in the post-1949 period. China's relations with the United States, Russia and developing countries. *3 credits*

**ASIA 2115 Japan and the United States**

A comparison of the Japanese and American political, economic and social systems; an exploration of the political and economic relations between the two nations. Special attention is focused on United States-Japan cooperation and competition in the 1990s and into the 21st century. *3 credits*

**ASIA 2116 China and the United States**

Survey of relations between China and the United States during the 20th century, particularly from the Cold War period on. Emphasis on current issues in U.S.-China relations. Topics covered include: U.S. relations with the Chinese Nationalist and Communist governments; Sino-American detente; diplomatic normalization of the Sino-American relationship; relations with Taiwan and Hong Kong; trade and human rights issues; the impact of Tiananmen on America's relations with China; and new challenges of the 21st century. *3 credits*

**ASIA 2211 SHU Japan Exchange Program I**

Seton Hall University has been exchanging students with a Japanese university to broaden and deepen the understanding between two countries. Students are given the chance to meet Japanese people and learn firsthand about their civilization and culture. The course also includes numerous field trips in Japan. This course is for first time participants to the exchange program. Prerequisite: 3.0 GPA or consent of Director of Japanese Program. *3 credits*

**ASIA 2233 (ARTH 2126) June in China**

This course offers students a chance to experience firsthand one of the world's most unique and industrious societies. Through lectures, class discussion, field trips and written assignments, students will develop a better understanding of different aspects and the current developments of China, thereby opening up their intellectual horizon. Prerequisite:

Consent of the instructor. *3 credits*

**ASIA 3115 Asian Social Life**

Asian social institutions and customs, ethnic relations, and family life. *3 credits*

**ASIA 3120 India and Its People**

The term "India" that in pre-modern times included the modern nation-states of India, Pakistan, Afghanistan, Bangladesh, Nepal, Bhutan, and Sri Lanka comprises one of the most multiethnic, multi-linguistic, and multi-cultural populations on earth. This course will attempt to trace the diverse histories of the peoples of "India" and their cultural legacies. *3 credits*

**ASIA 3127 (HIST 3621) History of Traditional China**

From the origins to A.D. 1800. Political, social and intellectual characteristics of Chinese civilization. *3 credits*

**ASIA 3128 (HIST 3651) History of Modern China**

Transformation and continuity in China since 1800. Includes the causes and implications of Qing Dynasty encounters with foreign powers, internal rebellions, dynastic collapse, tumult of the Republican period, war against Japan, civil war between the Nationalists and Communists, communist rule and contemporary reforms and ongoing one-party control of power. *3 credits*

**ASIA 3129 (HIST 3622) History of Traditional Japan**

Origins to A.D. 1800. Periods of aristocratic and military dominance, the "Christian century," and the isolation of Japan in the Tokugawa period. *3 credits*

**ASIA 3130 (HIST 3652) History of Modern Japan**

1800 to the present. Rapid Meiji modernization, assertive militarism, World War II defeat, astounding economic revival, and present-day global influences and political and economic challenges. *3 credits*

**ASIA 3131 (POLS 2616) Contemporary Chinese Politics**

The main theme of this course is political development on mainland China in terms of Chinese leaders' effort to build a new nation. The course starts with a survey of modern Chinese history, with its emphasis on the power struggle between the Chinese Nationalists and Communists before 1949. The rest of the course deals with major aspects of organization and mobilization of Chinese people by the Chinese Communist Party, as well as power politics and political movements. *3 credits*

**ASIA 3132 Contemporary Japan**

Postwar reform and reconstruction of Japan during the MacArthur era; reasons for Japan's rapid economic development in the 1950s and 1960s; political, trade, and economic development in the 1970s and 1980s; the economic stagnation of the 1990s; issues and questions about democracy in Japan since World War II; challenges Japan faces in its relations with other nations; questions of remilitarization; Japan's struggle to be competitive; and Japan's balancing role in the Asia Pacific Region. *3 credits*

**ASIA 3133 Contemporary China**

This course focuses on contemporary transformations of the world's largest Communist country: changes in social values

and structure; lifestyle; people's attitudes; foreign investments; special economic zones; economic transactions; and the emergence of private enterprises. Lecture supplemented by video and internet resources. *3 credits*

**ASIA 3134 China and Japan: Diplomacy, Politics, and Economy**

A survey of Chinese-Japanese political, economic, and cultural relations and comparison of the Chinese and Japanese political systems. Special attention to economic and political developments in contemporary China and Japan, and to major issues and problems in China-Japan political and economic relations during the 1990s and into the 21st century. *3 credits*

**ASIA 3311 SHU Japan Exchange Program II**

Seton Hall University has been exchanging students with a Japanese university to broaden and deepen the understanding between two countries. Students are given the chance to meet Japanese people and learn firsthand about their civilization and culture. The course also includes numerous field trips in Japan. This course is for second time participants to the exchange program. Prerequisite: ASIA 2211 or consent of Director of Japanese Program. *3 credits*

**ASIA 3894 Asian Studies Co-op I** *3 credits*

**ASIA 3895 Asian Studies Co-op II** *3 credits*

**ASIA 3896 Asian Studies Co-op III** *3 credits*

**ASIA 5190-5199 Directed Studies**

Selected readings in each student's field of concentration under the direction of a faculty member on an individual basis. Also included are some courses in language and new course offerings. Please request a listing from the department. *3 credits each*

**Chinese Language**

**CHIN 1102-1103 Introductory Chinese I - II**

Mastery of the basic skills of modern spoken Mandarin Chinese: Pinyin Romanization, pronunciation, basic sentence patterns and vocabulary. Stress on listening comprehension and the ability to communicate in everyday situations. *3 credits each*

**CHIN 1106-1107 Introductory Interactive Chinese I-II**

A laboratory course designed to supplement CHIN 1104-1105 that focuses on reinforcing development of the four skills through multifaceted interactive programs on the computer. Corequisites: CHIN 1104-1105. *1 credit each*

**CHIN 2101-2102 Intermediate Chinese I-II**

Attainment of the ability to communicate in a variety of social situations. Vocabulary building and mastery of more complex sentence patterns of modern spoken Mandarin through classroom practice and drills. Prerequisites: CHIN 1102-1103. *3 credits each*

**CHIN 2103-2104 Intermediate Chinese Reading I-II**

Mastery of 600 additional Chinese characters and their combinations. Reading of texts in colloquial Chinese, as reinforcement to grammar and syntax. Pre- or corequisites: CHIN 2101-2102. *3 credits each*

**CHIN 2106-2107 Intermediate Interactive Chinese I-II**

A laboratory course designed to supplement CHIN 2103-2104 that focuses on reinforcing development of the four skills through multifaceted interactive programs on the computer. Prerequisites: CHIN 1106 and Corequisites: CHIN 2103-2104. *1 credit each*

**CHIN 3101-3102 Advanced Chinese I-II**

Continuation of the listening, speaking, reading, writing skills development in Chinese. Emphasis on reading advanced written materials in modern Chinese, with practice leading to a high level of oral expression. Prerequisites: CHIN 2102 and 2104. *3 credits each*

**CHIN 3213-3214 Readings in Modern Chinese I-II**

Selected readings in modern Chinese materials in the social sciences and humanities. Prerequisite: CHIN 3102. *3 credits each*

**CHIN 3215-3216 Chinese Newspaper Readings I-II**

Introduction to journalistic writings, including materials selected from newspapers and magazines. Prerequisite: CHIN 2112 or 2102. *3 credits each*

**CHIN 3217 Business Chinese and Culture I**

This course is designed for advanced students of Chinese who aim to further upgrade their skills in speaking, reading, writing and listening to Chinese. Emphasis is on the students' ability to read business-related materials, express their understanding of the readings, and appreciate Chinese social-cultural nuances. Students are linguistically and culturally prepared to conduct oral discussions with educated native Chinese on a wide range of topics such as Chinese politics, economics, finance, geography and culture. *3 credits*

**Classical Culture, Civilization and Literature**

**CLAS 1311 (ARCH 1112) Archaeology of Greece**

History and culture of ancient Greece in light of archaeological discoveries. Basic archaeological terminology and principles. Illustrated with color slides. *3 credits*

**CLAS 1312 (ARCH 1113) Archaeology of Rome**

History of Rome and its empire via Spring trip to Italy, Rome's architectural and artistic legacy down to the time of Constantine, including a visit to Peter's tomb, the catacombs, and Church art. *3 credits*

**CLAS 1313 (ENGL 3611) Roots of English: Word Power**

Vocabulary course that examines the dependence of English on Latin and Greek for prefixes, suffixes and roots of words. Exercises in word recognition and in amplifying English vocabulary; extensive use is made of the World Wide Web and interactive email instruction. *3 credits*

**CLAS 1314 Scientific Terminology**

Vocabulary course emphasizing the influence of classical languages in all fields of science; extensive use is made of the World Wide Web, interactive e-mail instruction. *3 credits*

**CLAS 2302 Greek and Roman Drama**

Selected works of Greek Tragedy (Aeschylus, Sophocles, Euripides), Greek Comedy (Aristophanes, Menander), Roman Comedy (Plautus, Terence) and Roman Tragedy (Seneca). A

study of the development of ancient drama, the significance of staging and performance and the influences on subsequent drama. *3 credits*

**CLAS 2303 (ARCH 2303) Politicians in Antiquity**

Topics in Greek and Roman political thought (democracy, tyranny, electoral campaigning, trial by jury, class strife, etc.) studied through political writings, historical evidence and literary texts. *3 credits*

**CLAS 2304 (HIST 3183/ARCH 2304) Historians of Greece and Rome**

Selected readings and interpretation of Greek and Roman historiography. Social and political character of ancient historiography as well as the historical criticism and viewpoint of each author. *3 credits*

**CLAS 2316 Greek and Latin Poetry**

Reading and interpretation of selected Greek and Roman lyric poets: Sappho, Solon, Theocritus, Catullus, Propertius and others. *3 credits*

**CLAS 2317 (ENGL 3612/ARCH 2317) Classical Mythology**

Study of the gods, heroes and legends of the Greek and Roman peoples. The content, meaning and function of "myths," and their influences upon literature and art. *3 credits*

**CLAS 2318 Classical Myth, Modern Theater and Film**

Study of modern adaptations of classical mythological themes in literature and film. Readings from Ovid, Sophocles, Anouilh, Cocteau and Brecht. *3 credits*

**CLAS 2319 (HIST 3220/ARCH 2112) Greek Civilization**

Rise of Hellenic culture from its genesis in the Aegean Bronze Age, the major interactions of the city-state in the sixth and seventh centuries, the Classical period and its decline. There is extensive use of the World Wide Web, with intensive reliance on the Perseus Greek Civilization web site as a visual and textual resource. *3 credits*

**CLAS 2320 (HIST 3221, ARCH 2113) Roman Civilization**

Investigation of the tension between individual liberty and the traditional power of state and society and of the political and social institutions that maintain social cohesion in a complex society. *3 credits*

**CLAS 2322 (HIST 2170/ARCH 2322/WMST 2322)**

**Women in Antiquity**

Inquiry into the social, political and legal status of women in ancient Greece and Rome. *3 credits*

**CLAS 2325 Epics of Greece and Rome**

A survey of ancient Greek and Roman epic poetry focusing on close reading and discussion of Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid*, together with comparative consideration of other ancient works. We will observe the transformation of the genre of epic poetry from its origins in oral poetry to the sophisticated literary masterpieces of Augustan Rome.

Although the focus of the course will be on the ancient epics themselves, we will also observe the influence of these great works on the subsequent tradition of literature, the visual arts, music and film. *3 credits*

**CLAS 2325 Novels of Greece and Rome**

This course explores the principal Greek and Roman novels, the earliest European prose fiction. We will examine the common themes of Greek and Roman novels that remain important in later fiction: romantic love in a dangerous world governed by chance; travel to exotic places and encounters with strange animals and people; magic, witchcraft and the transformation of men into animals; even a trip to the moon. We will also look at narrative technique and the development of characters along psychological lines. *3 credits*

**CLAS 3300 (CORE 3300) Death and Afterlife in Antiquity**

This course traces the development of concepts about death and the afterlife in antiquity, leading up to Christianity. The course begins in the Near East, and also includes Egyptian, Greek, Roman, and Christian texts; the works studied range from epic poetry, funerary literature, philosophy, and selections from the Bible. In addition, there is a significant emphasis on art, architecture, and archaeology. The texts are taught in chronological order to emphasize the development of Near Eastern and Greco-Roman thought and the dialogue between texts, leading up to the eventual manifestation of the key concepts in Catholicism. *3 credits*

**CLAS 3301 (CORE 3301) The Odysseus Theme**

An examination of the *Odyssey*, one of the foundations of Western literature, and of adaptations of the *Odyssey* and Odysseus from classical antiquity through two 21st century versions of Odysseus's homecoming. In their exploration of the major themes of Homeric poems in later literary, dramatic, and artistic adaptations, students will learn to appreciate allusions and intertextuality, and to see how different societies, Christian and non-Christian, react to the Odysseus character. *3 credits*

**CLAS 3291 Special Topics in Classics**

A focused study of one theme or genre, to be determined by the professor and posted prior to registration. *3 credits*

**CLAS 3391-3395 Independent Study**

Advanced students in classical studies may, with the permission of the department and under an adviser, continue research in a particular area *1-3 credits*

**CLAS 4301 Capstone in Classical Studies**

During Junior year or the first semester of Senior year, majors will select a special topic on which to do guided independent work resulting in a critical research paper. The major will also give an oral presentation on the topic, which should be related to the general material covered in the co-requisite course. Co-requisite: Any Junior or Senior level CLAS, LATN or GREK course. *1 credit*

**CLAS 4309 (ARCH 3309) Greco-Roman Spain**

The history of ancient Iberia beginning with the advent of Phoenician and Greek colonists in the 9th century B.C. through Republican Roman colonization to the end of Roman Hegemony in the fifth century A.D. There is a particular focus on the region of Catalonia via a Spring break trip to Girona, Barcelona, and Tarragona including visits to Greek, Iberian, and Roman archaeological sites and museums. *3 credits*

**CLAS 4310 (ARCH 3310) Ancient France**

A study in the archaeology and history of France beginning with the civilization of the iron age Celtic Gauls and the establishment of Greek cities in the seventh century B.C. through Republican Roman colonization to the end of Roman Hegemony and the rise of the Merovingian kings in the fifth century A.D. until the reign of Charlemagne in the ninth. There is a particular focus on Southern France via a trip to France and visits to Narbonne, Arles, Marseille, among many other cities, and also visits to Greek, Gaul, and Roman archaeological sites and the accompanying museums. *3 credits*

**French Language****FREN 0021 Refresher French**

Course is designed for students who studied French in high school for two or more years but did not qualify to enroll in Intermediate French I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary French I and II. This course does not satisfy the College of Arts and Sciences Core Curriculum requirements, and does not count toward graduation. *3 credits institutional*

**FREN 1001-1002 Elementary French I-II**

Fundamentals of grammar. Emphasis on pronunciation and syntax. Competence in aural and oral aspects of the language are stressed in addition to reading and writing. *3 credits each*

**FREN 1011-1012 Elementary Interactive French I-II**

Intensive oral drills and laboratory activities, including computer assisted instruction. Reinforces the material covered in French 1001-1002. Taken simultaneously with FREN 1001-1002. *1 credit each*

**FREN 2001-2002 Intermediate French I-II**

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: FREN 1002 or equivalent, department placement test or permission of the department. (Formerly FREN 1101-1102) *3 credits each*

**FREN 2011-2012 Intermediate Interactive French I-II**

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in French 2001-2002. Taken simultaneously with FREN 2001-2002. (Formerly FREN 1111-1112) *1 credit each*

**FREN 3001-3002 Advanced French I-II**

Seeks to broaden and enhance existing linguistic and intellectual skills through cultural studies involving advertising, cinema, journalism, short stories, plays and poetry. Emphasis on oral discussion, reading and writing. Review of selected grammatical structures. Prerequisite: FREN 2002 or equivalent. (Formerly FREN 1201-1202) *3 credits each*

**FREN 3011 Conversational French I**

Conversation based on topics of everyday life and cultural interests. Prerequisite: FREN 3002 or may be taken simultaneously with FREN 3001-3002. (Formerly FREN 2101) *3 credits*

**FREN 3021-3022 Business French Correspondence I-II**

Basic training in French business and technology using examples drawn from everyday life: banking, postal and telecommunications, word processing, computing, the Internet, conducting a job search, examining different aspects of the working world, advertising, buying and selling, managing and investing money. Students will be required to discuss materials from French newspapers, journals and business reports in French and learn to write in French business style. Prerequisite: FREN 3001-3002 or permission of department. (Formerly FREN 4111-4112) *3 credits each*

**French Culture and Civilization****FREN 3305 French Civilization I**

Artistic, geographical, historical, literary and social background of France. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 3212) *3 credits*

**FREN 3306 French Civilization II**

A more extensive study of the artistic, geographical, historical, literary and social background of France, with special emphasis on 20th century developments. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 3213) *3 credits*

**FREN 3321-3322, 4324-4325 Special Topics in French Civilization**

Issues of current interest to the study of French civilization. Varying topics focus on regions, periods, and less frequently taught aspects of France and French speaking countries. Conducted in French. Prerequisite: FREN 2002. (Formerly FREN 2213-2216) *3 credits each*

**French Literature****FREN 3610 French Detective Fiction**

This course explores the representation of crime in French literature and cinema beginning with its "prehistory" in the literature of the nineteenth century. We will study French detective novels and film noir as well as other forms of detective fiction including "hard-boiled fiction" ("le polar"), the "récit d'énigme" ("puzzler" or mystery) and other texts about crime. This course is conducted entirely in French. Prerequisite: FREN 3001 or permission of the instructor. *3 credits*

**FREN 4411 17th Century French Literature I**

Selected plays by Corneille, Racine and Molière that demonstrate the development of classicism and the emergence of tragedy and comedy as genres. Study of La Fontaine's Fables and La Rochefoucauld's Maximes morales. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4312) *3 credits*

**FREN 4412 17th Century French Literature II**

The evolution of the genres of tragedy and novel are analyzed in Racine's theater and Madame de Lafayette's masterpiece, La Princesse de Clèves. Close reading of Perrault's Contes. Conducted in French. Prerequisite: FREN 3002 or permission



of department. (Formerly FREN 4313) *3 credits*

**FREN 4413 18th Century French Literature I**

Readings from the major works of Voltaire and Montesquieu and the Enlightenment. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4314) *3 credits*

**FREN 4414 18th Century French Literature II**

Close readings of works by Diderot, Rousseau and Buffon as well as an in-depth analysis of the Enlightenment and its legacy. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4315) *3 credits*

**FREN 4415 The Eye of the Other: Body, Identity, and Alterity in French Writing and Film**

This course examines the evolution of attitudes in French language essays, novels and cinema concerning the concept of identity, the body and difference (cultural, racial, linguistic, religious or otherwise). The readings include short texts by the 16th century inventor of the modern essay, Michel Montaigne, the 17th century philosopher Descartes, an 18th century revolutionary text (The Declaration of the Rights of Man and of the Citizen) and poems by the 19th century poets Charles Baudelaire and Victor Hugo. Students will also read essays by François Cheng, Nancy Huston, Eduardo Manet and Milan Kundera, novels by Jorge Semprún and Marie Darrieussecq and examine films by François Ozon and Julian Schnabel. Prerequisite: FREN 3001 or equivalent. *3 credits*

**FREN 4421 19th Century French Literature I**

Study of Romanticism and the development of the novel, theater and poetry as represented in works by Chateaubriand, Constant, Hugo, Musset and Stendhal. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4316) *3 credits*

**FREN 4422 19th Century French Literature II**

Examination of the literary movements of Realism, Idealism, Naturalism, Symbolism and Modernity through close readings of texts by Balzac, Flaubert, Baudelaire, Rimbaud, Mallarmé and Zola. Conducted in French. Prerequisite: FREN 3002 or permission of department. (Formerly FREN 4317) *3 credits*

**FREN 4441 20th Century French Literature I**

Analysis of innovative narrative techniques in Proust's *A la Recherche du temps perdu*, Gide's *Les Faux-Monnayeurs* and Breton's surrealist novel *Nadja*. Exploration of the surrealist movement in art, poetry and prose; the interaction between Giono's regional novel and film; and Claudel's theater. Conducted in French. Prerequisite: FREN 3002 or permission from department. (Formerly FREN 4318) *3 credits*

**FREN 4442 20th Century French Literature II**

Study of existentialism in Sartre's theater and prose; Robbe-Grillet's *nouveau roman*; women writers: de Beauvoir and Duras; the theater of the absurd as exemplified in Ionesco's works; modernism and postmodernism in Beckett's poetry, prose and theater; film as novelistic foil or independent genre. Conducted in French. Prerequisite: FREN 3002 or permission from department. (Formerly FREN 4319) *3 credits*

**FREN 4463 French Drama I**

Detailed examination of the great century of theater (the 17th), through analysis of comic and tragic genres represented by the major playwrights of this century: Corneille, Racine and Molière. Conducted in French. Prerequisite: FREN 3302 or permission from department. (Formerly FREN 4320) *3 credits*

**FREN 4464 French Drama II**

Special study of Romantic dramatists such as Victor Hugo and Musset. Conducted in French. Prerequisite: FREN 3302 or permission of department. (Formerly FREN 4321) *3 credits*

**FREN 4701 The Parisian Lens**

Through the combined approaches of geography, history, poetry, photography, literature and film this course explores several views of Paris. Students will examine Paris as the center for ambition and crime (Balzac, Villon), the preferred location of the flâneur (Baudelaire), its outskirts as the lawless lands of delinquency and rebellion (Apollinaire), contemporary Parisians themselves (Robitaille), the city as labyrinth for surreal adventure (Breton), New Wave counterculture (Godard), the terrain for post-colonial nightmares (Haneke), contrary-minded freedom seekers (Renoir) and student rebels (May '68). We will also look at how the French themselves have contributed to the status of Paris as perhaps the world's most active nostalgia factory by examining both the photography of Robert Doisneau and the films of Truffaut. Prerequisite: FREN 3002 or equivalent. *3 credits*

**FREN 4801-4803 Studies in French Literature I-III**

(Formerly FREN 4391-4393) *3 credits each*

**French Study Abroad**

**FREN 2701 Study Abroad in Paris, France**

Course designed for Intermediate-Low level students. Held at the Cité Universitaire of the University of Paris. Immersion in French culture and language. Class emphasis on current events and everyday situations. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 1002 or permission of the Program Director. *3 credits*

**FREN 2702 Study Abroad in Paris, France**

Course designed for Intermediate-Mid level students as a continuation of FREN 2701. Held at the Cité Universitaire of the University of Paris. Immersion in French culture and language. Class emphasis on current events and everyday situations. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 1002 or permission of the Program Director. *3 credits*

**FREN 3701 Study Abroad in Paris, France**

Course designed for Advanced level students. Held at the Cité Universitaire of the University of Paris. Immersion in French culture and language. Class emphasis on French Civilization, Literature and Film. Excursions to Giverny, Versailles and the main monuments and museums in Paris. Prerequisite: FREN 2002 or permission of the Program director. *3 credits*

## German Language

### **GERM 1001-1002 Elementary German I-II**

Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. *3 credits each*

### **GERM 2001-2002 Intermediate German I-II**

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: GERM 1002 or equivalent department placement test or permission of the department. (Formerly GERM 1101-1102) *3 credits each*

### **GERM 3001-3002 Advanced German I-II**

Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing and oral discussion on contemporarily cultural issues. Prerequisite: GERM 2002 or equivalent. (Formerly GERM 1201-1202) *3 credits each*

### **GERM 3011 Conversational German I**

Oral use of the language; conversation based on topics of everyday life as well as of cultural interest. Prerequisite: GERM 3002 or taken simultaneously with GERM 3001-3002. (Formerly GERM 2101) *3 credits*

### **GERM 3021-3022 Business German I-II**

Improvement of all language skills and their application and interpretation in business situations. Prerequisite: GERM 3002 or permission of department. (Formerly GERM 2111-2112) *3 credits each*

## German Culture and Civilization

### **GERM 3305-3306 German Civilization I-II**

Artistic, geographic, historic, literary and social background of Germany. Conducted in German. Prerequisite: GERM 3002 or permission of department. (Formerly GERM 2211-2212) *3 credits each*

## Greek Language

### **GREK 1205-1206 Elementary Greek I-II**

Introduction to the ancient Greek language, using excerpts from classical authors. *3 credits each*

### **GREK 2205-2206 Intermediate Greek I-II**

Extensive readings and analysis from classical Greek authors. Prerequisite: GREK 1206. *3 credits each*

### **GREK 2207-2208 New Testament Greek I-II**

Introduction to the grammar and vocabulary of New Testament (Koine) Greek; selected readings: the Gospels, the Acts of the Apostles, the letters of St. Paul and Apostolic Fathers. *3 credits each*

## Greek Literature

### **GREK 3253 Plato**

Extensive readings of the Socratic dialogues as an introduction to Platonic thought and influence. Prerequisite: GREK 2206 or GREK 2208. *3 credits*

### **GREK 3262 Greek Drama**

Selected readings from Aeschylus, Sophocles, Euripides and

Aristophanes. Emphasis on the language, meters and interpretation of the plays. Prerequisite: GREK 2206. *3 credits*

### **GREK 3263 Thucydides**

Selected readings from the History of the Peloponnesian War. Study of Thucydides' methods of writing, thought, style and language. Prerequisite: GREK 2206 or GREK 2208. *3 credits*

### **GREK 3291 Special Topics in Greek**

A focused study of one theme or genre, to be determined by the professor and posted prior to registration. *3 credits*

### **GREK 3391-3395 Independent Study**

Advanced Greek courses with department permission. *1-3 credits*

## Italian Language

### **ITAL 0021 Refresher Italian**

This course is designed for students who studied Italian in high school for two or more years but did not qualify to enroll in Intermediate Italian I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary Italian I and II. This course does not satisfy the College of Arts and Sciences Core Curriculum requirements, and does not count toward graduation. *3 credits institutional*

### **ITAL 1001-1002 Elementary Italian I-II**

Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. *3 credits*

### **ITAL 2001-2002 Intermediate Italian I-II**

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: ITAL 1002 or equivalent department placement test or permission of department. (Formerly ITAL 1101-1102) *3 credits*

### **ITAL 3001-3002 Advanced Italian I-II**

Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing, and oral discussion on contemporary cultural issues. Prerequisite: ITAL 2002 or permission of department. (Formerly ITAL 1201-1202) *3 credits each*

## Italian Culture and Civilization

### **ITAL 3305-3306 Italian Civilization I-II**

The magnificent culture of Italy as it was formed by the earliest inhabitants of the Italian peninsula: Greeks, Romans, Germanics and Arabs (I). The culture and civilization of modern Italy as it was determined by different phenomena such as scientific discovery, the Counter-Reformation, the role of women, the Risorgimento and the forging of Italian national identity (II) Conducted in Italian. Prerequisite: ITAL 2002 or permission of department. (Formerly ITAL 2211-2212) *3 credits each*

### **ITAL 3321-3322, 4324-4325 Special Topics in Italian Civilization**

Issues of current interest to the study of Italian civilization. Varying topics focus on regions, periods and aspects of Italian

or Italian-American culture. Conducted in Italian.  
Prerequisite: ITAL 2002 or permission of the department.  
(Formerly ITAL 2213-2216) *3 credits each*

#### **ITAL 3601 Italian Cinema**

From the realism of Rossellini and De Sica to the dream-like imagination of Fellini and Antonioni, this course aims to explore the Italian contribution to world cinema. Students will learn about major Italian directors from the beginning of the 20th century to the present, such as Blasetti, Scola, the Taviani brothers, Giordana, and Ozpetek. The distinct national identity of Italian cinema will be emphasized, with reference to gender roles and female characters. Particular attention will be given to the new generation of directors. Conducted in Italian. Prerequisite: ITAL 2002 or permission of department.  
(Formerly ITAL 2316) *3 credits*

#### **ITAL 4401 The Italian Renaissance**

A detailed examination of the remarkable development of Humanism and the Renaissance in its birthplace from the 14th to the 16th Centuries. Focus on the writings of Petrarch, Machiavelli and Ariosto. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2313) *3 credits*

### **Italian Literature**

#### **ITAL 4411 Dante's Commedia I**

A close reading of the first European classic, Dante's masterpiece: the Inferno. Focus on the literary significance of the work. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2321) *3 credits*

#### **ITAL 4412 Dante's Commedia II**

A close reading of the first European classic, Dante's masterpiece: Purgatorio and Paradiso. Focus on the literary and spiritual significance of the work. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department.  
(Formerly ITAL 2322) *3 credits*

#### **ITAL 4441-4442 Contemporary Italian Prose I-II**

Authors and literary trends in Italy from World War II to the present. While presenting the most significant contemporary Italian writers from Neorealism (Pavese, Calvino, Vittorini I) to postmodern literature (II), the course will focus on cultural issues which had a significant impact on the literary arena, such as the Student Movement, Feminism, the transformation of urban landscape and the evolution of the family structure. Conducted in Italian. Prerequisite: ITAL 3002 or permission of department. (Formerly ITAL 2311-2312) *3 credits each*

#### **ITAL 4468-4469 The Italian Short Story I-II**

The short story is one of Italy's oldest and most successful literary forms. This course will focus on the form and history of this genre and its authors, as well as on the periods in which it flourished: the Middle Ages and Renaissance (I), and the period from the 19th century to the present day (II). It will explore the narrative aspects of the short story and provide students with an understanding of the genre, and the historical context in which it developed. Conducted in Italian.  
Prerequisite: ITAL 3001-3002 or permission of department. *3*

*credits each.*

#### **ITAL 4801-4803 Studies in Italian Literature**

(Formerly ITAL 3391-3393) *3 credits each*

#### **ITST 3915 Muses and Heroines**

This course analyzes female figures of the Italian literary tradition from Dante's Beatrice, St. Catherine of Siena, and the Renaissance courtesans to nineteenth-century characters such as the femme fatale and the virtuous woman, and twentieth- and twenty-first century portrayals of gender identities. How do we understand female beauty today in its various normative, social and cultural representations? The goal of this course is to explore the notions of female beauty, virtue, and conduct by studying their complex evolution throughout the centuries and their representation through themes such as marriage, spinsterhood, motherhood, and education. Taught in English (students who major or minor in Italian will read texts in the original language.) *3 credits*

### **Italian Study Abroad**

#### **ITAL 2701 Study Abroad in Rome, Italy.**

Course designed for Intermediate-Low level students. Held at the Language School "Italiaidea" in the very heart of the city near the Spanish steps. Immersion in Italian culture and language. Class emphasis on everyday situations. Excursions to major historical sites of Rome. Prerequisite: ITAL 1002 or permission of the Program Director. *3 credits*

#### **ITAL 2702 Study Abroad in Rome, Italy**

Course designed for Intermediate-Mid level students as a continuation of ITAL 2701. Held at the Language School "Italiaidea" in the very heart of the city near the Spanish steps. Immersion in Italian culture and language. Class emphasis on everyday situations. Excursions to major historical sites of Rome. Prerequisite: ITAL 1002 or permission of the Program Director. *3 credits*

#### **ITAL 3701 Study Abroad in Rome, Italy**

Course designed for Advanced level students. Held at the Language School "Italiaidea" in the very heart of the city near the Spanish steps. Immersion in Italian culture and language. Class emphasis on Italian Civilization and Literature. Excursions to major historical sites of Rome. Prerequisite: ITAL 2002 or permission of the Program Director. *3 credits*

### **Japanese Language**

#### **JAPN 1012-1013 Elementary Interactive Japanese I-II**

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in JAPN 1102-1103. Taken simultaneously with JAPN 1102-1103. *1 credit each*

#### **JAPN 1102-1103 Introductory Japanese I-II**

Modern Japanese. Mastery of the basic proficiency-oriented linguistic skills of listening, speaking, reading, and writing (Hiragana, Katakana and Kanji) mainly through computer-aided learning methods. *3 credits each*

#### **JAPN 2012-2013 Intermediate Interactive Japanese I-II**

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered

in JAPN 2101-2102. Taken simultaneously with JAPN 2101-2102. *1 credit each*

**JAPN 2101-2102 Intermediate Japanese I - II**

Review of the essentials of grammar and vocabulary. More advanced study, with emphasis on listening, speaking, reading, and writing. Prerequisite for JAPN 2101: JAPN 1103. Prerequisite for JAPN 2102: JAPN 2101. *3 credits each*

**JAPN 3111-3112 Third Level Japanese I - II**

Continuation of the four skills development in Japanese. Emphasis on reading. Prerequisites for JAPN 3111: JAPN 2111 or 2102. Prerequisite for JAPN 3112: JAPN 3111. *3 credits each*

**JAPN 3113-3114 Introduction to Readings in Japanese I-II**

Intermediate level readings. Emphasis on modern Japanese in the various disciplines. Prerequisite: JAPN 2111 or JAPN 2102. *3 credits each*

**JAPN 3211-3212 Business Japanese I-II**

Emphasis on conversation and reading in business-related materials. Includes basic business correspondence. (For students who have reached the third-year level in Japanese language.) Prerequisite: JAPN 2111 or JAPN 2102. *3 credits each*

**Latin American and Latino/Latina Studies**

**LALS 1001 Introduction to Latin American Studies**

This course is divided into three periods: the Pre-Columbian and the Encounter, the Colonial period and the post-independence period historical. Its focus is on the political, cultural and social formations, the impact of the encounter between Europeans and the indigenous peoples, the colonial, post independence and contemporary periods. Some of the themes of our inquiry are: indigenous culture, conquest and colonialism, nationalism, cultural expressions, hierarchies of class and caste, social movements, religions, migration, cultural formations, globalization and transnationalism, and race and ethnicity. *3 credits*

**LALS 1002 Introduction to Latino/Latina Studies**

The course explores the personal, political, historical and sacred being of Latinas/Latinos in the United States from the perspective of a theory of transformation. Particular attention is given to the struggle of Latinas and Latinos with the inherited stories of their cultural past and present and the conflict between their heritage and the dominant stories of our wider society. It intends to provide an understanding of the Latino people in our midst creating cultures and communities in the United States. *3 credits*

**LALS 1401 (HIST 1401) History of Latin America I**

Survey of the development of the New World empires of Spain and Portugal from Pre-Columbian times through independence. *3 credits*

**LALS 1402 (HIST 1402) History of Latin America II**

Evolution of societies and nation states from the 1820s to independence. *3 credits*

**LALS 3100-3110 Special Topics in Latin American and**

**Latino/Latina Studies**

Topics are chosen by the Latin American and Latino/Latina Studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of Latin American and Latino/Latina Studies. *3 credits*

**LALS 3319 (SPAN 3319) Traditions and Cultures - Issues in Latin American Popular Culture**

The course is focused on the intersections of gender, race and class in the context of Latin American popular cultural production. The colloquium incorporates a number of different disciplines, including film, fiction, dance, music and art. Popular culture may be said to encompass any cultural form that impinges on a daily basis on the lives of individuals, including, but not limited to newspapers, radio, television, music, sports matches, theater and film, and advertisements. These particular elements tend to tap into collective concerns of any "imagined community" that is, in fact, a nation. Popular culture will generally reflect common interest it informs and at the same time is informed by collective consciousness. *3 credits*

**LALS 3325 (SPAN 3325) Mexico: Myths, Legends, and Stories**

This course analyzes myths, legends, and stories from Mexico's past and present, beginning with the Aztec civilization. Topics are the Spanish Conquest, Sor Juana Inés, Independence, Texas, the Church and Christianity, the *Porfiriato*, the Revolution, and Mexico's contemporary relationship with the United States. Discussion explores NAFTA, drug cartels, emigration, the border, and Washington rhetoric. Other genres augment the issues considered: poems of *La Noche Triste*, essays of Sor Juana, legends of Guadalupe, songs of the Revolution, and works of authors Carlos Fuentes, Octavio Paz, and Elena Poniatowska. The course is conducted in Spanish. Prerequisite: SPAN 3002 or the equivalent. *3 credits*

**LALS 3401 (ENGL 3404) U.S. Latina/Latino Literature**

A survey of the literature written by Latina/Latino authors in the United States. Reading materials, class discussions, exams, and term papers will be in English, but Spanish majors and minors, and native Spanish speakers will be encouraged to write in Spanish and read Spanish translations when available. *3 credits*

**LALS 3430 (HIST 3430/WMST 3430) Women and Gender in Latin America**

An examination of the historical experiences of women and the ways in which people in Latin America have defined gendered differences in society, politics, culture, and the economy from the 16th through the 20th centuries. *3 credits*

**LALS 3450 (HIST 3450/AFAM 3450/CORE 3437) Race and Nation in Latin America**

An exploration of the interrelated ways in which race and nation have been defined in Latin America from the 16th through the 20th centuries. Traces both historical differences and links between understandings of race and nation across

the hemisphere and between peoples and movements that challenge racial and national paradigms. *3 credits*

**LALS 3591 (RELS 3591) Special Topics: Race and Theology** *3 credits*

**LALS 3817 (SOCI 3511) Sociology of Race and Ethnicity in the US**

A survey of the sociology of race and ethnicity, focusing on the United States. The course examines the social construction of race and ethnicity in the U.S., social and personal racial/ethnic identifications (and how they intersect with others), sociological theories concerning the creation and maintenance of racial and ethnic categories within U.S., power relations and policies (such as immigration, drugs, criminal justice, and welfare), race and ethnic based social inequalities within a number of U.S. institutions (such as education and medicine), and close up foci on specific racial/ethnic groups in the U.S. Prerequisite: SOCI 1101. *3 credits*

**LALS 4100-4103 Special Topics in Latin American and Latino/Latina Studies**

Topics are chosen by the Latin American and Latino/Latina Studies faculty. Through lectures, discussion of readings, written assignments and other means, students explore a special topic in the field of Latin American and Latino/Latina Studies. *3 credits*

**LALS 5011 Individualized Guided Research**

Directed study and research in individual areas selected by the student in consultation with program adviser. *3 credits*

**LALS 5012 Internship**

Students are placed in employment settings where they apply their theoretical knowledge and research skills to the practical demands of the workplace. Supervision is provided both by the employing agency and by a faculty adviser. *3 credits*

**LALS 5013 Study Abroad**

A language or culture course in a Spanish-speaking country. The student studies an academic course while living in a country where he or she is using the language in everyday circumstances. *3 credits*

**LALS 5020 Capstone Seminar**

This course provides the capstone experience for Latin American and Latino/Latina Studies majors. In this course, students will critically engage the history of area studies, in particular the interdisciplinary field of Latin American and Latino/Latina Studies and contextualize this history in our contemporary globalized present. This course will merge the humanities and social sciences tracks of the major under the rubric of critical theory. *3 credits*

**Latin Language**

**LATN 1101-1102 Elementary Latin I-II**

Introduction to the basics of the language through reading short narratives in Latin. Emphasis on building a better understanding of English grammar and vocabulary through Latin, with some discussion of the history and culture of ancient Rome. *3 credits each*

**LATN 2101-2102 (CAST 2101-2102) Intermediate Latin I-II**

Continuation of the basics of reading Latin, including an introduction to some of the best-loved Latin authors: Catullus, Cicero, Horace, Vergil and Ovid. Prerequisite: LATN 1102. *3 credits each*

**Latin Literature**

**LATN 3112 Livy and Sallust**

Selected reading from Livy's *Ab urbe condita* and Sallust's *De Coniuratione Catilinae*. A study of their style, composition, sources and character. Prerequisite: LATN 2102. *3 credits*

**LATN 3114 Ovid**

Selected readings. Exploration of content, motives, structure and influence. Prerequisite: LATN 2102. *3 credits*

**LATN 3115 Roman Love Poetry**

Study of the style, meter and subject matter of elegiac poetry through selected readings. Prerequisite: LATN 2102. *3 credits*

**LATN 3118 Caesar's Gallic War**

Study of content, style and historical importance of Caesar's Gallic War and biographical study of Caesar's career during the crucial days at the end of the Roman Republic. Prerequisite: LATN 2102 or equivalent. *3 credits*

**LATN 3120 Vergil's Aeneid**

Selected readings from Vergil's Aeneid. Study of his narrative art, style, composition and meter. Prerequisite: LATN 2102. *3 credits*

**LATN 3121 Vergil's Eclogues and Georgics**

Extensive readings from the Eclogues and Georgics. Study of the motives, forms, sources and techniques. Prerequisite: LATN 2102. *3 credits*

**LATN 3125 Cicero's Orations**

Readings of selected orations. Study of their structure, style, composition and rhetorical techniques. Prerequisite: LATN 2102. *3 credits*

**LATN 3291 Special Topics in Latin**

A focused study of one theme or genre, to be determined by the professor and posted prior to registration. *3 credits*

**LATN 3391-3395 Independent Study**

For advanced Latin students, with department permission. *1-3 credits*

**Modern Languages**

**MOLG 3541 Literature of the Mediterranean**

This course explores the topic of migration across the Mediterranean Sea from a cultural point of view. In particular, it focuses on twentieth- and twenty-first century narrative and theory of the multiple dimensions of Mediterranean identities as well as of the symbolic and cultural value of physical displacement. Texts by novelists, poets and essayists from countries such as Algeria, Morocco, Egypt, Italy, Spain, Greece and France will be studied in order to map a modern

landscape of encounters among people coming from different cultures of the Mediterranean. Prerequisites: CORE 1101, CORE 2101. *3 credits*

## Russian Language

### **RUSS 1001-1002 Elementary Russian I-II**

Fundamentals of grammar. Russian alphabet, pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to learning the Russian alphabet, reading and writing. *3 credits each*

### **RUSS 1011-1012 Elementary Interactive Russian I-II**

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Russian 1001-1002. Taken simultaneously with RUSS 1001-1002. *1 credit each*

### **RUSS 2001-2002 Intermediate Russian I-II**

Review of the essentials of grammar, vocabulary building, conversation and composition. Prerequisite: RUSS 1002 or equivalent department placement test or permission of the department. (Formerly RUSS 1101-1102) *3 credits*

### **RUSS 2011-2012 Intermediate Interactive Russian I-II**

Intensive oral drills and laboratory activities, including computer-assisted instruction. Reinforces the material covered in Russian 2001-2002. Taken simultaneously with RUSS 2001-2002. (Formerly RUSS 1111-1112) *1 credit each*

### **RUSS 3001-3002 Advanced Russian I-II**

Rapid review of grammar. Practice in conversation and writing advanced compositions; emphasis on idiomatic constructions. Prerequisite: RUSS 2002 or equivalent. (Formerly RUSS 2111-2112) *3 credits each*

### **RUSS 3011 Russian Conversation**

Conversation based on topics of everyday life, cultural interests and occupational situations. Conducted in Russian. Prerequisite: RUSS 2002. (Formerly RUSS 2101) *3 credits*

### **RUSS 3031-3032 Scientific Russian I-II**

Technical material in recent publications in the physical sciences. Prerequisite: RUSS 2002 or permission of department. (Formerly RUSS 2113-2114) *3 credits each*

## Russian Culture and Civilization

### **RUSS 3305 Russian Civilization**

Evolution of Russian pattern of civilization from the 8th century to the present. Artistic, geographic, historic, literacy and social background of Russia. Movies and documentaries used in this course are in Russian with English subtitles. Open to all students. (Formerly RUSS 2117). *3 credits*

### **RUSS 3601 Russian Cinema**

A survey of Russian cinema from the turn of this century to the present. Movies and documentaries used in this course are in Russian with English subtitles. Open to all students. (Formerly RUSS 2316). *3 credits*

### **Russian Literature**

### **RUSS 3401-3402 Introduction to Russian Literature I-II**

Major writers from the 18th to the 20th centuries: Turgenev, Goncharov, Pushkin, Lermontov, Tolstoy, Gogol, Dostoevsky

and others. Conducted in Russian. Prerequisite: RUSS 2002 or permission of department. (Formerly RUSS 2115-2116) *3 credits each*

### **RUSS 4431-4432 Modern Russian Literature I-II**

Representative Russian writers from Pushkin through the modern period. Conducted in Russian. Prerequisite: RUSS 2002 or permission of department. (Formerly RUSS 2313-2314) *3 credits each*

### **RUSS 4801-4802 Studies in Russian Literature I-II**

(Formerly RUSS 3391-3392) *3 credits each*

## Spanish Language

### **SPAN 0021 Refresher Spanish**

This course is designed for students who studied Spanish in high school for two or more years but did not qualify to enroll in Intermediate Spanish I at the Placement Test. The course offers a general review of the grammatical and communicative contents of Elementary Spanish I and II. This course does not satisfy the College of Arts and Sciences Core Curriculum requirements, and does not count toward graduation. *3 institutional credits*

### **SPAN 1001-1002 Elementary Spanish I-II**

Fundamentals of grammar. Pronunciation and syntax. Competence in aural and oral aspects are stressed in addition to reading and writing. *3 credits each*

### **SPAN 2001-2002 Intermediate Spanish I-II**

Review of the essentials of grammar, vocabulary building, conversation and composition. Reading of modern prose. Prerequisite: SPAN 1002 or SPAN 1003 or equivalent department placement test or permission of department. (Formerly SPAN 1101-1102) *3 credits each*

### **SPAN 2103-2104 Intermediate Spanish for Hispanics I-II**

Addresses the specific linguistic problems of students whose native language is Spanish and who want to improve their knowledge of it. Study of the basic elements of Spanish orthography and grammar as related to listening, speaking, reading and writing. (Formerly SPAN 2401-2402) *3 credits each*

### **SPAN 3001-3002 Advanced Spanish I-II**

Seeks to broaden and perfect existing language skills. Review of selected grammatical structures. Emphasis on reading, writing and oral discussion on contemporary cultural issues. Prerequisite: SPAN 2002 or equivalent. (Formerly SPAN 1201-1202) *3 credits each*

### **SPAN 3011 Conversational Spanish I**

Conversational practice. Drill in correct pronunciation, articulation and intonation. Vocabulary and idiom study; conducted in Spanish. Not available to native speakers of Spanish. Prerequisite: SPAN 3002 or taken simultaneously with SPAN 3001-3002. (Formerly SPAN 2101) *3 credits*

### **SPAN 3012 Applied Spanish Conversation**

Development of conversational skills applied to occupational situations. Prerequisite: SPAN 2002. (Formerly SPAN 2102) *3 credits*

### **SPAN 3101-3102 Advanced Spanish for Native Speakers I-**

**II**

Seeks to broaden and perfect existing Spanish language skills and cultural and literary knowledge of students who are native speakers of Spanish (or equivalent, or those with instructor's permission). Emphasis on reading, writing and oral expression. Prerequisite: SPAN 2104 or equivalent. (Formerly SPAN 2501-2502) *3 credits each*

**SPAN 3213 Advanced Grammar and Composition**

This course presents an overview of the Spanish language system, including complex sentence structures. Emphasis on similarities and differences between Spanish and other languages (with particular attention to English), as well as on variation within Spanish. (Formerly SPAN 3111) *3 credits*

**SPAN 3221 Spanish Phonetics**

This course focuses on helping students improve their pronunciation of Spanish. It provides some background on the rules of the Spanish sound system and a complete practical review of Spanish pronunciation. Emphasis on differences with English and among regional varieties of Spanish. (Formerly SPAN 3116) *3 credits*

**Hispanic Culture and Civilization****SPAN 3021 Business Spanish: Correspondence**

Practice in contemporary business, administrative and personal correspondence in Spanish. Conducted in Spanish. Prerequisite: SPAN 3002, 3012 or 3102 or permission of department. (Formerly SPAN 4111) *3 credits*

**SPAN 3301 Hispanic Civilization**

Development of the Spanish pattern of civilization from pre-Roman times to the present. Required for majors. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 3211) *3 credits*

**SPAN 3302 Spanish-American Civilization**

Evolution of the Spanish-American pattern of civilization from the pre-Hispanic period to the present. Required for majors. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 3212) *3 credits*

**SPAN 3319 (LALS 3319) Issues in Latin American Popular Culture**

Focused on the intersections of gender, race and class in the context of Latin American popular cultural production. Incorporates a number of different disciplines, including film, fiction, dance, music and art. The student will develop an awareness of the social and historical contexts in which manifestations of popular culture have developed in various regions of Latin America. Readings will focus on the analysis of popular representations of history, gender, sexuality, racial and religious hybrid identities, tradition, modernity, social class, and religion. Course is conducted in Spanish. *3 credits*

**SPAN 3321-3322, 4324-4325 Special Topics in Hispanic Civilization**

Issues of current interest to the study of Hispanic civilization. Varying topics focus on regions, periods, and lesser-taught aspects of Spanish (Peninsular), Latin American and USA

Latino culture. Conducted in Spanish. Prerequisite: SPAN 2002 or permission of the department. (Formerly SPAN 2213-2216) *3 credits each*

**SPAN 3325 (LALS 3325) Mexico: Myths, Legends, and Stories**

This course analyzes myths, legends, and stories from Mexico's past and present, beginning with the Aztec civilization. Topics are the Spanish Conquest, Sor Juana Inés, Independence, Texas, the Church and Christianity, the *Porfiriato*, the Revolution, and Mexico's contemporary relationship with the United States. Discussion explores NAFTA, drug cartels, emigration, the border, and Washington rhetoric. Other genres augment the issues considered: poems of *La Noche Triste*, essays of Sor Juana, legends of Guadalupe, songs of the Revolution, and works of authors Carlos Fuentes, Octavio Paz, and Elena Poniatowska. The course is conducted in Spanish. Prerequisite: SPAN 3002 or the equivalent. *3 credits*

**SPAN 3601 Spanish and Latin American Cinema**

Development of proficiency in the Spanish language through the screening and analysis of critically acclaimed and selected Spanish and Latin American films. Focuses on film as a major expression of Spanish and Latin American culture. Readings and discussions relative to their historical, social, political, aesthetic, literary and linguistic contexts. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 2711) *3 credits*

**Spanish Literature****SPAN 3402 Introduction to Hispanic Literary Studies**

Study of literary genres, concepts, periods and movements in relation to Spanish Peninsular and Spanish-American literature. Required for majors. Conducted in Spanish. Prerequisite: SPAN 3012 or 3102 or permission of department. (Formerly SPAN 3311) *3 credits*

**SPAN 3403 Masterpieces of Spanish Literature I**

Selected literary works from Spain and Spanish America up to the 18th century. (Formerly SPAN 3301) *3 credits*

**SPAN 3404 Masterpieces of Spanish Literature II**

Selected literary works from Spain and Spanish America from the 19th century to the present. (Formerly SPAN 3302) *3 credits*

**SPAN 3491 (LALS 3401/ENGL 3404) U.S. Latina/Latino Literature**

A survey of the literature written by Latina/Latino authors in the United States. Reading materials, class discussions, exams, and term papers will be in English, but Spanish majors and minors, and native Spanish speakers will be encouraged to write in Spanish and read Spanish translations when available. (Formerly SPAN 3401) *3 credits*

**SPAN 4401 Medieval and Renaissance Spanish Literature**

Outstanding Spanish literature from its beginning to the 16th century. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4311) *3 credits*

**SPAN 4411 Spanish Golden Age Drama and Poetry**

Outstanding Spanish playwrights and poets of the 16th and 17th centuries. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4312) *3 credits*

**SPAN 4412 Spanish Golden Age Prose**

Outstanding Spanish prose writers of the 16th and 17th centuries, with emphasis on Cervantes and the picaresque. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4313) *3 credits*

**SPAN 4421 Romantic and Realistic Spanish**

Major Spanish writers of the 19th century. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4317) *3 credits*

**SPAN 4461 Spanish-American Narrative I**

Development of the Spanish-American novel and short story from the colonial period up to the Boom. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4318) *3 credits*

**SPAN 4462 Spanish-American Narrative II**

Study of the Spanish American novel and short story from the Boom to the present. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4320) *3 credits*

**SPAN 4463 Spanish-American Theater**

Development of the Spanish-American theater from the colonial period to the present. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4319) *3 credits*

**SPAN 4465 Spanish-American Essay**

Study of the Spanish-American essay. Reading and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4322) *3 credits*

**SPAN 4466 Spanish-American Poetry**

Development of Spanish-American poetry from the colonial period to the present. Study and analysis of representative works. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4321) *3 credits*

**SPAN 4471 Spanish Literature of the Caribbean**

Representative authors from Cuba, the Dominican Republic and Puerto Rico. Conducted in Spanish. Prerequisite: SPAN 3002 or 3102 or permission of department. (Formerly SPAN 4323) *3 credits*

**SPAN 4801-4803 Studies in Spanish Literature**

(Formerly SPAN 4391-4393) *3 credits each*

**SPAN 5401-5404 Spanish Seminar**

Study of a special topic announced by the department including Study Abroad. Conducted in Spanish. Permission of department. (Formerly SPAN 5391-5394) *1/2/3/3 credits*

**Spanish Study Abroad****SPAN 2701 Study Abroad in Alicante, Spain**

Course designed for Intermediate-Low level students. Held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on everyday situations. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 1002 or permission of the Program Director. *3 credits*

**SPAN 2702 Study Abroad in Alicante, Spain**

Course designed for Intermediate-Mid level students as a continuation of SPAN 2701. Held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on everyday situations. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 1002 or permission of the Program Director. *3 credits*

**SPAN 3701 Study Abroad in Alicante, Spain**

Course designed for Advanced level students. Course held at the University of Alicante. Immersion in Spanish culture and language. Class emphasis on Spanish Civilization and Literature. Excursions to major Spanish cities, including Madrid, Granada, and Barcelona. Prerequisite: SPAN 2002 or permission of the Program Director. *3 credits*

**Other Modern Language Courses****MOLG 3321 Special Topics in Modern Languages**

Issues of current interest to the comparative study of French, Italian, Spanish, or Latin-American civilizations. Varying topics focus on region, periods and aspects of these cultures. *3 credits*

**MOLG 4324 Special Topics in Modern Languages**

Issues of current interest to the comparative study of French, Italian, Spanish, or Latin-American civilizations. Varying topics focus on region, periods and aspects of these cultures. *3 credits*

**Department of Mathematics and Computer Science**

McQuaid Hall, 2nd Floor

(973) 761-9466

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[www.shu.edu/academics/artsci/math-compsci](http://www.shu.edu/academics/artsci/math-compsci)

**Faculty:** Costa; Ghazizadeh (*Computer Science Adviser*); Gross; Guerin; Guetti; Kahl (*Adviser, Mathematics Graduate Adviser*); Kim; Luttrell (*Mathematics Adviser*); Marlowe; Masterson; Minimair (*Director, Computer Science, Cybersecurity, Data Science, Data Visualization and Analysis*); Morazán; J.T. Saccoman (*Chair; Mathematics Adviser*); Schoppmann (*Math/Ed Adviser*); Statton; Wachsmuth

**Faculty Associates:** Ganning; McNeill; Sethi (*Director, Developmental Mathematics*); Wager

**Faculty Emeritus:** J. J. Saccoman



**Lecturers:** Davidson, Reynolds (*Internship Adviser*)

The Department of Mathematics and Computer Science offers programs of study leading to the degrees Bachelor of Science (B.S.) in Mathematics and Bachelor of Science (B.S.) in Computer Science. It also offers interdisciplinary undergraduate and graduate certificate programs in Data Visualization and Analysis, jointly with the Department of Psychology.

The department aims to develop students' analytical skills and attitudes necessary for the effective understanding and application of mathematics and computer science.

A variety of program options are available for undergraduates majoring in mathematics or computer science. Students' programs are determined in consultation with a faculty adviser from the department and tailored to each undergraduate's career goals. With the proper choice of electives, students will be prepared to enter teaching, industry or graduate study in mathematics, computer science, business, law or medicine.

Programs for undergraduates majoring in secondary education with mathematics as a teaching field are determined in consultation with a faculty adviser from the Department of Educational Studies in the College of Education and Human Services, as well as the Department of Mathematics and Computer Science.

The Center for Developmental Mathematics offers classes to strengthen the mathematical foundation for students, and tutoring in mathematics and statistics in the Mathematics Learning Lab in association with the Ruth Sharkey Academic Resource Center. For further information, please refer to the Mathematics Learning Lab web page at [www.shu.edu/academics/artsci/math-compsci/math-learning-lab.cfm](http://www.shu.edu/academics/artsci/math-compsci/math-learning-lab.cfm)

**Departmental Honors**

The Department of Mathematics and Computer Science offers the opportunity for students to graduate with departmental honors in mathematics and/or computer science. The requirements for departmental honors include a GPA and credit requirement, as well as the completion of a capstone project under supervision of a faculty member. It is recommended that any interested student should meet with the chair of the department or his/her adviser by the end of the sophomore year to discuss options for the senior project. Please, see the respective major programs for the corresponding listing of requirements.

**Major in Mathematics**

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the requirements listed below. All programs are worked out in consultation with a department adviser who may modify the program in view of the student's background and objectives. All programs must be approved by the department.

<b>Freshman Year</b>		<b>Credits</b>
CSAS 1114	Introduction to Program Design I	3
MATH 1501	Calculus I for the Mathematical and Physical Sciences	4
MATH 1511	Calculus II for the Mathematical and Physical Sciences	4
MATH 1611	Introductory Discrete Mathematics	3
<b>Sophomore Year</b>		
MATH 2511	Calculus III for the Mathematical and Physical Sciences	4
MATH 2711	Introduction to Probability and Statistics	4
MATH 2813	Linear Algebra	4
<b>Junior-Senior Year</b>		
MATH 3515	Analysis	4
MATH 3626	Applied Matrix Techniques	3
MATH 3815	Algebra	4
MATH 3913	Junior Seminar	3
Four elective courses at the 3000-level or higher such as but not limited to: *		12
MATH 3111	History of Mathematics	3
MATH 3514	Differential Equations	3
MATH 3612	Advanced Discrete Mathematics	3
MATH 3614	Graph Theory	3
MATH 3711	Statistical Analysis	3
MATH 3813	Number Theory	3
MATH 3911	Geometry	3
MATH 4512	Complex Analysis	3
MATH 4516	Advanced Topics in Analysis	3
MATH 4712	Advanced Topics in Applied Probability and Statistics	3
MATH 4816	Advanced Topics in Algebra	3
		<b>Total: 52</b>

*Note: To graduate with departmental honors in mathematics, besides specific course sequences, students must also complete:*

MATH 4912	Senior Project	3
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*\*Students majoring in mathematical education should see their adviser for specific recommendations on elective courses. All students majoring in mathematics are strongly advised to take PHIL 1204 Symbolic Logic.*

**Major in Financial Mathematics**

The major in the Finance track of the Mathematics major serves several purposes. The program prepares students to pursue careers and/or graduate education in Actuarial Mathematics and Financial Engineering as well as Data Analytics. Students will take courses in both Mathematics and Finance to learn about various financial models and their underlying mathematics.

**Freshman Year**

CSAS 1114	Introduction to Program Design I	
MATH 1501	Calculus for the Mathematical and Physical Sciences I	
MATH 1511	Calculus for the Mathematical and Physical	

	Sciences II
MATH 1611	Introductory Discrete Mathematics
PHIL 1204	Symbolic Logic* (recommended)
ECON 1402	Principles of Economics
ECON 1403	Principles of Economics II

**Sophomore Year**

MATH 2511	Calculus for the Mathematical and Physical Sciences III
MATH 2711	Introduction to Probability and Statistics
MATH 2813	Linear Algebra
BACC 2103	Financial Accounting
BFIN 2201	Business Finance

**Junior-Senior Year**

MATH 3515	Analysis
MATH3711	Statistical Analysis I
MATH 3721	Financial Calculus I
MATH 4722	Adv. Topics in Financial Calculus

**BFIN 4 of the following 5 courses:**

BFIN 3211	Financial Strategy
BFIN 4227	Investment Analysis
BFIN 4250	Fixed Income Analysis
BFIN 4253	Advanced Corporate Finance
BFIN 4255	Financial Modeling

**Departmental Honors in Mathematics**

Students who wish to graduate with departmental honors in mathematics:

- must have 3.3 GPA in major courses numbered 3000 or above, including CSAS courses used to satisfy major requirements, a 3.0 overall average GPA, and must have taken at least 60 credits at Seton Hall;
- must complete one full-year sequence in either Algebra (MATH 3815-4816) or Analysis (MATH 3515-4516); and
- must complete a capstone project, ordinarily through a thesis developed for Senior Seminar (MATH 4912), under supervision of a department faculty member.

This requirement may be satisfied in conjunction with the thesis requirement in the Humanities Honors Program and is in addition to the 52-credit mathematics major requirement.

**Major in Computer Science**

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete the requirements listed below. All programs are worked out in consultation with a department adviser who may modify the program in view of the students' backgrounds and objectives. All programs must be approved by the department. No more than three internship credits (CSAS 3091-3094) may be used toward the major program in Computer Science.

Freshman Year		Credits
CSAS 1114-1115	Introduction to Program Design I-II	6
MATH 1501	Calculus I for the Mathematical and Physical Sciences	4

MATH 1611	Introductory Discrete Mathematics	3
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**Sophomore Year**

CSAS 2123-2124	Introduction to Object-Oriented Design I-II	6
CSAS 2125	Computer Architecture and Assembly Programming	3
CSAS 2126	Data Structures and Algorithm Analysis	3

MATH 2111	Statistics for Science Majors	
or		
MATH 2711	Introduction to Probability and Statistics	4
MATH 2813	Linear Algebra	

or		
MATH 2814	Introductory Linear Algebra & Computational Mathematics	4/3

**Junior-Senior Year**

CSAS 3111	Operating Systems	3
CSAS 3113	Programming Languages	3
CSAS 4113	Formal Languages and Automata	3

*One of the following two groups of courses (6 credits)*

*Group 1:*

CSAS 4117	Software Engineering I	3
CSAS 4118	Software Engineering II	3

*Group 2:*

CSAS 3010	Data Mining	3
CSAS 4122	Computer Graphics Visualization	3

*Three electives from the list below or from the group` not chosen (9 credits)*

CSAS 3091 and CSAS 3092	Computer Science Internship	3
CSAS 3093	Computer Science Internship	3
CSAS 3094	Computer Science Internship II	3
CSAS 3211	Computer Networks	3
CSAS 4081-4086	Special Topics in Computer Science	3
CSAS 4091-4096	Independent Study in Computer Science	3
CSAS 4115	Databases	3
CSAS 4201	Approaches to Big Data	3
DAVA 3000	Data Visualization	3
DAVA 4021	Project in Visual Analytics	3
PSYC 3214	Cognitive Psychology	3

**Total: 56/57**

*Note: To graduate with departmental honors in computer science, students must also complete:*

CSAS 4201-4202	Honors Research Project I-II	6
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**Departmental Honors in Computer Science**

Students who wish to graduate with departmental honors in computer science:

- must have a 3.3 GPA in major courses numbered 3000 or above, including MATH courses used to satisfy major requirements,
- a 3.0 overall average GPA, and must have taken at least 60 credits at Seton Hall;
- and must complete the Honors Project sequence (CSAS 4201-4202 Honors Research Project I and II), including written and oral presentation of project results.

## Minor in Mathematics

Students planning to minor in mathematics must contact the department chair in order to have an adviser assigned to them for this program. A minimum GPA of 2.3 must be maintained in this program and students are strongly advised to take PHIL 1204 (Symbolic Logic).

	<b>Credits</b>
MATH 1501-1511 Calculus I-II for the Mathematical and Physical Sciences	8
MATH 1611 Introductory Discrete Mathematics	3
MATH 2511 Calculus III for the Mathematical and Physical Sciences	4
MATH 2813 Linear Algebra	4
Two Mathematics courses numbered 3000 or above	6-8
	<b>Total: 25-27</b>

## Minor in Applied Scientific Mathematics

Purpose of the program: To provide a rounded exposure to mathematics for students majoring in the sciences, using as a basis, courses currently required for the various science majors. The program provides exposure to basic tools and applications of mathematics in science. Students in other majors are welcome to pursue the program if they meet course prerequisites, and complete at least two science laboratory sequences at the level required for the Arts and Sciences BS Core or higher.

<b>Required courses</b>	<b>Credits</b>
CSAS 1113 Computing for Science Majors	4
or	
CSAS 1114 Introduction to Program Design I	3
MATH 1401 Calculus I	4
or	
MATH 1501 Calculus I for the Mathematical and Physical Sciences	4
MATH 1411 Calculus II	4
or	
MATH 1511 Calculus II for the Mathematical and Physical Sciences	4
MATH 2111 Statistics for Science Majors	4
or	
MATH 2711 Introduction to Probability and Statistics	4
<b>Two electives from among the following</b>	
CSAS 2126 Data Structures and Algorithms	3
MATH 1611 Introduction to Discrete Math	3
MATH 2411 Calculus III	4
or	
MATH 2511 Calculus III for the Mathematical and Physical Sciences	4
MATH 2810 Linear Algebra and Differential Equations	4
MATH 2814 Introductory Linear Algebra and	

	Computational Mathematics	3
or		
MATH 2813	Linear Algebra	4
	<b>Total:</b>	<b>21-24</b>

## Minor in Computer Science

Students planning to minor in computer science must contact the department chair in order to have an adviser assigned to them for this program. Students in this program must maintain a minimum GPA of 2.3. Computer Science Internship (CSAS 3091-3094) may not be used to satisfy the requirement for a 3000- or 4000- level course without prior permission of the department.

	<b>Credits</b>
CSAS 1114-1115 Introduction to Program Design I-II	6
CSAS 2123-2124 Introduction to Object-Oriented Design I-II	6
CSAS 2125 Computer Architecture and Assembly Programming	3
CSAS 2126 Data Structures and Algorithms	3
CSAS 3000/4000 level course in Computer Science	3
MATH 1501 Calculus I for the Mathematical and Physical Sciences	4
MATH 1611 Introductory Discrete Mathematics	3
	<b>Total: 28</b>

*Note: Students in this program must maintain a minimum GPA of 2.3.*

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

## Course Descriptions

### Computer Science

#### CSAS 1111 Introduction to Computer Science I

Problem solving using computers. The design and implementation of computer programs. Major areas and issues in computer science including social and ethical concerns. Problem solving and pseudocode. Formal specification and verification. Basic software engineering techniques and software reuse. Data structures. Structured types: arrays, records, files. Objects and methods. Programming in a high-level language, such as C++ or Java. Corequisite: MATH 1015. *4 credits*

#### CSAS 1112 Introduction to Computer Science II

Major issues, areas, and applications of computer science. Data structures and algorithms. Linked lists, trees and graphs. Stacks, queues, and heaps. Object-oriented programming.

Problem solving and software engineering. Algorithm design, induction, recursion, and complexity. Social, economic, and ethical concerns. Programming in a high-level language, such as C++ or Java. Prerequisite: CSAS 1111. Corequisite: MATH 1501/1401. *4 credits*

### **CSAS 1113 Computing for Science Majors**

A course in programming in C++ with emphasis on applications to the sciences and to numeric algorithms. Basics of software development (variables, control structures, functions), data structures (records, arrays, lists), dynamic structures (pointers, linked lists) and principles of object-oriented programming (fields and methods, classes, inheritance). The course will focus on creating programs for topics of interest in the natural sciences. Corequisite: MATH 1015 or equivalent. *4 credits*

### **CSAS 1114 Introduction to Program Design I**

Programming skills are important to virtually every profession. Professionals must make decisions on how to achieve goals by deciding what steps are necessary. This course is an introduction to computer programming that teaches students how to make plans, to organize their thoughts, to pay attention to detail, and to be self-critical. The main focus of the course is the design process that leads students from a problem statement and a blank page to a well-organized solution. Topics include: the processing of simple forms of data, the processing of arbitrarily large data, and the process of abstraction. This course assumes no prior computer programming experience. Corequisite MATH 1014 or greater. *3 credits*

### **CSAS 1115 Introduction to Program Design II**

This course continues the study of the design and the programming processes started in CSAS 1114. Building on the abstraction skills acquired in CSAS 1114, the course focuses on new programming design techniques such as generative recursion, tail-recursion, and the changing of state variables through the use of assignment. The disciplined introduction to assignment prepares students to study modern object-oriented design and programming. Prerequisite: CSAS 1114. Corequisite: MATH 1015, 1501 or 1401. *3 credits*

### **CSAS 2123 Introduction to Object-Oriented Design I**

This course is an introduction to object-oriented design and programming. Building on the knowledge gained in CSAS 1114-1115 students learn to design a system of classes to represent information. Given a system of classes and a piece of information students will be able to create objects and represent this information with data. Conversely, given an instance of a class in the system, students will be able to interpret this object as information in the real world. Topics include varieties of data, functional methods, and abstraction with classes. Prerequisites: CSAS 1115, MATH 1611. *3 credits*

### **CSAS 2124 Introduction to Object-Oriented Design II**

This course continues the investigation of object-oriented design and programming started in CSAS 2123. Topics include circular objects, imperative methods, abstraction over

data definitions, and the use of commercial programming environments for object-oriented programs. By the end of this course, students will have a solid grasp on the principles and practice of object-oriented programming. Prerequisite: CSAS 2123. *3 credits*

### **CSAS 2125 Computer Architecture and Assembly Programming**

This course introduces the basic design of computing systems: CPU, memory, input and output. In addition, it provides a complete introduction to assembly language: the basics of an instruction set plus experience in assembly language programming using a RISC architecture. During the course student will gain experience using system calls and interrupt-driven programming emphasizing the interaction with the operating system. Other topics include: machine representation of integers, characters, floating point numbers, and virtual memory. Prerequisites: CSAS 1115, MATH 1611, or permission of instructor. *3 credits*

### **CSAS 2126 Data Structures and Algorithms**

This course discusses data structures such as arrays, stacks, queues, lists, trees, and graphs and the algorithms that manipulate these structures. Algorithm analysis for the cost of time and space is introduced. Students will learn essential tools for designing efficient software applications, needed in all application areas of computer science, such as industrial and scientific computation and database management. Prerequisites: CSAS 2123, MATH 1611, and either MATH 2111 or MATH 2711. *3 credits*

### **CSAS 2191, 2192, 2193 Topics in Applied Modern Computing I**

These courses will expose the student to some accessible applications in modern computer science. Among the topics are video game programming, mobile device programming and robotics. May not be taken for credit as part of the computer science major or minor. *1, 2 and 3 credits*

### **CSAS 2291, 2292, 2293 Topics in Applied Modern Computing II**

These courses will expose the student to some accessible applications in modern computer science. Among the topics are video game programming, mobile device programming and robotics. May not be taken for credit as part of the computer science major or minor. *1, 2 and 3 credits*

### **CSAS 3010 (DAVA 3010) Data Mining**

This course introduces the foundations of applied data mining. There is a need for extracting useful information from raw data in fields such as social and health sciences, business, the natural sciences and engineering. This course covers the fundamental ideas and algorithms of data mining. Furthermore, it teaches applying data mining techniques in order to extract useful information from data. Standard software for data mining will be used. The course is intended for any student desiring an introduction to data mining. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

### **CSAS 3085 (PSYC3300) Robotics and the Mind**

This course explores the relationship between Catholic

theological reflection and scientific evidence on the question of what it means to be human. Theoretical discussion will be accompanied by physically constructing and programming a variety of robots. Prerequisites: MATH 1202 or MATH 1401 or MATH 1501. *3 credits*

#### **CSAS 3086 Special Topics in Computer Science**

Signature III course with substantial computer science or related content, typically interdisciplinary and perhaps team-taught, taught on an experimental basis with topics to be determined by the instructor(s) in cooperation with the University Core process. See Computer Science Adviser. *3 credits each*

#### **CSAS 3091 Computer Science Internship**

The goal of internships in computer science is to turn theory into practice by working in an enterprise under the oversight of a faculty member. A learning agreement must be completed prior to registration, connecting the student's workplace experience with current or previous coursework. Students may be required to complete a paper and/or presentation. Note: No more than a total of three internship credits can be used as an upper-level elective in fulfilling major program requirements. Prerequisites: Permission of department. *1 credit*

#### **CSAS 3092 Computer Science Internship**

The goal of internships in computer science is to turn theory into practice by working in an enterprise under the oversight of a faculty member. A learning agreement must be completed prior to registration, connecting the student's workplace experience with current or previous coursework. Students may be required to complete a paper and/or presentation. Note: No more than a total of three internship credits can be used as an upper-level elective in fulfilling major program requirements. Prerequisites: Permission of department. *2 credits*

#### **CSAS 3093 Computer Science Internship**

The goal of internships in computer science is to turn theory into practice by working in an enterprise under the oversight of a faculty member. A learning agreement must be completed prior to registration, connecting the student's workplace experience with current or previous coursework. Students may be required to complete a paper and/or presentation. Note: No more than a total of three internship credits can be used as an upper-level elective in fulfilling major program requirements. Prerequisites: Permission of department. *3 credits*

#### **CSAS 3094 Computer Science Internship II**

For students completing an extended internship experience or in a second internship placement. *3 credits*

#### **CSAS 3111 Operating Systems**

Interdependence of operating systems and architectures. System structure and system evaluation. Emphasis on memory management: addressing, virtual memory, paging, segmentation and secondary storage; processes management: scheduling, context switching, priority, concurrency and deadlock; and resource management: memory, secondary storage, buses and printers. Prerequisites: CSAS 2124 and 2126. *3 credits*

#### **CSAS 3113 Programming Languages**

Introduction to principles of programming languages and nonprocedural, non-object-oriented programming. Programming language concepts, including higher-order functions, first-class functions, recursion, tail-recursion and iteration, tree-recursion; issues of pure versus impure languages in relation to performance, implementation and ease of abstraction; environments, parameter passing, and scoping. Structure, the syntax, and implementation of languages, illustrated using interpreters. Emphasis on programming in a language such as Scheme or Prolog; individual programming assignments and team project. Prerequisites: CSAS 2124 and 2126, and MATH 1611. *3 credits*

#### **CSAS 3204 (MATH 3204) Logic and the Limits to Knowledge**

The course presents an overview of topics in and related to logic, including development of formal logic and an axiomatic first-order logic. It explores the history of mathematics and logic in the Catholic Intellectual and wider Western Traditions, as well as the mutual interactions of mathematics, philosophy and religion. It then considers extensions of first-order logic, and provable limits to knowledge: the three unsolvable problems of Euclidean geometry, and examples from Gödel, Turing, Arrow, quantum physics, and others. Prerequisites: Either PHIL 1204 or PHIL 1104, or permission of chair/instructor. *3 credits*

#### **CSAS 3211 Computer Networks**

Principles of computer and networking. The layered model of a computer network and its implementation. Course will include: standard protocols, applications mathematical principles and theory, team and individual programming projects. Prerequisite: CSAS 2125 or permission of instructor. *3 credits*

#### **CSAS 3411 (MATH 3411) Graph Algorithms**

This course introduces discrete graphs and their applications, with emphasis on applications. It covers the fundamental structures of and algorithms on discrete graphs, teaching students how to use graph algorithms to extract useful information from graph and network data, how to model complex processes using graph theoretic techniques, and how to investigate and validate resulting models in order to test graph models and make predictions. Prerequisites: MATH 1611, and either MATH 2813 or MATH 2814. *3 credits*

#### **CSAS 4081-4086 Special Topics in Computer Science**

Special topics and problems in various branches of computer science. Prerequisites: At least five CSAS courses, including CSAS 2122, or permission of chair. *1-3 credits*

#### **CSAS 4091-4096 Independent Study in Computer Science**

Prerequisites: At least five CSAS courses, including CSAS 2122, or permission of chair. *1-3 credits*

#### **CSAS 4113 Formal Languages and Automata**

Introduction to the theory of finite state automata and their equivalence to regular expressions and regular grammars; pushdown automata and context-free languages; context-sensitive grammars and Turing machines; determinism and

nondeterminism; issues of complexity including P and NP; and issues of computability including Turing computable versus Turing decidable, the Halting problem and other incomputable problems. Prerequisites: CSAS 2124, 2126, MATH 1611. *3 credits*

#### **CSAS 4115 Databases**

Modern relational databases. Relational algebra, views and queries, normal forms and normalization, tuning and optimization. The entity-relationship model and database design. Overview of other approaches, especially object-oriented databases, data warehouses and data mining, distributed databases and very large applications. Group project, both design and implementation, in an SQL-based environment, such as SQL Workbench. Prerequisites: CSAS 2124, 2126, MATH 1611 or permission of department chair. *3 credits*

#### **CSAS 4117 Software Engineering**

The software universe and the role of software engineering. Project, process, and product. Approaches to system and software engineering; software architectures, including component-oriented and service-oriented architectures. Traditional and object-oriented approaches to software engineering; the modern approach, modeling languages and patterns; agile and extreme programming. Requirements elicitation and analysis and system specification; risk analysis; use cases. Knowledge management for requirements elicitation and risk analysis. Design of a software system using patterns and incremental iterative refinement. Complementary approaches, including aspects and interfaces with databases. Security and other non-behavioral considerations. Development of an initial prototype. Prerequisites: CSAS 2124 and 2126, or permission of instructor. *3 credits*

#### **CSAS 4118 Software Engineering II**

Design and implementation of a software application. Design patterns and aspects. User and component interfaces. Approaches for software quality assurance: validation and verification, testing, static analysis and model checking. Verification, validation, and testing. Approaches to verification – theorem proving, model checking, and others. Principles and theory of testing; white box and black box testing. Unit, integration, stress, and acceptance tests. Test metrics and test coverage. Testing tools. Maintenance: corrective, preventative, adaptive, and perfective changes. Software configuration management. Technical and business management of large software projects. Technical and business metrics. Cost estimation, scheduling, and staffing – connection to risk analysis. Subcontractors, vendors and collaborators; outsourcing in software projects. Software engineering for web applications and real-time systems. Prerequisites: CSAS 2124 and 4117, or permission of instructor. *3 credits*

#### **CSAS 4122 Computer Graphics Visualization**

Computer Graphics Visualization is used throughout society, including science, engineering, enterprises, politics, art, etc.,

for visualizing data and processes. Visualization is crucial for mining usable information from the ever increasing amounts of data and ever more complex procedural relationships of today's society. This course introduces the foundations for computer graphics visualization: basics of visual thinking and perception, techniques for visualization, such as maps, time series, trees, graphs, etc., and applications, such as in medical imaging, biochemistry, social sciences, etc. The course also teaches developing visualizations using a standard programming system. Visualizations will be demonstrated using online material, such as Many Eyes or Google Maps. Prerequisite: CSAS 4121 or permission of instructor. *3 credits*

#### **CSAS 4201 Approaches to Big Data**

A survey of the field of "Big Data" and its connections to data analysis and visualization, to databases and data warehouses, and to document repositories. Application areas selected from among business, government, science, health, medicine and allied fields, social science, digital humanities, and software engineering, and the characteristic uses and challenges of Big Data in these areas are considered. Techniques including data mining and visualization, programming languages and development processes such as Hadoop, statistical approaches, and implementations such as Telemet. Prerequisites: (1) CSAS 1113 or 1114, (2) MATH 2111/2711 or PSYC 2311, and (3) CSAS 4115 or CSAS/DAVA 3010. May be used as one semester of a Computer Science Honors Project. *3 credits*

#### **CSAS 4201-4202 Honors Research Project I & II**

Undergraduate research project under guidance of a faculty member in the Department of Mathematics and Computer Science, extending over two semesters. The topic will be selected by the student in consultation with the faculty member, and should relate to the undergraduate learning experience in computer science and the faculty member's expertise. In addition to development of code and/or research artifacts, oral and written presentations will be required. Prerequisite: Student must have senior standing, and be eligible for department honors in CSAS, and have approval of the faculty member mentoring the research. *3 credits each*

### **Mathematics**

**Placement information:** The Department of Mathematics and Computer Science has established placement procedures to place students in mathematics courses commensurate with their skill level and to ensure a level of mathematical proficiency that can be expected from graduates of Seton Hall University.

Students are placed into categories according to the math portion of their SAT scores. A student can then take any course within that category or any lower category. Students who have already completed a course in a higher group will not be given credit for a course in a lower group without the written permission of the department. A student can place into a higher category by taking the (optional) Mathematics Placement Exam. Transfer students should contact the department chair before registering for any mathematics

courses.

**Category I**

Math 0011, Math 0012 and MATH 0013 (Developmental Mathematics, institutional credit only)

**Category II**

Any math course up to Math 1299, excluding Math 1015

**Category III**

Any math course up to Math 1399

**Category IV**

Any math course up to Math 1501 excluding Math 1411

Students with a high level of mathematics preparation may place above Math 1401/1501 or receive credit for Math 1303 or Math 1401/1501 if (a) they passed the AP Calculus Exam with a score of 4 or 5, or (b) they passed a “Project Acceleration High School” Calculus course with an A or B. Please see the department chair if you wish to place higher than Math 1401/1501. For details on the mathematics placement procedures, please call (973) 761-9466.

Please note: The prerequisites listed below are strictly enforced. A student who has not completed the prerequisites will not be permitted to remain in a course or receive course credit. For all courses listed with two numbers, such as MATH 3612-3613, the first course is prerequisite to the second. Students who have received credit for a course numbered MATH 1401 or higher may not receive credit for MATH 1014 or MATH 1015, without explicit permission of the Department of Mathematics and Computer Science.

*Note: MATH 0011, 0012 and 0013 do not count toward graduation.*

**MATH 0011 Developmental Mathematics I**

Topics covered: integers, fractions, decimals, ratio, percentage, polynomials, exponents, and elementary word problems. After completion of this class students will enroll in either MATH 0012 or MATH 0013 to finish their Developmental Math requirements. Prerequisite: appropriate placement. *2 institutional credits*

**MATH 0012 Developmental Mathematics II**

Topics covered: review of arithmetic skills, simplifying algebraic expressions, exponents, equations, polynomials, graphing, factoring, square roots, algebraic fractions and elementary word problems. Successful completion of this class will satisfy the Developmental Math requirements. Prerequisite: MATH 0011 or appropriate placement. *3 institutional credits*

**MATH 0013 Developmental Mathematics III**

Topics covered: polynomials, graphing, factoring, square roots, algebraic fractions and elementary word problems. Successful completion of this class will satisfy the Developmental Math requirements. Prerequisite: MATH 0011 or appropriate placement. *2 institutional credits*

**MATH 1011 Sabermetrics**

Introduces students to the rapidly growing field of sabermetrics, the science of statistics applied to baseball. Demonstrates application of statistical measures to the game.

Students gain insight into the interpretation and validity of statistical measures. Prerequisite: MATH 0012 or appropriate placement. *1 credit*

**MATH 1014 College Algebra**

The real number system, algebraic manipulations, solving equations and inequalities, exponents and radicals, functions and graphing. A minimum grade of “C” is required.

Prerequisite: MATH 0012 or appropriate placement. *3 credits*

**MATH 1015 Pre-Calculus Mathematics Algebra and Trigonometry**

The real number system, functions, polynomial functions and equations, exponential and logarithmic functions, trigonometric functions (graphs, applications, identities and equations), analytic geometry. Prerequisite: MATH 1014 or appropriate placement. *4 credits*

**MATH 1101 Statistical Concepts and Methods**

Nature of statistics. Descriptive statistics, graphical methods, measures of central tendency and variability. Probability, correlation and regression, sampling distributions. Inferential statistics, estimation and hypothesis testing, tests of independence and nonparametric statistics. Use of computer statistical packages. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

**MATH 1102 Mathematical Perspectives**

Introduction to traditional and contemporary mathematical ideas in logic, number theory, geometry, probability and statistics. Historical and cultural development of these topics, as well as connections to other disciplines and various problem-solving strategies are included. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

**MATH 1112 Mathematical Perspectives II**

Selected topics from set theory and number theory. Algebra, Geometry and right triangle Trigonometry. Counting Methods, Probability and Statistics. Prerequisite: Any 1000-level MATH course or appropriate placement. *3 credits*

**MATH 1151 Math for Elementary Educators I**

This course is designed as the first of a sequence of two mathematics content courses for those who are preparing to become elementary, special education, and/or early childhood teachers. The course will focus on the areas of geometry, measurement, statistics, probability, data analysis, set theory, and algebra. It is designed to help future educators facilitate children’s mathematical concepts, skills, and problem solving techniques. The course will increase students’ knowledge of the Common Core State Standards and the eight mathematical practices, and prepare students to teach with Common Core. Throughout the course students will engage in mathematical reasoning & problem solving, as well as mathematical discourse. *Note: If your primary major is not in the College of Education and Human Services, this course will not count toward your mathematics core requirement.* Prerequisite: MATH 0012 or appropriate placement. *3 credits*

**MATH 1161 Math for Elementary Educators II**

This course is designed as the second of a sequence of two mathematics content courses for those who are preparing to

become elementary, special education, and/or early childhood teachers. This course will focus on numeration systems, numbers and operations in base ten, number theory, modular systems, and operations with fractions and decimals. These topics will be investigated in a way that focuses on conceptual understanding and strategies for problem solving. It is designed to help future educators facilitate children's mathematical concepts, skills, and problem solving techniques. The course will increase students' knowledge of the Common Core State Standards and the eight mathematical practices, and prepare students to teach with Common Core. Throughout the course students will engage in mathematical reasoning and problem solving, as well as mathematical discourse. *Note: If your primary major is not in the College of Education and Human Services, this course will not count toward your mathematics core requirement.* Prerequisite: MATH 0012 or appropriate placement. *3 credits*

#### **MATH 1202 Mathematical Models in the Social Sciences**

For students in the behavioral sciences. Various elementary mathematical techniques (exclusive of statistics) currently used in the field. Computer terminal facilities aid instruction and acquaint students with the employment of subroutines to solve problems. Topics from linear programming, graph theory, matrix algebra, combinatorics, logic and Boolean algebra. Specific and realistic applications to problems illustrate each topic. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

#### **MATH 1203 Statistical Models for the Social Sciences**

Applications of statistics in the social sciences. Analysis and interpretation of statistical models. Sampling techniques, common flaws and errors in sampling and in using statistics. Descriptive statistics, levels of measurement, measures of central tendency and dispersion. Contingency tables and measures of association for categorical variables. Correlation and linear regression. Probability and frequency distributions. Parametric and nonparametric inferential statistics. Confidence intervals and hypothesis testing. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

#### **MATH 1205 Finite Mathematics with Calculus for Business**

For students in the School of Business. Functions and linear models, systems of linear equations, linear programming, sets and counting, probability, random variables and statistics, quadratic functions, introduction to the derivative, marginal analysis, maximum and minimum problems, the mathematics of finance. Specific and real-world applications to problems illustrate each topic. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

#### **MATH 1401 Calculus I**

Real numbers, functions, elements of plane analytic geometry, limits, continuity, derivatives, differentiation of algebraic functions, applications of the derivative, antiderivatives, definite integral and Fundamental Theorem of Calculus. Applications using computer software packages. Prerequisite: MATH 1015 or appropriate placement. *4 credits*

#### **MATH 1411 Calculus II**

Applications of integration. Differentiation of trigonometric and exponential functions and their inverses. Techniques of integration. Improper integrals, indeterminate forms, polar coordinates and vectors. Applications using computer software packages. Prerequisite: MATH 1401. *4 credits*

#### **MATH 1501 Calculus I for the Mathematical and Physical Sciences**

Real numbers, proof by induction, functions, definition by recursion, limits, continuity, derivatives and applications, definite integral, Fundamental Theorem of Calculus and inverse functions. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1015 or appropriate placement. *4 credits*

#### **MATH 1511 Calculus II for the Mathematical and Physical Sciences**

Applications of integration, polar coordinates, techniques of integration, infinite series, conics, two-dimensional vectors and differential equations. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1401 or MATH 1501. *4 credits*

#### **MATH 1611 Introductory Discrete Mathematics**

Basic counting rules, permutations, combinations, Pigeonhole principle, inclusion-exclusion, generating functions, recurrence relations, graphs, digraphs, trees and algorithms. Prerequisite: MATH 1015 or appropriate placement. *3 credits*

#### **MATH 2111 Statistics for Science Majors**

Oriented toward direct application to research problems in the sciences. Collecting and organizing data, design of experiments, standard distributions, statistical tests and procedures used in hypothesis testing. A discursive treatment of the probability theory necessary to understand statistical tests is included but minimized. Emphasis on statistical inference and developing an awareness of statistical methods in a given situation. Prerequisite: MATH 1401. *4 credits*

#### **MATH 2411 Calculus III**

Elements of solid analytic geometry, parametric equations, vector-valued functions, partial differentiation, multiple integrals, line integrals and surface integrals. Applications using computer software packages. Prerequisite: MATH 1411. *4 credits*

#### **MATH 2511 Calculus III for the Mathematical and Physical Sciences**

Vectors in space, vector-valued functions, partial differentiation, multiple integrals, vector analysis, and line and surface integrals. Applications using computer software packages. Emphasis on theory. Prerequisite: MATH 1511. *4 credits*

#### **MATH 2611 Foundations of Higher Mathematics**

The logical and set-theoretic foundations of mathematics and computer science. Introduction to mathematical logic and proof techniques. Elementary set theory, including numbers, sets, relations, functions, equivalence classes, partial orders, Boolean algebras and cardinality. Prerequisites: MATH 1511 and 1611. *3 credits*



**MATH 2711 Introduction to Probability and Statistics**

Introduction to statistics. Levels of measurement; central tendency and dispersion; accuracy, precision, error and bias. Probability spaces, random variables, and sampling. Counting: principles, permutations and combinations, combinatorics. Continuous and discrete probability, conditional probability and expectation. Approaches for summarizing and visualizing statistical information. Univariate, bivariate, and multivariate distributions; standard continuous and discrete distributions, including Binomial, Poisson, Exponential, Normal and Chi-Square distributions; introduction to moment generating functions. The Central Limit Theorem. Overview of confidence intervals and hypothesis testing. Independence and association, correlation and regression, and the Chi-Square test. Use of software packages such as Maple, Excel, and/or StatCrunch for statistics. Prerequisites: MATH 1401 or 1501, and MATH 1611. Note: Students cannot receive credit for both MATH 2711 and MATH 2111. *4 credits*

**MATH 2810 Linear Algebra and Differential Equations**

First order and linear second order differential equations, matrices and linear equation systems, eigenvalues and eigenvectors, and linear systems of differential equations. Separable partial differential equations. Prerequisite: MATH 1511. *4 credits*

**MATH 2813 Linear Algebra**

Matrix algebra, determinants, solutions of systems of linear equations,  $\mathbb{R}^n$ , abstract vector spaces, linear transformations, inner product spaces and eigenvectors. Prerequisite: MATH 1611. *4 credits*

**MATH 2814 Introductory Linear Algebra and Computational Mathematics**

Topics essential for computer science selected from traditional linear algebra and Calculus II. The material is presented in a constructive and algorithmic way to increase relevance for computer science students. The students will implement relevant mathematical algorithms in a programming language taught during the freshman or sophomore year. Students will acquire skills that are essential for designing efficient software applications, needed in industrial and scientific applications of computer science. Prerequisites: MATH 1501 or 1611, and CSAS 1114. *3 credits*

**MATH 3085-3086 Special Topics in Mathematics**

Signature III course with substantial mathematical or related content, typically interdisciplinary and perhaps team-taught, taught on an experimental basis with topics to be determined by the instructor(s) in cooperation with the University Core process. See Co-op Adviser. *3 credits each*

**MATH 3091 Mathematics Internship**

The goal of internships in computer science is to turn theory into practice by working in an enterprise under the oversight of a faculty member. A learning agreement must be completed prior to registration, connecting the student's workplace experience with current or previous coursework. Students may be required to complete a paper and/or presentation. *1 credit*

**MATH 3092 Mathematics Internship**

The goal of internships in computer science is to turn theory into practice by working in an enterprise under the oversight of a faculty member. A learning agreement must be completed prior to registration, connecting the student's workplace experience with current or previous coursework. Students may be required to complete a paper and/or presentation. *2 credits*

**MATH 3093 Mathematics Internship**

The goal of internships in computer science is to turn theory into practice by working in an enterprise under the oversight of a faculty member. A learning agreement must be completed prior to registration, connecting the student's workplace experience with current or previous coursework. Students may be required to complete a paper and/or presentation. *3 credits*

**MATH 3094 Mathematics Internship II**

For students completing an extended internship experience or in a second internship placement. *3 credits*

**MATH 3111 History of Mathematics**

The development of mathematical ideas in various cultures, civilizations, and eras including Ancient Greece, Medieval China, the Renaissance, Era of Descartes and Fermat, Era of Newton and Leibniz, as well as the logical foundations and the use of the computers in Modern Mathematics.

Prerequisites: MATH 2511 and 1611. *3 credits*

**MATH 3204 (CSAS 3204) Logic and the Limits to Knowledge**

The course presents an overview of topics in and related to logic, including development of formal logic and an axiomatic first-order logic. It explores the history of mathematics and logic in the Catholic Intellectual and wider Western Traditions, as well as the mutual interactions of mathematics, philosophy and religion. It then considers extensions of first-order logic, and provable limits to knowledge: the three unsolvable problems of Euclidean geometry, and examples from Gödel, Turing, Arrow, quantum physics, and others. Prerequisites: Either PHIL 1204 or 1104, or permission of chair/instructor. *3 credits*

**MATH 3411 (CSAS 3411) Graph Algorithms**

This course introduces discrete graphs and their applications, with emphasis on applications. It covers the fundamental structures of and algorithms on discrete graphs, teaching students how to use graph algorithms to extract useful information from graph and network data, how to model complex processes using graph theoretic techniques, and how to investigate and validate resulting models in order to test graph models and make predictions. Prerequisites: MATH 1611, and either MATH 2813 or 2814. *3 credits*

**MATH 3514 Differential Equations**

Existence theorems, graphical methods, phase plane analysis, boundary value problems and selected topics. Prerequisites: MATH 2511 and 2813. *3 credits*

**MATH 3515 Analysis**

Structure of  $\mathbb{R}^1$  and  $\mathbb{R}^n$ . Sets, equivalence classes, countability; compactness and connectedness; continuity, differentiability and integrability. Theory of series. Pointwise

and uniform convergence. Prerequisites: MATH 2411 or 2511; MATH 2813. *4 credits*

**MATH 3612 Discrete Mathematics**

Combinatorial methods and discrete structures. Topics may include enumeration techniques, subsets and designs, partitions, generating functions and recurrence relations; codes and graphs. Prerequisites: MATH 1611, and either MATH 2813 or MATH 2814. *3 credits*

**MATH 3614 Graph Theory**

Graphs, trees and digraphs. Various properties are discussed and may include connectivity, colorability, planarity, matchings, extremal graph theory, spanning trees, and reliability. Applications to real world problems will be introduced. Prerequisites: MATH 1611, and either MATH 2813 or 2814. *3 credits*

**MATH 3626 Applied Matrix Techniques**

This course introduces fundamental matrices and matrix algorithms used in applied mathematics, and essential theorems and their proofs. It covers matrices used in linear optimization, solving systems of linear differential equations, and modeling of stochastic processes. It also covers implementing matrix algorithms with mathematical software. Prerequisites: MATH 3913 and either CSAS 1113 or 1114. *3 credits*

**MATH 3711 Statistical Analysis**

Overall emphases on modeling, on concepts and theory, and on standard statistical tools and approaches. Review of probability spaces, random variables, and sampling. Continuous and discrete probability, moment generating functions, standard distributions. Functions of random variables. The Law of Large Numbers and the Central Limit Theorem. Point estimation, confidence intervals and hypothesis testing. The power of a test. Correlation and regression; the Chi-Square Test. Use of software packages such as Maple, Excel and/or StatCrunch/SPSS for statistics. Prerequisites: Either MATH 2111 or 2711, and either MATH 2813 or 2814. *3 credits*

**MATH 3721 Financial Calculus I**

The course presents an overview of topics in and related to actuarial math, including the time value of money, annuities, and amortization. It looks at financial mathematics in terms of bonds, internal rate of return, and term structure of interest rates. It then considers financial calculus with discrete financial models, market models, risk free assets with a concentration on bonds and money markets, and risky assets. Finally, the course introduces financial engineering including the Black-Scholes Equations using probabilistic methods and applications to options and derivatives. Prerequisite: MATH 2111 or 2711. *3 credits*

**MATH 3813 Number Theory**

Unique factorization and its applications, congruency, quadratic reciprocity and diophantine equations. Other topics as time permits. Prerequisite: MATH 1611. *3 credits*

**MATH 3815 Abstract Algebra**

Introduction to algebraic structures: monoids, groups, rings

and fields. Examples are given, and the elementary theory of these structures is described. Prerequisite: MATH 2813. *4 credits*

**MATH 3911 Geometry**

Possible topics include Euclidean geometry, non-Euclidean geometry, projective geometry, transformation geometry, complex geometry. Prerequisites: MATH 1611 and 2511. *3 credits*

**MATH 3913 Junior Seminar**

Seminars and discussions designed to integrate readings of mathematical literature with both oral and written presentations. Prerequisite: MATH 3515 or 3815. *3 credits*

**MATH 4091-4092 Topics in Applied Mathematics I-II**

Topics chosen from among operations research, optimization, including an introduction to the calculus of variations, combinatorics, discrete mathematics, Fourier analysis, integral equations, matrix theory, and partial differential equations. Students acquire some experience at constructing mathematical models. Prerequisites: MATH 2511 and 2813. *3 credits each*

**MATH 4093-4098 Independent Study in Mathematics**

Prerequisite: permission of department chair. *1-3 credits*

**MATH 4512 Introduction to Complex Analysis**

Analytic functions, elementary functions and mappings, integrals, Cauchy's integral theorem and formula, power series, residues and poles. Prerequisite: MATH 2511. *3 credits*

**MATH 4516 Advanced Topics in Analysis**

Consequences of continuity, differentiability and integrability in  $\mathbb{R}^n$ ; introduction to metric spaces. Lebesgue integration. Prerequisite: MATH 3515. *3 credits*

**MATH 4712 Advanced Topics in Applied Probability and Statistics**

Advanced topics in probability and statistics or its application, selected by the instructor. Possible topics include, but are not limited to: advanced statistical modeling, stochastic models, applications to actuarial science and reliability, statistical data analysis and visualization, simulation and validation, design of experiments. Prerequisite: MATH 3711. *3 credits*

**MATH 4722 Advanced Topics in Financial Calculus**

The course presents an overview of topics in and related to financial calculus and financial engineering, including portfolio management, hedging strategy, and risk management. It will introduce Brownian Stochastic Processes and Martingales and Continuous Financial Models. It then considers extensions of optimal portfolios and risk management, including swaps and currency forward contracts. Prerequisite: MATH 3721. *3 credits*

**MATH 4816 Advanced Topics in Algebra**

Further properties of groups and fields, with a section on the applications of finite fields. Galois theory, the theory of the solution of algebraic equations. Prerequisite: MATH 3815. *3 credits*

**MATH 4912 Senior Project**

Individual research project applying skills developed in Junior Seminar (MATH 3912) under the guidance of faculty adviser.

Grade is ordinarily based on oral and written presentations.  
Prerequisites: MATH 3912 and permission of department chair. 3 credits

## Department of Philosophy

Fahy Hall, 3rd Floor  
(973) 275-2179

[www.shu.edu/academics/artsci/philosophy](http://www.shu.edu/academics/artsci/philosophy)

**Faculty:** Couch (*Director, Liberal Studies Program*); Mayhew; Medina; O'Connor; Ranieri (*Director, University Honors Program*); Timmerman, Unna; Vigani; Zakhem (*Chair*)

**Faculty Retired and Emeriti:** Anderson; Barral; Hakim; Murphy; Radtke; Smith; Stark.

The Department of Philosophy provides a program leading to the degree of Bachelor of Arts. The program offers the opportunity for examining major philosophers and areas from ancient times to the present. Issues studied include matters of continuing human concern: Is there a God? What is knowledge and how is it acquired? What is the basis of right and wrong? What is the most just form of government? Is my behavior genuinely free or determined by prior causes? The study of philosophy helps students to understand these kinds of fundamental issues and provides the critical skills needed to examine them.

The major provides students with excellent preparation in the field. Students receive strong training in analytical and writing skills and a broad knowledge of the subject. The flexible structure of the program also enables each student to focus on his or her particular area of interest. In addition to courses available in the history of ancient and modern philosophy, there are courses in ethics, logic, philosophy of religion, political philosophy, theory of knowledge, contemporary philosophy, philosophy of science, and existentialism.

### International Honor Society in Philosophy

#### Phi Sigma Tau, Local Chapter: New Jersey Eta (3107)

Students are eligible to apply for membership if they have completed 12 credits in philosophy with a 3.5 GPA and a 3.0 GPA overall.

### Major Program

In conjunction with meeting the standards and requirements of the College of Arts and Sciences, the philosophy major consists of 30 credits. Students work out the details of their course of study in consultation with the chairperson who may modify the program in view of a student's interest and objectives. Majors are required to maintain a minimum GPA of 2.5.

#### Philosophy Major Requirements (30 credits):

- I. Any two of the following courses are required:
  - PHIL 1101 Introduction to Philosophy
  - PHIL 1104 Logic

#### PHIL 1105 Ethics

II. Five courses at the PHIL 2000 level

*Note: With the permission of the chairperson a student may substitute one related 3 credit course from another discipline.*

III. Three courses at the PHIL 3000 level:

*Note: Students must complete 6 credits at the Phil-2000 level before taking any 3000 level courses.*

IV. Students who intend to do graduate work in philosophy are, in consultation with the Chair, directed to take 7 of the following 8 courses in addition to the 3 required 3000 level courses:

A. Two courses from this section

PHIL 1104 Logic or PHIL 1204 Symbolic Logic

PHIL 1105 Ethics or PHIL 2250 Moral Theories

B. Three courses in the history of philosophy:

PHIL 2020 Ancient Philosophy: Thales to Aristotle

PHIL 2025 Ancient Philosophy: Stoicism to Neo-Platonism

PHIL 2030 Medieval Philosophy

PHIL 2040 Modern Philosophy: Descartes to Kant

PHIL 2045 Modern Philosophy: Hegel to Nietzsche

PHIL 2050 Contemporary Analytic Philosophy

C. Both of these courses

PHIL 2500 Epistemology

PHIL 2950 Metaphysics

There is no separate major or minor in the department for students interested in applying to law school. Students should satisfy the requirements described for the relevant program and take a variety of courses. It should be noted that there are several courses that may be useful to pre-law students which are listed below, though these are not required. It should also be noted that the major is more beneficial than the minor and should be taken if possible, since this gives one a stronger foundation for entrance to law school. Students interested in the program should consult with the chair of the department for advice in selecting courses.

### Recommended Pre Law Courses

PHIL 1104 Logic

PHIL 1105 Ethics

PHIL 1204 Symbolic Logic

PHIL 2140 Political Philosophy

PHIL 2150 Philosophy of Law

PHIL 2250 Classical Moral Theories

### Minor Programs

The philosophy minor and the philosophy minor in ethics and applied ethics require students to complete a minimum of 18 credits according to the distribution given below. Each student's program is worked out in consultation with the chairperson.

#### Philosophy Minor Requirements:

I. Two courses at the 1000 level

II. Three courses at the 2000 level

III. One course at the 3000 level

*Note: Six credits at the 2000 level must be completed before a student may take any course at the 3000 level.*

### **Philosophy Minor in Ethics and Applied Ethics**

The philosophy minor in ethics and applied ethics is for students who are interested in exploring important domestic and international ethical issues and problems in social, political, legal, and economic realms.

A. Students must take PHIL 1105 Ethics and one of the following courses (6 credits):

- PHIL 1101 Introduction to Philosophy
- PHIL 1125 Business Ethics
- PHIL 1130 Biomedical Ethics
- RELS 1502 Contemporary Moral Issues

B. Students must take three of the following courses (9 credits):

- PHIL 2100 Modern Society and Human Happiness
- PHIL 2110 (WMST 2110) Feminist Theories
- PHIL 2115(ENVL 2115) Environmental Ethics
- PHIL 2140 Political Philosophy
- PHIL 2150 Philosophy of Law
- PHIL 2250 Classical Moral Theories
- PHIL 2270 Moral Argumentation and Debate

*Note: Students may substitute a 2000 level course with one of the following courses or any other relevant course with the approval of chairperson.*

- COMM 2134 Communication Ethics
- RELS 2520 (CAST 2520) Catholic Social Teaching
- ANTH 3215 Human Rights and Social Justice
- DIPL 4106 Human Rights

C. Students must take one of the following 3000 level philosophy courses with an emphasis on its ethics component (3 credits):

- PHIL 3000 Plato
- PHIL 3005 Aristotle
- PHIL 3015 St. Thomas Aquinas
- PHIL 3070 Kant

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

## **Course Descriptions**

### **PHIL 1101 Introduction to Philosophy**

Exploration of basic issues in philosophy through study of primary sources. Topics approached thematically and historically. *3 credits*

### **PHIL 1102 Philosophy and the Classical Mind**

The development of Western philosophy from its origin with the ancient Greeks to 1450 A.D., as seen against the background of the history of the Western culture. *3 credits*

### **PHIL 1103 Philosophy and the Modern Mind**

The development of modern Western philosophy, considered in its complex interrelations with the scientific, social and ideological transformations of the 600 years from the Renaissance to the present. *3 credits*

### **PHIL 1104 Logic**

Nature of thinking, truth and validity. Uses of language. Concepts and propositions. Deductive and inductive reasoning. Fallacies. *3 credits*

### **PHIL 1105 Ethics**

The functions and methods of moral philosophy. A comparison of the major ethical theories. Analysis of a wide range of common moral issues. *3 credits*

### **PHIL 1110 Philosophy and Gender**

This course considers ways in which the critical analysis of gender-related issues might contribute to the discipline of philosophy, including in metaphysics, epistemology, philosophy of science, philosophy of language, and ethics. *3 credits*

### **PHIL 1120 Philosophy through Film**

This course examines some of the most important questions in the central fields of philosophy through the medium of film. *3 credits*

### **PHIL 1125 Business Ethics**

Overview of important moral, social and political issues involving the business world at large. Emphasis on the application of traditional ethical theories to business practices. *3 credits*

### **PHIL 1130 Biomedical Ethics**

This course will examine various ethical issues arising from advances in biological and medical practices and technologies. Topics may include: healthcare administration, end-of-life decision making, human and animal research, the human genome project, the design and use of reproductive technologies, stem cell research, and resource allocation and distribution. *3 credits*

### **PHIL 1204 Symbolic Logic**

Propositional logic; predicate logic; modal logic. Topics in the philosophy of logic. *3 credits*

### **Advanced General**

#### **PHIL 2020 Ancient Philosophy I: From Thales to Aristotle**

Survey of the history of ancient philosophy, from its origins up to and including Aristotle. In addition to Aristotle, figures to be covered are the Pre-Socratics (e.g. Heraclitus, Parmenides, and the Atomists), the Sophists, Socrates, and Plato. *3 credits*

#### **PHIL 2025 Ancient Philosophy II: From Stoicism to Neo-Platonism**

Survey of the history of ancient philosophy after Aristotle. The main movements to be covered are Stoicism,

Epicureanism, Skepticism, and Neo-Platonism. Time permitting, other movements, like the revival of Aristotelianism, may be covered as well. *3 credits*

**PHIL 2030 Medieval Philosophy**

The transition from late antiquity to the medieval period; Christianity, Neoplatonism and Gnosticism; readings from the major philosophers of the Middle Ages, (e.g., Augustine, Anselm, Bonaventure, Aquinas), as well as Jewish and Islamic thinkers of the period. *3 credits*

**PHIL 2040 Modern Philosophy: Descartes to Kant**

Analysis of key texts by modern philosophers from the seventeenth and eighteenth century such as Bacon, Descartes, Spinoza, Locke, Leibniz, Hume, Rousseau, and Kant. *3 credits*

**PHIL 2045 Modern Philosophy: Hegel to Nietzsche**

Analysis of key texts by post-Kantian philosophers such as Fichte, Hegel, Schelling, Kierkegaard, Marx, Mill, and Nietzsche. *3 credits*

**PHIL 2050 Contemporary Analytic Philosophy**

Examination of some representative works from the analytical tradition in contemporary (20th-21st century) philosophy. Among the topics that may be treated: the origins and nature of the analytical approach to philosophical questions; comparison between the analytical approach and other approaches, traditional and contemporary; logical atomism; Moore's "particularism;" logical positivism; ordinary-language analysis; the reprise of metaphysics and normative ethics; the flourishing of sub-fields within broadly analytical philosophy. *3 credits*

**PHIL 2090 Philosophy of Mind**

Examination of major theories about the mind, such as dualism, materialism, behaviorism, and cognitive theories that refer to internal psychological states. Includes consideration of artificial intelligence, consciousness, and the nature of psychology. *3 credits*

**PHIL 2100 Modern Society and Human Happiness**

Reflection upon the meaning of the good life through study of selected classical and contemporary thinkers. Emphasis upon the concept of the good life in a contemporary American context. *3 credits*

**PHIL 2110 (WMST 2110) Feminist Theories**

Examination of the wide range of theories and perspectives that constitute feminism today. Three main parts: historical overview of the development of feminist thinking; analysis of major feminist theories; and examination of the intersections between traditional philosophy and feminist thinking. *3 credits*

**PHIL 2115 (ENVL 2115) Environmental Ethics**

Examination of current theoretical and practical issues in the field of environmental ethics, among them, obligations to future generations, human relationships to nature and pollution. *3 credits*

**PHIL 2140 Political Philosophy**

Critical assessment of the nature of Western political thought. What is political philosophy? What are the differences, if any,

among political philosophy, political theory and the history of political thought? How should we read a political text? An in-depth exploration of one or several of the following concepts: authority, liberty, justice, legitimacy, political obligation, anarchy and the concept of the political itself. *3 credits*

**PHIL 2150 Philosophy of Law**

Critical assessment of the concept of law. What is the nature of law? Examination of the differences among natural law, legal positivism, legal realism, and critical legal studies. Topics covered include legal reasoning, law and morality, law and liberty and constitution law. *3 credits*

**PHIL 2170 Philosophy of Religion**

The concept of God. The justifiability of religious belief. Faith and reason. Miracles. Death and concepts of life after death. The problem of evil. Religion and science. *3 credits*

**PHIL 2175 Philosophy of Death**

Attitudes toward death: acceptance or is it an evil? Cross-cultural and historical. The death of children, parents, spouse; grief and bereavement; role of the mortician; suicide and euthanasia; old age and the art of dying; the Hospice movement; immortality. *3 credits*

**PHIL 2250 Classical Moral Theories**

This course is a survey of classical (ancient through the 19th century) moral theories. Topics will include virtue ethics, deontology, and consequentialism, and may extend to an analysis of other foundational theories. *3 credits*

**PHIL 2270 Moral Argumentation and Debate**

In this course we study normative philosophy and approaches to philosophical argumentation and then take what we have learned to help critically analyze and debate current issues in applied ethics. *3 credits*

**PHIL 2500 Epistemology**

The nature and scope of knowledge. Knowledge and belief. The problem of skepticism. Empiricism, rationalism, and pragmatism. Foundationalism and its critics. *3 credits*

**PHIL 2700 Philosophy of Science**

Investigation of the nature of scientific knowledge and truth. An in-depth exploration of one or several of the following concepts: confirmation, explanation, evidence and the status of scientific laws. Evaluation and criticism of the challenge presented by the history of science to positivist and empiricist accounts of scientific inquiry. *3 credits*

**PHIL 2810-2815 Special Topics in Philosophy**

Focuses on a particular philosophical theme, topic or thinker chosen by instructor. *3 credits*

**PHIL 2950 Metaphysics**

Reflection on the meaning of human existence and our place in reality. Consideration of the nature of the real and our ability to know it. Primary focus on contemporary thinkers who have dealt with these questions. *3 credits*

**PHIL 2991 Independent Study 1 credit**

**PHIL 2995-2999 Independent Study**

Study of a specific philosophy or philosophical theme, not studied or not studied in depth in the regular philosophy courses. (Under guidance of a faculty member and with

permission of chair). *3 credits*

**PHIL 3000 Plato**

A seminar on selected issues in Plato's philosophy through a close reading of one or more of his works. Prerequisites: 6 credits of philosophy at the 2000-level. *3 credits*

**PHIL 3005 Aristotle**

A seminar on selected issues in Aristotle's philosophy through a close reading of one or more of his works. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits*

**PHIL 3015 (CORE 3597) St. Thomas Aquinas**

Historical background; life and achievements of Aquinas, analysis of the main themes of his philosophy, development and influence of Thomistic philosophy, its continuing relevance. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits*

**PHIL 3070 Kant**

A close reading and analysis of selected works by Kant will serve as the basis for a critical discussion of his answers to three major questions: What can I know? What should I do? For what may I hope? Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits*

**PHIL 3593 (CORE 3593) Ethics, Religion, and Post-modernity**

Explores the relationship between ethics and religion in postmodern philosophy. Compares and contrasts postmodern views with some of the prominent philosophical positions in the history of philosophy, Christian ethics, and in the Catholic intellectual tradition. *3 credits*

**PHIL 3595 (CAST 2160/CORE 3595) 19th and 20th Century Catholic Thinkers**

Introduction to important issues in 19th and 20th century philosophy as approached and dealt with by notable Catholic thinkers. Through examination of their works, the course explores relations between religious beliefs and both modern and contemporary philosophy, and indicates the enduring relevance of the Catholic philosophical tradition. (Formerly PHIL 2160). *3 credits*

**PHIL 3910 Research Seminar**

Primarily for philosophy majors. Intensive study revolving around topic/theme chosen by instructor. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits*

**PHIL 3950 (CORE 3594) Faith and Reason Seminar**

Explores the relationship between faith and reason, theology and philosophy, revelation and natural knowledge. Considers whether faith and reason are similar, separate, opposed or complementary. Prerequisites: 6 credits of philosophy at the 2000 level. *3 credits*

## Department of Physics

Science and Technology Center (McNulty Hall)

(973) 761-9050

[www.shu.edu/artsci/physics](http://www.shu.edu/artsci/physics)

**Faculty:** Lopez; Sahiner (*Chair*); Shojanian-Feizabadi; Troha; Wang, Morales; Yurko

**Faculty Emeriti:** Schleifer; Stamer

The Department of Physics offers major programs of study leading to the degree of Bachelor of Science (B.S.) and the degree of Bachelor of Arts (B.A.). The department provides students with a comprehensive grounding in the laws governing the behavior of matter. The intimate relationship between theory and experiment, and the open, dynamic character of physics are stressed. Topics of current interest in fundamental physics and modern technology receive special emphasis.

Students majoring in physics may choose one of the following three options leading to the degree of Bachelor of Science (B.S.):

1. **Applied Program** for students desiring a conventional program in physics to be followed by graduate work in physics or a related field;
2. **Industrial Program** for those who intend to seek employment in industry or government, or those considering a career in secondary education;
3. **Five-Year Dual Degree (Physics/Engineering) Program**  
This program, ideal for technically oriented students, is conducted jointly with the New Jersey Institute of Technology (NJIT) and leads to a B.S. degree in physics from Seton Hall University and a B.S. degree in biomedical, mechanical, electrical, industrial, computer or civil engineering from NJIT. Students spend three years at Seton Hall and two years at NJIT. Please see the Engineering Degree Program in Collaboration with NJIT on page 246 of this catalogue.

The Bachelor of Arts (B.A.) program is ideal for those who intend to seek employment in secondary education and those who wish to study physics and pursue professional careers in such fields as business, law, and allied health.

The sequence and diversity of courses for all students will be worked out in consultation with a department adviser who may modify the program in view of each student's background and objectives.

### Bachelor of Science (B.S.) Degree Program

In addition to meeting the Core Curriculum requirements of the College of Arts and Sciences, each degree candidate must complete at least 68 hours (30 hours for Five-Year Dual Degree Physics/Engineering Program) of the following coursework for the first three years. Students must complete six credits at the 2000 level before taking any 3000-level courses.

**Physics Core Requirements**

PHYS 1705-1706 Principles of Physics I-II

**Credits**

6

PHYS 1815-1816	Physics Laboratory and Data Analysis I-II	3
PHYS 2112	Physical Applications of Mathematical Techniques	4
PHYS 2185	Introductory Modern Physics	4
PHYS 2186	Waves and Oscillations	3
PHYS 2883	Electronics I	3
PHYS 3119	Mathematical Methods of Physics I	4
PHYS 3121	Mechanics I	3
PHYS 3185	Electricity and Magnetism I	3
PHYS 3217	Modern Optics	3
PHYS 3812-3815	Advanced Laboratory I-II and/or	6

PHYS 4812-4815	Advanced Laboratory III-IV	6
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**Other Required Courses**

CHEM 1107	Principles of Chemistry I	5
or		
CHEM 1123/1125	General Chemistry I and Lab I	4
CHEM 1108	Principles of Chemistry II	4
or		
CHEM 1124/1126	General Chemistry II and Lab II	4
MATH 1501-2511	Calculus I-III	12
CSAS 1113	Computing for Science Majors	4

Students intending to pursue graduate work must take a minimum of 12 elective credits from the following list.

Students should select courses in consultation with their departmental adviser.

CHEM 3411	Physical Chemistry I	3
PHYS 3122	Mechanics II	3
PHYS 3186	Electricity and Magnetism II	3
PHYS 4211-4212	Quantum Mechanics I-II	3-6
PHYS 4219	Statistical Physics	3

A student planning industrial employment must take the following:

CHEM 2215	Analytical Chemistry I	4
PHYS 2894	Electronics II	3

**Bachelor of Arts (B.A.) Degree Program**

In addition to the courses needed to satisfy the College of Arts and Sciences Core Curriculum requirements, each student in the Physics B.A. program is required to satisfy physics requirements as are listed below for a total of at least 53 credits. Additionally, students are recommended to take specialized elective courses depending on their career paths.

**B.A. Degree Requirements Credits**

PHYS 1705-1706	Principles of Physics I-II	6
PHYS 1815	Data Analysis Physics Laboratory I	2
PHYS 1816	Data Analysis Physics Laboratory II	1
PHYS 2112	Physical Applications of Mathematical Techniques	4
PHYS 2185	Introductory Modern Physics	4
PHYS 2186	Waves and Oscillations	3
PHYS 2883	Electronics I	3
PHYS 3812-3815	Advanced Laboratory I-II	4
MATH 1501-2511	Calculus I-III	12

CHEM 1107	Principles of Chemistry I	4
CHEM 1108	Principles of Chemistry II	5
Plus any two 3000-level physics courses from the following list:		
PHYS 3119	Mathematical Methods of Physics I	4
PHYS 3121	Mechanics I	3
PHYS 3185	Electricity and Magnetism I	3
PHYS 3217	Modern Optics	3

**Model program for B.S. (Physics, Physics/Engineering) and for B.A. Physics:****First Year****Fall Semester**

PHYS 1705	Principle of Physics I	3
PHYS 1815	Physics Laboratory and Data Analysis I	2
MATH 1501	Calculus I	4
ENGL 1201	Core English I	3

**Spring Semester**

PHYS 1705	Principle of Physics I	3
PHYS 1816	Physics Laboratory and Data Analysis II	1
MATH 1511	Calculus II	4
ENGL 1202	Core English II	3

**Second Year****Fall Semester**

PHYS 2883	Electronics I	3
PHYS 2185	Introductory Modern Physics	4
MATH 2511	Calculus III	4
CHEM 1107*	Principles of Chemistry I	4
or CHEM 1123/1125*		
General Chemistry I and Lab		4

\*B.A. students must take CHEM 1107.

**Spring Semester**

PHYS 2186	Waves and Oscillations	3
PHYS 2112	Physical Applications of Mathematical Techniques	4
CHEM 1108 *	Principles of Chemistry II	5
or CHEM 1124/1126 *		
General Chemistry II and Lab		4

\* B.A. students must take CHEM 1108.

**Third Year****Fall Semester**

PHYS 3119	Mathematical Methods of Physics I	4
PHYS 3121	Mechanics I	3
PHYS 3185	Electricity and Magnetism I	3
PHYS 3815	Advanced Laboratory II	2

**Spring Semester**

PHYS 3217	Modern Optics	3
PHYS 3122	Mechanics II	3
PHYS 4211	Quantum Mechanics I	3
PHYS 3812	Advanced Laboratory I	2
Elective Courses (see below)		3



**Fourth Year****Fall Semester**

PHYS 4812 Advanced Laboratory III 2  
 Elective courses (see below)

**Spring Semester**

PHYS 4815 Advanced Laboratory IV 2  
 Elective courses (see below) 3

The following electives are recommended:

BIOL 1201 General Biology I  
 BIOL 1202 General Biology II  
 CHEM 2321 Organic Chemistry I  
 CHEM 2315 Organic Chemistry I Lab  
 CHEM 2322 Organic Chemistry II  
 CHEM 2316 Organic Chemistry II Lab  
 CLAS 1314 Scientific Terminology  
 CSAS 1113 Introduction to Computer Science I  
 ENGL 3514 Scientific and Technical Writing  
 MATH 2111 Statistics for Science Majors  
 (*Prerequisite: MATH 1401*)  
 PHIL 2700 Philosophy of Science  
 PHYS 2894 Electronics II  
 PHYS 3186 Electricity and Magnetism II  
 PHYS 4211 Quantum Mechanics I  
 PHYS 4212 Quantum Mechanics II  
 PHYS 4219 Statistical Physics  
 PHYS 4290 Research in Physics I  
 PHYS 4291 Research in Physics II

**Physics Minor**

The physics minor requires a minimum of 18 credits as follows:

	<b>Credits</b>
<b>1. Basic Principles of Physics</b>	
PHYS 1701-1702 or PHYS 1705-1706	6
<b>2. Laboratory Component</b>	
PHYS 1811-1812 or PHYS 1815-1816 or PHYS 2883	2-3
<b>3. Principles of Modern Physics</b>	
PHYS 2185 Introductory Modern Physics	4
<b>4. Specialized Electives</b>	
PHYS 2112, 2186, 2883, 2894, 3121-3122, 3185-3186, 3217, 4219 or 4211	6-8

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

**Course Descriptions****ERTH 1019 (ENVL 1019) Introduction to Geology**

Descriptive survey of the science of the earth; the composition of the earth; weathering and erosion; the formulation and movement of glaciers; the origin of mountains, volcanoes, earthquakes and deserts; and geological history of the earth. Field trips when possible. *3 credits*

**PHYS 1001 Introduction to Physical Science**

For non-science students. Emphasis on concepts and methods of physical sciences. Topics range from gravitation and astronomy to modern scientific frauds. *3 credits*

**PHYS 1007 Introduction to Astronomy**

Survey of the historical development and current status of astronomy. The solar system, stars and galaxies, quasars, pulsars, black holes and models of the universe and its history. Eight-inch and 16-inch telescopes are used for observation on clear nights. *3 credits*

**PHYS 1701-1702 General Physics I-II**

Mechanics, sound and heat, elementary electricity and magnetism, optics and elementary modern physics. Corequisites: MATH 1401-1411 or MATH 1015, and PHYS 1811-1812. *3 credits each*

**PHYS 1705-1706 Principles of Physics I-II**

Vectors, kinematics and dynamics, heat and thermodynamics, electricity and magnetism, introduction to Maxwell's equations, physical and geometrical optics and elementary modern physics. Corequisites: MATH 1401-1411 or permission of instructor, and PHYS 1815-1816. *3 credits each*

**PHYS 1811-1812 Physics Laboratory I-II**

Experiments in mechanics, sound, heat, light, electricity, and magnetism and radiation. Statistical analysis. Corequisites: MATH 1401-1411 or MATH 1015, and PHYS 1701-1702 or PHYS 1705-1706. Lab fee \$25 for each course. *1 credit each*

**PHYS 1815 Physics Laboratory and Data Analysis I**

Scientific programming with applications to data analysis in addition to all experiments in PHYS 1811. Additional topics include linear regression and numerical integration. Corequisites: MATH 1401 and PHYS 1705. Lab fee \$25. *2 credits*

**PHYS 1816 Physics Laboratory and Data Analysis II**

See PHYS 1812 Data analysis involves programs discussed in PHYS 1815. Prerequisite: PHYS 1815. Corequisites: MATH 1411 and PHYS 1706. Lab fee \$25. *1 credit*

**PHYS 2112 Physical Applications of Mathematical Techniques**

Selected applications of differential equations, vectors, matrices and determinants, Sturm-Liouville theory and orthogonal functions, numerical analysis, and probability and statistics to the physical sciences. Prerequisites: MATH 2411 and PHYS 1706 or PHYS 1702. *4 credits*

**PHYS 2185 Introductory Modern Physics**

Special relativity, kinetic theory and thermodynamics, early quantum theory, atomic models, particle physics. Prerequisite:



a year of general physics. Corequisite: MATH 2411 or permission of instructor. *4 credits*

**PHYS 2186 Waves Oscillations**

Oscillations of particles and rigid bodies; vibrations and waves in one to three dimensions; sound and electromagnetic waves. Prerequisites: MATH 2411, PHYS 2185. *3 credits*

**PHYS 2883 Electronics I**

Circuit analysis; electronic instruments; digital and analog integrated circuits; microcomputer interfacing. One laboratory meeting per week. Prerequisite: a year of general physics.

Corequisite: MATH 2411. *3 credits*

**PHYS 2894 Electronics II**

Analog-to-digital and digital-to-analog circuits; assembly/high-level programming and interfacing; resonance; Fourier series. Laboratory included. Prerequisite: PHYS 2883. *3 credits*

**PHYS 3119-3120 Mathematical Methods of Physics I-II**

Vector analysis. Curvilinear coordinate systems. Determinants and matrices. Infinite series. Functions of a complex variable. Second order differential equations and Sturm-Liouville theory. Fourier series. Integral equations. Calculus of variations. Probability. Prerequisites: MATH 2411, PHYS 2112. *4 credits each*

**PHYS 3121-3122 Mechanics I-II**

Newtonian mechanics; particle motion in one, two and three dimensions; systems of particles; rigid body motion; gravity; introductory Lagrangian formalism; small vibrations; special relativity; mechanics of continuous media. Prerequisite: PHYS 2186. *3 credits each*

**PHYS 3185-3186 Electricity and Magnetism I-II**

Boundary value problems in electrostatics and magnetostatics; Maxwell's equations in differential form; time-dependent fields; plasma physics; radiation. Prerequisite: PHYS 2186. *3 credits each*

**PHYS 3217 Modern Optics**

Mathematics of wave motion; physical optics, including polarization, diffraction and interference. Selected topics of current interest; fiber optics, integrated optics, lasers, holography and the principles of spectroscopy. Prerequisite: PHYS 2186. *3 credits*

**PHYS 3811-3812, 3814-3815 Advanced Laboratory I-II**

PHYS 3811 and PHYS 3814 together cover a set of historically important experiments. PHYS 3812 and PHYS 3815 cover these same experiments to greater depth with additional topics. Prerequisites: PHYS 2883. Fall Semester: PHYS 3811 (1 credit), 3812 (2 credits). Spring Semester: PHYS 3814 (1 credit), 3815 (2 credits). \$25 lab fee for each course. *1-4 credits*

**PHYS 3894 Physics Co-op I**

See Co-op Adviser. *3 credits*

**PHYS 3895 Physics Co-op II**

See Co-op Adviser. *3 credits*

**PHYS 3896 Physics Co-op III**

See Co-op Adviser. *3 credits*

**PHYS 4211-4212 Quantum Mechanics I-II**

Wave mechanics in one and three dimensions, hydrogen atom, spin, exclusion principle and multi-electron atoms in external fields. Time-independent and time-dependent perturbation theory with applications, scattering theory. Prerequisites: CHEM 3412 or PHYS 2186; PHYS 3185. *3 credits each*

**PHYS 4219 Statistical Physics**

Kinetic theory; quantum statistics; systems of interacting particles. Applications to solids. Prerequisite: PHYS 2186. *3 credits*

**PHYS 4289 Research in Physics 1 credit**

**PHYS 4290-4291 Research in Physics I-II**

Introduction to the methods of original investigation in experimental or theoretical physics. (For selected seniors majoring in physics.) \$25 lab fee for each course. *2-3 credits*

**PHYS 4811-4815 Advanced Laboratory III-IV**

Supervised research. Fall semester: PHYS 4811 (*1 credit*), PHYS 4812 (*2 credits*). Spring semester: PHYS 4814 (*1 credit*), PHYS 4815 (*2 credits*). Prerequisite: Permission of the instructor. \$25 lab fee for each course.

## Department of Political Science and Public Affairs

Jubilee Hall Room 567

(973) 761-9383

[www.shu.edu/academics/artsci/political-science-public-affairs](http://www.shu.edu/academics/artsci/political-science-public-affairs)

**Faculty:** Akonor; Fisher; Formicola; Hale (*Director of Graduate Studies, M.P.A. Program*); Mirabella; Mott; Pallitto (*Chair*); Taylor; Teo; Togman; Upton (*Pre-Law Advisor*); Wish

**Faculty Emeriti:** Adinaro; Connors; Dunham; Manley

At the undergraduate level, the Department of Political Science and Public Affairs offers a program of study in political science leading to the degree Bachelor of Arts. The department offers curriculum in the discipline's major subfields of United States government and politics, comparative politics, international relations, political theory and methodology, as well as in the areas of public law, environmental studies, urban affairs, public and nonprofit administration, public policy, and political behavior.

The political science major provides students with a rigorous education in the theory and practice of politics, and prepares students for careers in politics, law, government service, journalism, the nonprofit sector, public affairs, the private sector, and numerous other fields.

In addition to the major program, the department offers a minor in political science, a minor in nonprofit studies, and a five-year dual degree (B.A./M.P.A.). (See page 249 for five-year programs).

### Major Program in Political Science

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 36 credits in political science. The sequence and diversity of courses for all students will be worked out in consultation with a department adviser, who may modify the program in view of each student's background and objectives. Students are expected to acquaint themselves with the concepts and methods of related social science disciplines and to develop other skills requisite for the successful pursuit of their particular career objectives.

#### Department Requirements

	<b>Credits</b>
POLS 1211 United States Politics	3
POLS 1401 Western Political Thought	3
POLS 1611 Comparative Politics	3
POLS 1711 International Relations	3
POLS 2910 Research Methods	3
POLS 5012 Senior Seminar	3
4 POLS electives at any level	12
2 POLS classes at the 3000-level	6
<b>Total:</b>	<b>36</b>

#### Model Program

##### First-Year Requirements:

	<b>Credits</b>
<b>Fall Semester</b>	
POLS 1211 United States Politics	3
MATH 1203 Statistical Models for the Social Sciences	3

##### Spring Semester

POLS 1611 Comparative Politics	3
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##### Second-Year Requirements

###### Fall Semester

POLS 1401 Western Political Thought	3
POLS 1711 International Relations	3

###### Spring Semester

POLS 2910 Research Methods	3
POLS Elective at the 1000 or 2000 level	3

##### Third-Year Requirements

###### Fall Semester

POLS Elective at the 1000 or 2000 level	3
POLS Elective at the 1000 or 2000 level	3

###### Spring Semester

POLS Elective at the 1000 or 2000 level	3
POLS Elective at the 3000 level	3

##### Fourth-Year Requirements

###### Fall Semester

POLS 5012 Senior Seminar	3
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###### Spring Semester

POLS Elective at the 3000 level	3
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**Total: 36**

*Note: Students are encouraged to pursue internships for academic credit. A maximum of six credits in internships or practicum courses may be applied toward the completion of the credit requirement for the major.*

Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement.

Political science majors must complete MATH 1203 Statistical Models for the Social Sciences, to fulfill the core mathematics requirement for the College of Arts and Sciences.

#### Political Science Major Admission Policy for Continuing Students

Students who are not originally admitted to Seton Hall University as political science majors may subsequently declare political science as their major, provided they meet the following requirements:

- completion of 6 credits in political science at Seton Hall (courses with the POLS prefix); and
- a grade point average of at least 3.0 in POLS courses taken at Seton Hall.

## Minor Program in Political Science

The minor in political science is open to all undergraduate students in the University who have an interest in political studies and wish to complement their own major with courses in government and politics. The minor consists of 18 credits distributed as follows:

	<b>Credits</b>
POLS 1211 United States Politics	3
Four POLS courses at the 1000- or 2000-level	12
One POLS course at the 3000-level	3
<b>Total: 18</b>	

## Minor Program in Nonprofit Studies

The minor in nonprofit studies is a program designed to prepare students for careers in management in the nonprofit sector, especially with agencies working with youth and social services. The nonprofit sector is growing by leaps and bounds, and the need for highly prepared professionals to lead nonprofits is also soaring. As government funding and programs are cut, there has been increased community dependence on nonprofits, more nonprofit involvement with vulnerable populations, and limited time and resources available to recruit qualified, new employees, particularly African Americans and Latinos.

The minor in nonprofit studies consists of 21 hours of directed study, including one core course, POLS 2120 The Nonprofit Sector, one course in nonprofit financial and fundraising management, POLS 2121, one course in organizational theory, one course in community and social issues, one course in management and one course in leadership from the following list. Students also will be required to complete an internship with a nonprofit organization. Student may apply a maximum of 6 credits from their major to the nonprofit studies minor (exclusive of internship experience).

### Required Courses

POLS 2120	The Nonprofit Sector
POLS 2121	Financial and Fundraising Management in Nonprofit Organizations

### Electives

#### Organizational Theory

NUTH 4001	Nursing Leadership
PSYC 1216	Industrial/Organizational Psychology
SOCI 2314	Formal Organizations
SOWK 1111	Introduction to Social Work

#### Management

BMKT 2601	Introduction to Marketing
BMGT 2501	Principles of Management
BITM 2701	Management Information Systems
COPA 2512	Public Relations I

#### Community and Social Issues

AFAM 3311	Public Institutions and the African
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AFAM 2313 (POLS 2313)	American Black Politics
NUTH 4118	Community Health Perspectives
PSYC 1212	Child Psychology
PSYC 1213	Adolescent Psychology
PSYC 2216	Social Psychology
SOCI 2513 (WMST 2513)	Social Inequalities
SOWK 1311	Children and Youth in Society
SOWK 1911	Introduction to Gerontology
WMST 1401	Women, Culture and Society

### Leadership Elective

DIPL 3101	Concepts of Leadership
PHIL 1125	Business Ethics
RELS 2520 (CAST 2520)	Catholic Social Teaching

### Internships

POLS 2516	Nonprofit Practicum I
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## The Washington Center for Internships and Academic Seminars

In partnership with The Washington Center for Internships and Academic Seminars, an educational nonprofit organization, the Department of Political Science and Public Affairs offers undergraduate students an opportunity to complete an internship and coursework in Washington, D.C. for academic credit. Students select their internship placement from thousands of organizations in government, business and the non-profit sector. As part of their experience, students attend weekly seminars conducted by highly qualified faculty, providing them with the opportunity to further their understanding of the relationship between theory and practice. Interns also participate in The Leadership Forum, a public policy speaker series with distinguished leaders including cabinet members, members of Congress, journalists, and others.

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

## Course Descriptions

### POLS 1111 Introduction to Public Policy

Explores the policy process, (i.e., the analytic techniques for setting the agenda, policy formulation, implementation and evaluation). The course emphasizes how to think about government policy. *3 credits*

**POLS 1211 United States Politics**

Introduction to the institutions and processes of United States national government, its development as a constitutional system and the political culture in the United States. Students develop a higher degree of “political literacy” about the workings of the American political system, and a better grasp of the importance of politics in everyday life. *3 credits*

**POLS 1401 Western Political Thought**

Introduction to, and analysis of, the major questions that have challenged Western political thinkers. Selected writers will include Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. *3 credits*

**POLS 1611 Comparative Politics**

Comparative approaches to the study of politics. Analysis of functions, experiences and institutions of political systems, Western and non-Western. *3 credits*

**POLS 1711 International Relations**

Analysis of forces affecting relations between nations and other global actors, including world-level and regional-level intergovernmental organizations as well as religious organizations. Emerging nations and their impact on the international political system. *3 credits*

**POLS 2090-2094 Topics in Public Policy**

Selected topics designated before the semester in the area of public policy. Topics vary from semester to semester. May be repeated for credit as the topic changes. *3 credits each*

**POLS 2110 Contemporary Issues in U.S. Public Policy**

Overview of agenda setting, formulation, and implementation of public policies, including budgets, taxation, health, business regulation, civil rights and welfare. Students learn how political factors shape policy as well as learning techniques to analyze and evaluate these policies. *3 credits*

**POLS 2120 The Nonprofit Sector**

Introduction to the important social, political and economic aspects of organizations and activities in the third or “independent” sector, which is neither government nor business. *3 credits*

**POLS 2121 Financial and Fundraising Management**

Introduction to financial, budgetary and accounting issues in tax-exempt organizations, examines principles, techniques and issues surrounding resource development in nonprofit organizations, with an introduction to annual funds, capital campaigns and endowment support and an overview of grants and contracts including trends in grantmaking, grantwriting, funding source identification and relationship development with funders. *3 credits*

**POLS 2122 Public Administration**

Introduction to the field through an exploration of historical development of public bureaucracies and the contemporary politics affecting their organization and operation. Students learn about the causes of bureaucratic malfunction and the strategies managers use to make bureaucracies function more efficiently and effectively. (Formerly POLS 1113) *3 credits*

**POLS 2190-2193 Topics in Public Administration**

Selected topics designated before the semester in the area of public administration. Topics vary from semester to semester. May be repeated for credit as the topic changes.

*3 credits each*

**POLS 2212 The United States Congress**

This course examines the composition and political organization of the United States Congress. The course analyzes the evolution of the institution, the congressional decision-making process, and Congress’s relations with other political actors, including other branches of government.

*3 credits*

**POLS 2213 United States Presidency**

This course examines how the modern presidency has evolved, how the office has changed to accommodate modern expectation, and how presidents, politicians, and citizens perceive, understand and analyze the office of the presidency, and the people who occupy it. *3 credits*

**POLS 2214 United States Judicial System**

Concepts of law and jurisprudence, functions and staffing of United States courts, state and federal. Strengths and weaknesses of the jury system. The Supreme Court, how it decides, impact of its decisions and the role of the court in United States constitutional law. Controversy over judicial review. *3 credits*

**POLS 2215 United States Parties and Interest Groups**

Examines the structure, operation and interaction of the major political parties and their roles in electing local, state and national officials. It analyzes campaigning for public office, and the impact of interest group politics on the process. *3 credits*

**POLS 2226 Government and Politics of New Jersey**

Structural study and functional analysis of state, county and local government in New Jersey. *3 credits*

**POLS 2229 (SOCI 2213, ANTH 2213) Introduction to U.S. Law**

Explores the basis for United States law by examining various theories of jurisprudence, or philosophies of law, and the goals and objectives of law. Distinguishes law from other forms of social control, and looks at the impact of law on society. (Formerly POLS 1212) *3 credits*

**POLS 2290-2293 Topics in United States Politics**

Selected topics designated before the semester in the area of United States politics. Topics vary from semester to semester as the department directs. May be repeated for credit as the topic changes. *3 credits each*

**POLS 2311 (AFAM 2213) Black Nationalism**

Examines the philosophy of Black nationalism as it appears in the writings and speeches of major leadership figures in the African-American community in the 19<sup>th</sup> and 20<sup>th</sup> Centuries. The nationalism of Martin R. Delany, Alexander Crummell, Edward Wilmot Blyden, Bishop Henry McMeal Turner, Booker T. Washington, W.E.B. Dubois, Marcus Garvey, Honorable Elijah Muhammad and Malcolm X is covered. *3*

*credits*

**POLS 2312 (AFAM 2212, HIST 3364) History of the Civil Rights Movement**

Review of major events and campaigns. The decade 1955-65 represents the temporal focus of the course, but the movement's 20th century antecedents and the period between 1965-68 are discussed; the period within which the movement was broadened in international perspective and transformed into a struggle for human rights. Goals and objectives of the struggle and the movement's impact on United States society are identified and evaluated. *3 credits*

**POLS 2313 (AFAM 2313) Black Politics**

Analytical study of the impact of black participation in United States political institutions and their responsiveness to the political demands of the Black community. *3 credits*

**POLS 2326 (AFAM 2326) Development and Democracy in Africa**

Materialist analysis of problems associated with underdevelopment in Africa. Origin and evolution of the "anatomy" of underdevelopment through the concept of "structured dependence." Investigation of trade, colonialization, foreign ownership of means of production and dependence on the world market. Examination of alternative development strategies, including socialist planning. *3 credits*

**POLS 2327 (AFAM 2327/SOWK 2327) Organizing Grassroots Communities**

Methods of organizing Black communities to alter the responsiveness of institutions, assume control of them, or replace them. Heavy emphasis on the theories of power, politics and community control along with practical examples. *3 credits*

**POLS 2333 (AFAM 2333) Africa and the Global Political Economy**

This course will entail a critical assessment of the Africa's position internationally, and of the challenges, as well as the opportunities, to African countries from current global economic and political phenomena. The purpose of this course is to analyze the foreign policy relations of African States, in light of their position in the global division of labor and their political, economic and ideological attributes. *3 credits*

**POLS 2351 The Politics of Marriage**

This course focuses upon gay marriage as a contemporary political idea, part of an important public policy debate. Gay marriage is bound to a larger historical, religious and cultural narrative. The course focuses upon the European and American experience. Other non-western and indigenous traditions are introduced to assist in examining the diversity and complexity of the topic. Complementary ideas are introduced and evaluated, most notably social construction and essentialism. This endeavor requires careful attention as many important voices here (women and queer individuals in particular) are historically marginalized. *3 credits*

**POLS 2411 (CLAS 2303/ARCH 2303) Politicians in Antiquity**

Topics in Greek and Roman political thought (democracy, tyranny, electoral campaigning, trial by jury, class strife, etc.) studied through political writings, historical evidence and literary texts. *3 credits*

**POLS 2412 Modern Ideologies**

This course is an evaluation of the various ideologies that have influenced political thought and action in the modern era. The content is introduced by an investigation of modernity itself and the meaning associated with this concept. Following this, the course reviews particular political ideologies (democratic theory, capitalism, anarchism, Marxism, socialism, fascism, religious fundamentalism). *3 credits*

**POLS 2414 United States Political Ideas**

Introduction to major United States political theorists, including representative thinkers such as Madison, Calhoun, Thoreau, Sumner, Dewey, Kirk, Viereck, Marcuse and King. *3 credits*

**POLS 2420 Modern Political Theory**

This course examines what constitutes our modern world and political reality. It is difficult to disassociate modern political theory from social, political and economic movements. Modern ideas and systematic theories are bound tightly to political action. Our work includes investigations of anarchism, democratic theory, fascism and totalitarianism, feminism, human rights and liberalism, libertarianism, communism and socialism, and environmentalism. Issues investigated include the rise of liberal democracy and its critics, the impact of the industrial revolution on modern politics, and how technological change and environmental limitations have affected contemporary political thought. *3 credits*

**POLS 2490-2491 Topics in Political Theory**

Selected topics designated before the semester in the area of political theory. Topics vary from semester to semester. May be repeated for credit as the topic changes. *3 credits*

**POLS 2512 Washington, D.C. Internship**

Opportunity for the student to be an intern in a governmental agency or nonprofit organization in Washington, D.C. Students are placed in legislative, judicial or executive branch agencies, depending on interests/career goals, and work five days per week for one semester. *6 credits*

**POLS 2513 Washington, D.C. Research**

Book critiques and a research paper that integrate information the student gains in the classroom with fieldwork experience. Supervised by the Seton Hall faculty liaison. *6 credits*

**POLS 2514 Washington, D.C. Seminar**

Students attend a weekly seminar led by a professor associated with the Washington Center for Internships and prepare a seminar paper. *3 credits*

**POLS 2610 (WMST 2610) Women and Politics**

The evolving legal, political and governmental positions of women in the world. Cross-cultural implications of the politicalization of women. *3 credits*

**POLS 2612 European Politics**

The dynamics of politics and analysis of the evolution and present status of the political systems of selected European powers. *3 credits*

**POLS 2615 (AFAM 2312) African Politics**

Examination of African political systems. The salient variables economic, social and political involved with discussion of specific experiences. Review of traditional background, colonial experience and post-independence era. *3 credits*

**POLS 2616 (ASIA 3131) Chinese Politics**

Analysis of the political system of China, present trends and future prospects. *3 credits*

**POLS 2690-2699 Topics in Comparative Politics**

Selected topics designated before the semester in the area of comparative politics. Topics vary from semester to semester. May be repeated for credit as the topic changes. *3 credits each*

**POLS 2711 Foreign Policy in Middle East**

This course provides an historical assessment and examines the nature and conduct of the United States in its foreign policy toward the Middle East, from 1945 to the present. Particular attention will be paid to development in the Middle East in the 21st Century, including the U.S. and its Middle Eastern allies, America and the war on terror, relations between various region's nation-states, including Israel, and our role in the region post-9/11. *3 credits*

**POLS 2790-2792 Topics in International Relations**

Selected topics designated before the semester in the area of international relations. Topics vary from semester to semester. *3 credits each*

**POLS 2910 (ENVL 2910) Research Methods**

An introduction to social science research. Topics include problem selection and hypothesis formation and testing; research design; sampling; construction and administration of research techniques; elementary data analysis and ethical issues. Some statistical and computer applications.

Prerequisite: For POLS majors only, MATH 1101 or MATH 1203, and POLS 1211, 1401, 1611 or 1711. *3 credits*

**POLS 3014 (ENVL 3014) Ecology and Politics**

Explores the relationship between politics and environmental policy in the U.S. Looks at specific problems such as pollution, global warming, species depletion, land management and hazardous waste. Explores attempts by government and other interested parties to rectify these problems. *3 credits*

**POLS 3101 (CORE 3101) Engaging the World**

This course is designed to examine the appropriate roles of the institutional Catholic Church, its leaders, citizens, and its political actors within the American political process today. It

will explore traditional Christian political theory; the Church's relevant major social teachings, and the challenges that confront Catholicism and its adherents in the current, American public arena. In the long term, this course will encourage students to make judgements about the moral dimensions and the political policies of the Church, particularly as they impact the behavior of Catholics and themselves in pursuit of the common good. *3 credits*

**POLS 3210 Constitutional Law**

Approaches to Constitutional interpretation: Supreme Court decision making, Supreme Court as a small group. Fundamentals and principles of constitutional law. Illustrative case studies. *3 credits*

**POLS 3211 Civil Liberties**

Casebook analysis of the constitutional rights of the individual. Selected topics from the first, fourth, fifth, sixth, eighth and 14th amendments. Emphasis on contemporary issues and perspectives. *3 credits*

**POLS 3213 United States Political Behavior**

Examination of topics such as voter turnout, political ideology, political sophistication, among others. Impact of party identification, issues, and candidate characteristics on elections. *3 credits*

**POLS 3215 U.S. Political Economy**

This course will critically examine the institutional, economic, and political factors that influence the economic decision making process at all levels of government. The student will develop an understanding of the theories, processes, principles, and concepts of public budgeting and governmental management of the economy. This course is divided into two parts. The first segment of the course will examine in detail how the federal government produces a budget and study the consequences of this process. The second part of the course will analyze the role of government in managing the economy. *3 credits*

**POLS 3290 Advanced Studies in United States Politics**  
*3 credits***POLS 3311 Research Methods II**

Advances the student's knowledge of research design issues, statistical and computer applications to the research process. Concentrates more fully on applications of research in organizational settings. *3 credits*

**POLS 3410 Democracy**

Considers various theories and practices of democratic society, including those of liberal, radical participatory and pluralistic democracy. Comparison of democratic theory and practice. *3 credits*

**POLS 3412 Church, State, Law and Politics in the United States**

The dynamic and changing relationship between religion and government in the U.S. Competing and cooperative actions between the institutions. Case studies in First Amendment rights. *3 credits*

**POLS 3591 Political Ideas and Movements of the 20<sup>th</sup> Century**

An examination of the twentieth century forces a re-evaluation of what it means to be human. Standard interpretations of truth are challenged and formerly powerless communities find themselves embroiled in political protest and liberation. Through film, art, literature and 'live' accounts, we will investigate and follow several key political ideas that hallmark the twentieth century as a time of radical transformation. *3 credits*

**POLS 3613 United States Foreign Policy**

Internal factors and global forces affecting policy and performance. Evolution of U.S. doctrine from isolationism to globalism. Current challenges and prospects. *3 credits*

**POLS 3696 SP (CORE 3641 SP) Philanthropy and Christianity**

This course will examine the influence of Christianity on the development of philanthropy from early Christianity through the twenty-first century. Philosophical tenets from Gospels and from the writings of St. Benedict, Gregory the Great, Aquinas, Luther, Ignatius, Catherine of Siena and others from the Christian tradition provide clues to understanding the role of Christianity in the formation of societal expectations around philanthropic giving and receiving. Students will also be encouraged to examine and discern the ultimate purposes of philanthropy in our daily lives. Travel through Italy to explore firsthand the influence of Christianity on the practice of philanthropy in various communities. *3 credits*

**POLS 3710 International Political Economy**

This course is designed to provide students with the conventional and critical approaches to the study of global political economy. It will focus on issues of international trade, the international monetary system, and foreign investment and the relationship of each to both international and domestic politics. Among the specific topics to be discussed are: trade and protectionism, the role and performance of global institutions such as the IMF, World Bank, and WTO, the significance of multinational corporations, the impact of regional economic communities, and the relationship of the world economy to the economic development of poor countries. The complexities and contradictions of globalization serve as the overarching backdrop for this seminar. *3 credits*

**POLS 3712 Human Rights**

Articulates notions of human rights and, through case studies, examines repression around the globe. Seeks to develop and critique United States, United Nations, and other bilateral and multilateral approaches to solving human rights abuses. *3 credits*

**POLS 3713 International Organizations**

An extensive theoretical and empirical introduction to international organizations such as the United Nations, The

European Union, The Organization of African Unity, The Organization of Petroleum Exporting Countries and The Association of South-East Asian Nations. (Formerly POLS 2712) *3 credits*

**POLS 3891 Political Science Internship I**

The goal of the internship/field placement experience is to provide students with the opportunity to "turn theory into practice" by working in an organizational setting in which they can utilize recently-learned management principles and skills as well as observe and gain insight into daily organizational operations and decision-making practices. In augmenting a student's field placement experience, the purpose of the seminar is to help the student evaluate and analyze his or her experience, learn new information about the workplace, and assess his or her current skills and abilities. To these ends, students will read a number of articles on workplace issues and evaluate his or her placement and performance in light of these readings and seminar discussions. Please see Internship Adviser. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. *3 credits*

**POLS 3892 Political Science Internship II**

For students completing an extended internship experience. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. *3 credits*

**POLS 3893 Political Science Internship III**

For students completing an extended internship experience. Note: Internship courses, though listed at the 3000 level to conform to College standards, are considered 2000 level course electives and do not fulfill the 3000 level requirement. *3 credits*

**POLS 5012 Political Science Senior Seminar**

This seminar is the capstone course for political science majors, and requires that students have completed most of their major courses before they enroll. As part of the senior seminar, students write their senior theses. Each seminar focuses on a particular area of study. It is expected that political science majors will take their senior seminar in the Fall semester of their senior year. Prerequisites: POLS 1211, 1401, 1611, 1711, 2910 and one POLS course at the 3000 level. *3 credits*

**POLS 5013 Independent Study**

Reserved for students who are unable to complete the Research Seminar in its normal format. Requires extensive collaboration with a faculty member and a major research report. *3 credits*

**POLS 5161 Independent Study in Political Science Research**

Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. *1 credit*

**POLS 5171 Independent Study in Political Science Research**

Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. *2 credits*

**POLS 5191 Independent Study in Political Science Research**

Working independently with a faculty adviser, student undertakes independent research in an area of interest in political science. *3 credits*

## Department of Psychology

Jubilee Hall, Room 339

(973) 761-9484

[psych@shu.edu](mailto:psych@shu.edu)

[www.shu.edu/academics/artsci/psychology](http://www.shu.edu/academics/artsci/psychology)

**Faculty:** Buckner; Burton; Fisher (*Director of Psychology Honors Program; Internship Adviser*); Goedert; Hunter (*Chair*); Jia; Joh (*Director of Graduate Studies*); Levy; Lloyd; Nolan; Podchaski; Simon; Teague; Vigorito

**Retired and Emeritus:** Hovancik; Shannon

The Department of Psychology offers undergraduate programs of study leading to either the Bachelor of Arts degree or the Bachelor of Science degree. It also offers an undergraduate minor. The department recognizes that the methods of scientific inquiry can be applied meaningfully and fruitfully to the understanding of individual behavior. The Bachelor of Arts curriculum is designed to provide the student with a strong background in the methodology and content of psychology. Majors receive sound preparation for graduate study as well as for entry-level positions in psychology and related disciplines. The Bachelor of Science degree is intended for those students interested in doctoral level programs in psychology as well as graduate study in medicine or related fields.

**Donald N. Lombardi Scholarship**

Donald N. Lombardi, Ph.D., was a respected and beloved colleague and teacher who, except for his graduate education, was a member of the South Orange community for nearly fifty years. To honor Dr. Lombardi's memory, the Donald N. Lombardi Scholarship is awarded annually to a Psychology major with junior standing nominated by the faculty of the Department of Psychology.

## Major Programs

### Bachelor of Arts (B.A.)

In addition to meeting the standards and requirements of the University Core and of the College of Arts and Sciences, B.A. degree candidates must complete a minimum of 43 credits in psychology of which 27 are required. BIOL 1105-

1106 is also required. MATH 1203 is strongly recommended. Students must earn at least a C- in PSYC 1101 and 1201. The core sequence courses, PSYC 1201, PSYC 2311, PSYC 3311, and PSYC 5111, may each be taken a maximum of two times. Students also must earn at least a C- in each of these courses.

Through the advising process, individual programs are tailored to the student's needs and objectives. The psychology major includes the following:

<b>Required courses (15 credits):</b>		<b>Credits</b>
PSYC 1101	Introduction to Psychology	3
PSYC 1201	Orientation to the Psychology Major	1
PSYC 2311	Elementary Psychological Statistics	4
PSYC 3311	Research Methods in Psychology	4
PSYC 5111	Seminar in Psychology	3

**One Social/Developmental course (3 credits):**

PSYC 1212	Child Psychology	3
PSYC 1213	Adolescent Psychology	3
PSYC 1214	Adult Development	3
PSYC 1215		

(WMST 1215)	Psychology of Gender	3
PSYC 2212	Developmental Psychology	3
PSYC 2216	Social Psychology	3

**One Fieldwork/Applied course (3 credits):**

PSYC 1216	Industrial/Organizational Psychology	3
PSYC 1219	Sports Psychology	3
PSYC 1222	International Psychology	3
PSYC 1223	Psychology of Religion	3
PSYC 2222	Cultural Psychology	3
PSYC 2315	Laboratory Research Experience	3
PSYC 3408-3413	Internship in Psychology	3/6

**One Clinical/Professional course (3 credits):**

PSYC 1218	Drug and Alcohol Abuse	3
PSYC 1221	Exceptional Child Psychology	3
PSYC 2211	Personality Concepts	3
PSYC 2214	Abnormal Psychology	3
PSYC 2215	Psychological Testing	3
PSYC 2220	Behavior Modification	3
PSYC 3314	Foundations of Clinical Psychology	3

**One Biological Basis of Behavior and Mental Processes course (3 credits):**

PSYC 3213	Sensation and Perception	3
PSYC 3217	Biological Psychology	3
PSYC 3219	Human Neuropsychology	3

**One Learning and Cognition course (3 credits):**

PSYC 3214	Cognitive Psychology	3
PSYC 3216	Motivation and Emotion	3
PSYC 3220	Learning	3

**Experiential Learning Requirement**

All students are required to take one experiential course as part of their B.A. degree requirements. This class does not constitute additional credits; in completing the major requirements, students must complete one of the following courses:

PSYC 2315	Laboratory Research Experience	3
PSYC 3408-3413	Internship in Psychology	3/6



Any other PSYC course with an explicit service-learning component 3

**Laboratory Requirement**

All students are required to take one Psychology laboratory credit with the pre- or co-requisite of the related 3-credit course as part of their B.A. degree requirement (see above).

PSYC 3224	Cognitive Psychology Laboratory	1
PSYC 3225	Learning Laboratory	1
PSYC 3226	Behavior Modification Laboratory	1
PSYC 3227	Biological Psychology Laboratory	1

**Psychology Electives**

12 additional PSYC credits, with at least 6 credits at the 2000-level or higher

**Total: 43****Bachelor of Science (B.S.)**

In addition to meeting the standards and requirements of the University Core and of the College of Arts and Sciences B.S. Core, B.S. degree candidates must complete a minimum of 44 credits in psychology of which 27 are required. MATH 1401 is also required. Students must earn at least a C- in PSYC 1101 and PSYC 1201. The core sequence courses PSYC 1201, PSYC 2311, PSYC 3311, and PSYC 5111, may each be taken a maximum of two times. Students also must earn at least a C- in each of these courses.

Through the advising process, individual programs are tailored to the student's needs and objectives. The psychology B.S. major includes the following:

**Required courses (18 credits): Credits**

PSYC 1101	Introduction to Psychology	3
PSYC 1201	Orientation to the Psychology Major	1
PSYC 2311	Elementary Psychological Statistics*	4
PSYC 3217	Biological Psychology	3
PSYC 3311	Research Methods in Psychology	4
PSYC 5113	Advanced Seminar in Psychology**	3

\*Student may elect to substitute MATH 2111, which also fulfills the BS core for Math

\*\*Cross-listed with PSYC 5111 Seminar in Psychology

**One Social/Developmental course (3 credits):**

PSYC 1212	Child Psychology	3
PSYC 1213	Adolescent Psychology	3
PSYC 1214	Adult Development	3
PSYC 1215		
(WMST 1215)	Psychology of Gender	3
PSYC 2212	Developmental Psychology	3
PSYC 2216	Social Psychology	3

**One Fieldwork/Applied course (3 credits):**

PSYC 1216	Industrial/Organizational Psychology	3
PSYC 1219	Sports Psychology	3
PSYC 1222	International Psychology	3
PSYC 1223	Psychology of Religion	3
PSYC 2222	Cultural Psychology	3
PSYC 2315	Laboratory Research Experience	3
PSYC 3408-3413	Internship in Psychology	3/6

**One Clinical/Professional course (3 credits):**

PSYC 1218	Drug and Alcohol Abuse	3
PSYC 1221	Exceptional Child Psychology	3
PSYC 2211	Personality Concepts	3
PSYC 2214	Abnormal Psychology	3
PSYC 2215	Psychological Testing	3
PSYC 2220	Behavior Modification	3
PSYC 3314	Foundations of Clinical Psychology	3

**Learning and Cognition courses (3 credits):**

PSYC 3214	Cognitive Psychology	3
PSYC 3216	Motivation and Emotion	3
PSYC 3220	Learning	3

**Experiential Learning Requirement**

All students are required to take one experiential course as part of their B.S. degree requirements. This class does not constitute additional credits; in completing the major requirements, students must complete one of the following courses:

PSYC 2315	Laboratory Research Experience	3
PSYC 3408-3413	Internship in Psychology	3/6
Any other PSYC course with an explicit service-learning component		3

**Laboratory Requirement**

All students are required to take two Psychology laboratory credits with the corequisite of the related 3 credit course as part of their B.S. degree requirements (see above).

PSYC 3224	Cognitive Psychology Laboratory	1
PSYC 3225	Learning Laboratory	1
PSYC 3226	Behavior Modification Laboratory	1
PSYC 3227	Biological Psychology Laboratory	1

**Psychology Electives**

12 additional PSYC credits, with at least 6 credits at the 2000-level or higher

**Total: 44****Psychology Honors Program**

Students with exceptional academic credentials and interest in advanced study in psychology are encouraged to apply to the Psychology Honors Program. This program involves the student in the design, execution, analysis and presentation of his or her original research project. This program also may be coordinated with the College of Arts and Sciences Honors Program.

Students enrolled in the Psychology Honors Program must complete a minimum of 48 credits in psychology.

Additionally, modifications to the psychology major requirements are applied as follows:

1. Students must complete:
  - PSYC 3312 Advanced Experimental Psychology
  - PSYC 5112 Honors Research (taken in lieu of PSYC 5111 or PSYC 5113)
2. Two of the following courses must be taken with the related labs:
  - PSYC 2220/3226 Behavior Modification/Laboratory
  - PSYC 3214/3224 Cognitive Psychology/Laboratory

PSYC 3217/3227 Biological Psychology/Laboratory  
PSYC 3220/3225 Learning/Laboratory

3. Students must complete 9 credits of PSYC electives. At least one of these must be a 2000-level course or higher.

Information about admission to the Psychology Honors Program and additional details about program requirements may be obtained from the Director of the Psychology Honors Program, Dr. Paige Fisher.

## Minor Program

The psychology minor is designed to expose students to a range of perspectives, methodologies and content areas. In addition to the introductory course (PSYC 1101), students must select courses from three of the five categories of psychology courses. This provides sufficient breadth while permitting the students, with advisement, to obtain depth with the two remaining elective courses.

### Required course (3 credits):

PSYC 1101	Introduction to Psychology	Credits 3
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### Courses from three of the five following categories:

#### Social/Developmental (3 credits):

PSYC 1212	Child Psychology	3
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PSYC 1213	Adolescent Psychology	3
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PSYC 1214	Adult Development	3
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PSYC 1215		
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(WMST 1215)	Psychology of Gender	3
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PSYC 2212	Developmental Psychology	3
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PSYC 2216	Social Psychology	3
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#### Fieldwork/Applied (3 credits):

PSYC 1216	Industrial/Organizational Psychology	3
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PSYC 1219	Sports Psychology	3
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PSYC 1222	International Psychology	3
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PSYC 1223	Psychology of Religion	3
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PSYC 2222	Cultural Psychology	3
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PSYC 2315	Laboratory Research Experience	3
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PSYC 3408-3413	Internship in Psychology	3/6
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#### Clinical/Professional (3 credits):

PSYC 1218	Drug and Alcohol Abuse	3
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PSYC 1221	Exceptional Child Psychology	3
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PSYC 2211	Personality Concepts	3
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PSYC 2214	Abnormal Psychology	3
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PSYC 2215	Psychological Testing	3
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PSYC 2220	Behavior Modification	3
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PSYC 3314	Foundations of Clinical Psychology	3
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#### Biological Basis of Behavior and Mental Processes (3 credits):

PSYC 3213	Sensation and Perception	3
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PSYC 3217	Biological Psychology	3
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PSYC 3219	Human Neuropsychology	3
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#### Learning and Cognition (3 credits):

PSYC 3214	Cognitive Psychology	3
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PSYC 3216	Motivation and Emotion	3
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PSYC 3220	Learning	3
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#### Psychology electives

*Six of the 18 total credits for the minor must be at the 2000-level or higher.*

## Psychology (PSYC or PSYS) with a concentration in Speech-Language Pathology

\*\*This is a six year (4 + 2) dual degree program leading to a Master of Science in Speech-Language Pathology. The undergraduate program consists of the BA or BS degree in Psychology including 18 credits of speech-language pathology courses. Students in this program are offered automatic admission into the Master of Science in Speech-Language Pathology program if the following requirements are met. Note that students must complete all of their major requirements, general education requirements, speech-language pathology prerequisites, and any other undergraduate requirements in their four years as an undergraduate before entering the graduate professional phase of the program.

- The following criteria needs to be met in order to maintain the guaranteed admission to the graduate part of the 4+2 program. Students must maintain a cumulative and semester by semester GPA of 3.2, as well as earn a grade of B or better in each GMSL course. GPA requirements are exact and will not be rounded to determine eligibility.
- A student will be allowed a total of only one repeat of any of the six GMSL undergraduate courses if a grade of B is not obtained during the first attempt. However, this option may only be exercised if the student simultaneously obtains the required 3.2 per semester GPA for the semester that they received the less than B grade. A second grade of B- or below in any of the speech-language pathology preparatory courses results in a loss of automatic admission which cannot be regained.
- The five Arts and Sciences courses required by the council on Academic Accreditation in Audiology and Speech-Language Pathology and Council for Clinical Certification in Audiology and Speech-Language Pathology (English, statistics, biology, physical science, and social behavioral science) must be completed with a grade of "C" or higher.
- The semester GPA requirement will not be applied to the overall Seton Hall summer coursework if a student takes less than 12 credits. However, the cumulative GPA cannot drop below 3.2 at any time.
- If a student's cumulative GPA and/or semester GPA falls below 3.2, automatic admission to the graduate Speech-Language Pathology program is lost. The student cannot retake courses to increase their GPA and regain admission into the program. Any student losing automatic admission to the graduate Speech-Language Pathology program is welcome to apply as part of the general applicant pool. Note, however, that additional requirements may apply. Those applying as part of the general applicant pool are advised to check the Seton Hall University Speech-Language Pathology website for details.
- Conferral of the BS/BA degree in Psychology

*\*\*Note, this is not an undergraduate speech-language pathology program. No certificate in speech is awarded at the end of the undergraduate degree. All speech courses must be completed at Seton Hall University; transfer students with speech courses from other institutions must complete the six required courses at Seton Hall.*

### **Additional Requirements for transferring into the 4+2 program**

- Internal and external transfer candidates interested in transferring into the 4+2 program must have a cumulative GPA of 3.2 or higher.
- Candidates seeking to transfer into the 4+2 program must not have completed more than 67 credits and will complete an interview with the faculty in Psychology or Speech-Language Pathology.
- If transfer candidates have taken any of the five Arts and Sciences courses required by the council on Academic Accreditation in Audiology and Speech-Language Pathology and Council for Clinical Certification in Audiology and Speech-Language Pathology (English, statistics, biology, physical science, and social behavioral science) prior to matriculation into the 4+2 program, a grade of “C” or higher is required.
- The six GMSL speech courses are required to be taken at Seton Hall University, and transfer courses cannot be accepted.
- Transition process from Undergraduate to Graduate portion of the program
- Students will receive notification about the automatic admission to the graduate portion of the 4+2 program provided all criteria listed above are met and the undergraduate degree is conferred.
- Students will submit a personal goal statement during the spring semester of their senior year in the undergraduate portion of the program
- Students will submit a report during the spring semester of their senior year in the undergraduate portion of the program demonstrating the accrual of 25 observation hours and signed by an ASHA certified CCC-SLP

### **Bachelor of Arts (B.A.)**

In addition to meeting the standards and requirements of the University Core and the College of Arts and Sciences, B.A. degree candidates must complete a minimum of 43 credits in psychology of which 27 are required. BIOL 1105-1106 is also required. MATH 1203 is strongly recommended. The core sequence courses, PSYC 1201, PSYC 2311, PSYC 3311, and PSYC 5111, may each be taken a maximum of two times. Students also must earn at least a C- in each of these courses as well as PSYC 1101 and 1201.

Through the advising process, individual programs are tailored to the student’s needs and objectives. The psychology major includes the following:

<b>Required courses (15 credits):</b>		<b>Credits</b>
PSYC 1101	Introduction to Psychology	3
PSYC 1201	Orientation to the Psychology Major	1
PSYC 2311	Elementary Psychological Statistics	4
PSYC 3311	Research Methods in Psychology	4
PSYC 5111	Seminar in Psychology	3
<b>One Social/Developmental course (3 credits):</b>		
PSYC 1212	Child Psychology	3
PSYC 1213	Adolescent Psychology	3
PSYC 1214	Adult Development	3
PSYC 1215		
(WMST 1215)	Psychology of Gender	3
PSYC 2212	Developmental Psychology	3
PSYC 2216	Social Psychology	3
<b>One Fieldwork/Applied course (3 credits):</b>		
PSYC 1216	Industrial/Organizational Psychology	3
PSYC 1219	Sports Psychology	3
PSYC 1222	International Psychology	3
PSYC 1223	Psychology of Religion	3
PSYC 2222	Cultural Psychology	3
PSYC 2315	Laboratory Research Experience	3
PSYC 3408-3413	Internship in Psychology	3/6
<b>One Clinical/Professional course (3 credits):</b>		
PSYC 1218	Drug and Alcohol Abuse	3
PSYC 1221	Exceptional Child Psychology	3
PSYC 2211	Personality Concepts	3
PSYC 2214	Abnormal Psychology	3
PSYC 2215	Psychological Testing	3
PSYC 2220	Behavior Modification	3
PSYC 3314	Foundations of Clinical Psychology	3
<b>One Biological Basis of Behavior and Mental Processes course (3 credits):</b>		
PSYC 3213	Sensation and Perception	3
PSYC 3217	Biological Psychology	3
PSYC 3219	Human Neuropsychology	3
<b>One Learning and Cognition course (3 credits):</b>		
PSYC 3214	Cognitive Psychology	3
PSYC 3216	Motivation and Emotion	3
PSYC 3220	Learning	3
<b>Experiential Learning Requirement</b>		
All students are required to take one experiential course as part of their B.A. degree requirements. This class does not constitute additional credits; in completing the major requirements, students in the 4+2 program must complete one of the following courses to satisfy the requirement:		
PSYC 2315	Laboratory Research Experience	3
PSYC 3408-3413	Internship in Psychology	3/6
Any other PSYC course with an explicit service-learning component		3
<b>Laboratory Requirement</b>		
All students are required to take one Psychology laboratory credit with the pre- or co-requisite of the related 3-credit course as part of their B.A. degree requirement (see above).		
PSYC 3224	Cognitive Psychology Laboratory	1
PSYC 3225	Learning Laboratory	1

PSYC 3226	Behavior Modification Laboratory	1
PSYC 3227	Biological Psychology Laboratory	1
<b>Psychology Electives</b>		
12 additional PSYC credits, with at least 6 credits at the 2000-level or higher		

**Total: 43 PSYC credits**

### **GMSL: Health and Medical Sciences (18 credits)**

Undergraduate courses open to all. All students (including transfer students) enrolled in the 4+2 PSYC - M.S. in Speech-Language Pathology program are required to take the following six online and/or hybrid courses at Seton Hall University.

GMSL 5001	Phonetics*
GMSL 5003	Language Development
GMSL 5004	Audiology*
GMSL 5005	Anatomy and Physiology of the Speech and Swallowing Mechanism
GMSL 5006	Hearing and Speech Science
GMSL 5007	Introduction to Communication Disorders

\*These courses are only offered in the Summer (May through the middle of July).

\*\*Students in the 4+2 program must also take a statistics course, a physical science course (physics or chemistry), a biological science course, and a social/ behavioral sciences course, and earn at least a C grade in these courses.

## **Bachelor of Science (B.S.)**

In addition to meeting the standards and requirements of the University Core and of the College of Arts and Sciences B.S. Core, B.S. degree candidates must complete a minimum of 44 credits in psychology of which 27 are required. MATH 1401 is also required. The core sequence courses PSYC1201, PSYC 2311, PSYC 3311, and PSYC 5111, may each be taken a maximum of two times. Students also must earn at least a C- in each of these courses as well as PSYC 1101 and PSYC 1201.

Through the advising process, individual programs are tailored to the student's needs and objectives. The psychology B.S. major includes the following:

<b>Required courses (18 credits):</b>	<b>Credits</b>	
PSYC 1101	Introduction to Psychology	3
PSYC 1201	Orientation to the Psychology Major	1
PSYC 2311	Elementary Psychological Statistics*	4
PSYC 3217	Biological Psychology	3
PSYC 3311	Research Methods in Psychology	4
PSYC 5113	Advanced Seminar in Psychology**	3

\* Students may elect to substitute MATH 2111, which also fulfills the BS Core for Math

\*\*Cross-listed with PSYC 5111 Seminar in Psychology

### **One Social/Developmental course (3 credits):**

PSYC 1212	Child Psychology	3
PSYC 1213	Adolescent Psychology	3
PSYC 1214	Adult Development	3
PSYC 1215		

(WMST 1215)	Psychology of Gender	3
PSYC 2212	Developmental Psychology	3
PSYC 2216	Social Psychology	3

### **One Fieldwork/Applied course (3 credits):**

PSYC 1216	Industrial/Organizational Psychology	3
PSYC 1219	Sports Psychology	3
PSYC 1222	International Psychology	3
PSYC 1223	Psychology of Religion	3
PSYC 2222	Cultural Psychology	3
PSYC 2315	Laboratory Research Experience	3
PSYC 3408-3413	Internship in Psychology	3/6

### **One Clinical/Professional course (3 credits):**

PSYC 1218	Drug and Alcohol Abuse	3
PSYC 1221	Exceptional Child Psychology	3
PSYC 2211	Personality Concepts	3
PSYC 2214	Abnormal Psychology	3
PSYC 2215	Psychological Testing	3
PSYC 2220	Behavior Modification	3
PSYC 3314	Foundations of Clinical Psychology	3

### **Learning and Cognition courses (3 credits):**

PSYC 3214	Cognitive Psychology	3
PSYC 3216	Motivation and Emotion	3
PSYC 3220	Learning	3

### **Experiential Learning Requirement**

All students are required to take one experiential course as part of their B.S. degree requirements. This class does not constitute additional credits; in completing the major requirements for the 4+2 program, students must complete one of the following courses:

PSYC 2315	Laboratory Research Experience	3
PSYC 3408-3413	Internship in Psychology	3/6
Any other PSYC course with an explicit service-learning component		3

### **Laboratory Requirement**

All students are required to take two Psychology laboratory credits with the corequisite of the related 3 credit course as part of their B.S. degree requirements (see above).

PSYC 3224	Cognitive Psychology Laboratory	1
PSYC 3225	Learning Laboratory	1
PSYC 3226	Behavior Modification Laboratory	1
PSYC 3227	Biological Psychology Laboratory	1

### **Psychology Electives**

12 additional PSYC credits, with at least 6 credits at the 2000-level or higher

**Total: 43 PSYC credits**

### **GMSL: Health and Medical Sciences (18 credits)**

Undergraduate courses open to all. All students (including transfer students) enrolled in the 4+2 PSYC - M.S. in Speech-Language Pathology program are required to take the following six online and/or hybrid courses at Seton Hall University.

GMSL 5001	Phonetics*
GMSL 5003	Language Development
GMSL 5004	Audiology*

GMSL 5005 Anatomy and Physiology of the Speech and Swallowing Mechanism  
 GMSL 5006 Hearing and Speech Science  
 GMSL 5007 Introduction to Communication Disorders  
*\*These courses are only offered in the Summer (May through the middle of July).*  
*\*\*Students in the 4+2 program must also take a statistics course, a physical science course (physics or chemistry), a biological science course, and a social/ behavioral sciences course, and earn at least a C grade in these courses.*

## **B.A. PSYCHOLOGY/M.S. EXPERIMENTAL PSYCHOLOGY AND B.S. PSYCHOLOGY / M.S. EXPERIMENTAL PSYCHOLOGY (3+2) DUAL DEGREE PROGRAMS**

The Department of Psychology offers two dual degree programs: one leading to a Bachelor of Arts (B.A.) in Psychology with a Master of Science (M.S.) in Experimental Psychology and one leading to a Bachelor of Science (B.S.) in Psychology with a Master of Science (M.S.) in Experimental Psychology. In these five-year programs, students take 12 psychology graduate credits during their senior year (two courses in the fall and two in the spring), which count as elective credits in the corresponding undergraduate Psychology major (B.A. or B.S.). Thus, these 12 graduate credits count toward both the undergraduate and graduate degrees. Students need an additional 24 graduate credits to earn the M.S. degree. These are typically taken in the 5th year and summers: 9 credits during the fall and spring semesters and 3 elective credits in the summers before and after the fifth year. Students apply to the program in the second semester of their junior year. Detailed requirements for completion of the M.S. degree may be found in the Graduate Catalogue. Please see Dr. Amy Joh, the Director of Graduate Studies in the Department of Psychology, for advising.

## **Dual Degree (3+2) Program in Psychological Studies with the College of Education and Human Services**

The Departments of Psychology (College of Arts and Sciences) and Professional Psychology and Family Therapy (PPFT; College of Education and Human Services) offer a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and Master of Arts in Education (M.A.E.). This five-year program permits students to take four required

courses from the graduate Psychological Studies program during their senior year and complete their Master's Degree in the fifth year. Selection of graduate electives should be done in consultation with the PPFT graduate program adviser. Students apply to the program in the second semester of their junior year. Detailed requirements for completion of the M.A.E. degree may be found in the Graduate Catalogue. Please see Dr. Sandra Lee, the Program Director, for advising.

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

## **Course Descriptions**

### **PSYC 1101 Introduction to Psychology**

Survey of the major content areas of psychology, including physiological, perception, motivation, learning, cognition, personality, developmental, abnormal and social. *3 credits*

### **PSYC 1201 Orientation to the Psychology Major**

Designed to give psychology majors the knowledge and tools they need to get the most out of the major and to assist them in making informed decisions about career choices in psychology. Exposes students to the subdisciplines of psychology. Students explore career options in psychology and develop academic and career plans. *1 credit*

### **PSYC 1212 Child Psychology**

Child behavior and development with reference to motor abilities, language, intelligence, cognition, emotional and social development. Emphasis on normal human development in the early stages of life. *May not be taken for credit if student has completed PSYC 2212. 3 credits*

### **PSYC 1213 Adolescent Psychology**

Fundamental biological, cognitive and psychosocial changes during adolescence in the context of family, school and peer group. *3 credits*

### **PSYC 1214 Adult Development**

Study of men and women over the life span, beginning with early adulthood and concluding with death. Emphasis on the patterns of change and stability that occur as a function of biological, social and psychological development in life. *3 credits*

### **PSYC 1215 (WMST 1215) Psychology of Gender**

Examines biological, cultural and psychosocial differences and similarities between women and men with respect to development and personality. Emphasizes the role of gender in contemporary culture. *3 credits*

**PSYC 1216 Industrial/Organizational Psychology**

Addresses psychological and interpersonal components of the workplace. Organizations are understood as social systems, with an emphasis on individuals and their interaction. Topics include personnel selection, leadership, motivation, decision making, group dynamics, and performance assessment. *3 credits*

**PSYC 1218 Drug and Alcohol Abuse**

Psychosocial factors leading to drug use and abuse. Short and long-term psychological effects, as well as systematic approaches to institutional modification. *3 credits*

**PSYC 1219 Sport Psychology**

Introduction to the psychological aspects of athletic performance. Topics include roles of personality, physiology, motivation and cognition in sport. Training techniques found to improve performance. *3 credits*

**PSYC 1221 Exceptional Child Psychology**

Overview of psychological, biological, sociological and educational aspects of exceptionality. Topics include giftedness, mental retardation, visual and hearing impairments, communication disorders, behavior problems, learning disabilities and physical handicaps. *3 credits*

**PSYC 1222 International Psychology**

Explores psychology around the world, including its role in international issues such as mental and physical health, immigration, global poverty, peace and conflict, and terrorism. Examines the influences of economic development and culture-based norms. *3 credits*

**PSYC 1223 Psychology of Religion**

Examines the psychological connection of religious belief to such diverse domains as: physical and mental health; attitudes, values, and traits; politics and world view, including terrorism; and interpersonal relationships and happiness. Components of religious belief and practice are analyzed using classic and contemporary psychological perspectives. *3 credits*

**PSYC 1224 Decision-Making and Careers**

Designed to facilitate students' career exploration process by introducing them to relevant social science principles on career development. Introduces theories of career decision-making, explores personality styles and careers, and provides opportunities to engage in academic and career development. *Does not count toward the major or minor in psychology. 3 credits*

**PSYC 2211 Personality Concepts**

Individual, social and cultural factors in personality formation and development. Introduction to the concepts underlying the major theories of personality. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 2212 Developmental Psychology**

Basic principles, data and methods in the study of human development from conception to death. Prerequisites: PSYC 1101 (minimum grade of C- required for psychology majors). *May not be taken for credit if student has completed PSYC*

*1212. 3 credits*

**PSYC 2214 Abnormal Psychology**

Introduction to the field of psychopathology and personality disorders. Examination of problems, causes and treatment approaches. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 2215 Psychological Testing**

Theory, methodology and critique of psychological assessment and testing. Exposure to aptitude, achievement, vocational and personality tests, as well as interview assessment techniques. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 2216 Social Psychology**

Introduction to the major theoretical views and research in the field, including examinations of conformity and rejection; attraction, aggression and violence; attitudes and beliefs; prejudice and discrimination. Relationship of principles and research to daily life is emphasized, including applications to business, health, and law. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 2220 Behavior Modification**

Describes the basic psychological principles underlying such empirically-validated procedures as applied behavior analysis (ABA) for autism spectrum disorders and cognitive behavioral therapy for major depressive disorder. Detailed descriptions are provided of how to implement behavioral procedures with diverse populations. Addresses practical, theoretical, and ethical issues raised by the application of behavioral procedures. Students will learn to apply behavior modification procedures to address topics of interest such as time management and study skills, nutrition and exercise habits, shyness and public speaking anxiety. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 2222 Cultural Psychology**

Cultural psychology studies the relations between the cultural context and human behavior. It is interested in the systematic similarities, as well as differences, that can be found between individuals from different cultural backgrounds. This course will introduce you to the basic dimensions of human variation across a range of psychological areas including perception, cognition, emotion, developmental processes, as well as social and abnormal behavior. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 2311 Elementary Psychological Statistics**

Descriptive and inferential statistics in the design and interpretation of experimental data. Includes computer laboratory. Prerequisites: MATH 1014 or higher, minimum grade of C- in PSYC 1101; declared PSYC or PSYS major. *4 credits*

**PSYC 2315-2317 Laboratory Research Experience**

Formalizes the experience of working as a research assistant. Provides exposure to a limited domain of psychology



research with a single faculty member, while bringing together all students working as research assistants in multiple laboratories (with both human and animal participants). Familiarizes students with ethics in research, professional development, careers as a scientist, and the interaction between laboratory research and applied topics. Research duties may include literature searches, collecting and analyzing data, and reading journal articles related to the studies being conducted. Course may be repeated for a total of 6 credits. Prerequisites: PSYC 1101 (minimum grade of C- required for psychology majors) and approval of instructor. *2/3 credits*

**PSYC 3213 Sensation and Perception**

Examination of research literature pertaining to visual, auditory, olfaction, gustation, skin and pain perception. Surveys of psychophysical methods; basic principles of visual acuity, color perception, perception of movement, constancies, development and learning, illusions, form identification, sound localization and perception of speech. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 3214 Cognitive Psychology**

Examination of theory and research on the mental processes that characterize thought, including imagery, language, attention, memory, reasoning and problem solving, with discussion of the simulation of mental behaviors. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 3216 Motivation and Emotion**

Survey of historical and contemporary theories of motivation and emotion integrating concepts that have emerged from biological, learned, and cognitive approaches. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 3217 Biological Psychology**

Survey of the physiological basis for selected psychological phenomena such as stress, emotion, sleep, psychological disorders, and learning and memory. Basic neurophysiological methods and the functions of the nervous system included. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 3219 Human Neuropsychology**

Examination of neuroimaging and neuropsychological methods used to study behavior and mental function from a systems-level perspective. Survey of research in the areas of cerebral asymmetry, voluntary action, spatial processing, object recognition, attention, language, memory, and executive function, with special emphasis on disorders of these functions resulting from damage to the brain. Prerequisite: PSYC 1101 (minimum grade of C- required for psychology majors). *3 credits*

**PSYC 3220 Learning**

An evaluation of the historical and contemporary research literature and theoretical issues concerning basic learning principles and processes. Prerequisite: PSYC 1101 (minimum

grade of C- required for psychology majors). *3 credits*

**PSYC 3224 Cognitive Psychology Laboratory**

Students participate in classic and contemporary experiments in cognitive psychology, including experiments on attention, memory, and reasoning. Students will analyze class results from these experiments, read empirical articles relevant to the experiments, and present their research findings orally and in writing. Pre- or co-requisites: PSYC 3311 and PSYC 3214. *1 credit*

**PSYC 3225 Learning Laboratory**

Students conduct classic laboratory exercises in animal learning, including shaping, discrimination training, and chaining. Students collect, compile, and graph the results from these exercises, and produce an American Psychological Association format laboratory report. Pre- or co-requisites: PSYC 3311 and PSYC 3220. *1 credit*

**PSYC 3226 Behavior Modification Laboratory**

Provides hands-on experience with some of the basic principles and procedures described in the Behavior Modification lecture course. Students will perform exercises related to behavioral intervention and assessment. They will gain experience in graphing data and writing an APA format research report. Pre- or co-requisites: PSYC 2220 and PSYC 3311. *1 credit*

**PSYC 3227 Biological Psychology Laboratory**

Experimental examination of the role of physiological mechanisms in the mediation and control of behavior. Exercises include current techniques used to manipulate the nervous system and observe changes in behavior. Pre- or co-requisites: PSYC 3311 and PSYC 3217. *1 credit*

**PSYC 3300 (CORE 3490/CSAS 3085) Robotics and the Mind**

This course explores the relationship between Catholic theological reflection and scientific evidence on the question of what it means to be human. Theoretical discussion will be accompanied by physically constructing and programming a variety of robots. Prerequisites: CORE 2101, MATH 1202 or MATH 1401 or MATH 1501. *3 credits*

**PSYC 3310 (CORE 3657) Development of Thoughts and Beliefs**

This PSYC/CORE 3 course is designed to provide a deeper understanding of the origins and development of thoughts and beliefs in humans, both at individual and collective community levels. Each unit will focus on a “big question” that has played an important role in how humans think of ourselves and others. Literature from developmental psychology will be interspersed with those from the Catholic Intellectual Tradition to provide an in-depth examination of the two levels of development in parallel. Prerequisites: PSYC 1101 (minimum grade of C- required for Psychology majors), CORE 2101. *3 credits*

**PSYC 3311 Research Methods in Psychology**

Examination of the principal methods of empirical psychological research with particular emphasis on experimental design and control procedures. Students develop

the ability to assess and critically analyze extant psychological research and report their own research in standardized American Psychological Association (APA) style. Prerequisite: minimum grade of C- in PSYC 2311. *4 credits*

**PSYC 3312 Advanced Experimental Psychology**  
Practical applications of the principles learned in PSYC 3311 in the laboratory or field environment. The student is involved in the design, execution, analysis and interpretation of an original research project. Students enrolled in the Psychology Honors Program propose and design their honors project under the direction of a faculty adviser. Prerequisites: PSYC 3311 and approval of the instructor. *4 credits*

**PSYC 3314 Foundations of Clinical Psychology**  
This course examines the field of clinical psychology, as well as related fields of counseling psychology and social work. Students will learn about the different roles in which clinical psychologists typically engage, including assessment/diagnosis, research, therapy, and specialty areas such as Neuropsychology and Forensic Psychology. Prerequisite: PSYC 2214 or PSYC 2311. *3 credits*

**PSYC 3330 (CORE 3670) Neuropsychology of Religious Experience**

This course will explore the intersection between religious experiences and neuropsychology. It will discuss what the fields of neuroscience and theology can learn from each other based on current research on the neurobiology of religious experiences. Prerequisites: PSYC 1101 (minimum grade of C- required for Psychology majors), CORE 2101. *3 credits*

**PSYC 3408-3413 Internship in Psychology**  
Students participate in applied fieldwork with a professional agency or other psychology-related organization and complete assignments related to career development in the field of psychology. Placement settings are based upon student objectives and are chosen in consultation with the instructor. Courses may be taken for a total of 6 credits. Prerequisites: PSYC 1101 (minimum grade of C- required for psychology majors) and approval of instructor. *3/6 credits*

**PSYC 3591-3594 Independent Study**  
Directed study and research in an area selected by the student under supervision of a full-time faculty member in the Psychology Department. Paperwork for the Independent Study must be filed at least one month prior to the first day of class for the term in which it is taken. Courses may be taken for a total of 6 credits. Prerequisites: PSYC 1101 (minimum grade of C- required for psychology majors), minimum Psychology GPA of 3.0, and approval of faculty adviser. *1/2/3 credits*

**PSYC 3691-3698 Emerging Topics in Psychology**  
Special topics in emerging and/or specialized areas of psychology. Topics are designated before the semester and vary from semester to semester as the department directs. Can be repeated in instances where topics change for a maximum of 6 credits. Prerequisites: PSYC 1101 (minimum grade of C- required for psychology majors) and approval of instructor.

*1/2/3 credits.*

**PSYC 5111 Seminar in Psychology**

An integrative course requiring the student to survey and organize the primary research literature and prepare an American Psychological Association (APA) style term project. For senior majors in the B.A. in psychology program. Prerequisite: minimum grade of C- in PSYC 3311. *3 credits*

**PSYC 5112 Honors Research**

Students conduct the research project designed and approved in PSYC 3312. Course includes data collection, statistical analyses and presentation of results in an American Psychological Association (APA) style research paper. Open to students in the Psychology Honors Program. Prerequisites: PSYC 3312 and approval of instructor. *4 credits*

**PSYC 5113 Advanced Seminar in Psychology**

An integrative course requiring the student to survey and organize the primary research literature, develop an original research proposal, and prepare an American Psychological Association (APA) style paper outlining the proposal. For senior majors in the B.S. in Psychology program. Prerequisite: minimum grade of C- in PSYC 3311. *3 credits*

## Department of Religion

Fahy Hall, Room 322

(973) 761-9480

[www.shu.edu/academics/artsci/religion](http://www.shu.edu/academics/artsci/religion)

**Religion Faculty:** Aburaya; Ahr; Carter; Choi (*Chair*); Conway; Holmes; Laracy; Liddy; Maloney; Murzaku; Savastano; Sciglitano; Takács

**Religion Faculty Retired and Emeriti:** Ahr; Morley; Pire; Webb

**Jewish-Christian Studies Faculty:** Brill (*Cooperman/Ross Endowed Chair of Jewish-Christian Studies*); Frizzell (*Graduate Director*)

**Jewish-Christian Studies Faculty Emeritus:** Bossman; Finkel

As a vital part of the Catholic mission of Seton Hall University, the Department of Religion offers programs of study leading to the Bachelor of Arts in Religion and Master of Arts in Jewish-Christian Studies. Based on a broad liberal education, the department introduces students to the academic study of religion and theology. In order to give students an understanding of religious beliefs and practices in their various manifestations, the department applies a variety of methodologies including philosophy of religion, sociology of religion, phenomenology, and history of religions. Courses focus on the Christian and major non-Christian theological, intellectual, and moral traditions. Because religion plays such an important role in the global community, we approach specific traditions such as Judaism, Islam, Buddhism, and Hinduism from a comparative perspective and with an emphasis on ecumenism and inter-religious and theological understanding. Faculty and students investigate the religious quest as it relates to other areas of life, particularly human relationships, issues of race, class, and



gender, the impact of religion on social and economic and political institutions, and the arts.

A bachelor's degree in religion provides an excellent foundation for graduate school. Opportunities for continued studies include master's and doctoral degree programs in religion and theology and graduate programs in religious education and seminary studies. Since religion graduates have a broad training in human culture, they are also in demand in many professional fields, including law, conflict resolution, education, social work and various types of ministry.

## B.A. in Religion/Master of Public Administration

The Department of Religion at Seton Hall University offers a dual degree program that leads to two degrees completed in a five-year span: a Bachelor of Arts degree in Religion and a Master of Public Administration degree.

The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one's major in Religion; and to permit students to earn a Master of Public Administration degree within the time frame of five years. For more information, please see the section on Dual Degree Programs in the catalogue.

## B.A. Program in Religion

The religion program offers courses in four areas:

- Biblical Studies and Sacred Texts
- Christian Traditions, Theology and Ecumenical Studies
- Comparative Religion
- Religious and Social Ethics

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 30 credits in religion. Students may modify the major program only in consultation with a department adviser.

The Department of Religion revised its major as of Fall 2009. Students who entered the program under the old major have the option of either completing the original requirements in effect when they first declared their major, or fulfilling the new requirements as outlined below.

### Degree Requirements

The curriculum for the religion program comprises three levels.

#### Level I: Introductory Level Courses (6 credits)

Choose two of the following courses:

RELS 1010	Religious Dimension of Life
RELS 1102	Introduction to the Bible
RELS 1103	Introduction to the Old Testament/ Hebrew Bible
RELS 1104	Introduction to the New Testament
RELS 1202	Christian Belief and Thought
RELS 1302	Introduction to Catholic Theology
RELS 1402	Religions of the World

RELS 1502	Contemporary Moral Issues
RELS 1503	Christian Ethics
RELS 1504	Faith and Justice
RELS 2513	War, Peace, and Theological Ethics*
RELS 2415	Introduction to Islam*
RELS 2418	Buddhist World of Thought and Culture*
RELS 2411	Jewish Beliefs and Practices*

\* Prerequisite: CORE 1101

#### Level II: Advanced Level Courses (21 credits)

RELS 2010**	Methods in the Study of Religion and Theology
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RELS courses numbered between 2100-3999

\*\*In consultation with their departmental advisers, religion majors complete the course in method (3 credits), and then choose one advanced course from each of the four major areas of study (12 credits). At least one of these courses must be at the 3000 level. In order to ensure depth of study, majors complete two additional advanced courses (6 credits) in one of the four major areas of study, at least one of which must be at the 3000 level.

If RELS 2411 (Jewish Belief and Practices), RELS 2415 (Intro to Islam), and/or RELS 2418 (Buddhist World of Thought and Culture) are taken to complete the introductory level requirements, then they may not be applied toward the 21 credits of advanced courses.

#### Level III: Seminar (3 credits)

RELS 4010***	Religious Studies Seminar
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\*\*\*This seminar serves as the capstone for the religion program. Prerequisites are 75 credits overall, with 27 credits in religion (including RELS 2010).

## Minor Program in Religion

To earn a minor in religion, students must complete the following program:

- Two introductory RELS courses (6 credits)
- Three 2000 or 3000 level courses (9 credits). RELS 2411, 2415, and/or 2418 may not count as upper level courses if used to fulfill the introductory level courses)
- RELS 2010 Methods in the Study of Religion and Theology (3 credits)

## Theta Alpha Kappa (TAK), The National Honor Society for Theology and Religious Studies

### Local Chapter, Alpha Omicron

Students with a 3.0 GPA and 3.5 in religion who have earned 12 credits in religion are encouraged to apply for membership.

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

## Course Descriptions

### **RELS 1010 The Religious Dimension of Life**

Analyzes the philosophical, psychological and theological foundations of human faith and religious belief. Considers the attitude and practices that characterize humanity as religious. *3 credits*

### **RELS 1102 (ARCH 1203) Introduction to the Bible**

Formation of the Bible. Its literary, archaeological, historical and theological dimensions. The religious communities of biblical times; their world views, beliefs and religious commitments. *3 credits*

### **RELS 1103 Introduction to the Old Testament/Hebrew Bible**

This course introduces students to the academic study of the Hebrew Bible/Old Testament. Focus on the literary, historical, cultural, and religious contexts from which the Hebrew Bible emerged. Examines the place of the Hebrew Bible in Jewish and Christian traditions and its relevance within contemporary global culture. *3 credits*

### **RELS 1104 Introduction to the New Testament**

This course introduces students to the academic study of the New Testament. Focus on the literary, historical, cultural, and religious contexts from which the New Testament emerged. *3 credits*

### **RELS 1202 (CAST 1202) Christian Belief and Thought**

Introduction to significant doctrines and an exploration of Christian theology in a historical context. Emphasis on the development of Christian faith and theology. *3 credits*

### **RELS 1302 (CAST 1302) Introduction to Catholic Theology**

Approaches to revelation and theology, the reality of God and the triune nature of God; cosmology; and the problem of evil, the Church and the sacraments in the teaching of Vatican II. Traditional and nontraditional eschatology. *3 credits*

### **RELS 1402 Religions of the World**

Basic issues in major faith traditions of the world. Special emphasis on the religious experience as expressed in sacred literature and specific worldviews and mythologies. Considers traditional rituals and symbols, as well as nontraditional forms used to express a response to the sacred. *3 credits*

### **RELS 1403 (ASIA 1403) History of Asian Religious Reflections**

Origin and development of religious speculations in India from the Vedic period to Shankara; in China from Confucius

to Chu Hsi; in Japan from the Nara to the Meiji periods. *3 credits*

### **RELS 1502 Contemporary Moral Issues**

Explores personal and communal moral experience in the light of faith, and the relationship between human values and Christian belief. Examines methods of moral decision-making and the norms that guide human behavior. *3 credits*

### **RELS 1503 Christian Ethics**

Systematic study of the distinctive contribution of Christianity to ethical norms. Comparison of various theories and moral systems with each other and with the ethical systems of non-Christian traditions. *3 credits*

### **RELS 1504 Faith and Justice**

This course assesses various leading, historical and contemporary theories of justice and considers their implications for the life of religious faith. This course considers two, interrelated sets of questions. First, what is the nature of justice, and what kind of political, economic, and social practices do various theories of justice recommend? Second, what might justice mean from the perspective of religious faith, and does the life of faith necessarily require the pursuit of justice in the world? In considering these questions, this course pays particular attention to the challenges of globalization and poverty and the question of human rights. Special emphasis placed on Catholic and non-Catholic Christian moral traditions, with some engagement in non-Christian religions. *3 credits*

### **RELS 1505 Catholicism, Race, and Social Justice**

This course introduces students to the question of race/racism and social justice within a Catholic theological and religious context. Questions to be considered include: What is the attitude of the Church with respect to racism, racial/ethnic identity, and cultural diversity and difference? What kinds of questions has the Church asked (as well as which questions has it not asked) with respect to race, and what are the social, historical, and theological contexts that have influenced the Church's thinking on the issue? This course will also examine a number of interdisciplinary approaches to race and put them in dialogue with current Catholic theological and religious reflections on race and social life. *3 credits*

### **RELS 2010 Methods in the Study of Religion and Theology**

Primarily for religion majors and minors. Methodologies used in academic study of religion and theology. Emphasizes major figures and theories in each of the various approaches. Prerequisites: three courses at the introductory level. *3 credits*

### **RELS 2011 (CAST 2011) Catholicism and Art**

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

**RELS 2121 (ARCH 1114) Archaeology and the Bible**

Archaeological discoveries pertaining to the world of the Bible. The value and limitations of using archaeological and other scientific data for interpreting biblical narratives. Topics include creation/evolution, the flood, the exodus from Egypt, the rise and fall of Israel and Judah, the Babylonian exile, Jerusalem and other biblical sites. *3 credits*

**RELS 2130 Jesus in Film and Theater**

Examines the relationship between religious tradition and artistic expression. Studies classic artistic portraits of Jesus and the tension between religion and the arts. Introduction to historical Jesus research; critical film theory; and attitudes toward Jesus in film, novels and plays. *3 credits*

**RELS 2151 The Gospels of Matthew, Mark and Luke**

Gospels as literary testimonies to Christ risen and present. The writers distinctive theological viewpoints passed from the lifetime of Jesus through a period of oral teaching to the final forms. *3 credits*

**RELS 2152 The Gospel and Letters of John**

Analysis of the background and text of the fourth Gospel. Discussion of its understanding of Christian experience and belief in Jesus as Word Made Flesh. Analysis of the Letters of John in relationship to early Christianity. *3 credits*

**RELS 2153 (CAST 2153) The Letters of Paul**

The life, letters and theology of the Apostle Paul. His Jewish heritage, his relationship to Christ and his mission as "Apostle to the Gentiles." *3 credits*

**RELS 2160 (ARCH 1250/WMST 2160) Women in the Biblical Tradition**

Examines the role and place of women in the Ancient Near East, Biblical Israel, Judaism and the New Testament. Compares textual and mythic traditions of Near Eastern and Greco-Roman society, women in the archaeological artifacts and introduces recent feminist interpretations of biblical texts. *3 credits*

**RELS 2221 (CORE 3765) Early Christian Thought**

Study of Christianity from Jesus and the apostolic preaching to the end of the great ecumenical councils. Emphasis on the development of theology, the structure of the Church and its interaction with society and culture, including Christian art and literature. *3 credits*

**RELS 2222 (CORE 3737) Medieval Christian Thought**

Tracks the development of Christian thought from Augustine to the eve of the Reformation. Influence of Augustine in the West; widening breach between Eastern and Western Christendom; rise of Islam and the interaction of the monotheistic faiths; religious orders and the universities; scholasticism and the achievement of Thomas Aquinas; dissolution of the medieval synthesis. *3 credits*

**RELS 2223 (CAST 2223/CORE 3724) Modern Christian Thought**

This course examines the development of Christian thought from the Reformation to modern times. Topics include: Early attempts at Church reform; the Protestant reformation in

Germany, Switzerland and England; the Council of Trent and the Catholic Reformation; the Orthodox Churches; the Peace of Westphalia and the religious settlement; the challenge of rationalism and the Christian response in modern times. We will explore the relation of free will and grace, clashes between religion and politics on a variety of fronts, including the Peasant Revolt and the French Revolution, the rise of nationalism, and Enlightenment and Romantic views of religion. The course will be grounded in close examination of theological texts, but will also include works of art, poetry, historical accounts, and film. *3 credits*

**RELS 2224 (CAST 2224) Eastern Christianity**

The course will provide an in depth analysis of the historical road of Eastern Christianity from the apostolic time to our own. It will facilitate students' efforts to understand the essential dogmatic position of Eastern Orthodoxy, and the basic dogmas about Scripture, tradition, the Church, and ecclesiastical authority. *3 credits*

**RELS 2231 Jewish-Christian Relations**

A survey of the historical and theological relationship of Jews and Christians beginning with the New Testament and culminating with the events of the twentieth century and the present day. The history of relations between Jews and Christians is a tormented one and has often been quite negative. During the last several decades, however, the Church and the Jewish people have reached a rapprochement that is honest, repentant and enriching of both. *3 credits*

**RELS 2241 Introduction to Ecumenism**

Contemporary movement toward Christian unity and human solidarity, described in terms of its biblical roots and theological principles. Persistent theological obstacles in attaining unity and solidarity; ecumenical progress of recent decades and future possibilities. *3 credits*

**RELS 2261 (AFAM 2517) The Black Church**

A survey of the major institution for religious expression developed by African-Americans from its origins in slavery until the contemporary urban period. The social, economic and political role of the Black church as well as its cultural and religious functions are examined. *3 credits*

**RELS 2313 Christian Spirituality**

Religious experience as the heart of various forms of Christian spirituality. Conceptual frameworks that influence the manner of experiencing God. Examines several fundamental models of the Christian experience to gain insight into a personal and communal contemporary spirituality. *3 credits*

**RELS 2315 (CORE 3729) Theology of Marriage**

Past and present Christian understandings of the marital relationship in light of Scripture and sacramental theology. Insights about marriage based on knowledge from psychology and anthropology. Christian marriage as promise, symbol and vocation. *3 credits*

**RELS 2316 Theology of Death**

Consideration of death and dying, particularly from a Christian perspective. Death as a part of life; death as something in itself; death as a beginning. *3 credits*

**RELS 2411 Jewish Beliefs and Practices**

Survey of the beliefs and observances of Judaism designed particularly for the Christian student. Jewish religious texts, the Sabbath and festivals, the family's role within Judaism, dietary laws, prayer and contemporary religious movements within Judaism. Prerequisite: CORE 1101. *3 credits*

**RELS 2412 The Holocaust**

Survey of Nazi policies and actions against the Jews of Europe from 1933 to 1945. Historical Christian anti-Semitism and its relationship to the Holocaust; an historical description of the Holocaust, Christian reaction to it, and the reflections of Jewish and Christian theologians on the meaning of the Holocaust. *3 credits*

**RELS 2415 Introduction to Islam**

Introduction to basic elements of the Islamic tradition: the Koran, Prophet Muhammad, beliefs, rituals, mysticism, the arts, social and political history. Prerequisite: CORE 1101. *3 credits*

**RELS 2416 Islamic Spirituality and Mysticism**

Islamic culture and religion explored through the lens of the development of Muslim forms of spirituality, including the dimension known as Sufism or Islamic mysticism. Major doctrines and practices associated with Muslim spirituality in its varied cultural forms – philosophical treatises, poetry, prose, rituals, prayer and the arts. *3 credits*

**RELS 2418 (ASIA 2118) Buddhist World of Thought and Culture**

This course is intended as an introduction to Buddhist traditions in South and Southeast Asia, East Asia, and the West. Progressing both chronologically and thematically, the course begins with the earliest known strata of Buddhist ideas created in India some 2500 years ago. After an introduction to basic Buddhist doctrines and practices, students study the spread of Buddhism southward to Sri Lanka and Thailand and northward to Tibet, China, Japan, and Korea. The course will culminate in a brief overview of Buddhist practices in America. Prerequisite: CORE 1101. *3 credits*

**RELS 2419 (AFAM 2515) African Religions**

Explores the complex nature of the African system of thought concerning God, man, animate and inanimate things, and the meaning of religious experience in African society. The effect of Christianity and Islam on African religious thought. *3 credits*

**RELS 2511 Christian Values and Health Issues**

Overview of some of the more significant issues in medicine, biological research and healthcare confronting society, including genetic engineering, behavior modification, abortion, human experimentation, allocation of healthcare resources. Special emphasis on the Catholic moral traditions,

with some examination of other Christian, Jewish and secular moralists. *3 credits*

**RELS 2513 (CORE 3758) War, Peace, and Theological Ethics**

This course examines the ethical dimensions of war and peace as presented in the Christian theological and moral traditions. The following areas will be examined: biblical reflections on love and violence, the formation of just war theory in the early Church and its maturation in medieval and post-medieval theology and moral and legal philosophy; the tradition of non-violence and pacifism, and modern Catholic social teaching and contemporary Protestant and philosophical-secular formulations on the use of force. Major thinkers in theological ethics such as Augustine, Aquinas, Reinhold Niebuhr, and John Courtney Murray, SJ, will be considered as well as the writings of influential contemporary thinkers such as Lisa Sowle Cahill, George Weigel, Fr. Bryan Hehir, Paul Ramsey, and John Howard Yoder. *3 credits*

**RELS 2514 Theology of Sexuality**

Examines the Catholic Christian view of sexuality first historically, then with a positive, contemporary approach. Considers present-day issues of sexuality in the light of faith. *3 credits*

**RELS 2516 Religion and Revolution**

Relationship between religion and social change. Topics include the role of religion in discerning the future direction of individuals and society; resources the religious dimension brings to an evaluation of social, political and cultural change. *3 credits*

**RELS 2520 (CAST 2520/CORE 3733) Catholic Social Teaching**

Emphasizing the Catholic social encyclical tradition, the course investigates the theoretical and practical relationships between Christian belief and thought, and social and economic life (involving issues of economic justice, peace, race, gender, family, etc.). In so doing, we explore the lives of those who have worked to shape Christian social justice movements, and other concrete contemporary applications of Catholic social teaching. *3 credits*

**RELS 2530 (CAST 3040/CORE 3989) Spirituality of Work**

The course explores spirituality of work in contemporary society and its application to various professions and everyday life. The course explores various meanings/definitions of spirituality and work in order to reflect on the deeper meaning of work in people's lives. Study of this topic will include Biblical warrants for a spirituality of work; spirituality of work in the history and tradition of the church, as well as the ecumenical and interfaith dimensions of a spirituality of work. Prerequisites: CAST 1001; CORE 1101, 2101. *3 credits*

**RELS 2551 (ASIA 3113) Eastern Mysticism**

Compares the Western model of "spiritual journey," the intuitive approach of the Upanishads, the devotional orientation of the Bhagavad-Gita, and the Yogic path of spiritual transformation. The early Buddhist notion of "nirvana" and subsequent Zen emphases. The Chinese search

for “Tao” and “li.” *3 credits*

**RELS 3103 (WMST 3103) Gender, Power and Biblical Interpretation**

This interdisciplinary course explores the complex relationship between gender, power, the Bible and biblical interpretation across several centuries. Using a combination of historical, literary, theological and gender-critical approaches, we focus on several key biblical texts to explore the intersections of the Bible and cultural ideas about gender. The course includes study of biblical interpretations from Jewish, Christian and Muslim perspectives. *3 credits*

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

The course examines the interaction of the Bible, film and popular culture by considering how stories, ideas, and themes from the Bible have been portrayed in Hollywood movies. Specific biblical texts will be analyzed in their historical context and in their depiction in popular films. The course will address such questions as: How has the Bible shaped the way the stories are told in film? How has popular culture shaped the way the Bible is read or understood? In particular, the course will focus on ideas of how religion, faith, the God/human relationship, and gender roles are shaped in the intersection of the Bible and popular culture. *3 credits*

**RELS 3180 (CORE 3730) Responses to Suffering in the Ancient World: From Bible to Buddha**

An academic and intellectual reflection on the problem of human suffering through surveying a range of ancient religious, literary and philosophical texts that respond in different ways to human suffering. *3 credits*

**RELS 3191 Special Questions in Biblical Studies**

Select topics in biblical studies chosen by the instructor. *3 credits*

**RELS 3201 (CORE 3721) Catholicism and Ecumenism**

The course will have two major foci as expressed in Catholic ecumenical life and commitment. The first part of the course will focus on the history of Christendom and its many-fold divisions and the impulses that have historically contributed to ecumenism. Catholic ecumenical principles and foundations as found in primary sources including the documents of the Second Vatican Council and the theology of koinonia will be some of the topics to be explored within the first part of the course. The second part of the course will be praxis oriented. It will focus on specific relationships among Churches and the results of ecumenical dialogue. The role of the World Council of Churches, Catholic-Eastern Orthodox, Catholic-Oriental, Catholic-Anglican, and Catholic-Lutheran ecumenical dialogue and the documents produced from such encounters will be analyzed. Furthermore, inter-religious dialogue as expressed in the Catholic -Jewish and Catholic-Muslim dialogues will also be included in the second part of the course. *3 credits*

**RELS 3220 (HIST 3386/CORE 3436) Religion in the U.S.: Meetinghouse to Megachurch**

This course offers a survey of the religious history of the United States from the colonial era to the present. It introduces students to both social and theological trends, exploring how different religious traditions developed, grew, and changed over time, not only in reaction to one another but also in relation to American society and the American experience. *3 credits*

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

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

**RELS 3281 The Theology and Ethics of Hans Urs von Balthasar and Karl Barth**

This course examines the theological and ethical thought of Karl Barth and Hans Urs von Balthasar, two seminal figures in modern Christian theology, both Catholic and Protestant. The convergences and divergences of both theologians’ positions on creation, the doctrine of God, nature and grace, law and gospel, and love and sin will be examined as a way of thinking about the major trends and concerns of Christian theology and ethics in the twentieth century and into the twenty-first century. Prerequisites: CORE 1101, 2101. *3 credits*

**RELS 3283 Mercy and Liberation**

This course offers an introduction to liberation theologies through the lens of the theme of mercy. We will look in particular at three basic questions in light of the Christian theological tradition: 1) What is mercy? 2) What is the place of mercy with the Christian faith? 3) What must mercy look like today if Christians are to be faithful to the Christian tradition and responsive to the contemporary world? We will then look at context, origins, aims, and major texts of Catholic Latin American liberation theology in dialogue with U.S. Black liberation theology in order to evaluate the ways in which liberationist thinkers relate to earlier Christian accounts of mercy. *3 credits*

**RELS 3285 (CORE 3766) Schism or Unity? Catholic and Protestant Theology and Ethics in Dialogue**

This course examines the convergences and divergences between Catholic and Protestant theological and ethical perspectives on a number of fundamental themes such as faith, freedom, nature and grace, natural law, virtue, moral

agency, sin, and love. In examining the writings of major theologians within both Christian traditions, this course assesses the general problems and prospects for rapprochement between Catholic and Protestant theology and ethics. *3 credits*

**RELS 3290 (CAST 3005/CORE 3761) Christian Theology and Science in Dialogue**

Examines how science and Christian theology may contribute to each other's disciplines. With a special focus on evolutionary biology and Catholic theology (with some reference to Protestant theological perspectives), the course introduces students to the various paradigms for approaching and interpreting the relationship between science and theology. These paradigms are then evaluated through a comparative exploration of the emerging interdisciplinary field of the science of the moral sense. *3 credits*

**RELS 3300 (CORE 3767/JCST 6023) Christian Theological Views of Judaism**

This course studies the different ways in which Christian thinkers from early and modern Christianity understand Judaism in relation to both Christianity and to their surrounding cultural milieu, including religious, mythological and philosophical discourses. Of particular interest will be how Christians think of themes such as covenant, law, freedom, revelation, religion, God, and history in relation to Judaism and how Christians define themselves in continuity and discontinuity with the Jewish people. *3 credits*

**RELS 3340 (WMST 3340) Feminist Theologies**

The course traces the emergence and development of feminist theologies within the Christian tradition with a primary focus on developments in the 21<sup>st</sup> century. These developments include the effects of globalization and technology in relation to women's religious experience in the world, as well as feminist engagement between different religious traditions. *3 credits*

**RELS 3350 (CORE 3770) God: Reality, Concepts, and Criticisms**

Through close reading of primary source materials, this course explores seminal works of the Western tradition on the topic of God. The course will engage the writings on God from classical Christian sources up to contemporary thinkers, both believers and those of no belief. *3 credits*

**RELS 3392 Special Questions in Christian Tradition**

Select topics in biblical studies chosen by the instructor. *3 credits*

**RELS 3433 (WMST 3335) Women, World Religions and Human Rights.**

Examines the role of the world's religions in defining the nature, roles, and rights of women. Reviews both traditional religious sources and contemporary discussions on women and gender from a variety of perspectives, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism. *3 credits*

**RELS 3434 (WMST 3318) Women, Gender and Islam**

Examines the concept, role, and status of women in Islamic religion and societies, both historically and in the contemporary world, looking at both traditional and modern sources on gender and human rights. *3 credits*

**RELS 3435 (CORE 3757) Islamic and Christian Perspectives on Faith and Reason**

A comparative examination of faith and reason within the Islamic and Christian (primarily Catholic but not exclusively) theological and ethical traditions. The course focuses on how Islam and Christianity approach the nature of scriptural authority, the role of experience, history, and community in religious reflection, the prospects for a common morality (i.e., revealed knowledge versus natural knowledge), and the shape and significance of revelation and grace. *3 credits*

**RELS 3491 Special Questions in World Religions**

Select topics in biblical studies chosen by the instructor. *3 credits*

**RELS 3498 (JCST 7031/CORE 3771) Jewish Mysticism: Meditation, Kabbalah, and Yogic Spirituality**

This course will explore the major issues in the study of mystical texts in the 20th century and how that has approach has given way to new approaches of interiority, meditation, contemplation and social marketing. The course will focus on Jewish mystical and Jewish Kabbalistic texts but we will also read ample selections from Christian and Hindu mystical texts. We will focus on the different meanings of mysticism and its role in society. *3 credits*

**RELS 3503 (CORE 3723) Race, Politics, and Theology**

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

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

This course explores the relationship between morality and religious belief. More specifically, it deals with the question of whether moral knowledge is possible without belief in God, and the manner in which religious belief is necessary for moral knowledge and action. These questions will be considered by turning to the problem of suffering and evil as a case study. We will pay particular attention to whether a religious point of view offers distinctive insight into the reality of suffering and evil. Classic theological,

philosophical, and biblical reflections on this question will be studied. *3 credits*

**RELS 3530 The Good Life: How Should We Live?**

Through a close reading of primary source materials, this course introduces students to the rich Western tradition of reflection on the notion of the good life by some of the world's great theologians and philosophers. Equal emphasis will be placed on critical assessment of philosophical and theological accounts of the good life as well as how these accounts can inform constructive responses to the question of how we should live as individuals and in community. *3 credits*

**RELS 3591-3599 Special Questions in Ethical Studies**

Select topics in biblical studies chosen by the instructor. *3 credits each*

**RELS 3991-3993 Independent Study of Religion and Theology**

Individual study of a student-selected topic under an appropriate professor in a program approved by the department chair. *1/2/3 credits*

**RELS 3998 (CAST 3998/HONS 4195) Italy in the Footsteps of the Saints**

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

**RELS 4010 Religious Studies Seminar**

Final project in religion relating to current trends in the study of religion, theology and other disciplines. Prerequisites: 75 credits overall, with 27 credits in religion (including RELS 2010). *3 credits*

## Department of Sociology, Anthropology and Social Work

Jubilee Hall, Room 570 (Sociology and Anthropology)  
(973) 761-9170

<https://www.shu.edu/sociology-anthropology-social-work/index.cfm>

Fahy Hall, Room 126 (Social Work)  
(973) 761-9470

[www.shu.edu/academics/artsci/sociology-anthropology-social-work](http://www.shu.edu/academics/artsci/sociology-anthropology-social-work)

Jubilee Hall, Room 517 (Social and Behavioral Sciences)  
(973) 761-9170

[www.shu.edu/academics/ba-social-behavioral-sciences.cfm](http://www.shu.edu/academics/ba-social-behavioral-sciences.cfm)

**Administrative Assistants:** Hall; Berwick

**Social and Behavioral Sciences Adviser:** Lanzara

**Faculty:** Apgar (*Director, B.A. in Social Work*); Blake; Bunnage; Carr; Corrigan (*Director, M.A. in Social Work*); Haynor; Horowitz (*Director, Social and Behavioral Sciences*); Kaba; Landriau; Nico; Nicola; Nicotera; Quinn (*Department Chair*); Quizon; Rios; Savastano

**Faculty Emeriti:** Abalos; Kayal; San Giovanni; Zielyk

The Department of Sociology, Anthropology and Social Work offers four major programs leading to Bachelor of Arts degrees in sociology, anthropology, social work, and social and behavioral sciences. The Department also offers minors in sociology, anthropology and social work.

### Sociology and Anthropology Programs

The sociology and anthropology programs are designed to provide students with the tools to analyze, critically evaluate, and understand pressing global and domestic concerns and then to use that knowledge for the betterment of society.

Both sociology and anthropology make connections between how we understand ourselves and behave towards others. Sociology cultivates the sociological imagination in students, enabling them to see the links between social structures and personal problems, social institutions and everyday behaviors. Anthropology gives students the global and evolutionary perspectives to examine our world with critical understanding. With an eye toward affecting change, both disciplines look behind the scenes to identify social, cultural and natural forces that shape behavior and perceptions.

Whether in regard to urban social issues, inter-group relations, social institutions, health, gender, sexual, racial, organizational, environmental and indigenous cultural concerns, our goal is to provide students with the ability to both understand and to act on their knowledge.

There are both intellectual benefits and practical applications gained by studying sociology and anthropology. Many of our graduates find employment as educators, researchers, demographers, urban planners, sales or customer service representatives, counselors, public relations specialists, journalists, diversity trainers, event planners, market researchers, personnel and business managers, and media specialists. Others work in the applied fields of government, diplomacy, and medicine. In addition, a number of growth professions look to students with special training in these disciplines. Sociology majors work in many areas of legal studies, law and law enforcement while anthropology majors engage in historical preservation, archaeology, museum work and other fields of cultural resource management. While our sociology program is oriented toward topics and issues within the social context of American society, the anthropology program emphasizes a more comparative global cultural perspective on what are similar central concerns. The goals of the undergraduate degree programs are threefold: to provide a core of courses for students who may pursue graduate study in their respective disciplines; to prepare students to employ the sociological

imagination and the lens of cross-cultural knowledge in a globalizing world; and to enable students to recognize, develop and use the humanistic dimension of these two disciplines for their personal development and on behalf of others. For more information on the benefits of these broad-based, flexible majors, please visit the department website at [www.shu.edu/academics/artsci/sociology-anthropology-social-work](http://www.shu.edu/academics/artsci/sociology-anthropology-social-work)

### Making Connections

Both sociology and anthropology have integrated relations with other departments and programs. Social and Behavioral Science majors and students from the College of Education and Human Services can pick sociology or anthropology as minor concentrations. Both offer courses that are cross-listed in the Honors Program and in the areas of women and gender studies, environmental studies, and Africana studies. In addition, both sociology and anthropology programs work closely with pre-law advisement and provide many courses useful for those with legal studies aspirations.

Sociology offers a dual degree program with the Department of Political Science and Public Affairs that leads to two degrees completed in a 5-year span: a Bachelor of Arts degree in Sociology and a Master of Public Administration. Similarly, Anthropology students applying to the Museum Professions Program offered by the College of Communication and The Arts can earn two degrees in five years: a Bachelor of Arts degree with a major in Anthropology and a Master of Arts in Museum Professions. For more information see the Five-Year Dual Degree Programs section of this catalogue.

Anthropology and Sociology students also have formal and informal opportunities to benefit from the rich cultural offerings in the New York/New Jersey metropolitan area, including the American Museum of Natural History, El Museo del Barrio, the Metropolitan Museum of Art, the National Museum of the American Indian, the Jewish Museum, the New York Academy of Sciences, the New York Public Library, Asia Society, the Calandra Institute of Italian and Italian-American Studies, the Newark Museum, and the Jersey City Museum, among others.

### Alpha Kappa Delta, International Sociology Honor Society

Bi-annually eligible students are inducted into Alpha Kappa Delta (AK) the International Sociology Student Honor Society of the American Sociological Association. Students are eligible who have completed at least 12 credits in sociology, have a 3.3 GPA overall and 3.0 in the major, and are invited by sociology faculty. Relatives of distinguished majors may be invited to the installation ceremony to join with the faculty in honoring outstanding student achievement. When appropriate, the faculty also present a Distinguished Graduate Award at this event to an alumnus who best illustrates the principles of humanistic sociology in his or her professional and community life.

### Lambda Alpha, National Collegiate Honors Society for Anthropology

Students who have completed at least 12 credits in anthropology with an average of 3.0 are encouraged to apply for membership in Lambda Alpha Delta (LAD), the Seton Hall University chapter of the National Collegiate Honors Society for Anthropology. The chapter seeks to promote excellence and increased awareness of anthropology as a humanistic social science. The LA holds joint biannual induction ceremonies with the sociology honor society.

### Major Program in Sociology

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete department requirements in sociology and related fields for a total of 36 credits. With good reason, students may modify the major program in consultation with a department adviser.

In recent years, students have pursued double majors in sociology alongside degrees in education, social work, criminal justice, and others. This broad-based major is ideal for students interested in pursuing careers and graduate studies in law, business, media, government, education, counseling, corrections, and social services, among others. Our recent alumni have pursued further studies and careers in social work, law, and non-profit administration, among others.

#### Program Requirements

Required Courses (12 credits):		Credits
SOCI 1101	Introduction to Sociology	3
SOCI 2910	Quantitative Research Methods	3
SOCI 3310	Sociological Theories	3
SOCI 5988	Senior Seminar in Sociology	3
Electives (15 credits):		
Four sociology 2000 level courses		12
<i>(Limit one special topics course. To gain useful research skills, students are encouraged to take SOCI 2912 Qualitative Research Methods as one of their 2000-level electives.)</i>		
One sociology 3000/4000 level course		3
Social Science Electives (9 credits):		

Nine (9) credits, selected in consultation with adviser, from any of the following disciplines: anthropology, Africana studies, criminal justice, political science, economics, psychology and social work. No more than three (3) credits may be taken in each discipline. Students are encouraged to take ANTH 1202 Introduction to Cultural Anthropology as one of their social science electives.

**Total: 36**



## Minor Program in Sociology

The minor program in sociology offers experience for students interested in careers such as law, business, marketing, communications and social services. The sociological perspective provides tools for critical analysis of social institutions such as media, law, the family, medicine, and education. The 18-credit minor complements a great many fields of study.

### Required Course (3 credits):

SOCI 1101 Introduction to Sociology 3

### Electives:

Four sociology 2000 level courses 12  
(*Limit one special topics course.*)

One sociology 3000/4000 level course 3

**Total: 18**

## B.A. in Sociology/Master of Public Administration

The Department of Sociology, Anthropology and Social Work offers a dual degree program with the Department of Political Science and Public Affairs that leads to two degrees completed in a five-year span: a Bachelor of Arts (B.A.) degree in sociology and a Master of Public Administration (M.P.A.) degree. The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one's major in sociology; and to permit students to earn a M.P.A. degree within the timeframe of five years. For more information, please see the section on Dual Degree Programs in this catalogue.

## Major Program in Anthropology

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete department requirements in anthropology and related fields for a total of 36 credits. Each student's program of study should be planned in consultation with the anthropology faculty. The program may be tailored to a student's needs depending on specialization. In recent years, a significant number of students have pursued double majors in anthropology alongside degrees in Asian studies, art history, education, environmental studies, diplomacy and international relations, and have included students from the University's Honors Program. Our alumni have pursued post baccalaureate studies and/or careers in anthropology as well as in law, international advocacy, social work, forensic anthropology, journalism, fashion, museum studies, technology, language acquisition, international arts management, among others.

### Six Required Courses (18 credits) from the following:

*Choose three of the following:*

ANTH 1201 Introduction to Physical Anthropology  
ANTH 1202 Introduction to Cultural Anthropology  
ANTH 1210 Introduction to Linguistic Anthropology  
ANTH 1211 Introduction to Archaeology

and

ANTH 2912 Qualitative Research Methods -or- ANTH 2910, Quantitative Research Methods  
ANTH 3212 History of Anthropological Thought  
ANTH 3296 -or- ANTH 5999 Independent Study -or- ANTH 5988, Senior Seminar

### Six Elective Anthropology Courses (18 credits):

The student should take six courses (18 credits) in anthropology electives in addition to the six required courses (18 credits) for a total of 36 credits. Anthropology courses taken by a student that are not used to fulfill the six required courses for the major may be used to satisfy the six course elective requirement with a minimum of three to be taken at the 2000-5000 level. In consultation with the department adviser, three of the six elective courses (or 9 out of 18 credits) may be taken from the non-ANTH courses listed below.

AFAM 2331/ANTH 2331 People and Cultures of Africa  
ASIA 3115 Asian Social Life  
ASIA 3132 Contemporary Japan  
BIOL 1102/1103 Human Anatomy and Physiology I-II  
CRIM 2616 Criminology  
COBF 2213 Documentary Film  
COGR 3320 Advanced Photography  
HIST 3354 The American Frontier  
RELS 1402 Religions of the World  
SOCI 1101 Introduction to Sociology

## Minor Program in Anthropology

The anthropology minor enhances a number of major programs by offering a unique cross-cultural perspective that enables students to apply their skills in their personal as well as their professional lives in an increasingly globalized world. In recent years, students with a minor in anthropology pursued degrees in art history, biology, business, communication, criminal justice, diplomacy and international relations, education, environmental studies, history, political science, and social and behavioral sciences. Students are required to take at least six courses in the discipline, three of which are upper-division electives. In the independent study or its equivalent (normally in the senior year), students write a research paper, integrating anthropological perspectives with their major field of study. Students completing a minor in anthropology must earn 18 credits that include:

### Three Required Anthropology Courses (9 credits)

ANTH 1202 Introduction to Cultural Anthropology  
ANTH 1201 Introduction to Physical Anthropology OR  
ANTH 1211 Introduction to Archaeology  
ANTH 1210 Introduction to Linguistic Anthropology OR  
ANTH 2912 Qualitative Field Research Methods

### Three Elective Anthropology Courses (9 credits)

Anthropology courses taken to fulfill the 9-credit elective requirement must be 1000-5000 level ANTH-designated courses. Required courses listed above but not taken to fulfill

the 9-credit course requirement may be used to satisfy the 9-credit elective requirement.

**Total: 18**

## Social Work Program

The Department of Sociology, Anthropology and Social Work offers a program leading to the Bachelor of Arts (B.A.) degree in Social Work, regarded in the profession generically as the B.S.W. The program is accredited by the Council on Social Work Education. The curriculum prepares students for entry-level generalist professional practice and qualifies graduates for New Jersey State Certification (C.S.W.) under current licensing requirements. In addition, graduate programs in social work (M.S.W.) typically offer waiver of courses and advanced standing to program graduates whose applications are accepted for M.S.W. education at regional and national graduate schools. The major in social work also provides general preparation for graduate study in law, public administration, and other professions.

Students must have GPAs of 2.5 or higher to declare social work as a major or minor. Although students may declare social work as their major at any time, entry into the Social Work Program as a major requires formal application and acceptance. This application occurs during the spring of Junior Year, with decisions made following the recording of that semester's grades. Successful applicants must have earned a 3.0 in all courses at the one, two, and three thousand levels. Students may retake courses in an effort to raise their grades. The application process is outlined in the Social Work Program Handbook, available on the Department of Sociology, Anthropology and Social Work website. Students who do not meet the application criteria will meet with the Social Work Program Director for advisement and consideration of alternative majors.

The profession of social work is strongly committed to the amelioration, prevention, and elimination of social problems. The program places strong emphasis on human diversity, discrimination, and oppression within a context of social justice and the values of professional social work. All courses offered by the program emphasize and reinforce these issues. Using a problem solving approach to professional practice, in conjunction with systems strengths, cultural competence and evidence-based thinking, the program helps students to further understand and build upon the capacities possessed by individuals, families, groups, organizations, and communities. Students will understand, comprehend, competently apply, and internalize the knowledge, skills, and values of the profession. Social work courses are taught by full-time faculty, as well as adjunct faculty who represent a wide range of diversity of demographic variables and types of social work practice. This helps to further reinforce the generalist orientation of the curriculum that is grounded in person-in-environment theory.

Undergraduate study in social work is designed to assure

competence in generalist social work practice at the beginning (B.S.W.) level. This competence is to lead to employment, licensure, as well as potential for advanced standing in graduate social work education. Thus, social work is studied in preparation for a career of service to others.

Operating under philosophies of best practices and continuous self-evaluation, the program prepares students to be competent, generalist professionals at the entry level of practice. Specifically, the program emphasizes and requires for completion of the course of study in social work, the following competencies:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice;
- Advance human rights and social, economic, and environmental justice;
- Engage in research-informed practice and practice-informed research;
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work is practiced in many different types of organizations and agencies and the generalist curriculum is designed to facilitate professional practice in this broad array. In further preparation for this, students complete professionally supervised internships, described further below. The internship experience, also referred to as "field" and/or "practicum", is an integral part of the total education program and provides significant opportunity to apply and gain further competency. Field education is the signature pedagogy of the educational milieu. There is never any credit awarded by the program for social service activities conducted outside of the formal internship curriculum.

Internship sites include, but are not limited to: healthcare facilities, mental health centers; schools, corrections and other criminal justice programs; child welfare agencies; poverty programs; senior citizen programs; community action programs; multi-service centers; family service agencies; child guidance programs; legal services; substance abuse treatment and prevention programs, and others. The department constantly strives to expand opportunities with regard to internships. Efforts are strongly made to link students with internships that are compatible with their career interests.

Program advisers assist students by means of consultation and guidance in developing individualized study plans within the overall curriculum design. These full-time faculty members also help students explore the appropriateness of social work as a career choice. Prospective social work students should seek advisement with department faculty as early as possible. A Social Work Program Handbook is available on the Department of Sociology, Anthropology and Social Work website. This Handbook is designed to fully communicate the details of becoming a social worker by education in the program; albeit in conjunction with individualized advisement.

Incorporating the values of professional social work, the

theoretical framework assures competence in: the problem solving method; a systems approach to practice; building upon strengths of the client/client system; critical thinking; and evaluation. The social work curriculum is integrated and cumulative such that the various courses in the explicit curriculum each help students learn and develop respective competencies applicable to that respective course and building upon competencies from previous courses. In addition to other requirements for entry into the social work internship curriculum, prospective students are required to hold malpractice/liability insurance, undergo a criminal background check that includes fingerprinting, and hold membership in the National Association of Social Workers. These matters are addressed through individual advisement and consultation with respective students.

The social work program participates with other baccalaureate social work programs in The New Jersey Baccalaureate Child Welfare Education Program (BCWEP). This program offers a limited number of full scholarships to senior students who meet BCWEP requirements and are interested in a career in child protective services. This program is coordinated at Seton Hall University by Professor Mary Landriau. This scholarship program is grant-supported by Stockton College and thus is subject to change in the number of students who may be accepted in any given year.

The social work program participates in Alpha Delta Mu, Social Work Honor Society. Membership application for the Honor Society is done in the early Spring of the senior year. The Honor Society advisor is Dr. Dawn Apgar.

The Student Social Work Association is an integral component of the educational milieu for social work at Seton Hall. The organization is designed to enable students to have a venue for service, self-directed learning, consultation with the program, and mutual information sharing. A representative of the Social Work Student Association is present at all program meetings. The Student Social Work Association is advised by Professor Mary Landriau.

Majoring in social work also provides opportunity for "outside" learning experiences such as conferences and other learning experiences such as may be offered by the program, The National Association of Social Workers, and other organizations.

## Major Program in Social Work

<b>Major Requirements- all of the following</b>		<b>Credits</b>
SOWK 1111	Introduction to Social Work	3
SOWK 2201	Social Problems and Programs	3
SOWK 3301	Social Policy Analysis	3
SOWK 3910	Research Methods in Social Work	3
SOWK 3511	Behavior and Environments I	3
SOWK 3512	Behavior and Environments II	3
SOWK 3611	Theory and Practice I	3
SOWK 3811	Junior Practicum	3
SOWK 4811	Senior Practicum I	6

SOWK 4812	Senior Practicum II	6
SOWK 4911	Theory and Practice II	3
SOWK 4912	Theory and Practice III	3
SOWK 5111	Senior Research Seminar	3
		<b>Total: 45</b>

### Additional Requirements

#### *Cognate Courses- all of the following*

BIOL 1101	Introduction to Biology	3
MATH 1203	Statistical Models for the Social Sciences	3
PSYC 1101	Introduction to Psychology	3
SOCI 1101	Introduction to Sociology	3
		<b>Total 12</b>

#### *Diversity Course- any one of the following*

AFAM 2311	Public Institutions and the African American	3
ANTH 3215	Human Rights and Social Justice	3
RELS 1402	World Religions	3
SOCI 2514/WMST 2514	Sociology of Women and Men	3
or		
SOCI 2515	Majority-Minority Relations	3
		<b>Total: 3</b>

### Electives - any two of the following

SOWK 2311	Child Welfare Policy Practice	3
SOWK 2314/AFAM 1518	Social Work and the Law	3
SOWK 2333	Current Issues and Trends in Social Work Practice	3
SOWK 2335/WMST 1335	Family Violence	3
SOWK 1911	Introduction to Gerontology	3
SOWK 2653	Substance Abuse Assessment and Intervention	3
ANTH 1202	Introduction to Cultural Anthropology	3
ECON 1411	Introduction to Economics	3
PSYC 1218	Drug and Alcohol Abuse	3
PSYC 2214	Abnormal Psychology	3
RELS 1010	The Religious Dimensions of Life	3
		<b>Total 6</b>

### Total Credits Required for the Social Work Major: 66

## Minor Program in Social Work

A minor in social work is available. The minor consists of SOWK 1111 Introduction to Social Work and any other 15 credits of social work courses (total 18 SOWK credits). Students minoring in social work may not take courses above the 2000 level with the exception of SOWK3511 Behavior and Environments I. Students wishing to pursue the minor in social work must notify the department in writing and be linked with a faculty adviser.

The minor is designed, primarily, to provide an appropriate learning experience for those planning a career in occupational, physical and speech and language therapy; criminal justice; law; and education.

## Social and Behavioral Sciences Program

This interdisciplinary major provides the basis for a broad education in social science, leading to the degree of Bachelor of Arts (B.A.) in Social and Behavioral Sciences (referred to as "SOBS"). Unlike traditional majors, SOBS offers students a unique learning experience based on their own interests across multiple academic fields. Students choose a combination of courses in one of three career-focused tracks (Allied Health; Policy, Justice and Administration; and Culture and Society) from among several social science disciplines, including anthropology, criminal justice, economics, political science, psychology, social work and sociology. The program is an excellent springboard for graduate studies as well as work in public, nonprofit and private sector administration, research, teaching, public health, social services, and social justice.

The SOBS major is an ideal foundation for essential professional skills such as creative thinking and synthesis of ideas across multiple fields. Students can complete their core requirements and the SOBS major within six semesters. This provides students the flexibility to potentially explore additional academic interests, dovetail minors or certificate programs, study abroad, or take prerequisite courses for graduate and professional school programs.

### Program Requirements

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete program requirements for a total of 36 credits.

All SOBS students will complete:

- 1) Foundational courses (12 credits), which include a combination of introductory courses across the social sciences and the option of one integrated human science course with a career planning component;
- 2) Focused courses (18 credits) which entail integration of courses across the social sciences aimed at a specific professional knowledge area;
- 3) Research methods and Senior Seminar (SOBS 5002) capstone (6 credits), which require a statistics pre-requisite of one the following:

MATH 1101      Statistical Concepts & Methods  
MATH 1203      Statistical Models for Social Sciences

Students are encouraged to complete a minor and/or certificate depending on his/her specialized interests and career path. Three (3) credits from the SOBS major requirement are permitted to fulfill a minor or certificate requirement.

In consultation with the SOBS advisor and participating faculty, students will craft a personalized curriculum from several disciplines aligned with one the three offered tracks for a total of 36 credits. Many of the courses fulfill categories

in the College of Arts and Sciences Core Curriculum. A minimum GPA of 2.0 is required.

### Allied Health Track (36 credits)

This track provides students with a health-focused social science foundation for careers in such fields as Occupational Therapy, Physical Therapy, Emergency Medical Technician, and other healthcare-related professions.

### Foundational Courses (12 total credits)

Choose four (4) of the following (12 credits):

ANTH 1201	Introduction to Physical Anthropology
ANTH 1202	Introduction to Cultural Anthropology
PHIL 1105	Ethics
-or-	
PHIL 1130	Biomedical Ethics
PSYC 1101	Introduction to Psychology
SOCI 1101	Introduction to Sociology
SOWK 1111	Introduction to Social Work
SOBS 1101	Integrative Human Science

### Focused courses (18 credits)

In consultation with their advisor and participating faculty, students choose a combination of courses focused on health-related knowledge areas from the following disciplines: Anthropology, Sociology, Social Work, Psychology, Nursing and Biology. Nine (9) credits may be taken from each social science discipline. Nursing and Biology courses together may total up to a maximum of nine (9) credits. Students must complete a minimum of 9 credits at the 2000-4000 level.

### Suggested Focused Courses

#### *Anthropology*

ANTH 2224	Health and Medicine: An Anthropological Approach
ANTH 2233	Understanding Human Sexuality
ANTH 3220	Anthropology of Consciousness
ANTH 3250	Human Osteology

#### *Sociology*

SOCI 2215	Sociology of Sport and Leisure
SOCI 2224	Sociology of Health and Medicine
SOCI 2511	Growing Older: The Sociology of Aging
SOCI 2513	Social Inequalities
SOCI 2701	Social Change
SOCI 3892	Internship

#### *Social Work*

SOWK 2201	Social Problems and Programs
SOWK 1911	Introduction to Gerontology
SOWK 2653	Substance Abuse Assessment and Intervention

#### *Psychology*

PSYC 1218	Drug and Alcohol Abuse
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PSYC 1219	Sports Psychology
PSYC 2212	Developmental Psychology
PSYC 2214	Abnormal Psychology
PSYC 2220	Behavior Modification
PSYC 3219	Human Neuropsychology
PSYC 3217	Biological Psychology

*Biology/Nursing*

BIOL 1211/1212	General Biology I Lecture & Lab
BIOL 1222/1223	General Biology II Lecture & Lab
BIOL 1122/1123	Human Anatomy and Physiology I Lecture & Lab
BIOL 1133/1134	Human Anatomy and Physiology II Lecture & Lab
NUTH 1003	Sociocultural Determinants of Health and Healthcare
NUTH 1101	Introduction to Professional Nursing
NUTH 1102	Lifespan Context for Health of Diverse Individuals and Populations
NUTH 3002	Gerontological Nursing

**Research Methods & Capstone (6 credits)**

Choose one (1) of the following:

ANTH/SOCI 2910	Quantitative Research Methods
ANTH/SOCI 2912	Qualitative Research Methods
CRIM 2910	Research Methods
POLS 2910	Research Methods
PSYC 3311	Psychological Research Methods
SOWK 3910	Research Methods in Social Work and
SOBS 5002	Senior Seminar

**Policy, Justice, and Administration Track (36 credits)**

This track provides students with an organizational and community-focused social science foundation, which can be applied to public policy and administration for careers in human resources, social work, community work, and administration in politics, the justice system, and healthcare. It provides a broad social science basis for entering postgraduate programs (e.g., Master of Public Administration, Master of Public Health).

**Foundational Courses (12 total credits)**

Choose four (4) of the following (12 credits):

ANTH 1202	Introduction to Cultural Anthropology
ANTH 1210	Introduction to Linguistic Anthropology
CRIM 2612	The Criminal Justice System in Modern America
ECON 1402	Principles of Economics I or ECON 1411 Introduction to Economics
PHIL 1105	Ethics
-or-	
PHIL 1125	Business Ethics

POLS 1111	Introduction to Public Policy
PSYC 1101	Introduction to Psychology
SOCI 1101	Introduction to Sociology
SOWK 1111	Introduction to Social Work
SOBS 1101	Integrative Human Science

**Focused Courses (18 total credits)**

In consultation with their advisor and participating faculty, students choose a combination of courses across disciplines focused on knowledge areas in policy and administration totaling 18 credits. Nine credits may be taken from each of the following disciplines: Anthropology, Criminal Justice, Economics, Nursing, Political Science, Psychology, Social Work, and Sociology. Students must complete a minimum of 9 credits at the 2000-4000 level.

**Suggested Focused Courses***Sociology*

SOCI 2314	Formal Organizations
SOCI 2512	Careers and Occupations
SOCI 2515	Majority-Minority Relations
SOCI 2601	Social Problems and Solutions
SOCI 3382	Sociological Practice
SOCI 3892	Internship

*Anthropology*

ANTH 2231-43	Peoples and Cultures Series
ANTH 2233	Understanding Human Sexuality
ANTH 2412	Anthropology of Religion
ANTH 3215	Human Rights and Social Justice

*Social Work*

SOWK 2311	Child Welfare Policy and Practice
SOWK 2201	Social Problems and Programs
SOWK 3301	Social Policy Analysis

*Psychology*

PSYC 1216	Industrial/Organizational Psychology
PSYC 2212	Developmental Psychology
PSYC 2214	Abnormal Psychology
PSYC 2216	Social Psychology

*Political Science*

POLS 1711	International Relations
POLS 2115	Theories of Organization: The Bureaucratic Phenomenon
POLS 2120	The Nonprofit Sector
POLS 2122	Public Administration Economics
ECON 2420-21	Intermediate Microeconomic Analysis
ECON 3427	The Economics of Health Care
ECON 3462	Government and Business

*Criminal Justice*

CRIM 2614	Police in Modern Society
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CRIM 2616 Criminology  
CRIM 3550 Criminology Theory

#### *Nursing*

NUTH 1101 Introduction to Professional Nursing  
NUTH 1003 Sociocultural Determinants of Health and Healthcare

#### **Research methods & Capstone (6 credits)**

*Choose one (1) of the following:*

ANTH/SOCI 2910 Quantitative Research Methods  
ANTH/SOCI 2912 Qualitative Research Methods  
CRIM 2910 Research Methods  
POLS 2910 Research Methods^  
PSYC 3311 Psychological Research Methods  
SOWK 3910 Research Methods in Social Work  
and  
SOBS 5002 Senior Seminar

#### **Culture and Society Track (36 credits)**

This flexible path allows students to tailor their education to their goals. This track is recommended for Education majors aiming for Social Studies certification.

#### **Foundational Courses (12 total credits)**

*Choose four (4) of the following (12 credits):*

ANTH 1202 Introduction to Cultural Anthropology  
ANTH 1210 Introduction to Linguistic Anthropology  
PHIL 1105 Ethics  
PSYC1101 Introduction to Psychology  
SOC1 1101 Introduction to Sociology  
SOWK 1111 Introduction to Social Work  
SOBS 1101 Integrative Human Science

#### **Focused Courses (18 credits)**

Choose a combination of courses in consultation with advisor. Students may take up to nine (9) credits from any of the following disciplines: Anthropology, Criminal Justice, Political Science, Psychology, Social Work, and Sociology. Students must complete a minimum of 9 credits at the 2000-4000 level.

#### **Research Methods & Capstone (6 credits)**

*Choose one (1) of the following:*

ANTH/SOCI 2910 Quantitative Research Methods  
ANTH/SOCI 2912 Qualitative Research Methods  
CRIM 2910 Research Methods  
POLS 2910 Research Methods^  
PSYC 3311 Psychological Research Methods^  
SOWK 3910 Research Methods in Social Work  
-and-

SOBS 5002 Senior Seminar

## **Dual Degree Occupational Therapy Program**

The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree 3+3 program leading to a Bachelor of Arts in Social and Behavioral Sciences and a Master of Science in Occupational Therapy (B.A./M.S.O.T degrees, major code: SOBT). This six-year program offers the opportunity to study in a traditional liberal arts environment as well as pursue a professional degree in one of the health professions.

The Bachelor of Arts in Social and Behavioral Sciences is awarded at the completion of four years of work and the Master of Science in Occupational Therapy is awarded at the completion of the sixth year of study.

The Occupational Therapy Program at Seton Hall University views the role of the occupational therapist as a practitioner, contributor and manager. As practitioners, occupational therapists establish, restore, maintain or enhance health and wellness through engagement in activities and occupations, and participation in lifestyles that are satisfying to clients. As contributors, occupational therapists advocate for their profession and clients, use current research to inform practice, and participate in the development of occupational therapy scholarship. As managers, occupational therapists plan, establish, supervise and evaluate occupational therapy services, promote occupational therapy services, collaborate with other professionals.

#### **Accreditation**

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org)

#### **Admission Criteria**

Admission to the B.A./M.S.O.T. dual degree program is open to applicants who have successfully completed a high school college preparatory curriculum, including courses in social sciences, biology, mathematics, English and a foreign language. The Scholastic Aptitude Test (SAT) scores are required of all applicants. International students must submit Test of English Foreign Language (TOEFL) scores.

The combined B.A./M.S.O.T program is unique because it accepts students for enrollment in the entire program. Students who maintain the required academic standards (outlined below) during their three years as undergraduates are guaranteed admission into the graduate professional phase of the program without needing to take the Graduate Record Exam (GRE). Students must have been admitted to Seton

Hall University as first-time, full-time freshmen in order to be eligible for admission to the dual degree program. Due to a limit on the number of OT students in each entering freshman class, admission into the program is extremely selective.

### **Prerequisite Undergraduate Coursework**

The following undergraduate courses are designed to provide a solid foundation for the study of occupational therapy. All prerequisite courses must be completed by June 1st of the junior year with a grade of “C” or higher. Students may only repeat prerequisite courses one time, and a grade in a repeated prerequisite course lower than “C” results in automatic dismissal from the dual degree program, thereby losing their guaranteed seat and becoming an SOBS major.

- Human Anatomy and Physiology I (BIOL 1122)
- Human Anatomy and Physiology I Lab (BIOL 1123)
- Human Anatomy and Physiology II (BIOL 1133)
- Human Anatomy and Physiology II Lab (BIOL 1134)
- Core English I or II (ENGL 1201 or ENGL 1202)
- Statistical Models for the Social Sciences (MATH 1203)
- Introduction to Psychology (PSYC 1101)
- Developmental Psychology (PSYC 2212)
- Abnormal Psychology (PSYC 2214)
- Introduction to Sociology (SOC 1101) or
- Introduction to Cultural Anthropology (ANTH 1202)

*Note that College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for any prerequisite course requirements for admission.*

Courses taken at another institution prior to matriculation at Seton Hall University may be accepted, however those transfer grades will not be factored into the cumulative or prerequisite GPA.

Students enrolled in the B.A./M.S.O.T. dual degree program must also minor in anthropology, sociology, social work or psychology.

### **Academic Standards for Graduate Program Progression**

Students must demonstrate that they are prepared to meet the demands of the graduate professional phase of the program. The student’s cumulative and prerequisite GPAs will be evaluated on a regular basis, as outlined below. GPA requirements are exact and will not be rounded to determine eligibility.

- Students are required to earn a grade of “C” or higher in all prerequisite courses.
- Students are required to achieve and maintain a 3.0 cumulative GPA by the end of the spring semester of freshman year.
- Students are required to maintain a 3.2 cumulative and prerequisite GPA by the end of each semester (fall/spring) of sophomore year.
- Students are required to maintain a 3.2 cumulative and prerequisite GPA by the end of each semester (fall/spring) of junior year.

Failure to maintain the required cumulative and prerequisite GPAs, or failure to earn at least a “C” grade in a prerequisite course during the second attempt, will result in immediate dismissal from the dual degree program, thereby losing the guaranteed seat in the graduate professional phase of the program. No exceptions will be made to any dual degree admission requirements. Students dismissed from the dual degree program may become SOBS majors and are welcome to apply to the graduate professional program as part of the general applicant pool. Requirements for application to the OT program can be found in the Graduate Catalogue.

### **Healthcare Experiences Requirement**

Students are required to complete a minimum of 50 hours observing or volunteering under the supervision of a licensed occupational therapist in a hospital or other healthcare setting. This requirement may be met through paid or volunteer experiences. The healthcare experience is intended to strengthen interpersonal skills and to develop an understanding of the needs and capabilities of clients and the role of the occupational therapists. Students are required to arrange their own healthcare experience. Doing so helps to demonstrate the level of commitment and motivation necessary to become an OT. The healthcare experience requirement can be satisfied at any time prior to admission into the graduate professional phase of the program. Documentation indicating the completion of a minimum of 50 hours of healthcare experience must be provided to Mr. Patrick McDermott, Director of Graduate Admissions in the School of Health and Medical Sciences, by June 1st prior to entering the graduate professional phase of the program. Also, a supportive letter of reference from a supervising occupational therapist must accompany the documentation.

### **Transfer Policy**

Current Seton Hall students may apply to transfer into the undergraduate portion of the B.A./M.S.O.T. dual degree program either as freshmen or sophomores only. All such applications must demonstrate outstanding academic ability and will be considered on a space-available, case-by-case basis. All internal Seton Hall applicants must have met the undergraduate academic standards described above. Transfer admission into the program is extremely selective due to a limited number of seats available in the graduate professional phase of the program.

### **Progression into the Graduate Professional Phase**

Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation into the graduate professional phase no later than March 15 of their junior year. Students who successfully complete all of the above requirements, including the appropriate grade and GPA requirements noted above, and all other course requirements within the College of Arts and Sciences and their major, will transition into the graduate professional phase of the

occupational therapy program after their junior year. Students will be awarded a Bachelor of Arts degree following the successful completion of the first year of graduate studies.

The OT program is a full-time lock-step program; i.e., students must follow the prescribed sequence of courses. Dual degree students in their fourth/senior year (first year of graduate professional study when taking OTFY courses) are subject to SHMS grading policies. Successful completion of each course taken in SHMS in the fourth/senior year with a passing grade of C or higher is mandatory, along with a cumulative GPA of 3.0 or higher. Any grade below this standard is an automatic failure (F grade) and will result in academic probation with suspension. Students on academic probation with suspension will be given the following two options:

1) Wait for the course to be offered again (typically the following year) and repeat the course to earn a B or higher, while still maintaining the required cumulative GPA of 3.0 or higher. Choosing this option will result in the student being placed on program suspension, and no other SHMS courses may be taken until the student has successfully repeated the failed course to earn a B or higher, otherwise the student may be dismissed from the program. The F grade will remain on the student's undergraduate transcript. Please consult with Financial Aid to determine if student loans will go into repayment during this period.

2) Close out the undergraduate degree (typically the following semester) before entering the graduate professional program. Choosing this option will result in the F grade remaining on the student's undergraduate transcript. The student will be required to repeat the failed course at the graduate level (GMOT) the next time it is offered, paying the graduate tuition rate, and must earn a B or higher and still maintain the required cumulative GPA of 3.0 or higher, otherwise the student may be dismissed from the program. No other SHMS courses may be taken until the student has successfully repeated the failed course. Please consult with Financial Aid to determine if student loans will go into repayment during this period.

Students will only have one opportunity to repeat a failed course, and failure to earn a B or higher could result in the recommendation of dismissal from the program.

### Curriculum and Course Sequencing

In the first three years of their undergraduate program, students in the dual degree program must complete all the requirements for the University core, college core, and their undergraduate major. Additionally, students must complete all prerequisite course requirements by June 1st of their junior year as outlined below:

<b>First Year</b>		<b>Credits</b>
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
ENGL 1201	Core English I	3
ENGL 1201	Core English II	3

MATH 1203	Statistical Models for Social Sciences	3
PSYC 1101	Introduction to Psychology	3
SOCI 1101	Introduction to Sociology, OR	3
ANTH 1202	Introduction to Cultural Anthropology	
Arts and Sciences Core*		varies

### Second Year

CORE 2101	Christianity and Culture in Dialogue	3
BIOL 1122	Human Anatomy and Physiology I	3
BIOL 1123	Human Anatomy and Physiology I Lab	1
BIOL 1133	Human Anatomy and Physiology II	3
BIOL 1134	Human Anatomy and Physiology II Lab	1
Foundational Credits in social science courses		varies

(12 total credits needed)

Focused Credits in SOBS Allied Health Track

varies (18 total credits needed)

Arts and Sciences Core\*

varies

### Summer Semester Sophomore Year

Volunteer work in a healthcare setting should be started at this time but can be completed any time before the end of junior year. This is a requirement for admission to the graduate professional phase of the program, and students are responsible for arranging their own healthcare experience.

### Third Year

CORE 3101	Engaging the World	3
PSYC 2212	Developmental Psychology	3
PSYC 2214	Abnormal Psychology	3
Research Methods		3
SOBS 5002	Senior Seminar	3
Remaining A&S/SOBS/Additional Requirements*		varies

\*Consult the College of Arts and Sciences Core Curriculum for information regarding these courses.

### Fourth Year (Professional Year I)

<b>Fall Semester</b>		<b>Credits</b>
OTFY 4155	Functional Anatomy and Kinesiology I	4
OTFY 4160	Neuroscience for Occupational Therapy	2
OTFY 4270	The Occupational Therapy Process	4
OTFY 4185	Introduction to Occupational Therapy	4
OTFY 4100	Professional Formation I	2
<b>Spring Semester</b>		
OTFY 4240	Functional Anatomy and Kinesiology II	2
OTFY 4417	Occupational Therapy Practice Skills	2
OTFY 4250	Group Process in Occupational Therapy	4
OTFY 4260	Cognition, Perception, Vision and Function	3
OTFY 4303	Research Methods I	3
OTFY 4200	Professional Formation II	2
<b>Summer Session</b>		
GMOT 6301	Health and Medical Complexities of Older Adults	2
GMOT 6303	Evaluation of Older Adults	2
GMOT 6305	Interventions for Older Adults	4



**Fifth Year (Professional Year II)****Fall Semester**

GMOT 6750	Health and Medical Complexities of Adults	2
GMOT 6760	Evaluation of Adults	2
GMOT 6770	Interventions for Adults	6
GMOT 7320	Research Methods II	2
GMOT 6700	Professional Formation III	2

**Spring Semester**

GMOT 6850	Health and Medical Complexities of Children/Adolescents	2
GMOT 6860	Evaluation of Children/Adolescents	2
GMOT 6870	Interventions for Children/Adolescents	5
GMOT 6880	Wellness and Health Promotion I	3
GMOT 6780	Professional Ethics in Occupational Therapy	2
GMOT 6800	Professional Formation IV	2

**Summer Session**

GMOT 6980	Wellness and Health Promotion II	4
GMOT 6960	Health Care Policies and Organizations	2
GMOT 6970	Fieldwork Preparation	1

**Sixth Year (Professional Year III)****Fall Semester**

GMOT 7013	Level II Fieldwork I	3
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**Spring Semester**

GMOT 7023	Level II Fieldwork II	3
GMOT 7000	Professional Formation V	1

**Summer Semester (optional)**

GMOT 7033	Level II Fieldwork III (optional)	3
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## Athletic Training Dual Degree Program

*\*(This program is no longer accepting new students)*

The College of Arts and Sciences and the School of Health and Medical Sciences offer a 3+2 dual degree program leading to a Bachelor of Arts in Social and Behavioral Sciences and a Master of Science in Athletic Training (B.A./M.S.A.T. degrees, major code SOBZ). This five year program offers students the opportunity to study in a liberal arts environment as well as the opportunity to study the art and science of athletic training. The Bachelor of Arts in Social and Behavioral Sciences is awarded at the completion of four years of work, and the Master of Science in Athletic Training is awarded at the completion of the fifth year of study.

The B.A./M.S.A.T. dual degree program is intended to prepare graduates to critically analyze and convey information to patients, colleagues and other health professionals. These clinicians will be able to provide a broad range of patient care services and perform research and administrative responsibilities. This is accomplished through students and faculty building collaborations, participating on professional organizations in athletic training, and administering athletic training services.

The mission of the M.S.A.T. program is to prepare students

to become competent and independent clinicians who will enhance the quality of patient health care and to advance the profession of athletic training. The program teaches and provides practical experiences to enable graduates to assume leadership roles both within the field of athletic training, and within the community.

The professional phase of the M.S.A.T. program includes academic courses and clinical practica in athletic training. Students develop the knowledge and skills needed to perform as athletic training clinicians and to grow and adapt to the rapid changes in the profession and health care. Upon program completion, students will be thoroughly prepared for the Board of Certification (BOC) Examination and to enter the profession as athletic training clinicians. Additionally, the curriculum prepares students for the Strength and Conditioning Specialist (CSCS) examination.

**Accreditation**

The Master of Science in Athletic Training is a CAATE accredited professional graduate program. The Commission on Accreditation of Athletic Training Education (CAATE) maintains educational standards for accredited athletic training education programs.

**Admission Criteria**

Admission to the B.A./M.S.A.T. dual degree program is open to applicants who have successfully completed a high school college preparatory curriculum, including courses in social sciences, biology, mathematics, English and a foreign language. The Scholastic Aptitude Test (SAT) scores are required of all applicants. International students must submit Test of English as a Foreign Language (TOEFL) scores.

The combined B.A./M.S.A.T. program is unique because it accepts students for enrollment in the entire program. Students who maintain the required academic standards (outlined below) during their three years as undergraduates are guaranteed admission into the graduate professional phase of the program. Due to a limit on the number of AT students in each entering freshman class, admission into the program is extremely selective.

**Prerequisite Undergraduate Coursework**

The following undergraduate courses are designed to provide a solid foundation for the study of athletic training. All prerequisite courses must be completed by June 1st of the junior year with a grade of "C" or higher. Students may only repeat individual prerequisite courses one time, and a grade in a repeated prerequisite course lower than "C" results in automatic dismissal from the dual degree program, thereby losing their guaranteed seat and becoming an SOBS major.

- Human Anatomy & Physiology I (BIOL 1122)
- Human Anatomy & Physiology I Lab (BIOL 1123)
- Human Anatomy & Physiology II (BIOL 1133)
- Human Anatomy & Physiology II Lab (BIOL 1134)
- General Biology I (BIOL 1211)

- General Physics I (PHYS 1701)
- General Physics I Lab (PHYS 1811)
- Core English I or II (ENGL 1201 or ENGL 1202)
- Statistical Models for the Social Sciences (MATH 1203) or Pre-Calculus (MATH 1015) or Calculus I (MATH 1401)
- Introduction to Psychology (PSYC 1101)
- Introduction to Sociology (SOC 1101)

Students enrolled in the B.A./M.S.A.T. dual degree program must also minor in anthropology, sociology, or psychology.

Courses taken at another institution prior to matriculation at Seton Hall University may be accepted, however those transfer grades will not be factored into the cumulative or prerequisite GPA.

*Note that College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for any science prerequisite course requirements for admissions.*

### Undergraduate Academic Standards

Students must demonstrate that they are prepared to meet the demands of the graduate professional phase of the program. The student's cumulative GPA will be evaluated on a regular basis, as outlined below. GPA requirements are exact and will not be rounded to determine eligibility.

- Students are required to earn a grade of "C" or higher in all prerequisite courses.
- Students are required to achieve and maintain at least a 2.5 cumulative GPA by the end of the spring semester of freshman year.
- Students are required to achieve and maintain at least a 2.7 cumulative GPA by the end of the spring semester of sophomore year.
- Students are required to achieve and maintain at least a 3.0 cumulative and prerequisite GPA by the end of the spring semester of junior year.

Failure to maintain the required cumulative and prerequisite GPAs, or failure to earn at least a "C" grade in a prerequisite course during the second attempt, will result in immediate dismissal from the dual degree program, thereby losing the guaranteed seat in the graduate professional phase of the program. No exceptions will be made to any dual degree admission requirements. Students dismissed from the dual degree program may become SOBS majors and are welcome to apply to the graduate professional program as part of the general application pool. Requirements for application to the AT program can be found in the Graduate Catalogue.

If a student who has been dismissed after freshman year brings his or her GPA up to the required level by junior year, that student may apply to re-enter the dual degree program depending on seat availability and on a case-by-case basis.

### Athletic Training Experience Requirement

Students are required to complete a minimum of 50 hours observing or volunteering under the supervision of an Athletic Trainer in at least one healthcare setting. This requirement may be met through paid or volunteer experiences. The healthcare experience is intended to strengthen interpersonal skills and to develop an understanding of the role of an athletic trainer. Students are required to arrange their own healthcare experience. Doing so helps to demonstrate the level of commitment and motivation necessary to become an AT. The healthcare experience requirement can be satisfied at any time prior to admission into the graduate phase of the professional program.

Students must also submit a current CPR/AED card for the Professional Rescuer. Documentation indicating the completion of a minimum of 50 hours of healthcare experience, as well as a copy of the CPR/AED card, must be provided to Mr. Patrick McDermott, Director of Graduate Admissions in the School of Health and Medical Sciences, by June 1st prior to entering the graduate phase of the professional program. Also, a letter of reference from the supervising athletic trainer must accompany the documentation.

### Transfer Policy

Students from outside institutions and internal within Seton Hall University may apply to transfer into the undergraduate portion of the B.A./M.S.A.T. dual degree program either as freshmen or sophomores only. All such applications must demonstrate outstanding academic ability and will be considered on a space-available, case-by-case basis. All internal Seton Hall applicants must have met the undergraduate academic standards described above. Transfer admission into the program is extremely selective due to a limited number of seats available in the graduate professional phase of the program.

### Progression into the Graduate Professional Phase

Students enrolled in an undergraduate dual degree program must declare their intent to continue matriculation into the graduate professional phase of their program no later than March 15 of their junior year. Students who successfully complete all of the above requirements, including the appropriate grade and GPA requirements noted above, and all other course requirements within the College of Arts and Sciences and their major, will transition into the graduate professional phase of the athletic training program after their junior year. Students will be awarded a Bachelor of Arts degree following the successful completion of the first year of graduate studies.

The AT program is a full-time lock-step program; i.e., students must follow the prescribed sequence of courses. Dual degree students in their fourth/senior year (first year of graduate professional study when taking ATFY and GMED 4XXX courses) are subject to SHMS grading policies.

Successful completion of each course taken in SHMS in the fourth/senior year with a passing grade of C or higher is mandatory, along with a cumulative GPA of 3.0 or higher. Any grade below this standard is an automatic failure (F grade) and will result in academic probation with suspension. Students on academic probation will be given the following two options:

- 1) Wait for the course to be offered again (typically the following year) and repeat the course to earn a B or higher, while still maintaining the required cumulative GPA of 3.0 or higher. Choosing this option will result in the student being placed on program suspension, and no other SHMS courses may be taken until the student has successfully repeated the failed course to earn a B or higher, otherwise the student may be dismissed from the program. The F grade will remain on the student's undergraduate transcript. Please consult with Financial Aid to determine if student loans will go into repayment during this period.
- 2) Close out the undergraduate degree (typically the following semester) before entering the graduate professional program. Choosing this option will result in the F grade remaining on the student's undergraduate transcript. The student will be required to repeat the failed course at the graduate level (GMAT or GMED 6XXX) the next time it is offered, paying the graduate tuition rate, and must earn a B or higher and still maintain the required cumulative GPA of 3.0 or higher, otherwise the student may be dismissed from the program. No other SHMS courses may be taken until the student has successfully repeated the failed course. Please consult with Financial Aid to determine if student loans will go into repayment during this period. Students will only have one opportunity to repeat a failed course, and failure to earn a B or higher could result in the recommendation of dismissal from the program.

### Curriculum and Course Sequencing

In the first three years of their undergraduate program, students in the dual degree program must complete all the requirements for the University core, college core, and their undergraduate major. Additionally, students must complete all prerequisite course requirements by June 1st of their junior year as outlined below:

#### First Year

CORE 1001	University Life
CORE 1101	Journey of Transformation
ENGL 1201	Core English I
ENGL 1202	Core English II
MATH 1203	Statistical Models for Social Sciences
PSYC 1101	Introduction to Psychology
SOCI 1101	Introduction to Sociology, OR
Arts and Sciences Core*	

#### Second Year

CORE 2101	Christianity and Culture in Dialogue
MATH 1015	Pre-Calculus, OR

MATH 1401	Calculus I
PHYS 1701	General Physics I
PHYS 1811	General Physics I Lab
BIOL 1211	General Biology I
Minor Requirements	
Additional Credits in ANTH, SOCI, PSYC	
Arts and Sciences Core*	

#### Summer Semester Sophomore Year

Volunteer work in an athletic training setting should be started at this time but can be completed any time during the student's freshman, sophomore, or junior years junior year. This is a requirement for admission to the graduate professional phase of the program, and students are responsible for arranging their own experience.

#### Third Year

CORE 3101	Engaging the World
BIOL 1122	Human Anatomy and Physiology I
BIOL 1123	Human Anatomy and Physiology I Lab
BIOL 1133	Human Anatomy and Physiology II
BIOL 1134	Human Anatomy and Physiology II Lab
Research Methods	
IDIS 5002	Senior Seminar
Remaining A&S/Minor/Additional Requirements*	

\*Consult the College of Arts and Sciences Core Curriculum for information regarding these courses.

#### Fourth Year (Professional Year I)

Summer Semester		Credits
ATFY 4000	Foundations of Athletic Training	6
Fall Semester		Credits
ATFY 4101	Human Physiology	3
ATFY 4111	Functional Human Anatomy	3
ATFY 4121	Principles of Evaluation in Athletic Training	4
ATFY 4131	Research Methods I	1
ATFY 4141	Research Project I	1
ATFY 4151	Clinical Practicum I	2
Spring Semester		Credits
ATFY 4201	Foundations of Therapeutic Interventions	3
ATFY 4211	Kinesiology	3
ATFY 4221	Exercise Physiology, Nutrition, and Wellness	3
ATFY 4231	Research Methods II	1
ATFY 4241	Research Project II	1
ATFY 4251	Clinical Practicum II	2

#### Fifth Year (Professional Year II)

Summer Semester		Credits
GMAT 7000	Seminar in Athletic Training	1
GMAT 7005	Biomedical Ethics	2
GMAT 7010	General Medical Conditions	2
GMAT 7015	General Medical Clinical Rotation	1
Fall Semester		Credits
GMAT 7111	Orthopedic Clinical Medicine and Imaging	

GMAT 7121	Targeted Applications of Treatment in the Extremities	3
GMAT 7131	Research Methods III	6
GMAT 7141	Research Project III	1
GMAT 7151	Clinical Practicum III	1
<b>Spring Semester</b>		<b>Credits</b>
GMAT 7201	Inter-Professional Practice	2
GMAT 7211	Psychosocial Issues in Athletic Training	1
GMAT 7221	Targeted Applications of Treatment in the Spine	3
GMAT 7231	Pharmacology in Athletic Training	2
GMAT 7241	Healthcare Administration	2
GMAT 7251	Clinical Practicum IV	2

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

## Course Descriptions

### Sociology

*Note: SOCI 1101 Introduction to Sociology is a prerequisite for all sociology courses except SOCI 2601 and SOCI 2716.*

#### **SOCI 1101 Introduction to Sociology**

An introduction to the sociological perspective, exploring basic concepts and theories relevant to various dimensions of social life. May include discussion of socio-cultural influences on everyday social interaction, collective behavior, social inequalities, deviance, socialization, sexuality and identity, as well as social institutions and organizations, such as bureaucracy, religion, family, education, health, class, race, ethnicity, and gender. *3 credits*

#### **SOCI 2010-2018 Special Topics in Society**

Student and Faculty generated questions about contemporary social issues particularly rich in sociological potential. An applied sociological focus on emerging trends, political behavior, religious and legal questions, race, sexuality, gender relations, and social institutions, etc. *3 credits*

#### **SOCI 2211 (WMST 2211) Sociology of the Family**

An exploration of the social influences on family life. Examines how social and cultural factors affect our understandings of, experiences with, and opportunities within families. Investigates the diversity of family forms over time, across cultures, and within the U.S. May include topics such as dating, marriage, parenting, housework, balancing work and family, divorce, family violence, and the effects of economics, poverty, social policies, and social status on family life. *3 credits*

#### **SOCI 2212 The Sociology of Education**

Education as a politicized social institution; schools and enculturation; schooling and bureaucratization; educational philosophies across cultures and historically; social functions and dysfunctions of schooling; schooling, the social order and mobility; education and employment; educational trends; de-schooling, alternative schools, charter schools, home-schooling. *3 credits*

#### **SOCI 2213 (ANTH 2213/POLS 2229) Sociology of Law and the Legal System**

Examines legal institutions in their social context and cross-culturally. The relationships between law and social norms, values and beliefs; the formulation and implementation of laws; interdependence between the law and social structure, power and change; the legal profession. The process of law making/breaking; law and power, change and social justice; the practice of law. *3 credits*

#### **SOCI 2215 Sociology of Sport and Leisure**

Sports as a major social institution and a significant part of popular culture. Examination of reciprocal relations between sports and society. The impact of social forces (urbanization, technology, bureaucracy, changing ideologies) on the nature of sport. Special topics include sports' relation to other institutions, such as family, politics, mass media, education, economy and religion. *3 credits*

#### **SOCI 2224 (ANTH 2224) Sociology of Health and Medicine**

Sociological examination of health and illness and the social institutions that affect them. Explores social issues of health and illness and the manner by which medical resources and health hazards are distributed. May cover topics such as HIV/AIDS, health care institutions, medical stigmas, the health effects of environmental toxins, and food safety issues. *3 credits*

#### **SOCI 2233 (ANTH 2233/WMST 2233) Sociology of Sexuality**

A focus on the socio-cultural aspects of sexuality, including social scientific theories for understanding sexuality, the interconnections of gender and sexuality, manners by which we learn about sexuality from childhood through adolescence and adulthood, social institutions and cultural forms that affect individual experiences and conceptualizations of sexuality, and current social issues concerning the sexual. *3 credits*

#### **SOCI 2303 Crime, Law and Society**

This course broadly examines the relationship, as well as social construction, of crime and criminal law. Legal constructions of crime do not take place in a vacuum; rather, they are also the domain of legislatures, interest groups (and lobbies), task forces, implementation authorities, law enforcement, prosecutors, defense attorneys and social groups. Crime may be also be construed as local, national or global, and comparative in nature. Prerequisite: SOCI 1101 or ANTH 1202 or permission of the department chair. *3 credits*

**SOCI 2311 (ANTH 2311; ENVL 2311) Population, Ecology and the Environment**

Examines diverse socio-cultural strategies used by human societies throughout the world. The course addresses a broad range of social formations such as those used by tropical hunters and foragers, small scale agriculturists and pastoralists, peasant farmers, and agro-industrial corporations as they respond to and transform the natural environment. Students will learn to apply an anthropological perspective toward the understanding of topics of great global import such as population, pollution, industrialization, sustainable development, and ecosystems. *3 credits*

**SOCI 2314 (POLS 2115) Formal Organizations**

Nature of bureaucracy and its effect on personality, social relations, group dynamics and social change. Bureaucratic arrangements and processes in a variety of organizational contexts, such as the corporation, voluntary associations, university, union, professional association, government bureau and church. Special attention to the role of power in bureaucratic settings and exchanges. *3 credits*

**SOCI 2410 The Sociology of Mass Media**

This course offers an in-depth analysis of mass media, critically focusing on the political context and uses of film, television and newspapers in a democratic society. Special attention is given to the position of women and minorities in the media industry. Includes comparative analysis with other societies. *3 credits*

**SOCI 2412 The Sociology of Religion**

An examination of religion as a social institution and a social construction. Religion as both a conservative force and source of change. The problem of societal integration and religious pluralism; nationalism and religious ideology; religion and social control; counterculture movements, immigration patterns and the religious landscape. Religion and social change. Alternate religious systems. The link between religion sexism and homophobia. *3 credits*

**SOCI 2511 (AFAM 2328) Growing Older: The Sociology of Aging**

A sociological investigation of growing older in American society. Focus is on ageism and life-cycle adjustments for different generations and in different societies. Aging and cultural values across the life-course are emphasized. Theories of aging are examined in relationship to economic variables, occupations, and cultural values. Topics include: intergenerational conflicts, retirement, dying and death, nursing homes, contemporary problems of the young and elderly, institutional and individual responses to the problems of aging. *3 credits*

**SOCI 2512 Careers and Occupations**

Work and occupations in today's society. The meaning of labor; work and alienation. Trends in the division of labor; links between occupation and social stratification; professionalization of work; occupational ideologies and associations. Career patterns and the various job markets.

*3 credits***SOCI 2513 (WMST 2513) Social Inequalities**

An examination of social inequalities, concentrating on class, national, racial, ethnic and gender inequalities in the U.S. and the globe. Discussion will include such topics as the distribution of influence and wealth in occupations, families, and religious and educational institutions, explanations for wealth and poverty, and sources of mobility and change.

*3 credits***SOCI 2514 (WMST 2514) Sociology of Women and Men**

Exploration of social scientific theory and research on women and men, including such topics as: the social construction and interconnectedness of sex, gender, race, class and sexuality; how gender operates in everyday social interaction, affecting love, violence, and friendships; how gender inequalities are institutionalized in work, education, religion, and family; and how gender differences and inequalities are implicated in relations of power and politics. *3 credits*

**SOCI 2515 Majority-Minority Relations**

Sociology of race/ethnic, religious, class, and gender relations. Becoming American-the process of assimilation (Anglo-conformity, multiculturalism, melting pot). Social order and social conflict perspectives on American society. Prejudice and discrimination. Religion, race, gender and ethnicity in everyday life, integration and pluralism; old vs. new immigrations, illegal immigration and the economy. Hispanic and Asian immigration; strategies of social change; race vs. class relations in contemporary society. *3 credits*

**SOCI 2601 Social Problems and Solutions**

Sociological examination of a variety of current social problems and possible solutions, including, for example: privacy issues, poverty; environmental degradation; media issues; national security; racism, sexism, and heterosexism; drugs and the drug war; crime and prison issues; and health care system failures. Assigned to groups based on interest, students focus on particular social problems for more intensive study, and present their work to the class. *3 credits*

**SOCI 2701 Social Change**

A review and critical examination of the transformation of human societies from pre-industrial to industrial, as well as the various forms-capitalist and socialist-that industrialization has taken. An analysis of various theories of "development" and "underdevelopment," colonialism and post-colonialism, postindustrial society, globalization, and civilizational conflict. A consideration of the role of technology in shaping the current world order and how it is likely to shape the future, with particular attention given to communication information, and bio-technology. *3 credits*

**SOCI 2713 Political Sociology**

Relationship between, culture, social structures and political ideologies cross culturally. Role and functions of government. Politics and International Law; Police and personal freedom and behavior. Social policy engineering and government; Government, media and elections; Contemporary political issues are discussed. *3 credits*

**SOCI 2716 (ANTH 2716) American Society**

The culture and social structure of American society. Evolving American national character. Tracing some present problems: wealth and poverty, religion and democratic tensions, crime and policing. Understanding American institutions, consumption patterns, celebrity culture, media and voting, etc. The themes of continuity vs. change, unity vs. diversity, individualism vs. community. *3 credits*

**SOCI 2813 Self and Society**

A consideration of various theories of the self and its development through social interaction. Emphasis is given to the stages of the life course as they are shaped by broader institutional and historical forces, as well as to the fit or lack of fit between the needs of the individual and the functioning of collectivities. A critical review of the evolution from pre-modern to modern identity, and from modern to post-modern identity, and how these processes are filtered through the cultural frame of reference of particular groups and societies. *3 credits*

**SOCI 2910 (ANTH 2910) Quantitative Research Methods**

This course introduces students to the logic and practice of the quantitative research. Exercises and a case study method are used to enhance students' understanding of the three phases of the quantitative research process. The first, the articulation of a research question, involves conceptualization, the identification of relevant variables, and the formulation of testable hypotheses. The second, research design, involves the choice of survey, indirect, or experimental methods to collect required data, the operationalization of variables, the construction of instruments and indexes, and sample selection. The third, data analysis, involves data preparation, summarization of findings, interpretation of findings, and future research proposals. The course addresses ethical issues in quantitative research, as well as the critical task of preparing a research report that communicates effectively with the target audience. Prerequisites: SOCI 1101 or ANTH 1201 and MATH 1101 or MATH 1203. *3 credits*

**SOCI 2911 (POLS 2911) Research Methods II**

Advanced instruction in sociological research, requiring the completion of a research paper. More detailed methodological techniques. Introduction to qualitative techniques of data collection and analysis. Employment opportunities in research outlined. Written paper based on original research. *3 credits*

**SOCI 2912 (ANTH 2912) Qualitative Field Research Methods**

Students develop, refine and carry out qualitative field research projects using methods and techniques including participant observation, structured and unstructured interviewing techniques and non-probability sampling. Emphasis is not only on collecting, analyzing and evaluating ethnographic data within a hands-on research context, but also the very process of building relations between researchers, their communities of study, and other stakeholders. The course will also address ethical issues in

social science research including privacy, institutional oversight, rights of the state, and common strategies and solutions. Final research paper is based on original fieldwork. *3 credits*

**SOCI 3310 Sociological Theories**

A survey of classical and contemporary approaches to collective life and the transformation of human societies. A major objective is to show the philosophical, moral, cultural and historical foundations of the dominant theoretical orientations in sociology over time. Consideration of the nature of social order and change, agency and constraint, and sociology as an objective and interpretive science. Focus given to the conversational chains that have been established between theorists from differing schools and within any given school. *3 credits*

**SOCI 3382 Sociological Practice**

Approaches to and varieties of sociological practice, including policy research, action research, evaluation research, strategic planning, and clinical intervention. An in-depth analysis of the problem-solving process and guided social change, and the role of sociological knowledge and insight. Examination of the values guiding the sociological practitioner and the ethical challenges associated with being a consultant, policy research or social activist; and the criteria used to define "successful" practice. Students will participate in a sociological practice project. *3 credits*

**SOCI 3417 Sociology of Knowledge**

What do we know, how do we "know" it? Examines "knowledge" in society and its relationship to social structure and individual consciousness. Emphasis is on the social construction of reality, the meaning of truth and fact, i.e., scientific, theological and sociological truth compared. How the social attributes of groups as well as individuals affect the production ordering and presentation of "information." The form knowledge will take in a particular society. *3 credits*

**SOCI 3420 Social Movements & Collective Behavior**

This course focuses on the social phenomenon of collective behavior from a multicultural perspective. Revolutions, social protest, fads, trends, social movements and crowd behavior across cultures are examined through comparative analysis. *3 credits*

**SOCI 3514 (ANTH 3514/WMST 3514) Sociology of Gender**

Advanced exploration of social scientific theory and research on women and men, including such topics as: the social construction and interconnectedness of sex, gender, race, class, and sexuality; how gender operates in everyday social interaction, affecting love, violence, and friendships; how gender inequalities are institutionalized in work, education, religion, and family; and how gender differences and inequalities are implicated in relations of power and politics. *3 credits*

**SOCI 3815 Theories of Deviance and Conformity**

An application of various sociological theories of deviance and conformity to a variety of deviant and conforming attitudes, behaviors, and conditions, including, for example: issues of crime and punishment; legal and illegal drug use; sexual minorities, majorities, and fetishes; body presentation, maintenance, and modification; and public opinion and political dissent. Taught as a seminar, with students responsible for presenting on the assigned readings and assisting in leading discussion. *3 credits*

**SOCI 3816 (ANTH 3816/CORE 3790) West African Derived Religions in the Americas in Dialogue with Catholicism**

Examines the interrelations between West African religions and Catholicism as they met via the slave trade and forced relocation of Africans to the New World as well as contemporary practices. Cross-cultural, social-scientific exploration of issues of authority and power, cultural variation and similarities, authenticity and syncretism in Mexican, Cuban, Haitian, Trinidadian, Brazilian, and U.S. American traditions, that may include discussions of Catholic Saints, slave Baptisms, the Inquisition, folk Catholicism, sacred drumming, trance possession, ritual retention and innovation, Santería/Lukumí, Candomblé, Umbanda, Vodou, Regla de Palo, Abakuá, Yoruba Revivalism, Orisha Religion, and Spiritism. The course will be run as a seminar in which students will be responsible for taking part in leading class discussion. *3 credits*

**SOCI 3881-3888 Special Issues in Sociology**

Topics to be announced by the department. Students should consult the registration handbook for specific titles. *3 credits each*

**SOCI 3892 Internship**

Students work in settings where they can apply their theoretical knowledge and research skills to the practical demands of the workplace. Designed to enhance the competencies of students as they prepare for their careers. Supervision is provided both by the site supervisor and a department faculty member. Students must obtain prior approval from their advisers. Seniors and juniors only. *3 credits*

**SOCI 3955 (CORE 3793/CAST 3955) Catholicism and the Human Sciences**

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

*credits*

**SOCI 5978 Independent Study** *2 credits*

**SOCI 5979 Independent Study** *1 credit*

**SOCI 5980 Independent Study** *3 credits*

**SOCI 5981 Independent Study** *1 credit*

**SOCI 5982 Independent Study** *2 credits*

**SOCI 5983 Independent Study** *3 credits*

**SOCI 5984 Independent Study** *3 credits*

**SOCI 5986 Independent Study** *3 credits*

**SOCI 5988 Senior Seminar in Sociology**

A capstone course for majors, which integrates knowledge and skills acquired in the sociology program. Original research paper required that demonstrates mastery of program goals. Topics and approach to be announced by the department and instructor. Prerequisite: SOCI 2910. Recommended SOCI 2912. *3 credits*

**Anthropology****ANTH 1201 (ARCH 1115) Introduction to Physical Anthropology**

This course is an introduction to the study of humans as biological and adaptive organisms. We will use the scientific method and natural selection theory to examine our close genetic relatedness with other primates and our evolutionary history. We will also emphasize humans as cultural organisms and discuss the biological basis and evolution of human behavior. Topics will include the history of evolutionary thought and the modern Darwinian framework, the application of the evolutionary process to humans, human genetics, human variation, the relationship of humans to other organisms (particularly within the order Primates), the human fossil record and the archaeological evidence for the emergence and development of human culture. *3 credits*

**ANTH 1202 Introduction to Cultural Anthropology**

This course takes a holistic approach to human behavior by introducing the discipline of anthropology. Students taking the course are exposed to both cultural differences as well as what it is that is universally shared by all humankind. Systematic cross-cultural examination of various rules of conduct in economic, political and religious systems, the role of expressive culture and the importance of kinship, gender and concepts of the self in the organization of human society are central features of this course. Students will become familiar with the four field approach of anthropology but with a primary emphasis on cultural anthropology. Additionally, the course introduces some of the major theorists and theories of the discipline since its inception in the late 19th and early 20th centuries, and will analyze contemporary approaches applied to cultures worldwide. *3 credits*

**ANTH 1210 Introduction to Linguistic Anthropology**

Using classic and recent scholarship on linguistic anthropology, students will learn about the origins and building blocks of human language as verbal and nonverbal communication. Students will examine their own linguistic backgrounds, beliefs, attitudes and practices in order to

explain how cultural conventions, gender and status differences modify meaning, transform or constrain social relations, and shape our views of ourselves and others. The course will include an ethnographic component on language in daily life including natural language, bilingual/multilingual experiences, the politics of slang words, as well as technologically-mediated linguistic interactions. *3 credits*

**ANTH 1211 Introduction to Archaeology**

Surveys the study of human behavior and societies through material culture. The course introduces archaeological theory and methods for inferring social, economic, and ideological issues in past human populations. We will explore the history of archaeology, methods of excavation, and data analysis and interpretation. Topics include the earliest stone tool technologies, origins of agriculture, and the rise and collapse of civilizations. *3 credits*

**ANTH 1215 Race, Racism and the Meanings of Human Difference**

Examines from a cross-cultural perspective the social and historical roots of the concept of race, and addresses the impact that racism has on a wide range of societies of the world. Explores the specific ways in which human variation is patterned and addresses the significance of this variation in intergroup relations. *3 credits*

**ANTH 2213 (SOCI 2213) Case Studies in the Anthropology of Law**

Investigation of ways law operates in various cultures throughout the world. Concepts of justice as related to religion, politics, economics and ethics; case studies from many different societies. “Western law” contrasted with customary law and other forms of legal experience in several Third World countries. Discussions of benefits that may be derived from understanding mechanisms of dispute resolution among non-Western people. *3 credits*

**ANTH 2224 (SOCI 2224) Health and Medicine: An Anthropological Approach**

Explores how culture, religion, and history shape practices and ideas regarding diagnosis and treatment, and the meaning of sickness, illness, healing, cure, and health. Investigates health and medicine not only as biological phenomena, but in the context of the economic, political, kinship, and religious systems in which they occur. *3 credits*

**ANTH 2230 Folklore and Mythology**

Focus is on the origins, commonalities and differences in the diverse myths present in all cultures. Course will explore the connections between folklore and myth and their function in maintaining cultural systems. Special emphasis will be given to the effects of globalization on the appropriation of the myths and folkloric practices of various indigenous peoples as well as the way they are transformed and/or given new meaning in the complex, technologically developed societies of the contemporary world. *3 credits*

**ANTH 2232 (WMST 2232) Kinship and Gender in Cross-Cultural Perspective**

The course employs a cross-cultural perspective to examine social structures, organization of gender roles and patterns of behavior associated with different models of kinship in diverse societies both traditional and modern. Views on the nature of kinship and gender will be explored in light of new reproductive technologies and changing theoretical understandings of relations based on marriage, blood ties, and cultural identity. *3 credits*

**ANTH 2233 (SOCI 2233/WMST 2233) Understanding Human Sexuality**

This course examines human sexuality and gender relationships from an anthropological and cross cultural perspective. It examines the culturally constructed roles of women and men in evolutionary perspective and within specific cultural and social contexts both past and present. The course also focuses on the economic, political and domestic roles, social statuses; and adaptive and maladaptive features of sociosexual patterns. This course pays specific attention to the impact of globalization and contemporary technological developments on the socially and constructed nature of human sexuality and sexual identity, with specific attention paid to the Internet. It also pays close attention to the power of religion and politics to liberate, regulate and/or limit human sexual expression. *3 credits*

**ANTH 2243 Peoples and Cultures of Latin America**

This course focuses on recent approaches to the ethnography of the Americas, specifically those countries which were formerly Iberian (Spanish and Portuguese) colonies. Addresses Pre-Columbian social formations, the impact of the arrival of Europeans, and the contemporary postcolonial social landscape. Some of the themes of our inquiry are: Conquest and colonialism, post-colonial nationalism, indigenous cultures, hierarchies of class and caste, social movements, religions, migration, the impact of international monetary policy on cultural formations, globalization and transnationalism, and race and ethnicity. While the course spans more than five centuries in our conceptualizations, it primarily focuses upon the present. *3 credits*

**ANTH 2311 (SOCI 2311/ENVL 2311) Population, Ecology and the Environment**

Examines diverse socio-cultural strategies used by human societies throughout the world. Addresses a broad range of social formations such as those used by tropical hunters and foragers, small scale agriculturists & pastoralists, peasant farmers, and agro-industrial corporations, as they respond to and transform the natural environment. Students will learn to apply an anthropological perspective towards the understanding of topics of great global import such as population, pollution, industrialization, sustainable development, and ecosystems. *3 credits*



**ANTH 2331 (AFAM 2331) People and Cultures of Africa**  
Social and material cultures of Africa through time, emphasizing the unity and diversity of the continent and its people. *3 credits*

**ANTH 2412 Anthropology of Religion**

Introduces students to the study of the Anthropology of Religion from a historical and theoretical perspective. Provides a framework for understanding the diverse ways in which “religion” manifests in different cultural settings and historical contexts. The course explores the human capacity to “make meaning” through the use of symbol, myth and ritual. It also explores transpersonal states of consciousness, many of which are induced through various public and private rituals and other devotional, ascetic and ecstatic practices. The category of “the religious” or “the sacred” as defined according to the western worldview is interrogated and explored. The course content is also relevant to students in religion, Catholic studies, sociology, psychology and Italian studies. *3 credits*

**ANTH 2716 (SOCI 2716) Understanding Americans: Anthropology of American Culture**

This course examines the totality of the American experience through the unifying concept of culture. In particular we will be concerned with the origin, development and influences of ideas and assumptions that have shaped fundamental American values and character. (Formerly ANTH 2234) *3 credits*

**ANTH 2910 (SOCI 2910) Quantitative Research Methods**

This course introduces students to the logic and practice of the quantitative research. Exercises and a case study method are used to enhance students’ understanding of the three phases of the quantitative research process. The first, the articulation of a research question, involves conceptualization, the identification of relevant variables, and the formulation of testable hypotheses. The second, research design, involves the choice of survey, indirect, or experimental methods to collect required data, the operationalization of variables, the construction of instruments and indexes, and sample selection. The third, data analysis, involves data preparation, summarization of findings, interpretation of findings, and future research proposals. The course addresses ethical issues in quantitative research, as well as the critical task of preparing a research report that communicates effectively with the target audience. Prerequisites: SOCI 1101 or ANTH 1201 and MATH 1101 or MATH 1203. *3 credits*

**ANTH 2912 (SOCI 2912) Qualitative Research Methods**

Students develop, refine and carry out qualitative field research projects using methods and techniques including participant observation, structured and unstructured interviewing techniques and non-probability sampling. Emphasis is not only on collecting, analyzing and evaluating ethnographic data within a hands-on research context, but also the very process of building relations between researchers, their communities of study, and other

stakeholders. The course will also address ethical issues in social science research including privacy, institutional oversight, rights of the state, and common strategies and solutions. Final research paper is based on original fieldwork. *3 credits*

**ANTH 3212 The History of Anthropological Thought**

Examines the history of anthropological thought and its theoretical corpus as it developed from the 19th century to the present. Students are exposed to the major theories and theorists in the field and to some of the contemporary debates within the discipline. This course challenges students to critically assess the validity of various analytical approaches used to analyze the concept of culture, society and the person. *3 credits*

**ANTH 3215 Human Rights and Social Justice**

Through an examination of the ways in which people in different societies of the world identify and define ethical and social standards, this course will examine the concept of universal human rights. Also examines the development of international efforts to apply such rights. The course will focus on ethnographic case studies from a wide variety of societies. *3 credits*

**ANTH 3220 Anthropology of Consciousness**

Human consciousness is of central importance to all four fields of anthropology. Grounded in cultural anthropology, this course explores the diverse ways that culture and human consciousness interact and shape each other. Drawing on the most recent research conducted by anthropologists of consciousness and by neuroscientists on the relationship between the brain and the “mind” students will learn about the human capacity to alter and expand consciousness through practices such as shamanism, meditation/contemplative practices, trance/possession/performance, ritual activity (both religious and secular) and the ingestion of psychotropic substances. Spontaneous healing, premonitional dreams, remote viewing, out of body experiences, telepathy, past life recall and other so called “paranormal” or “extraordinary” phenomena will also be explored. *3 credits*

**ANTH 3250 Human Osteology**

An intensive introduction to the methods of interpreting the human skeleton fundamental to the disciplines of paleoanthropology, bioarchaeology, and forensic anthropology. In this course you will learn how to identify human skeletal elements, assign age, biological sex, and geographic ancestry, and estimate stature and weight. We will also assess pre and postmortem bone modification including evidence of trauma, disease, activity, and taphonomy. *3 credits*

**ANTH 3294 Independent Study 1 credit**

**ANTH 3295 Independent Study 2 credits**

**ANTH 3296 Independent Study 3 credits**

**ANTH 3297 Independent Study 3 credits**

**ANTH 3301-04; 3307-08; 3331 Special Topics in**

**Anthropology**

Topics to be announced. Check semester course offerings for specific themes *3 credits each*

**ANTH 3305-06, Special Issues in Anthropology**

Issues pertinent to the discipline. Check semester course offerings for specific themes. *3 credits each*

**ANTH 3308 (CORE3791) Thomas Merton: Religion and Culture**

Thomas Merton (1915-1968) was among the first pioneers of what it means to be a Roman Catholic and simultaneously ‘interreligious’. Through the lens of cultural anthropology, this course will provide an examination of Merton’s approach to other religious traditions, a broad exposure to the writing of Thomas Merton; using the case study of anthropological ethnographic research, and a firsthand, experiential appreciation of the value of contemplative practice (sacred silence) as employed by Merton in the life of the student. *3 credits*

**ANTH 3330 Visual Anthropology**

Students will study the ways by which people and their cultural expressions have been documented and represented through the creation and refinement of photographic and cinematographic techniques, including documentary film. The implications of the reversal of the camera lens, such that the anthropologists or filmmakers become subject to scrutiny and investigation, as well as the analysis of the visual production of different groups of people, will be a central theme throughout the course. *3 credits*

**ANTH 3514 (SOC1 3514/WMST 3514) The Anthropology of Gender**

This course examines the history of a gendered approach to anthropology in light of second-wave feminism’s theoretical contributions and to the new questions that gender analysis brings to traditional anthropological issues such as work, kinship, immigration, race and nationalism. *3 credits*

**ANTH 3794 (CORE 3794) Indigenous Peoples’ Responses to Conversion, Nation, and Empire**

In what way does being Christian also signal civic belonging? When conversion to Catholicism occurs in contexts of large colonial projects, often spanning generations or centuries, what happens to the belief systems central to the lives of native or indigenous peoples before colonization? This course will focus on social formations and knowledge systems that shaped native peoples’ actionable responses to projects of conversion, nation and empire. Students will unpack persistent ideological constructs concerning native peoples from the 1500s to the present century, and read works that seek to present a view “from below.” *3 credits*

**ANTH 3816 (SOC1 3816/CORE 3790) West African Derived Religions in the Americas in Dialogue with Catholicism**

Examines the interrelations between West African religions and Catholicism as they met via the slave trade and forced relocation of Africans to the New World as well as contemporary practices. Cross-cultural, social-scientific

exploration of issues of authority and power, cultural variation and similarities, authenticity and syncretism in Mexican, Cuban, Haitian, Trinidadian, Brazilian, and U.S. American traditions, that may include discussions of Catholic Saints, slave Baptisms, the Inquisition, folk Catholicism, sacred drumming, trance possession, ritual retention and innovation, Santería/Lukumí, Candomblé, Umbanda, Vodou, Regla de Palo, Abakuá, Yoruba Revivalism, Orisha Religion, and Spiritism. The course will be run as a seminar in which students will be responsible for taking part in leading class discussion. Prerequisite SOCI 1101 or ANTH 1202. *3 credits*

**ANTH 4000 Anthropology of Art**

An anthropological approach to the study of the arts. Students will read new and classic works that address the biological roots of the making of art, historical evidence in the archaeological record, the relationship of art and artists to religious, political and economic organization, and the arts as an expression, or rejection, of the cultured body as well as the collective identity of one’s group. Course focuses on art both as observable and meaningful phenomena as well as process and structure. Anthropological theories on art as a universal conceptual category, approached through the lens of material culture and symbolic behavior, will be applied to both vintage and contemporary case studies. *3 credits*

**ANTH 5988 Senior Seminar in Anthropology**

A capstone course for majors, which integrates knowledge and skills acquired in the sociology anthropology program. Original research paper required that demonstrates mastery of program goals. Topics and approach to be announced by the department and instructor. *3 credits*

**ANTH 5999 Independent Study**

Independent Study course for advanced undergraduates conducting original research intended for publication or other forms of dissemination. *3 credits*

**Social Work****SOWK 1111 Introduction to Social Work**

Introduces components of generalist social work practice including social work fields of practice, special (at risk) populations, the value of human diversity, issues of poverty and oppression, and the values and ethics of the profession. *3 credits*

**SOWK 1191-1193 Independent Study in Social Work**

Individualized and guided study in social work. Covers a variety of topics and can include fieldwork, community service and research. Prerequisite: permission of program director. *1/2/3 credits*

**SOWK 2311 Child Welfare Policy and Practice**

Provides an overview of principal supportive, supplementary and substitutive child and youth welfare services: family and child guidance, social insurance, public assistance, education and employment, day care, protective services, adoption, institutional care and advocacy. This course is required for social work majors who have been accepted into the Baccalaureate Child Welfare Education (BCWE) Program. *3*

*credits*

**SOWK 2312 Trauma-Informed Social Work Practice**

Explores the nature and experience of traumatic events including but not limited to child abuse, intimate partner violence, grief and loss, homicide, suicide, campus violence, and race-based trauma. Historical perspectives, neurobiology, and various theories will be explored. Multiple assessment tools will be examined. Various examples of interventions and therapeutic techniques will be examined for their usefulness in working with survivors of trauma. *3 credits*

**SOWK 2314 Social Work and the Law**

Examines the interaction of the disciplines of law and social work, as well as interaction between lawyers and social workers and the relationship of ethics and law. *3 credits*

**SOWK 2333 Current Issues and Trends in Social Work Practice**

Examines selected issues and trends in social work practice. Areas selected for study vary each semester as need and demand indicate. This course is designed as a potential prototype for what is planned to be a CORE III (Engaging the World) course focusing on diversity, cultural competency and social justice. *3 credits*

**SOWK 2335 Family Violence**

Examines the causes, manifestations, preventive strategies, and interventions applicable to the inappropriate use of force between and among persons known to each other, including acquaintance rape; spouse battering; child, adolescent and elder abuse. *3 credits*

**SOWK 1911 (SOWK 6911) Introduction to Gerontology**

Provides an overview of the basic facts about aging and aging processes, including demography, biology, psychology, sociology and policy analysis. Also includes financial, legal, and end-of-life issues. *3 credits*

**SOWK 2653 Substance Abuse Assessment and Intervention**

Provides a comprehensive introduction to the recognition, assessment, and intervention with persons who abuse substances. Attention is directed to the interactive effects of substance abuse on abusers, on other persons in the abusers' lives, and on society. Other topics explored in the course will include: models of chemical dependency; the dually diagnosed client; the cognitive therapy model of substance abuse therapy; and the comparison and contrast of selected models of intervention. This is an elective course for majors and minors. It counts for three credits toward the minor and is one of two required electives for social work majors. Prerequisite: SOWK 1111, or Permission of Instructor. *3 credits*

**SOWK 2201 Social Problems and Programs**

Introduces students to the nature and extent of social problems and governmental and not-for-profit programs that attempt to ameliorate, prevent, or eliminate these problems. This course is designed to further inform students of the history and operation of social welfare programs as responses to social problems. The course focuses on history within the

contexts of politics, economics, and social values at respective points in time, up to the present. This course focuses upon learning about understanding social justice; advocacy for human rights; and advancing social and economic justice by means of learning about social welfare programs as a response to social problems. Prerequisite: SOWK 1111. *3 credits*

**SOWK 3301 Social Policy Analysis**

Analyzes major factors involved in social policies, programs and organizations. Presented using functional, structural and conflict perspectives. Examines how the interplay of politics, economics, social values and professionalism shapes the social welfare institution in the United States. This course is approved for infusion as critical thinking. Prerequisite: SOWK 1111. *3 credits*

**SOWK 3511 Behavior and Environments I**

Provides an intensive elaboration of the life course with emphasis on the interactive effects of economic, physical, social, and technological environments (the ecological perspective) on the growth and development of individuals and families. There is emphasis on the interactive effect of these environmental variables. Social work majors only. Prerequisite: SOWK 1111. *3 credits*

**SOWK 3512 Behavior and Environments II**

Provides an intensive elaboration of the life course with emphasis on the interactive effects of economic, physical, social, and technological environments (the ecological perspective) on the growth and development of individuals and families. There is emphasis on the interactive effect of these environmental variables. Social work majors only. Prerequisite: SOWK 1111. *3 credits*

**SOWK 3611 Theory and Practice I**

Introduces and analyzes the helping process and provides theoretical and practical learning experiences for the comprehension and application of specific competencies of the helping process. This course is also designed to help students to understand and develop a professional identity, as they will analyze their personal values and assess their compatibility with social work values and principles. This course is a journey to further student's "affective learning"-self-awareness and self-reflection- which are essential to professional development. Prerequisite: SOWK 1111. Corequisite: SOWK 3811. *3 credits*

**SOWK 3811 Junior Practicum**

Consists of introductory field work experience for students planning a career in social work. Students maintain written records and learn under professional supervision at social agencies for 84 hours paced over the semester, plus a minimum of three, one-hour in-class meetings with the Director of Field Education over the semester. Social work majors only. Prerequisite: SOWK 1111. Corequisite: SOWK 3611. *3 credits*

**SOWK 3910 Research Methods in Social Work**

Introduces students to social work research. Topics include: working with human research subjects; problem selection and

conceptualization; formulating research hypotheses; research design; sampling; survey instrument construction; collecting quantitative and qualitative data; data treatment and analysis procedures. Prerequisites: MATH 1203; SOWK 1111. *3 credits*

#### **SOWK 4611 Social Work Practice and Research**

Gains proficiency in research processes and methodologies, particularly evaluative and including single system design, used in social work practice. Corequisite: any 4000 level social work course. *3 credits*

#### **SOWK 4811 Senior Practicum I**

Consists of the first of a two semester sequence that is the signature pedagogy of the program and designed for students to gain competency in the aforementioned list of competencies. Under professional supervision, students function in a social work agency to gain beginning level generalist social work competencies. An internship of approximately 200 hours is to be completed during this Fall semester learning experience. This course also includes periodic meetings with students as a group in class and with the Director of Field Education. Prerequisites: Formal admission to the social work program. The admission process takes place over the Spring semester of the junior year and is explicated in the Program Handbook, and implemented by the program under the leadership of the Director of Field Education. Prerequisites: SOWK 3611, 3811. Corequisite: 4911. *6 credits*

#### **SOWK 4812 Senior Practicum II**

Consists of the first of a two semester sequence that is the signature pedagogy of the program and designed for students to gain competency in the aforementioned list of competencies. Under professional supervision, students function in a social work agency to gain beginning level generalist social work competencies. An internship of approximately 200 hours is to be completed during this Fall semester learning experience. This course also includes periodic meetings with students as a group in class and with the Director of Field Education. Prerequisites: Formal admission to the social work program. The admission process takes place over the Spring semester of the junior year and is explicated in the Program Handbook, and implemented by the program under the leadership of the Director of Field Education. Prerequisites: SOWK 4811, 4911. Corequisites: SOWK 4912, 5111. *6 credits*

#### **SOWK 4911 Theory and Practice II**

Consists of the first of two theory and practice methodology courses designed to help students develop the competencies required for ethical, effective and compassionate generalist professional practice. Prepares students for micro/mezzo practice with individuals, families, small groups, organizations and communities. Emphasizes problem solving, strengths, cultural competence, best practices, and evidence-based practice. Prerequisite (formal admission into the social work program): SOWK 3611, 3811. Corequisite: SOWK 4811. *3 credits*

#### **SOWK 4912 Theory and Practice III**

Develops the competencies required for ethical, effective and compassionate generalist professional practice. Prepares students for professional mezzo and macro practice to serve individuals, families and large groups, organizations, communities, and society at large. Emphasizes problem solving, strengths, cultural competence, best practices, and evidence-based practice. Prerequisites: SOWK 4911.

Corequisites: SOWK 4812, 5111. *3 credits*

#### **SOWK 5111 Senior Research Seminar**

Consists of a capstone learning experience designed to help social work students integrate their beginning preparation for professional practice and/or graduate school and to explore major issues confronting the profession and society today. The course focuses on specific areas of interest identified by participants with the guidance of the instructor. Through a written research requirement, student presentations, group discussions, community observations and guest lectures, the selected areas of interest will be integrated with the strengths perspective especially in needs assessment, with the fullness of cultural competency, in evidence-based/research-based best practice. Prerequisite: SOWK 3910. Corequisites: SOWK 4812, SOWK 4912. *3 credits*

### **Social and Behavioral Sciences**

#### **SOBS 1101 Integrated Human Science**

An introduction to the human sciences as modes of thinking and practice. With theoretical, applied, and career components, students will appraise research that examines social phenomena from at least two social-scientific disciplines; develop their own multilevel reasoning; and refine their communication and career skills in connection to potential professional and vocational paths. *3 credits*

#### **SOBS 5002 Senior Seminar in Social and Behavioral Sciences**

The capstone course for majors, integrating the knowledge and skills acquired in the SOBS program and fulfilling graduation requirements for SOBS and SOBT majors. Students carry out a significant research project on a topic decided in consultation with the instructor. *3 credits*

## **Special Arts and Sciences Programs**

In addition to the major and minor programs offered by its academic departments, the College of Arts and Sciences offers a number of special programs that do not fit within the confines of a single academic department. These include:

- **Interdisciplinary Majors:** Criminal Justice\*, Economics\* and Environmental Studies\*.
- **Interdisciplinary Minors, Certificates and other special programs:** Archaeology minor, Cybersecurity Certificate, Data Visualization and Analysis Certificate, Italian Studies minor, Medieval and Renaissance Studies minor,

Multidisciplinary Certificate in Gerontology, Russian and East European Studies minor and certificate, Women and Gender Studies minor, and the Multicultural Program.

- **Dual Degree Programs:** B.S. in Biology/D.P.T or M.S.P.A. or M.S.A.T.; B.A. Social and Behavioral Studies/M.S.O.T. or M.S.A.T.; B.A. or B.S./M.B.A.; B.A. in Political Science/M.P.A.; B.A. in Sociology/M.P.A.; B.A./M.A. in English; B.A./M.A. in History; B.A./M.A. in Museum Professions; B.A. in Psychology/M.S. in Experimental Psychology; and B.S. in Physics or Chemistry/Bachelor of Engineering with the New Jersey Institute of Technology.

*\*An interdisciplinary minor or certificate is also available through this program.*

## Catholic Studies Program

Walsh Library Room 428

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<https://www.shu.edu/academics/artsci/catholic-studies>

**Chair:** Ines Murzaku, Ph.D.

**Administrative Assistant:** Gloria Aroneo, M.B.A.

Catholic Studies is an innovative curriculum with uniquely designed tracks focusing on history, philosophy, theology, literature, art, religion and the University Honors Program. Students may choose a Bachelor of Arts (30 credits), a minor (15 credits) or a certificate (12 credits) in Catholic Studies. The Catholic Studies program can appeal to students of any creed who seek to deepen their knowledge of Catholicism's rich intellectual tradition and living heritage. An interpersonal approach to learning and many opportunities for spiritual reflection invite students to a more profound and mature understanding of faith. A good number of students are enrolled as double majors or minors, thus enhancing their primary majors. A degree in Catholic Studies complements their primary majors in diplomacy, business, philosophy, theology, social work and other disciplines. Because of its emphasis on close interaction with faculty members, students and alumni, those who choose to participate in the program are part of a unique intellectual community.

Students pursuing a degree in Catholic Studies may apply for several competitive scholarships including Scholarships for Catholic Studies Majors; Scholarships for Catholic Studies Minors from the Diplomacy, Business or Sciences programs; Scholarships for Incoming Freshmen in Catholic Studies; Father Walter Debold Scholarship for students participating in foreign study and the Reverend Richard M. Nardone (\*50) Endowed Scholarship in Catholic Studies. Additional scholarships are provided by the University of Münster to students who take either a semester or a year-long study in Germany.

## Double Major in Catholic Studies

1. Requirements for a CAST major: Except for dual-degree programs appearing in the undergraduate catalog, at most 12 credits will be accepted from another program or major. Further, at least 18 credits must be taken as distinct CAST upper level courses under the CAST program designation.
2. Requirements for a CAST minor: At most 6 credits will be accepted from another program or major. Further, at least 9 credits must be taken as distinct CAST upper level courses under the CAST program designation.
3. Requirements for a CAST certificate: At most 3 credits will be accepted from another program or major. Further, at least 6 credits must be taken as distinct CAST upper level courses under the CAST program designation.

No exceptions will be permitted without the explicit and prior consent of the Catholic Studies Director.

## DELTA EPSILON SIGMA

Alpha Mu Chapter

DES is open to all undergraduate students who attend a Catholic University, a Junior or Senior and have a 3.5 GPA or higher. Delta Epsilon Sigma recognizes academic accomplishments, fosters scholarly activities and encourages a sense of intellectual community among its members. To be eligible for membership, candidates must be persons who have a record of outstanding academic accomplishment, who have shown dedication to intellectual activity, and who have accepted their responsibility of service to others by various service activities, coming from all schools/colleges and disciplines all over the university. Contact Dr. Ines Murzaku at [ines.murzaku@shu.edu](mailto:ines.murzaku@shu.edu).

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

## Course Descriptions

*See cross-listed courses for additional course descriptions.*

### CAST 1001 The Search for Human Fulfillment

What is human fulfillment and how does one find it?

Beginning with the Scriptural understanding of the great human drama, the course will explore the Catholic understanding of who we are and therefore what kind of human fulfillment is suited to us. The course will investigate the basics of the Catholic Intellectual Tradition through theology, history, literature, philosophy and end with a look at ultimate fulfillment in the life of heaven. The course will

look at primary resources from several disciplines, including theology, philosophy, history, and literature, and from different ages of the Church, ancient, medieval and modern. *3 credits*

**CAST 1600 (MUAP1500) The Practice of Catholic Liturgical Music**

The course will feature a study of key elements in the development of sacred music practice as seen through the prism of 2000 years of musical development in the Roman Catholic Church, from Plainchant, commonly known as Gregorian Chant, to Vatican II. *3 credits*

**CAST 2011 (CORE 3747) Catholicism and Art**

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

**CAST 2012 (MUAP 1500) Catholic Liturgical Music**

The course will feature a study of key elements in the development of sacred music practice as seen through the prism of 2000 years of musical development in the Roman Catholic Church, from Plainchant, commonly known as Gregorian Chant, to Vatican II. *3 credits*

**CAST 2410 (CORE 3722) Bible as Literature**

This course studies literary qualities of the Bible with attention to its poetic and narrative modes. It provides an in-depth exploration of the ways in which biblical literary forms, Biblical themes, and Biblical images influence American and European literatures. *3 credits*

**CAST 3003 (CORE 3983) Creation and Science**

This course seeks to deepen a student's understanding of the relationship between the Catholic theology of creation and contemporary empirical science. Topics to be covered include the birth of science; the historical-philosophical environment of this birth; the interventions of recent Popes on the issue; the specificity of the cosmos as shown by current science; the unity of the cosmos and its beauty; the importance of philosophical realism; the doctrine of creation *ex nihilo et cum tempore*; the theory of the Big Bang; and the theory of evolution. *3 credits*

**CAST 3422 (CORE 3373/ENGL 3422) Catholic Literature and Film**

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

**CAST 3015 (CORE 3750) Catholicism and Literature**

Christianity is literally the religion of the Word, and Catholic writers have been expressing, exploring and communicating the mystery of "the Word made flesh" for two thousand years in every genre of the literary arts. The course will examine this legacy of "artful theology" in its many variations and in its constant features. Representative authors and works from different epochs will be examined both in their socio-historical context and for their enduring theological and spiritual significance. *3 credits*

**CAST 3018 (CORE 3755) John Henry Newman: His Life and Teaching**

The course focuses on the philosophical-theological thought of John Henry Newman, tracing Newman's views from his early life to his conversion to Roman Catholicism. *3 credits*

**CAST 3019 (CORE 3756) Christians and Muslims in Dialogue, A Catholic Perspective**

This course examines the historical interaction between Christianity and Islam in light of pertinent themes in Christian-Muslim encounters. It explores contemporary positions in interreligious dialogue between Christianity and Islam from interdisciplinary, historical and theological perspectives. *3 credits*

**CAST 3020 (CORE 3759) Catholic-Jewish Dialogue on the Holocaust**

A critical assessment of facts, issues, and attitudes affecting Catholic-Jewish inter-faith dialogue on the Holocaust. *3 credits*

**CAST 3021 (CORE 3890/WMST 3513) Modern Women of Faith**

The course focuses on the question of what it means to be women of faith, by considering the example of several Catholic women who have lived exemplary, faith-filled lives in a way that has challenged conventional expectations of women on the part of society. In view of their examples, students are encouraged to identify and consider the characteristics of an authentic, faith-filled, Catholic feminism. *3 credits*

**CAST 3022 (CORE 3760) Spirituality and Sports: A Catholic Perspective**

In this course students will explore and examine the Catholic Tradition and Spirituality through the analogy of sports. Students will examine how human beings encounter the Holy in the midst of everyday life with emphasis on athletic experiences as both an athlete and a "fan". *3 credits*

**CAST 3023 The Popes and Science**

This course is designed to introduce students to Papal teaching on the relations between Christian Faith and natural science and also to serve as a foundation for further study of faith and reason. The course aims to explore the impact of the Popes on the development of modern science. *3 credits*

**CAST 3024 (CORE 3764) The Literature of Catholic Conversion**

This course is designed to help students to understand and to explore the experience of voluntary conversion in the Catholic tradition. Beginning with conversion even before Christianity with the story of Moses, moving through the New Testament and St. Augustine to later converts like John Henry Cardinal Newman and Dorothy Day, the course examines the nature of conversion, what led to it in each case, and the impact on the life of the converted and his or her society. *3 credits*

**CAST 3025 (HSTD 6834) New Jersey Catholic Experience**

This course is designed to provide students with a detailed knowledge of how the Catholic Church developed within the context of New Jersey and American history over the past three centuries. The story of a distinctive Catholic experience has many dimensions which will be described not only through major milestones and eras, but through a growing socio-religious perspective which includes the laity, religious leaders, and key individuals who contributed to the legacy of their faith statewide. *3 credits*

**CAST 3026 (CORE 3763) The Human Person in Faith and Fashion: A Catholic Perspective**

The course looks at the age-old question, what it means to be a human person. The course explores this question by analyzing three views: [1] the human person in the image of God in the Catholic Intellectual Tradition, [2] the human person in the image of self, as defined by other schools of thought, and [3] the human person in the image of fashion (person as portrayed by the fashion media). We will look at fashion images as a visual language, and evaluate what it communicates about men and women. The course will also explore the impact of the three views or personhood on culture at-large. *3 credits*

**CAST 3031 (CORE 3768/NUTH3950) Catholicism, Healthcare and the Human Condition**

This course will explore the experiences of both patient and healthcare provider and the relationship between the two. The healthcare encounter (e.g. doctor-patient, nurse-patient) is privileged, unique and multidimensional. The groundwork will be set by study of the human condition and the structure of the healthcare delivery system; students will examine how humans live and how they die revealed by a consideration of disease, socioeconomics, psychology and religion. Our study will be advanced using the tools of art, literature, science and theology. *3 credits*

**CAST 3028 (HSTD 6404/STHO 6404) Worship and Holy Images in the Catholic Church**

Using theological, historical, and anthropological perspectives, the course explores the spiritual significance of Christian iconography from early Christianity to the Middle Ages focusing on the links between imagery and Christian

worship. *3 credits*

**CAST 3193 Integrating Seminar in Catholic Studies**

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

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

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

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

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

**CAST 3891 Internship in Catholic Studies**

The Catholic Studies internship provides an opportunity for students to gain experience working with agencies whose activities draw their inspiration from or demonstrate an engagement with the Catholic Intellectual Tradition in its many forms and applications. This may include Catholic-related ministries, social justice agencies, or non-governmental organizations. *3 credits*

**CAST 3940 (CORE 3746) The Catholic Classics and Interiority**

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

**CAST 3994 (CORE 3748) Foundations of Christian Culture**

Drawing from a variety of sources – historical, literary, philosophical and theological – this course examines the origins and nature of Christian culture, exploring in particular the value of culture itself as an aspect of revelation and incarnation. The course offers some answers from the contemporary Christian tradition to the ancient questions:

How am I meant to understand the world? How am I meant to understand myself? This course is part of the Catholic Studies foreign study tour program. *3 credits*

**CAST 3955 ST (CORE 3793) Catholicism and Social Sciences**

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

**CAST 3397 (CORE 3754) Latin American Catholicism**  
Catholicism is not only an inextricable part of Latin America history and identity, but the region’s experience of the Faith has a profound influence on the universal and future life of the Church. The course examines in particular Catholicism in Latin America, which embraces a rich ensemble of the humble and heroic, the struggles for human dignity and the miraculous. *3 credits*

**CAST 3998 (CORE 3762) Italy in the Footsteps of the Saints**

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

**CAST 3016 (CORE 3752) Global Christianity**  
This course explores the distinctive characteristics of non-western forms of Christianity in the Middle East and Egypt, Africa, the Caucasus, Central Asia, India, China and Latin America and the recent spread of western forms of Christianity into non-western cultures from an interdisciplinary, historical and theological perspective. *3 credits*

**CAST 3251 (CORE 3251) The Church and Science**  
This course is concerned with the development of the experimental sciences (viz., physics, chemistry and molecular biology) within the western tradition and the influence that the Church and science have exerted upon each other since the beginnings days of Christianity. *3 credits*

**CAST 3017 (CORE 3751) Saints Alive!**  
The course examines the lives and struggles of famous Saints as seen through the lens of contemporary film-makers and playwrights. *3 credits*

**CAST 3040 (CORE 3989) Spirituality of Work**

The course explores spirituality of work in contemporary society and its application to various professions and everyday life. The course explores various meanings/definitions of spirituality and work in order to reflect on the deeper meaning of work in people’s lives. Study of this topic will include Biblical warrants for a spirituality of work; spirituality of work in the history and tradition of the church, as well as the ecumenical and interfaith dimensions of a spirituality of work. *3 credits*

**CAST 3041 (CORE 3252/CHEM 3550) Theology of Food**  
The subject of food will be presented from the perspectives of religious belief and science, thus strengthening the student’s understanding of the relationship between faith and reason (science). More specifically, this course will examine the integration of the scientific, theological, cultural, social, and ethical dimensions of food and will address such fundamental questions as: “What is food?” and “What is eating?” “What is meant by sacrificial eating?”. *3 credits*

**CAST 3891 (CORE 3988) Internship in Catholic Studies**  
The Internship in Catholic Studies will focus on Living the Mission: the social justice movement in the Catholic Church. The course will integrate community service with issues of justice from the perspective of modern Catholic leaders.

Through readings, journal reflection, discussion and a weekly community service commitment, students will gain a more comprehensive understanding of the theological mandate to respond to injustice, to discover their individual role in this work, and to understand how their service influences the cause of social justice. The course provides opportunities for first-hand experiences to enable the student to reflect more deeply on the human struggle for meaning, existence, and even survival. Through volunteer service, the student is given a unique vantage point for observing and sharing in the journey of life through the eyes, ears, and hearts of those who find themselves on the fringe of life in Seton Hall’s own backyard. *3 credits*

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

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

## Criminal Justice Program

Jubilee Hall, Room 561

(973) 761-9170

<http://www.shu.edu/criminal-justice/>

**Director:** Rhonda Quinn, Ph.D.

**Faculty:** Athens

Leading to a Bachelor of Arts (B.A.) degree, the Criminal Justice program of study can lead to professional careers in law enforcement, courts, corrections, police, and other areas relating to crime and justice. The major in criminal justice is designed to give students a broad understanding of the operation of the criminal justice system. Graduates from the program may pursue careers in criminal justice, law



enforcement, courts, and corrections or undertake graduate professional degrees in areas such as criminology and criminal justice. A series of internships are offered in federal, state, and municipal agencies.

### Transfer Students

All transfer students are interviewed before being accepted into the program. Transfer students have one semester to reach the minimum required GPA. Transfer students are required to take at least 18 credits from the Seton Hall University criminal justice program.

## Major in Criminal Justice

### Program Requirements

In addition to fulfilling the core and credit requirements of the College of Arts and Sciences, degree candidates must complete 36 credits (as follows) and earn a minimum overall GPA of 2.0:

#### Required Courses (18 credits)

CRIM 2616	Criminology	3
CRIM 2619	Criminal Procedure and Evidence	3
CRIM 2910	Quantitative Research Methodology	3
or		
CRIM 3120	Qualitative Methods	3
CRIM 3550	History of Criminological Theory	3
CRIM 3894-3896	Internship I-III	3
ENGL 3514	Scientific and Technical Writing*	3

#### Elective Courses (18 credits)

Students must complete 18 credits of elective courses. Students choose two courses from each of the following two specialization areas; remaining electives should be concentrated in either criminal justice or criminology depending on career goals.

##### *Criminology Courses*

CRIM 2613	Victimology	3
CRIM 3310	Violent Crime	3
CRIM 4400	Homicide	3
CRIM 4500	Origin of Conflict and Violence	3
CRIM 5987	Special Issues in Criminal Justice	3
CRIM 5988	Senior Seminar in Criminology	3

##### *Criminal Justice Courses*

CRIM 1200	Criminal Justice Complex	3
CRIM 2614	Police	3
CRIM 2615	Penology	3
CRIM 2617	Juvenile Justice System	3
CRIM 2618	Probation and Parole	3
CRIM 2912	Criminal Courts	3
CRIM 5986	Special Issues in Criminal Justice	3

**Total: 36**

\*ENGL 2514 may be used as a substitute for ENGL 3514

## Minor in Criminal Justice

The purpose of a minor concentration in Criminal Justice is to lead interested students to an understanding of the contemporary criminal legal system, and to supplement and enrich a related major course of study. The minor requires a minimum of 18 credits and is suitable for students preparing for careers in which knowledge of the criminal justice system is useful.

#### Required Courses (9 credits)

CRIM 1200	Criminal Justice Complex	3
CRIM 2616	Criminology	3
CRIM 2619	Criminal Procedure and Evidence	3

#### Elective Courses (9 credits)

Students must complete three courses from the elective courses listed in the criminology and criminal justice categories in consultation with an adviser.

**Total: 18**

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

## Course Descriptions

### CRIM 1200 Criminal Justice Complex

The structure and function of the criminal justice system, including an analysis of values underlying two models of the criminal process. Role of police, constitutional rights, role of the attorney, courts and corrections, operation of the bail system, trial and role of the judge. *3 credits*

### CRIM 2613 Victimology

Consideration of victims of crime. Interaction between victim and offender in the criminal encounter, the risks of victimization, victim reactions to crime, the effect of victim characteristics on the legal system and a survey of victim-oriented alternatives to conventional criminal justice. *3 credits*

### CRIM 2614 Police

History and changing role of the police. Variety of sociological perspectives used to examine recruitment and socialization of police personnel. Meaning and functions of police work, police community relations, interactions between police departments and other official organizations (courts, prisons, schools, mental hospitals), police malpractice and control over police work. Comparison of police work in other modern societies, evaluation of various strategies for changing the role and structure of police work. *3 credits*

**CRIM 2615 Penology**

Analysis of different philosophies of treatment and current techniques. Past correctional approaches surveyed to understand the changes made in institutionalized handling of a major social problem. Economic, cultural and political trends as the social setting in which society attempts to fashion a “practical” manner of treatment. *3 credits*

**CRIM 2616 Criminology**

Examines the phenomenon of crime from a sociological perspective. Meaning of crime; official and unofficial counts of crime; social correlates of crime; lifestyles and behavior patterns of criminals. Critical analysis of various theoretical frameworks for explaining crime. *3 credits*

**CRIM 2617 The Juvenile Justice System**

Examines patterns of delinquent behavior among youth. The definition and measurement of delinquency; influence of kinship; educational and other institutions on delinquency; social class and sub-cultural influences on delinquency; identification and processing of delinquents by official control agencies. *3 credits*

**CRIM 2618 Probation and Parole**

Study of community release movement in the U.S. Examination of parole and penal systems and their relationship to pre-prison identity and future behavior. Reentry into this system; relationship between self-concept and status passage, and notions of parole and probation success and failure. *3 credits*

**CRIM 2619 Criminal Procedure and Evidence**

Examination of middle stages of criminal justice system; prosecutor’s decision to charge, pretrial procedures, criminal trial and sentencing. Discussion of central roles, case flow, current developments and defendants legal rights at middle stage of criminal justice system. *3 credits*

**CRIM 2910 Research Methodology**

Basic exposure to the skills and understanding relied upon in criminological research. Concepts such as validity, reliability, research logic, design development and theory testing are addressed. Students also are exposed to elementary data analysis. Prerequisites: MATH 1101 or MATH 1203; or permission of the instructor. *3 credits*

**CRIM 2912 Criminal Courts**

Exploration of contemporary criminal justice administration with emphasis on leadership and management skills, as well as organizational theory. Discussion of management principles, communication, motivation of personnel, leadership and power, organizational conflict, decision making, organizational effectiveness, and innovation and change. *3 credits*

**CRIM 2913, 2915-2916 Special Issues in Criminal Justice**

Selected topics in criminal justice. *3 credits each*

**CRIM 3120 Qualitative Methods**

Qualitative methods of criminological research, including criminological “field methods” and “ethnography.” Four principle areas: (1) the distinctive logic or philosophy underlying the use of qualitative methods, (2) the different

qualitative methods for collecting data, (3) the principal means for qualitatively analyzing data, and (4) criteria for evaluating qualitative research. Prerequisites: Two of the following courses: SOCI 1101, PSYC 1101, ANTH 1202 and MATH 1101 or permission of instructor. *3 credits*

**CRIM 3310 Violent Crime**

Explorations of the topic of violence from a number of social science perspectives. Particular attention to the “process” of becoming violent, and the policy implications of violent behavior in the United States. *3 credits*

**CRIM 3550 History of Criminological Theory**

Major sociological, psychological, psychiatric, biological, as well as interpretative theories of criminal behavior. The assumptions underlying the explanations that these theories offer, the empirical evidence supporting and contradicting them, and the attendant solutions that each implies. The different “images” of the “criminal” and “criminal action” upon which they operate are contrasted with each other, and the criminal law. *3 credits*

**CRIM 3894, 3895, 3896 Internship I, II, III**

Internships or work experience in local, state, or federal criminal justice institutions. *3 credits each*

**CRIM 4400 Homicide**

The nature of criminal homicide and its investigation are examined from both a legalistic and social scientific perspective. In part I of the course, criminal homicide is legally distinguished from non-criminal homicide, and five different types of criminal homicide are legally distinguished from each other: capital murder, first and second degree murder, and voluntary and involuntary manslaughter. In addition, the main legal defenses to criminal homicide (immaturity, insanity, intoxication, self defense, prevention of dangerous felony, and duress) are reviewed. In part II, various social scientific schemes for classifying and investigating homicide offenses and offenders, including the FBI’s standardized system, are critically compared. In comparing these different classification systems, actual death investigation reports, autopsies, toxicological and ballistic reports, crime scene stills and sketches, and trial court transcripts are utilized. Students will be required to classify homicide offenses and offenders on the bases of the different schemes and methods reviewed. Prerequisite: CRIM 2612. *3 credits*

**CRIM 5980-5983 Independent Study in Criminal Justice**

Selected topics are explored in conjunction with the guidance and direction of the instructor. In instances where the topics change, additional independent study may be taken for a maximum of 6 credits. *1/2/3 credits*

**CRIM 5986-5987 Special Issues in Criminal Justice**

Instruction in important emerging areas in the field of crime and justice study. Course content and techniques draw on the expertise of researchers and writers across a wide spectrum of interests. Prerequisite: Completion of 30 program credits or permission of the instructor. *3-6 credits*

**CRIM 5988 Senior Seminar**

A capstone course that consolidates the theoretical and methodological knowledge and skills acquired as a major. Major research report and oral presentation required. *3 credits*

**B.A. in Economics**

(973) 761-9511

[www.shu.edu/academics/artsci/ba-economics](http://www.shu.edu/academics/artsci/ba-economics)**Chair:** Henry Amoroso, J.D.**Adviser:** Kurt Rotthoff, Ph.D.

The Department of Economics in the Stillman School of Business provides students with a solid foundation in the discipline of economics. For undergraduate students majoring in economics, the objectives of the program are threefold: to help develop a thorough understanding of the economic relationships between business, households and government, and of the principles governing these relationships; to help develop proper analytical methods and modes of inquiry that will prepare students for careers in business administration, government and education; to lay the groundwork necessary for graduate studies in economics, law and related fields. Scholarly instruction and continuing personal guidance provide students with a high degree of flexibility in the development of their careers and educational plans.

The course offerings of the department enable undergraduate students to major in economics either through the College of Arts and Sciences or the Stillman School of Business, leading to the degree of Bachelor of Arts and Bachelor of Science in Business Administration, respectively.

In addition to meeting the standards and requirements of the College of Arts and Sciences, degree candidates must complete a minimum of 36 credits in the economics and quantitative courses specified below. In general, required courses will be taken in the order listed. However, all programs are worked out in consultation with an economics department adviser who may modify the program in view of each student's background and objectives.

<b>Program Requirements</b>		<b>Credits</b>
MATH 1205	Finite Mathematics with Calculus for Business	3
BQUA 2811	Business Statistics*	3
ECON 1402	Principles of Economics I	3
ECON 1403	Principles of Economics II	3
ECON 2408	Money and Banking	3
ECON 2420	Intermediate Microeconomic Analysis	3
ECON 2421	Intermediate Macroeconomic Analysis	3
ECON 3470	History of Economic Thought	3
ECON xxxx	Electives in Economics	12

\*Prerequisites: BITM 2701 and MATH 1205

**Economics Minor**

Both business and non-business majors may elect to compete a minor in economics. This 18-credit minor consists of two core courses in economics (ECON 1402 and ECON 1403) plus one required course (either ECON 2420 or ECON 2421) and three economics electives. *See Index to locate course descriptions.*

**Environmental Studies Program**

Jubilee Hall Room 562

(973) 275-2868

[www.shu.edu/academics/artsci/ba-environmental-studies](http://www.shu.edu/academics/artsci/ba-environmental-studies)**Director:** Michael Taylor, Ph.D.

The Environmental Studies Program is dedicated to the rigorous interdisciplinary education of its students, to the integration of the principles of sustainability into the curriculum and campus life, to experiential learning, and to ongoing ethical considerations of pressing environmental issues. As a major Catholic university, Seton Hall seeks to make significant contributions to sustainability efforts in New Jersey and the region. Questions are framed in the context of social justice and a broad understanding of the Catholic intellectual tradition. Students are challenged by outstanding faculty and work in evolving and technologically-advanced settings. The program prepares students to be leaders in their professional lives and responsible citizens of a global society that is facing immense challenges of limited resources and global climate change.

Environmental studies prepares students to lead the transition to a more environmentally, economically and socially sustainable society, one that balances the needs of the present with those of future generations. Environmental studies provides a multidisciplinary opportunity for the study of the complex relationships between human society and the natural environment, and the environmental consequences that human policies and actions have on our communities and individual lives. The course of study challenges students to understand environmental issues from various disciplinary perspectives, stressing the use of critical thinking, collaborative problem-solving and effective communication. Students benefit from on-campus and extracurricular events with environmental experts regarding specific environmental issues.

The environment protects and sustains life, yet the unrestrained use of the earth's resources causes problems that affect all humankind. The broad-based acceptance of this statement is producing profound economic and political changes in society at large. This is a topic that transcends several disciplines. Courses in environmental studies are taught by faculty drawn from disciplines across the university, including natural sciences, economics, social sciences, philosophy, history and literature. These courses are rigorous within their traditional disciplines, from natural sciences to political science, philosophy, economics,

management and sociology.

Partial scholarships include the Landsberger Foundation Scholarship awarded annually through an essay competition.

## Major in Environmental Studies

The Bachelor of Arts in Environmental Studies includes three tracks: public policy, education, and supply chain management. The education track offers a double major in environmental studies and elementary education with an option for Middle School science certification. The supply chain management track includes a certificate from the Stillman School of Business in Supply Chain Management.

Minors in environmental studies and environmental science are also offered. The Minor in Environmental Studies complements any major, and the Minor in Environmental Sciences is designed for students majoring in the natural sciences.

### Required Courses for all tracks (22 credits)

ENVL 1011 Introduction to Environmental Studies 3

### Earth or Physical Science (choose one)

ENVL 1019/

ERTH 1019 Introduction to Geology 3

ENVL 1111/

GEOG 1111 Fundamentals of Geography 3

PHYS 1001 Physical Science 3

### Natural Science (choose one)

BIOL 1101\* Introduction to Biology 3

BIOL 1104\* Biology and the World Around Us 4

CHEM 1001\* Chemistry and the World Around Us 3

ENVL 2122/

BIOL 2122 Introduction to Ecology 4

ENVL 2115/

PHIL 2115 Environmental Ethics 3

ECON 1402 Principles of Economics I 3

### Capstone (3 credits)

ENVL 5050 Senior Capstone 3

\* Satisfies the A&S Core Curriculum requirements.

### Environmental Education Track (15 credits):

For students interested in enhancing public awareness of environmental issues through schools, non-profit organizations and community-based organizations

- One additional physical science course and one additional natural science course from the list of required courses;
- ENVL 4511 Practicum in Environmental Studies (waived for students who complete student teaching EDST 4001 Senior Clinical Practice Seminar);
- EDST 4001 Senior Clinical Practice Seminar; and
- Two ENVL electives from the list below.

### Environmental Policy Track (15 credits):

For students interested in developing skills for work in the public sector: local, regional, national and international levels

POLS 1111 Intro to Public Policy

POLS/

ENVL 2910 Research Methods for Social Sciences

ENVL 3014 Ecology and Politics

Two ENVL electives from the list below

### Supply Chain Management Track (15 credits):

BQUA 2812 Quantitative methods for Business (prerequisite MATH 1203)

BITM 3740 (or BMGT 4560)

IT Project Management

BITM 3741 (or BMGT 3641/BMKT 4627)

Supply Chain Management

One ENVL elective

### Select one of the following:

BITM 3744 Business Intelligence

BITM 3727 Advanced Business Software Tools

BITM 3724 Business Information Modeling

BMKT 4625 Retail Marketing

BMKT 4629 Sales and Personal Selling

BMGT 4562 Negotiation

BMGT 4640 Entrepreneurship

### Elective Courses:

COMM 1421 Writing for the Media

DIPL 3201 Sustainable Development

ENGL 3426 Literature and Nature

ENGL 3514 Scientific and Technical Writing

ENVL 2311/

ANTH 2321 Population, Ecology & the Environment

ENVL 2321/

HIST 2321 Environmental History of the US

ENVL 2910 Research Methods for Social Sciences

ENVL 3014/

POLS 3014 Ecology and Politics

ENVL 3050-3099 Selected Topics in Environmental Studies

ENVL 3150 Geographic Information Systems

ENVL 3200/

CORE 3200 Sustainability in the Marine Environment

ENVL 3592/

CORE 3592/

PHIL 3592 Humans and the Natural World:

Ideas that Matter

ENVL 3593 Permaculture Design

ENVL 3594 Permaculture Design Lab

(1 credit, corequisite for ENVL 3593)

ENVL 4111-4113 Reading and Writing Tutorial in Environmental Studies (1-3 credits)

## Minor in Environmental Studies

The environmental studies minor is intended to complement a major in any subject to increase awareness of environmental problems and possible solutions.

### Required Courses: 10-11 Credits

ENVL 1011 Introduction to Environmental Studies 3

ENVL 2122/BIOL 2122

Introduction to Ecology 4

One of the following as a prerequisite to ENVL

**2122/BIOL 2122**

BIOL 1101	Introduction to Biology *	3
BIOL 1104	Biology and the World Around Us	4
CHEM 1001	Chemistry and the World Around Us**	3

\* BIOL 1201 or BIOL 1202 may be substituted for BIOL 1101 or BIOL 1104. \*\*CHEM 1123-1124 or CHEM 1107-1108 may be substituted for CHEM 1001-1005.

**Elective Courses: 9 Credits**

Choose from any ENVL courses.

**Minor in Environmental Sciences**

The interdisciplinary minor in environmental sciences is designed for students majoring in biology, biochemistry, chemistry or physics. The environmental sciences minor teaches students scientific skills for practical use in this field of investigation.

**Required Courses\***

ENVL 1011	Introduction to Environmental Studies	3
BIOL 2341	Ecology	4

**Two of the following:**

BIOL 3341	Environmental Toxicology	3
CHEM 2215	Analytical Chemistry I	4
CHEM 2216	Analytical Chemistry II	4
PHYS 3511	Environmental Physics	3

Choose other ENVL courses to make a total of 20 credits

\*The required courses have the following pre-requisites:

Prerequisites for Ecology and Environmental Toxicology: BIOL 1201 General Biology I; BIOL 1202 General Biology II; BIOL 2211 Genetics;

Prerequisites for Environmental Chemistry, Environmental Toxicology, and Environmental Physics: CHEM 1123/1125-1124/1126 General Chemistry I-II and CHEM 2313-2314 Organic Chemistry I-II;

Prerequisite for Environmental Physics: PHYS 1701-1702 General Physics I-II, MATH 1401 Calculus

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

**Course Descriptions****ENVL 1011 Introduction to Environmental Studies**

This course introduces students to the interdisciplinary field of environmental studies, through lectures and discussion led by environmental studies program faculty from the social sciences, natural sciences and humanities. *3 credits*

**ENVL 1019 (ERTH 1019) Introduction to Geology**

Descriptive survey of the science of the earth; the composition of the earth; weathering and erosion; the formulation and movement of glaciers; the origin of mountains, volcanoes, earthquakes and deserts; and geological history of the earth. Field trips when possible. *3 credits*

**ENVL 1111 (GEOG 1111) Fundamentals of Geography**

Geography as a periodic relationship between the physical environment and life. Elements of the natural environment and their influences on human cultural activities. *3 credits*

**ENVL 2115 (PHIL 2115) Environmental Ethics**

Examination of current theoretical and practical issues in the field of environmental ethics, among them, obligations to future generations, human relationships to nature, and the inherent value of the natural world. *3 credits*

**ENVL 2122 (BIOL 2122) Introduction to Ecology**

Application of basic scientific laws, principles and concepts to environmental and resource problems. Scientific concepts such as matter and energy resources; soil, water and food resources; ecosystems, atmosphere and geologic processes; air and water pollution and pesticides will be studied.

Problems such as deforestation, loss of biodiversity and global climate change will be examined. Three-hour lecture, three-hour laboratory per week. (Part of the environmental studies program; not a biology major elective course.)

Prerequisites: BIOL 1101, BIOL 1104 or CHEM 1001 or equivalent. Lab fee \$25. *4 credits*

**ENVL 2311 (ANTH 2311/SOCI 2311) Population, Ecology, and the Environment**

Examines diverse socio-cultural strategies used by human societies throughout the world. Addresses a broad range of social formations such as those used by tropical hunters and foragers, small scale agriculturists & pastoralists, peasant farmers, and agro-industrial corporations, as they respond to and transform the natural environment. Students will learn to apply an anthropological perspective towards the understanding of topics of great global import such as population, pollution, industrialization, sustainable development, and ecosystems. *3 credits*

**ENVL 2321 (HIST 2321) Environmental History of the United States**

Explores the changing relationship between people and the environment in the United States. As a general survey of the nation’s environmental history, the course examines a variety of issues, including our changing understanding of the “natural” world and our place in it; the consequences of human efforts to commodify and control nature; social and ethical responses to environmental problems; and the evolution of environmental policy. *3 credits*

**ENVL 2910 (POLS 2910) Research Methods for Social Sciences**

An introduction to social science research. Topics include problem selection and hypothesis formation and testing;

research design; sampling; construction and administration of research techniques; elementary data analysis and ethical issues. Some statistical and computer applications.

Prerequisite: Math 1203 or MATH 1101. *3 credits*

**ENVL 3014 (POLS 3014) Ecology and Politics**

Explores the relationship between politics and environmental policy in the U.S. Looks at specific problems such as pollution, global climate change, species depletion, land management and hazardous waste. Explores attempts by government and other interested parties to rectify these problems. *3 credits*

**ENVL 3050-3052 Selected Topics in Environmental Studies**

Topics are chosen by the environmental studies faculty. Through lectures, discussion of readings, written assignments, field work and other means, students explore a special topic in the field of environmental studies. *3 credits*

**ENVL 3150 Geographic Information Systems**

Geographic Information Systems are mapping technologies used in a variety of professional fields. In this course, students will acquire basic GIS software skills for representing and interpreting data on maps. Individual and group projects emphasize real-world applications. *3 credits*

**ENVL 3200 (BIOL 3200/CORE 3200) Engaging the World: Sustainability in the Marine Environment**

Sustainability in the marine environment involves synchronizing human activities with the rhythms of nature. Students learn the theory of sustainability from the perspectives of marine biology and resource management, religious values, and socio-economic constraints, and study the application of these concepts in a particular geographic setting, Campobello Island, at the US-Canada border. This “travel and learn” course is offered in the Summer term, and includes travel and residence for one week on Campobello Island, off the coast of Maine. The course fulfills the University Core Signature 3 requirement. *3 credits*

**ENVL 3592 Human and the Natural World: Ideas that Matter**

This course explores the various paradigms of the natural world that have been developed over the course of the Catholic intellectual tradition, broadly understood. These paradigms have had enormous influences on the ways that we in the west have thought about, organized, and acted upon in the natural world. These paradigms include significant descriptions and norms about the relationship of humans to the natural world. During this course we analyze and evaluate these dimensions of the paradigms of nature as well as human relationships to the earth. The course fulfills the University Core Signature 3 requirement. *3 credits*

**ENVL/BIOL 3593 Permaculture Design**

The ethics, principles and practices of permaculture (permanent agriculture and permanent culture) are introduced with real life examples of urban, suburban and rural landscape regeneration projects. Using whole systems thinking, students will design human habitats that yield

perennial abundance and enduring value. Focus on habitats that are adaptive, resilient and secure places, in a future of peak oil, climate instability, and deepening economic insolvency. The course is accompanied by Permaculture Design Lab (1 credit). Together, the course and the lab lead to a professional certificate in Permaculture Design. *3 credits*

**ENVL 3594 (BIOL 3594) Permaculture Design Lab**

Permaculture Design lab is the practical application of material being discussed in Permaculture Design lecture. Students who complete 40 hours of practical work receive a Certificate in Permaculture Design from the Permaculture Design Institute. *1 credit*

**ENVL 4111, 4112, 4113 Reading and Writing Tutorial in Environmental Studies**

The tutorial courses provide opportunities for a senior student to pursue an in-depth reading and writing project in close consultation with a member of the environmental studies faculty. *1-3 credits*

**ENVL 4511 Practicum**

This course provides a field experience under the supervision of a member of the environmental studies faculty. The specific form and requirements of the practicum, e.g. internship, service learning, etc., is developed in close consultation with the instructor. Students share their reflections on the experience during the semester and make a formal presentation of the results. *3 credits*

**ENVL 5050 Senior Capstone**

This course is the senior capstone for all students majoring in environmental studies. A broad topic of pivotal importance to the field is selected annually. Each student prepares an independent research project on a specific aspect of the topic, closely mentored by faculty of the environmental studies program. The course is taught in the Fall semester, but students begin preparation through required Summer reading. The Fall semester is a structured research/writing seminar that culminates in a formal written and oral presentation of the student’s findings. *3 credits*

## Minor in Medical Humanities

<https://www.shu.edu/academics/minor-in-medical-humanities.cfm>

**Co-Directors:** Ki Joo Choi, Ph.D. (Dept of Religion) and Abe Zakhem, Ph.D. (Philosophy)

Fahy Hall, Room 326  
(973) 761-9462

Seton Hall's minor in Medical Humanities provides an interdisciplinary approach to medicine and healthcare, bringing together fields in the humanities, social sciences and the arts. It utilizes the unique strengths of each of these fields to engender a rich and nuanced understanding of the various ways human beings experience and express their perspectives and narratives on wellness and sickness, life and death, and what constitutes a life worth living, with the primary goal of humanizing and fostering compassionate and more effective

healthcare.

This minor is intended to complement student career goals in medicine, nursing and related health professions. It is also an excellent choice for any student who seeks a deeper understanding of the human condition.

**Required Courses (6 credits = 2 courses)**

PHIL 1130 Biomedical Ethics

RELS 2511 Christian Values and Health Issues

**Electives (12 credits = 4 courses; electives must be spread across 3 disciplinary areas):**

ARTH 1001 Art and Human Needs

CAST 3004 Catholic Theology of Science

CAST 3031 Catholicism, Healthcare and the Human Condition

CAST 3891 (NURS 3891) Internship in Catholic Studies

CAST 3955 Catholicism and the Human Sciences

CLAS 3300 Death and Afterlife in Antiquity

ENGL 3370 Illness and Literature

NUTH 4440 (CORE 3912) Care of the Dying

PHIL 2100 Modern Society and Human Happiness

PHIL 2175 Philosophy of Death

PHIL 2700 Philosophy of Science

PHIL 2810 ST Philosophy of Medicine

RELS 2520 (CAST 2520) Catholic Social Teaching

RELS 2316 Theology of Death

RELS 3290 (CAST 3005) Christian Theology and Science in Dialogue

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

RELS 3180 Responses to Suffering in the Ancient World: From Bible to Buddha

RELS 3598 ST Mind and Spirit

SOCI 2224 (ANTH 2224) Sociology of Health and Medicine

SOCI 2511 (AFAM 2328) Growing Older: Sociology of Aging

SOCI 3955 Catholicism and the Human Sciences

**Total: 18**

**Capstone Project**

Students will work one-on-one with a faculty member and conduct research in the medical humanities and humanistic medicine. Research will culminate in a Capstone Project, wherein the students will explore and produce a final work, such as a research paper or poster relating what they have learned in medical humanities-related courses to a medical or healthcare related practice, e.g., the use of narrative medicine or the application of biomedical ethics training in a clinical setting. This project should demonstrate the student's proficiency in the concept of humanistic medicine and healthcare and humanities-based perspectives on health and illness.

## Minor in Middle Eastern Studies

<https://www.shu.edu/academics/minor-middle-eastern-studies-cfm>

**Co-Directors:** Golbarg Rekabtalaei, Ph.D. and Youssef Yacoubi, Ph.D.

The Arts and Sciences has created the Minor in Middle Eastern Studies in order to provide an interdisciplinary overview encompassing the history, cultures, religious traditions and political institutions of the lands stretching from Morocco to Iran and from Turkey to the Southern tip of the Arabian Peninsula in the period from the rise of Islam to the present day. The rationale of the program is to provide students with a deeper understanding of on-going events and processes in the region by exposing them to a broad and balanced range of courses from a variety of disciplines.

The Middle Eastern Studies Minor will consist of three required and three elective courses, totaling 18 credits. No more than two of the three electives can be taken from the same department.

<b>Required Courses:</b>		<b>Credits</b>
HIST 1551	Middle East I	3
HIST 1552	Middle East II	3
REL 2415	Introduction to Islam	3

**Elective Courses**

*Choose three elective courses. No more than two of the three electives can be in the same department.*

HIST3520	The Ottoman Empire	3
HIST3521	Modern Turkey	3
HIST 3530	History of Iran	3
HIST 3554	History of North Africa	3
HIST 4590-92	Topics in Middle East History	3
RELS 2416	Islamic Spirituality and Mysticism	3
RELS 3434	Women, Gender and Islam	3
POLS 2711	Foreign Policy in the Middle East	3
DIPL 4187	The Modern Middle East: US Involvement	3

**Total: 18**

## Medieval and Renaissance Studies

### Minor

<https://www.shu.edu/academics/minor-in-medieval-renaissance-studies-cfm>

**Director:** Angela Weisl, Ph.D.

**Faculty:** Bénétéau; Connell; Murzaku; Nichols; Sherman; Wangerin; Weisl (*Director*)

The Medieval and Renaissance Studies Minor is for students interested in focusing on these particular historical periods and how they manifest in a variety of disciplines. Interested students must take 6 courses (18 credits) from the following list. Courses must come from at least 3 disciplines; students may focus specifically on the Medieval or Renaissance period, or they can combine courses from both periods. Students' coursework may focus on Western Europe or take a broader view of Medieval and Renaissance



Geography to include the Middle East, the Far East, and even the Americas. Courses may “double count” with a student’s major or additional minor. Other special topics courses may be approved for the minor by the coordinator.

### List of Approved Medieval and Renaissance Studies Courses

#### Art History

ARTH 2112	Medieval Art
ARTH 2113	Italian Art of the Renaissance
ARTH 3101/ CORE 3130	The Art of St. Peter’s
ARTH 3141	Special Topics in Art History
ARTH 3142/ CORE 3132	The Art and Experience of Pilgrimage

#### Catholic Studies

CAST 3028	Worship and Holy Images in the Catholic Church
CAST 3994 (CORE 3748)	Foundation of Christian Culture
CAST 3998 (CORE 3762)	Italy in the Footsteps of the Saints

#### English

ENGL 3211	Medieval Literature
ENGL 3212	Renaissance Literature
ENGL 3311	Chaucer
ENGL 3312	Shakespeare

#### History

HIST 3228	Women in the Middle Ages
HIST 3229	The Early Middle Ages
HIST 3230	The High Middle Ages
HIST 3231	The Vikings
HIST 3232	The Crusades
HIST 3234	Medieval Italy
HIST 3240	Renaissance and Reformation
HIST 3246	Kievan Rus’ and Muscovy
HIST 3228	Medieval Women
HIST 3520	The Ottoman Empire
LALS 1401/ HIST 1401	History of Latin America I
HIST 3420	History, Religion and Society in Early Latin America
HIST 3621/ ASIA 3127	History of Traditional China
HIST 3622/ ASIA 3129	History of Traditional Japan

#### Honors

HONS 1102	Medieval Colloquium
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#### Languages, Literatures, and Cultures

ITAL 3305	Italian Civilization I
ITAL 3321-3322/Special Topics 4324-4325	
ITAL 3401	Survey of Italian Literature I
ITAL 4401	The Italian Renaissance
ITAL 4411	Dante’s Commedia I
ITAL 4412	Dante’s Commedia II

ITAL 4468	The Italian Short Story I
LALS 1401/ HIST 1401	History of Latin America I
ARCH 3143/ ARTH 3143/ MOLG 3143	The Viking Era
CLAS 4310/ ARCH 3310/ CORE 3302	Ancient France
LATN 3150/ CAST 3150	Medieval Latin
SPAN 4401	Medieval and Renaissance Spanish Literature
SPAN 4411	Spanish Golden Age Drama and Poetry
SPAN 4412	Spanish Golden Age Prose
HIST 3621/ ASIA 3127	History of Traditional China
HIST 3622/ ASIA 3129	History of Traditional Japan
<b>Philosophy</b>	
PHIL 2030	Medieval Philosophy
PHIL 3015	St. Thomas Aquinas
<b>Religion</b>	
RELS 2222:	Medieval Christian Thought

## Liberal Studies Program

Fahy Hall Room 314

(973) 761-9000 Ext. 5183

[www.shu.edu/academics/artsci/ba-liberal-studies](http://www.shu.edu/academics/artsci/ba-liberal-studies)

**Director:** Mark B. Couch, Ph.D.

The Liberal Studies program leads to a Bachelor of Arts degree. The program provides a more individualized education than can be gained by a concentration in one of the usual majors of the College of Arts and Sciences. In the program an education in the liberal arts is the foundation for students’ intellectual life and provides their preparation for various careers. Students are able to develop a course of study by selecting from a variety of courses. They learn to analyze what they read, to write effectively, and to appreciate art in its various forms. Students have gone on to further study or careers in such areas as education, teaching, business, law, linguistics, and creative writing.

The Liberal Studies program is based in the disciplines of the College of Arts and Sciences. To complete the major, students are required to satisfy the core requirements of the College. In addition, students are required to complete a program that consists of an 18-credit minor, 15 additional credits from the liberal arts, a 3-credit writing course, and a Senior Seminar. After these requirements are met, students must take sufficient electives to satisfy minimum graduation requirements of 120 credits.

To earn a bachelor’s degree, students must have a minimum GPA of 2.0. They must also maintain a minimum of a 2.0 GPA within the Liberal Studies program.



**Program Requirements**

The Liberal Studies major consists of a minimum of 39 credits. Students work out the details of their course of study with the director who provides advice in selecting courses. As soon as students decide to enter the program, they should see the director to file a form for the courses under requirement (C). These courses should fit with the minor in (B) to create a coherent program.

**Curriculum**

- A. Completion of the Core Curriculum of the College of Arts and Sciences;
- B. Completion of a minor (minimum 18 credits) in one of the following disciplines:
  - Africana Studies
  - Anthropology
  - Archaeology
  - Art History
  - Asian Studies
  - Classical Studies
  - Communication
  - English, French, Italian, Latin, Russian, Spanish
  - Fine Arts
  - History
  - Music Performance
  - Philosophy
  - Religion
- C. Completion of four additional courses (12 credits) from the disciplines listed in (B) not required for the Core Curriculum or the selected minor;
- D. Completion of one English course from the following: ENGL 2511, ENGL 2514, ENGL 2515, and ENGL 3511;
- E. Completion of three creative arts credits from the following: AART 1110-2316, MUAP 1011-3699, COBF 2222 and 3222, COTH 2626 and 3625;
- F. Completion of Senior Seminar, IDIS 5001;
- G. Completion of additional elective credits sufficient to meet the 120-credit minimum graduation requirement of the College; and
- H. A minimum GPA of 2.0 in the courses used to satisfy major requirements (B)-(G) inclusive.

**Total: 120**

## Interdisciplinary Minor, Certificate and Other Special Programs

The College of Arts and Sciences offers several interdisciplinary minor programs: the minor in archaeology, the minor in Italian Studies, and the minor in Russian and East European Studies. The College also offers four interdisciplinary certificate programs: the multidisciplinary certificate in cybersecurity, the certificate in data

visualization and analysis, the multidisciplinary certificate in gerontology, and the certificate in Russian and East European Studies.

**Cybersecurity Certificate Program**

Science and Technology Center (McNulty Hall) Room 116  
(973) 761-9466

*isec@shu.edu*

**Director:** Manfred Minimair, Ph.D.

The program provides the skills and knowledge in Cybersecurity that information workers and business leaders need to succeed. It trains in computing for information systems, industrial and organizational psychology, legal issues, and solving organizational challenges in Cybersecurity as a capstone project. Furthermore, the program offers a boot-camp conveying practical skills in securing computer networks needed for an industry-recognized certification, such as CompTIA Security+.

**Prerequisites**

Undergraduate admission to Seton Hall University

**Curriculum**

The certificate is earned by completing 12 course credits and auditing a 5-day boot-camp on professional skills in Cybersecurity. The boot-camp addresses current practical industry needs for securing computer networks. The following courses are required to earn the course credits: ISCI 1117 Computing for Informatics  
PSYC 1216 Industrial/Organizational Psychology  
ISCI 3111 Cybersecurity Law and Policy  
ISCI 4021 Project in Cybersecurity

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

**Course Descriptions****ISCI 1117 Computing for Informatics**

The course teaches the foundations of computing and programming in a scripting language, such as Python, Perl and Scala, for professions dealing with data and information, including cybersecurity, data science, and data and information engineering, and addresses the impact of information systems and cybersecurity on society. It teaches the fundamentals of programming for informatics, to solve problems in cybersecurity, data science applications, and

information systems. The course focuses on the design process that leads students from a problem statement to a well-organized solution. *3 credits*

### **ISCI 3111 Cybersecurity Law and Policy**

This course is a survey of legal and public policy issues arising from the problem of cybersecurity. It begins with a review of Internet law concepts, highlighting the importance of social norms and “soft law” in the Internet’s development, while also recognizing the ways in which the Internet’s minimal legal governance frameworks contribute to its security risks. It then focuses on computer crime law, including the U.S. Computer Fraud and Abuse Act, which contains provisions that address data theft and hacking. This discussion of computer crime leads to consideration of online privacy, government surveillance, and legal process for government investigations, and cyberwar. The final portion of the course covers legal and policy issues relating to private information infrastructure. *3 credits*

### **ISCI 4021 Project in Cybersecurity**

Students participate in a collaborative cyber-security group project under the guidance of a faculty member in the cyber-security program. The topic of the project, chosen in consultation with the faculty member, is closely integrated with the learning experience in any of the courses offered in the cyber-security program. The project will focus on providing a solution to a real-world cyber-security issue that an actual or hypothetical organization may face. *3 credits*

## **Data Visualization and Analysis Certificate Program/Online Program**

Science and Technology Center (McNulty Hall) Room 116  
(973) 761-9466

[dava@shu.edu](mailto:dava@shu.edu)

**Director:** Manfred Minimair, Ph.D.

The program is offered by the Department of Mathematics and Computer Science and the Department of Psychology. This pioneering program identifies the skills and knowledge that information workers need to succeed. It trains students to communicate information clearly and effectively through graphic depictions that stimulate and encourage viewer engagement. The students learn how to analyze and portray complex data in an attractive and vivid design format. The students practice preparing real-world data for storing in databases, analyzing data with statistics and machine-learning tools, and using visualization in order to study data and present findings.

### **Prerequisites**

- PSYC 1101 Introduction to Psychology (minimum grade of C-), or equivalent
- Undergraduate admission to Seton Hall University

### **Curriculum**

The certificate is earned by completing 15 course credits and an additional 3-credit internship, for a total of 18 credits.

### **Data Visualization and Cognition (6 credits)**

DAVA 3000 Data Visualization  
PSYC 3214 Cognitive Psychology

### **Data Analytics (6 credits)**

DAVA 3010 Data Mining  
MATH 1203 Statistical Models for the Social Sciences  
(or BQUA 2811, CHEM 4212, MATH 2111, MATH 2711, MATH 3711, PSYC 2311 for majors with these courses)

### **Practical Experience (3 credits)**

DAVA 4011 Intern in Visual Analytics  
PSYC 3408 Internship in Psychology  
DAVA 4021 Project in Visual Analytics  
CSAS 3095 Computer Science Co-Op I  
CSAS 3096 Computer Science Co-Op II  
CSAS 3097 Computer Science Co-Op III

or

CSAS 4202 Honors Research Project I

### **Elective (choose one of the following 3-credit courses)**

AART 1223 2-D Design and Color  
BITM 2701 Management Information Systems  
BITM 3727 Advanced Business Software Tools  
(for students who have skills comparable to BITM 2701)  
COGR 3323 Presentation Graphics  
CSAS 1114 Introduction to Program Design I  
CSAS 1113 Computing for Science Majors  
CSAS 4115 Databases  
CSAS 4122 Computer Graphics Visualization  
ENGL 2516 Business Writing  
ENVL 3150 Geographic Information Systems  
PHIL 1125 Business Ethics

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

## **Course Descriptions**

### **DAVA 3000 Data Visualization**

Visualization is crucial for understanding complex information and for enabling humans to act on information appropriately. For example, visualization is used in many application areas such as social and health sciences, business, the natural sciences and engineering. This course introduces the foundations of information visualization rooted in

cognitive psychology and perception. This course also teaches retrieving information from data sources, such as data bases and the internet, preparing data for processing, as well as creating and presenting information visualizations using standard software. *3 credits*

#### **DAVA 3010 Data Mining**

This course introduces the foundations of applied data mining. There is a need for extracting useful information from raw data in fields such as social and health sciences, business, the natural sciences and engineering. This course covers the fundamental ideas and algorithms of data mining. Furthermore, it teaches applying data mining techniques in order to extract useful information from data. Standard software for data mining will be used. The course is intended for any student desiring an introduction to data mining. Prerequisite: MATH 0012 or appropriate placement. *3 credits*

#### **DAVA 3111 Text Mining**

A majority of data collected today is unstructured and therefore not immediately accessible to standard data mining techniques. Much of that unstructured data comes in the form of text. Analyzing textual data requires a specialized suite of tools, tools which collectively constitute the field of text mining. This course introduces the foundations of text mining, and provides techniques and ideas that demonstrate how text mining can be used to extract useful information from a large text corpus. Applications include examples in the humanities, law, business, and the sciences. Text processing and analysis will be carried out using standard software for text mining. The course is intended for any student desiring an introduction to text mining. *3 credits*

#### **DAVA 4011 Intern in Visual Analytics**

This course provides credit for students participating in an internship experience through the Career Center. As part of the requirements, students are required to give a presentation about their experience in the departmental seminar. Students interested in the internship experience are required to consult the departmental internship adviser. Prerequisites: DAVA 3000 and PSYC 3214 with an average 2.5 GPA in each. Corequisites: DAVA 3010 and MATH 1203 (or equivalent). *3 credits*

## **Archaeology Minor Program**

<https://www.shu.edu/academics/minor-archaeology.cfm>

The Archaeology program is co-sponsored by the Departments of Religion, Languages, Literatures and Cultures, and Sociology, Anthropology and Social Work.

Participating faculty bring a broad range of academic experience from disciplines of arts and humanities, behavioral and exact sciences.

The Minor in Archaeology is a program designed to lead the student to ancient foundations of human intellectual, social and material achievement through guided applications of academic disciplines.

A liberal arts education is intended to provide students with

knowledge about a variety of academic areas and some experience in several of its disciplines. Archaeology as discourse about ancient people and material culture is a discipline that integrates into its own operations a variety of academic disciplines.

Students who minor in archaeology can achieve more than knowledge of the deepest foundations of human civilizations. Because of its practical and experimental nature, archaeology facilitates the integration of academic disciplines into a more coherent vision of what a broad liberal arts education is all about.

Students are encouraged to integrate their majors and/or minors with the study of archaeology where possible. Projects chosen range from studies in art, artifacts or architecture of antiquity to chemistry, computer applications and photography. Museum independent study courses at the Seton Hall University Museum of Anthropology and Archaeology (SHUMAA) are available and encouraged. Archaeological field school offerings at other institutions may be taken as independent study credit(s) with permission from the participating faculty.

For advisement in the archaeology minor program, please contact Dr. Raymond Capra ( raymond.capra@shu.edu) in the Department of Languages, Literatures and Cultures and/or Dr. Rhonda Quinn (rhonda.quinn@shu.edu) in the Department of Sociology, Anthropology and Social Work.

## **Archaeology Minor**

### **Requirements**

Each course is offered for 3 credits and may be taken either under ARCH or under the cross-listed department designation.

#### **A. Three credits:**

ARCH 1001/ Archaeology for Liberal Arts  
IDIS 1201

#### **B. Six credits in the following:**

ANTH 1201 Physical Anthropology  
ARCH 1112/ Archaeology of Greece  
CLAS 1311  
ARCH 1113/ Archaeology of Rome  
CLAS 1312  
ARCH 1114/ Archaeology and the Bible  
RELS 2121

#### **C. Six credits in the following:**

ANTH 1202 Cultural Anthropology  
ARCH 1250/ Women in the Biblical Tradition  
RELS 2160  
ARCH 2112/ Greek Civilization  
CLAS 2319/  
HIST 3220  
ARCH 2113/ Roman Civilization  
CLAS 2320/  
HIST 3221  
ARCH 2303/ Politicians in Antiquity

CLAS 2303	
ARCH 2304/	Historians of Greece and Rome
CLAS 2304/	
HIST 3183	
ARCH 2311/	Greek and Roman Art
ARTH 2111	
ARCH 2317/	Classical Mythology
CLAS 2317/	
ENGL 3612	
ARCH 2322/	Women in Antiquity
CLAS 2322/	
HIST 2170/	
WMST 2322	
HONS 1101	Colloquium on the Ancient World
RELS 1102	Introduction to the Bible

**D. Three credits in an archaeological project:**

ARCH 4001	Independent Study/Project (1 credit)
ARCH 4002	Independent Study/Project (2 credits)
ARCH 4003	Independent Study/Project (3 credits)

*See Index to locate course descriptions under their cross-listed codes as indicated above.*

## Italian Studies Program

Fahy Hall Room 219  
(973) 275-2718

[www.shu.edu/academics/artsci/minor-italian-studies.cfm](http://www.shu.edu/academics/artsci/minor-italian-studies.cfm)

**Director:** David Bénéteau, Ph.D.

**Faculty and Committee Members:** Bénéteau (Director); Booth; Connell (*La Motta Chair*); Murzaku; Nichols; Romani (*Director of Alberto Institute*); Savastano

The Italian Studies program offers all Seton Hall University students an integrated, interdisciplinary approach to the language, history and culture of Italy. Defined as a nation in cultural terms long before it achieved political definition as a state, Italy has created with its literary and cultural achievements an exciting history that has spanned more than 2,500 years and several continents. The Italian Studies program offers an excellent opportunity to study the effects of this history on a people whose experiences were crucial in shaping European culture, while also creating new communities and local cultures for themselves in America and around the world.

The Italian Studies program capitalizes on Seton Hall's unique resources. The Charles and Joan Alberto Italian Studies Institute coordinates initiatives throughout the university, organizes conferences and oversees the awarding of scholarships to students working in Italian Studies. A vibrant Italian Language and Literature program, housed in the Department of Languages, Literatures and Cultures offers an array of courses in Italian (on-campus and in Rome). The Joseph M. and Geraldine C. La Motta Chair in Italian Studies sponsors lectures and research initiatives; the Valente Italian Studies Library houses a major research collection on the third floor of the Walsh Library; and the University Archives

preserve detailed records from the historically important Italian American communities of New Jersey. The program collaborates with the departments of Languages, Literatures and Cultures; History; Art History and Music; Catholic Studies; and Sociology, Anthropology and Social Work; the School of Diplomacy and International Affairs; and the Stillman School of Business.

### Italian Studies Minor

The Italian Studies Minor (18 credits) offers outstanding preparation for graduate school, or a career in international business, diplomacy, teaching, social work and the law. Recent graduates of the Italian Studies Minor have established careers in finance, tourism and the fashion industry, and some have gone on to the best law schools in the United States. Students majoring in any field are encouraged to consider the advantages of a minor program that provides focused attention on the history, language and culture of a country and people whose experiences continue to be fundamental in shaping the modern world.

### Requirements

The Italian Studies Minor requires 18 credits of study distributed among at least three of the participating departments and programs. Students must complete at least 6 credits in Italian language and literature at any level.

### Courses

ANTH 1202	Introduction to Cultural Anthropology
ANTH 2230	Folklore and Mythology
ANTH 2412	Anthropology of Religion
ARTH 2113	Italian Renaissance Art
ARTH 2115	Baroque and Rococo Art
CLAS 1312	Archaeology of Rome
CLAS 2320	Roman Civilization
HIST 2365	Italian American History
HIST 3234/	Medieval Italy
CORE 3426	
HIST 3235/	Modern Italy
CAST 2235/	
CORE 3430	
HIST 3240/	The Renaissance and Reformation
CORE 3435	
ITAL 1001-1002	Elementary Italian I-II
ITAL 2001-2002	Intermediate Italian I-II
ITAL 3001-3002	Advanced Italian I-II
ITAL 3305-3306	Italian Civilization I-II
ITAL 3321-3322,	Special Topics in Italian Civilization
4324-4325	
ITAL 3401-3402	Survey of Italian Literature
ITAL 3601	Italian Cinema
ITAL 4401	The Italian Renaissance
ITAL 4411	Dante's Commedia I
ITAL 4412	Dante's Commedia II
ITAL 4441-4442	Contemporary Italian Prose I-II
ITAL 4468-4469	The Italian Short Story I-II
ITAL 4801-4803	Studies in Italian Literature I-II

ITAL 2701-2702, Study Abroad in Rome, Italy 3701	
ITST 3192	Special Topics in Italian History
ITST 3193	Special Topics in Italian Art History and Music
ITST 3194	Special Topics in Italian Language and Literature
LATN 3150	Medieval Latin
MUHI 1119	History of Opera

## Multidisciplinary Certificate in Gerontology

<https://www.shu.edu/academics/certificate-gerontology.cfm>

**Advisers:** St. Romain (*Law*); Boroff (*Business*); Levy (*Psychology*); Mirabella (*Political Science and Public Affairs*)

The multidisciplinary certificate program in gerontology is a concentration of studies designed for those who wish to understand and advance the quality of life of older persons. The concentration may be taken in addition to an appropriate major: nursing, social work, sociology, social and behavioral sciences/occupational therapy, business, psychology, biology, political science, Africana studies, education or religion. Students wishing admission into the concentration should contact the program director and/or the gerontology adviser in their discipline, as indicated above.

### Requirements

In addition to the requirements of the school and the major upon which the concentration is built, the following four units - a minimum of 17 credits - are required. Courses are all 3 credits, except as noted.

#### I. Gerontology: 8 credits

AFAM 3312	Advanced Seminar in Gerontology
NUTH 3002	Gerontological Nursing (2 credits)
SOWK 1911	Introduction to Gerontology

#### II. Electives: 6 credits from the following courses:

PSYC 1214	Adult Development
SOCI 2511/AFAM 2328	Growing Older: The Sociology of Aging

#### III. Internship

An internship (practicum or clinical) in direct service or research is required of all students. Students in the professions need not do another internship but must complete their required clinical or practicum in aging. Students in majors not requiring an internship must complete an internship. Contact the director of the Gerontology Program to plan for satisfaction of the internship requirement.  
*3 credits minimum*

#### IV. Additional electives (not required)

*Students wishing to supplement the required courses should consider the following courses:*

#### Social and Behavioral Sciences

ANTH 2224	Health and Medicine: An Anthropological Approach
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PSYC 2212	Developmental Psychology
SOCI 2813	Self and Society

#### The Life Sciences

BIOL 1102-1103	Human Anatomy and Physiology I-II
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#### Policy and Economics

POLS 2110	Contemporary Issues in U.S. Public Policy
SOWK 2201	Social Problems and Programs
SOWK 2301	Social Policy Analysis

*Contact the Director of the Gerontology Program for additional elective options. See Index to locate elective course descriptions.*

## Russian and East European Studies Program

Fahy Hall Room 344  
(973) 761-9386

[www.shu.edu/academics/artsci/russian-east-european-studies](http://www.shu.edu/academics/artsci/russian-east-european-studies)

**Director:** Maxim Matusevich, Ph.D.

The Russian and East European Studies Program brings together students and faculty from a range of different disciplines around a common interest in the cultures, languages, history and political institutions of Eastern Europe and the territories of the former USSR. Students pursuing a minor or certificate in the program receive a comprehensive interdisciplinary training preparing them for a life-long engagement with this intriguing and important region. In addition to the academic offerings students in the program will have the opportunity to take part in a wide variety of cultural activities including lectures, forums, films, field trips and our study abroad program in St. Petersburg.

## Minor in Russian and East European Studies

### Requirements:

To complete the Minor in Russian and East European Studies student must receive 23 credits consisting of eight credits of intermediate level Russian and 15 credits of area studies courses drawn from the list below. The language requirement may be waived for students passing an advanced level proficiency exam in a major Slavic or East European language.

#### Courses:

##### Language:

RUSS 2001	Intermediate Russian I
RUSS 2002	Intermediate Russian II
RUSS 2011	Interactive Intermediate Russian I
RUSS 2012	Interactive Intermediate Russian II

##### Area Studies:

DIPL 4185	Foreign Policy of the Post-Soviet States
DIPL 4193	Eastern European and Post-Soviet Politics
HIST 3246	Kievan Rus' and Moscow
HIST 3256	History of Imperial Russia
HIST 3257	East Central Europe

HIST 3266	Twentieth Century Russia
HIST 3276	The Transformation of Russia, 1894-1932
HIST 4290	Topics in Modern Russian History
RELS 2224	Eastern Christianity
RUSS 3011	Russian Conversation
RUSS 3001-3002	Advanced Russian I and II
RUSS 3031-3032	Scientific Russian I and II
RUSS 3401-3402	Introduction to Russian Literature I and II
RUSS 4431-4432	Modern Russian Literature I and II
RUSS 3601	Russian Cinema
RUSS 4801-4802	Studies in Russian Literature I and II

Additional area studies electives may be accepted for credit toward the minor at the discretion of the Russian and East European Studies Program Director. No more than 9 credits of area studies electives may be taken within a single department.

Students wishing to receive a certificate in Russian and East European Studies must complete all the requirements for the minor plus a certificate essay, a substantial work of original research produced in the course of a three credit research seminar or directed reading.

## Certificate in Russian and East European Studies

The College of Arts and Sciences offers an undergraduate certificate program on Russia and East Europe, a broad multidisciplinary course of study leading to a certificate of proficiency in Russian and East European studies.

With a broad liberal arts background, students will gain a well-planned, comprehensive introduction to Russia and Eastern Europe, including the fundamentals of the Russian language and the history, literature, politics and economies of the region.

The program includes a minimum of 30 credits in language and area studies courses.

### Program Requirements

The basic program consists of 12 credits in Russian language (or a proficiency examination in another language of Eastern Europe), 15 credits in area courses, and a 3-credit program essay.

Language*	Credits
RUSS 1001-1002 Elementary Russian I-II	6
RUSS 2001-2002 Intermediate Russian I-II	6
RUSS 1011-1012 Elementary Interactive Russian I-II	2
RUSS 2011-2012 Intermediate Interactive Russian I-II	2

### Essay

A program essay (the equivalent of a senior paper) must be submitted on a topic approved by the director and written under the supervision of a faculty member involved in the program. Normally this requirement is satisfied by taking supervised research in the department of each student's majors.

### Area Study Courses\*

Students must elect 15 credits from the following list.

DIPL 4185	Foreign Policy of the Post-Soviet States
DIPL 4193	Eastern European and Post-Soviet Politics
HIST 3246	Kievan Rus' and Moscow
HIST 3256	History of Imperial Russia
HIST 3257	East Central Europe
HIST 3266	Twentieth Century Russia
HIST 3276	The Transformation of Russia, 1894-1932
HIST 4290	Topics in Modern Russian History
RELS 2224	Eastern Christianity
RUSS 3011	Russian Conversation
RUSS 3001-3002	Advanced Russian I and II
RUSS 3031-3032	Scientific Russian I and II
RUSS 3401-3402	Introduction to Russian Literature I and II
RUSS 4431-4432	Modern Russian Literature I and II
RUSS 3601	Russian Cinema
RUSS 4801-4802	Studies in Russian Literature I and II

Additional topics and courses may be approved for credit toward the certificate at the discretion of the program director.

\*See index to locate course descriptions.

## Women and Gender Studies Program

Fahy Hall  
(973) 761-9447, (973) 275-2176  
cws@shu.edu

[www.shu.edu/academics/artsci/womens-studies](http://www.shu.edu/academics/artsci/womens-studies)

**Director:** Vanessa May, Ph.D.; Karen Gevirtz, Ph.D.

**Affiliated Faculty:** Alam (*Diplomacy*); Alexander (*English*); Alvarez-Amell (*Languages, Literatures and Cultures*); Balkun (*English*); Bloom (*University Libraries*); Buckner (*Psychology*); Bunnage (*Sociology, Anthropology, and Social Work*); Carr (*Sociology, Anthropology and Social Work*); Conway (*Religion*); Danvers (*Classics*); Deyrup (*University Libraries*); Fieldston (*History*); Gevirtz (*English*); Gottlieb (*Freshman Studies*); Greene (*History*); M'Cormack Hale (*Diplomacy*); Marzabadi (*Chemistry and Biochemistry*); May (*History*); Mott (*Political Science and Public Affairs*); Murzaku (*Religion*); Nichols (*Communication and The Arts*); Nolan (*Psychology*); Nyberg (*Communication and The Arts*); Quizon (*Sociology, Anthropology, and Social Work*); Romani (*Languages, Literatures and Cultures*); Savastano (*Sociology, Anthropology and Social Work*); Schultz (*History*); Starrett (*Communication*); Unna (*Philosophy*); Wangerin (*History*); and Weisl (*English*).

The Elizabeth Ann Seton Center for Women's Studies, housed within the Program, was established in the spirit of St. Elizabeth Ann Seton, whose life of activism, spirituality and leadership serves as an inspiration to our community.

## Minor in Women and Gender Studies

The growth of Women's Studies and Gender Studies Programs across the United States and at Seton Hall testifies to the utility and versatility of an 18-credit minor in Women and Gender Studies. The minor is an excellent complement to virtually any major and strengthens students' academic perspectives and skills. The minor also prepares students for the realities of a competitive and rapidly changing job market. Students' readiness for the professions (law, medicine, education) and the corporate world is greatly enhanced by a rigorous analysis of gender and its importance in the wider culture. Students who have explored the disciplines through the gender lens will be better prepared to understand and manage the complexities of the work world, their society, and the world beyond.

The women and gender studies minor at Seton Hall University is an interdisciplinary exploration of the experiences of women and the diverse perspectives on women and gender. Courses will investigate the roles of gender in society and culture.

### I. Minor Requirements

	<b>Credits</b>
WMST 1401 Women, Culture and Society	3
WMST 2110 Feminist Theories	3
WMST Electives*	12

\*Students must take at least one course from Behavioral Sciences and one course from Humanities. The third and fourth electives may be from either area, or students may choose to take a 3-credit Independent Study (WMST 3193) as an elective.

### II. Elective Courses

#### Humanities

WMST 2113/ ENGL 3113	Women and Literature I
WMST 2114/ ENGL 3114	Women and Literature II
WMST 2160/ RELS 2160	Women in the Biblical Tradition
WMST 2317/ AFAM 2617	The Black Man and Woman
WMST 2322/ CLAS 2322/ ARCH 2322/ HIST 2170	Women in Antiquity
WMST 3431/ ENGL 3431	Immigrant and Post-Colonial Women Writers
WMST 2341/ HIST 2341	Women in America to 1869
WMST 2342/ HIST 2342	Women in America from 1869 to the Present
WMST 3228/	Queens, Wives, Saints, and Harlots:

HIST 3228	Women in the Middle Ages
WMST 3201/ ARTH 3201	Gender and Art
WMST 3382/	English Catholic Women Writers of the 17th and 18th Centuries
ENGL 3382/ CORE 3382	
WMST 3430/ HIST 3430/ LALS 3430	Women and Gender in Latin America

#### Behavioral Sciences

WMST 1215/ PSYC 1215	Psychology of Gender
SOWK 1334	
WMST 1335/ SOWK 1335	Family Violence
WMST 2211/ SOCI 2211	Sociology of the Family
WMST 2233/ ANTH 2233/ SOCI 2233	Understanding Human Sexuality
WMST 2514/ SOCI 2514	Sociology of Women and Men
WMST 2513/ SOCI 2513	Social Inequalities
WMST 2610/ POLS 2610	Women and Politics
WMST 3103/ RELS 3103	Gender, Power, and Biblical Interpretation
WMST 3318/ RELS 3434	Women, Gender and Islam
WMST 3432/ COJR 3432	Women and the Media
WMST 3514/ ANTH 3514/ SOCI 3514	Sociology of Gender
WMST 3191	Independent Study
WMST 3192	Independent Study
WMST 3193	Independent Study
WMST 3194	Independent Study
WMST 3332	Special Topics
WMST 3890	Internship (1 credit)
WMST 3891	Internship (3 credits)
WMST 3998	Study Abroad
WMST 3999	Study Abroad



## Course Descriptions

See cross-listed courses for additional course descriptions.

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

### **WMST 1401 Women, Culture and Society**

An interdisciplinary course designed to introduce students to the contributions of women to history, society and culture, and enable them to understand and evaluate the effects of social institutions and cultural expectations on gender. *3 credits*

**WMST 3191 Independent Study** *1 credit*

**WMST 3193 Independent Study** *3 credits*

**WMST 3194 Independent Study** *2 credits*

Directed study and research in chosen area of women and gender studies selected by the student in consultation with the program director. Requires extensive collaboration with a faculty member in the specific discipline and a major research problem. *3 credits*

**WMST 3332 Special Topics in Women’s Studies** *3 credits*

**WMST 3382 (ENGL 3382/CORE 3382) English Catholic Women Writers of the 17th and 18th Centuries**

Through texts by and about English Catholic women composed between 1660 and 1800, students in this course will learn about the challenges and opportunities facing these women and the ways – textual and practical – in which they faced them. Students will explore how text, whether private or public, provided 17th and 18th century English Catholic women with a means for negotiating the opportunities and limitations they faced as women, as Catholics, and as Catholic women. *3 credits*

**WMST 3890 Internship**

Instruction and work experience in organizations addressing areas involving women and/or gender issues, such as non-profits, education, science, business, or the arts; as part of a project involving women and/or gender issues for an organization not otherwise addressing those issues; or as a method for analyzing work experience. Prerequisites: Either WMST 2110 or WMST 1401. *1 credit*

**WMST 3891 Internship**

Instruction and work experience in organizations working in areas involving women and gender issues, such as non-profits, education, science, business, or the arts; or as part of a project involving women and gender issues for an organization not otherwise addressing those issues. *3 credits*

## Additional Interdisciplinary Courses

In addition to departmental courses the College of Arts and Sciences offers several interdisciplinary courses that may fulfill Core Curriculum and certain major requirements. Interdisciplinary courses are taught, both individually and in teams, by faculty from various arts and sciences departments.

Students interested in taking any of the following courses should refer to the A&S Core Curriculum or consult with an adviser in the appropriate department.

### **IDIS 1201 (ARCH 1001) Archaeology for Liberal Arts**

Multifaceted presentation draws on humanities and sciences in theory and practice. Students handle ancient artifacts, become acquainted with processing data scientifically and learn about ways scientific knowledge is integrated into an understanding of human life. They study ancient archaeological sites together with literature of art, history, politics and religion derived from them and provide a liberal arts framework within which to place a career-oriented major. *3 credits*

### **IDIS 1501 Peoples and Cultures of America I**

Introduces the various racial, ethnic, and religious groups who comprise the current American mosaic, from its earliest Native American inhabitants to the most recent immigrants. An overview of their cultural contributions and the manner in which gender and class influences their experiences constitute an important focus. Readings are drawn from original sources as well as monographs. Guest speakers and films will be used in this interdisciplinary multicultural course. *3 credits*

### **IDIS 1502 Peoples and Cultures of America II**

Presents a comparative overview of those foreign cultures that have sent and are sending America immigrants from Asian, African, European, Caribbean, and Latin American nations. Readings are obtained from original sources and monographs. A multicultural course exploring cultural diversity in a global context. Guest speakers and films will be used in this interdisciplinary course. *3 credits*

### **IDIS 5001 Senior Seminar in Liberal Studies.**

This course is a senior seminar for students in the Liberal Studies Program. The aim of the course is to give students the chance to examine how their previous coursework in the program contributes to their education in the context of a rigorous seminar. This is a writing-intensive course that focuses on issues within the humanities and discussions with the director. *3 credits*

### **IDIS 5002 Senior Seminar in Social and Behavioral Science**

Interdisciplinary senior seminar for social science majors which fulfills the graduation requirements for the SOBS or the SOBT major. Topics for the participants are decided upon in consultation with the faculty members directing the seminars and vary by the student’s minor field. *3 credits*



## Dual Degree Programs

The College of Arts and Sciences offers a variety of dual degree programs. In most cases, an incoming first-year student can be admitted to the entire program conditionally on performing above a defined level during the first phase of the program. Students may be admitted to the second phase of a program based on outstanding performance and available space.

For further details regarding any of these programs, contact the department or Enrollment Services.

### Department of Biological Sciences Dual Degree Programs

The following dual degree programs are administered through the Department of Biological Sciences and the School of Health and Medical Sciences (SHMS). Please see the Department of Biological Sciences section of this catalogue for admission and curriculum information.

#### Athletic Training

There are three options for this five-year program. The Department of Biological Sciences offers a 3+2 dual degree program leading to a Bachelor of Science or Bachelor of Arts in Biology and Master of Science in Athletic Training with the School of Health and Medical Sciences. The third option involves completion of the Bachelor of Arts in Social and Behavioral Sciences program offered through the Department of Sociology, Anthropology, and Social Work. Both programs offer select students the opportunity to study in a liberal arts environment as well as in a major healthcare organization. For a complete description of the Biology programs, see the Department of Biological Sciences. For a complete description of the Social and Behavioral Sciences program, see the Department of Sociology, Anthropology, and Social Work section of this catalogue.

#### Optometry

An agreement with the Pennsylvania College of Optometry permits outstanding students to spend three years at Seton Hall University and be admitted to their optometry program. The B.S. from Seton Hall University is granted on successful completion of the first year of the optometry program.

#### Physical Therapy

The Department of Biological Sciences offers a 3+3 dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy with the School of Health and Medical Sciences. This six-year program offers select students an opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization. For a complete description of this program, see the Department of Biological Sciences section of this catalogue.

#### Physician Assistant

The Department of Biological Sciences offers a 3+3 dual degree program leading to a Bachelor of Science in Biology and a Master of Science in Physician Assistant with the School of Health and Medical Sciences. This six-year program offers select students the opportunity to study in a traditional liberal arts environment as well as in a major healthcare organization. For a complete description of this program, see the Department of Biological Sciences section of this catalogue.

### Social and Behavioral Sciences Dual Degree Programs

The following Social and Behavioral Science dual degree programs are offered in conjunction with the School of Health and Medical Sciences. Please see the Department of Sociology, Anthropology and Social Work section of this catalogue for admission and curriculum information.

#### Athletic Training

The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Science (B.A.) and a Master of Science in Athletic Training (M.S.A.T.). This five year program offers students the opportunity to study in a liberal arts environment as well as the opportunity to study the art and science of athletic training.

#### Occupational Therapy

The College of Arts and Sciences and the School of Health and Medical Sciences offer a dual degree program leading to a Bachelor of Arts in Social and Behavioral Sciences, and a Master of Science in Occupational Therapy. This six-year program offers the opportunity to study in a traditional liberal arts environment as well as pursue a professional degree in one of the health professions.

## Five-Year Dual Degree Programs

The College of Arts and Sciences offers eight five-year programs: the B.A. or B.S. degree and Master of Business Administration program, the B.A. Political Science or Sociology/Master of Public Administration program, the B.A./M.A. in Museum Professions program, the B.A./M.A. in English program, the B.A./M.A. in History program, the B.A./M.A.E. in Psychological Studies, the B.A. in Psychology/M.S. in Experimental Psychology, and, in cooperation with New Jersey Institute of Technology, the Physics/Chemistry and Engineering degree program.

## B.A. or B.S./M.B.A.

The College of Arts and Sciences and the Stillman School of Business at Seton Hall University offer joint programs that lead to:

- a Bachelor of Arts or Science degree offered by the College of Arts and Sciences; and
- a Master of Business Administration degree from the Stillman School of Business, whose programs are fully accredited by the AACSB (Association to Advance Collegiate Schools of Business - International).

Both degrees can be earned in five years. The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one arts and sciences major; and to permit students to earn a Master of Business Administration within a time frame of five years.

Students in the program take arts and sciences courses during the first three years. After taking the Graduate Management Admission Test (GMAT) and, at the end of the third year, students apply for the Master of Business Administration program. Applicants who are accepted take a combination of arts and sciences and business courses during the fourth year. They must earn a minimum of 99 liberal arts credits and satisfy applicable core and major requirements.

At the end of the fourth year and upon completion of a minimum of 120 credits, students in the program receive a Bachelor of Arts or a Bachelor of Science degree. The fifth year is devoted to business courses, and a Master of Business Administration degree is awarded upon completion of all requirements and a minimum total of 140 credits. Courses are selected with the assistance of each student's faculty adviser. More information about this program is available through Enrollment Services.

## B.A. in Political Science/Sociology/Religion Master of Public Administration

The Department of Political Science and Public Affairs and the Department of Sociology, Anthropology and Social Work, and the Department of Religion offer a dual degree program that leads to two degrees completed in a five-year span: a Bachelor of Arts (B.A.) degree in Political Science, Sociology, or Religion and a Master of Public Administration (M.P.A.) degree.

The program has a two-fold purpose: to provide a broad-based undergraduate education with a comprehensive grasp of one's major in either Sociology or Political Science; or Religion; and to permit students to earn a Master of Public Administration degree within the timeframe of five years.

Students may apply for admission to the joint degree program when first making application to the University or after they begin their studies. Students who are accepted into the University and declare Sociology or Political Science, or Religion as their majors also may be provisionally accepted for work toward the M.P.A. degree. Final acceptance into the M.P.A. degree program, however, will only occur upon

successful completion of no fewer than 89 credits of the undergraduate degree program with a grade point average of no less than 3.2 and the successful completion of the M.P.A. application process.

In applying to the M.P.A. degree program, which is fully accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), the student must follow the regular application procedures for admission to the M.P.A. program, except that he/she must:

- achieve a cumulative GPA that is 3.2 or above by the end of his/ her third year;
- have transferred no more than 18 credits to the University, and
- submit three letters of recommendation from his/her undergraduate instructors, two of which must be from full-time political science or sociology faculty.

Full matriculation in the M.P.A. degree program is completed only upon the recommendation of the Graduate Admissions Committee of the M.P.A. program.

Students accepted into this program follow the academic program prescribed by their majors in consultation with their advisers (including the core requirements in Arts and Sciences and the requirements of their majors) during the first three years. If accepted into this program, students may take a maximum of four M.P.A. courses (12 credits) during their senior years, which count toward the completion of the bachelor's degree.

At the end of the fourth year and upon completion of a minimum of 120 credits, students in the program receive a Bachelor of Arts degree. If the student wants to complete the five-year B.A./M.P.A. degree, twelve of those credits must come from the core courses of the graduate public administration program. During the fifth year, 27 additional M.P.A. credits, which include a 3-credit internship, must be completed. It is highly recommended that students wishing to complete both degrees in the five year time frame take at least two Summer courses after their fourth year.

For further information, please contact the Department of Sociology, Anthropology and Social Work, or the Department of Political Science and Public Affairs, or the Department of Religion.

## Dual Degree Programs in Psychological Studies

The Departments of Psychology (College of Arts and Sciences) and Professional Psychology and Family Therapy (College of Education and Human Services) offer a dual degree program leading to a Bachelor of Arts in Psychology (B.A.) and Master of Arts in Education (M.A.E.). This five-year program permits students to take four classes (12 credits) from the psychological studies core curriculum during their senior year. Satisfactory completion of the M.A.E. program would enable entry into one of the PPFT Ed.S. practitioner programs in School Psychology, Mental Health Counseling,

or Marriage & Family Therapy. For more information, please contact the Director of Graduate Studies in the Department of Psychology.

### **B.A. or B.S. Psychology/M.S. Experimental Psychology (3+2) Dual Degree Program**

The Department of Psychology offers a dual degree program leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in Psychology and a Master of Science in Experimental Psychology (M.S.). This five-year program permits undergraduate students to take 12 graduate credits in their senior year, which would count toward the completion of the bachelor's degree. Satisfactory performance in these remaining 24 credits of graduate-level coursework as well as an empirical thesis project completed in the fifth year would earn students an M.S. degree in Experimental Psychology.

As part of the coursework in the M.S. Experimental Psychology program, students have the option of focusing their electives on a one of five concentrations, including Behavioral Neuroscience, Cognitive Neuroscience, Behavioral Sciences, Psychological Science/General, or Data Visualization and Analysis. The M.S. prepares students for a broad range of career possibilities, or enables students to more successfully compete for admission into a Ph.D. program in a number of experimental psychology fields such as cognitive, developmental, social, and biological psychology, or neuroscience.

Students may apply for the B.A. or B.S./M.S. option in their junior year (second semester). For more information please contact the Director of Graduate Studies in the Department of Psychology.

### **Engineering Degree Program in Collaboration with NJIT**

Seton Hall University and the New Jersey Institute of Technology in Newark together offer a five-year joint degree program that allows students interested in biomedical, civil, computer, industrial, electrical, mechanical and chemical engineering to earn both the B.S. degree from Seton Hall in physics or chemistry and the B.Eng. from NJIT in five years. Students in this program take the first three years of coursework at Seton Hall, and the fourth and fifth years at NJIT. The B.S. is awarded at the completion of four years of work and the B.Eng. after the fifth. Students interested in this program should contact the chairperson of the Department of Physics (for biomedical, civil, computer, industrial, mechanical and electrical engineering) or the chairperson of the Department of Chemistry (for chemical engineering) for details regarding this program.

The principal advantage of such a five-year program is that it affords students a broader education in the humanities and the social sciences than the typical four-year engineering program allows, and thus better prepares them for careers in

engineering, which require interaction with persons not trained in engineering. Such careers are found both in the corporate world and in the public sector and often include high-level managerial responsibility and communication with the non-technical public.

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# Stillman School of Business



Jubilee Hall, 5th and 6th Floors

(973) 761-9222

[business.shu.edu](http://business.shu.edu)

**Dean:** Joyce A. Strawser, Ph.D.

**Associate Dean of Academics:** Steven Lorenzet, Ph.D.

**Associate Dean of Undergraduate Assessment and External Relations:** Leigh M. Onimus, M.B.A., J.D.

**Assistant Dean:** Mark D. Schild, CFP®

**Director of Graduate Admissions:** Alfred A. Ayoub, M.B.A.

**Director of Administrative Services:** Melody C. Puliti

## Departments and Chairs

**Accounting and Taxation:** Mark P. Holtzman, Ph.D.

**Computing and Decision Sciences:**

David A. Rosenthal, Ph.D.

**Economics and Legal Studies:** Henry J. Amoroso, J.D.

**Finance:** Tony Lovisceck, Ph.D.

**Management:** Paula Alexander, Ph.D, J.D.

**Marketing:** Stephen Pirog, Ph.D.

## Center, Division and Institute Directors

**Center for Entrepreneurial Studies:**

Susan Scherreik, M.B.A.

**Institute for International Business:** Larry McCarthy, Ph.D.

**Business Leadership Center:** Michael M. Reuter, M.B.A.

**Market Research Center:** Adam Warner, M.B.A.

**Micah Center for Business Ethics:** Henry J. Amoroso, J.D.

**Center for Securities Trading and Analysis:**

Elven Riley, B.S.

**Center for Sport Management:** Charles Grantham, M.B.A.

**Division of Teaching, Research and Learning:**

Elizabeth McCrea, Ph.D.

**Seton Hall Sports Poll Conducted by The Sharkey**

**Institute:** Richard Gentile, B.A.

## Mission Statement

*Our mission is to enrich each student's life through an ethics-centered education focusing on transforming concepts into business practice.*

## Programs of Study

The Stillman School of Business offers programs leading to the degrees of Bachelor of Science in Business Administration, Bachelor of Arts in Business Administration, and Master of Business Administration, as well as Master of Science degrees in Accounting and Professional Accounting. The *Graduate Catalogue* contains information about the M.B.A. and M.S. programs.

The program leading to the degree of Bachelor of Science in Business Administration is built on a foundation of liberal

arts courses. Studies in the first two years provide the general economic, quantitative, behavioral, regulatory, scientific and philosophical foundations of business and society. In addition, the program enhances students' competency in business analytics, change management, communication, critical thinking, ethics and social responsibility, teamwork and technology. For all concentrations, the program culminates with Business Policy, a course that integrates skills developed in previous courses.

As part of the graduation requirement for either the B.S. or B.A. in Business Administration, students are required to take both pre-assessment and post-assessment tests. Furthermore, during either their sophomore or senior year, as decided by the School, students are required to participate in an undergraduate assessment panel.

Students pursuing the B.S. in Business Administration concentrate in accounting, economics, entrepreneurship, finance, information technology management, management, marketing, mathematical finance or sport management. These students also may use general elective credits to pursue a second concentration, a minor, or a certificate. The concentrations in accounting, finance, economics, marketing and mathematical finance are offered during the day only, on a full- or part-time basis. Evening students wishing to concentrate in information technology management must first contact the chair to discuss availability. Students pursuing the B.A. in Business Administration concentrate in arts and sciences, international studies, diplomacy and international relations or general studies.

Students pursuing the B.A. or B.S. in Business Administration may apply for admission to the Stillman School's Master of Business Administration program through a dual-degree study option. In addition, the School offers a minor in international business (to business majors only). This minor is designed to enhance a business major's relevance in today's global business environment.

The Stillman School also offers several programs for students majoring in areas other than business administration. These programs include a five-year B.A. or B.S./M.B.A. (dual degrees including a liberal arts bachelor's degree and Master of Business Administration) and a minor in business administration. Business and non-business majors may pursue certificates in business analytics, entrepreneurial studies, information technology management, market research and supply chain management, the minor in accounting, the minor in economics and the minor in legal studies in business.

Programs of the Stillman School are fully accredited by the Association to Advance Collegiate Schools of Business - International (AACSB), a distinction shared by less than one-half of business schools nationwide. Seton Hall was the first private university in the state of New Jersey to earn this distinction. This is a professional accreditation above the regional accreditation held by most business schools. Accredited since 1978, the Stillman School meets the highest standards in business education.

In 2010, the School earned supplemental accreditation of its accounting programs, a distinction shared by only 181 business schools worldwide.

### **Honor Society and Business Fraternity**

*Beta Gamma Sigma* is the national honor society in business and management. Membership in *Beta Gamma Sigma* is the highest recognition an undergraduate or graduate business student can receive. Founded as a national organization in 1913, *Beta Gamma Sigma* encourages scholarship, promotes the advancement of business education and fosters integrity in the conduct of business.

Founded in 1904, *Alpha Kappa Psi* is the nation's oldest professional business fraternity. Its purpose is to educate the public, the business community and its members on the role of the free enterprise system and the ethical responsibilities in business. More than 200 *Alpha Kappa Psi* chapters across the country welcome aspiring men and women to membership.

### **Experiential Education – Internships**

Experiential Education at Seton Hall University is an educational strategy in which students apply factual, practical and theoretical knowledge in a real-world work experience. Programs include internships, community service, service learning, volunteer work and field experiences. The common element of these programs is that all provide the opportunity to combine classroom learning with "hands on" work and learning experiences. Students' participation in a variety of experiential programs enhances the academic experience and contributes to their career and lifelong success.

Internships can be paid or non-paid and credit bearing or non-credit bearing. All students interested in either a credit-bearing or non-credit internship experience should schedule an appointment with a career professional at The Career Center.

Internships are available to business majors for academic credit in the Stillman School. An internship integrates substantive supervised work experience with intentional learning/academic goals involving the student in a career-related activity. Before taking the first internship course, students must complete 30 credits, maintain a 3.0 GPA and receive the approval of the internship faculty adviser in a major area of study. Undergraduate students with a GPA between 2.5 and 2.99 will be eligible with the recommendation and signature of a faculty member with whom they have completed a course. Students pursuing a non-credit internship must have at least a 2.5 GPA. Transfer students must have completed a semester to be eligible. While credits earned through internship courses are normally considered to be general elective credits, 3 credits of coursework are generally required for students concentrating in Management and 6 credits for Sport Management.

Courses in the Internship program within the Stillman School of Business all require sophomore standing.

**Center for Entrepreneurial Studies****Director:** Susan Scherreik, M.B.A.

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

**Institute for International Business****Director:** Larry McCarthy, Ph.D.

The Institute for International Business, established in 1964, serves as the center of international business expertise for students, faculty and the business community. The Institute is critical to the mission of Seton Hall University and of the Stillman School in accepting the challenges of the global marketplace. As a center for academic excellence, the Institute aims to assure that the academic and business communities work in harmony to create an atmosphere of competence, progress, professionalism, and integrity in the realm of international business.

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

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

**Business Leadership Center****Director:** Michael M. Reuter, M.B.A.

Program Website:

<http://www.shu.edu/academics/business/leadership-development>

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

A major initiative of the Center is the Leadership Development Program, an honors program, with specialized curriculum that combines traditional course work with

practical experiential learning. The courses, outlined under the section Leadership Development Program, have been recommended by our Leadership Advisory Council. The program enhances its members' core values, competencies, and skills enabling them to be effective leaders, corporate citizens, and community servants.

Students in the program participate in unique learning opportunities and experiences that broaden and deepen their potential to be highly effective leaders. Development of self-knowledge early in the student's university career is a key focus, since it is the foundation for highly effective and successful leadership. Special courses explore leadership theories as well as their practical and operational application. From freshman through senior year, students engage with senior executives and business professionals, who serve as their mentors and coaches, to learn from their rich and varied leadership experiences.

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

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

**Market Research Center****Director:** Adam Warner, M.B.A.

Program Website:

<http://www.shu.edu/academics/business/market-research/>

The Market Research Center provides a hands-on learning environment and programs for students to gain practical market research skills and experience. At the Center, students, faculty, and business clients partner together on customized market research projects across a variety of industries. The Center also offers opportunities to use conference center, observation room, and audio-visual recording equipment. Students learn transferable market research skills with the opportunity to conduct interviews, moderate focus groups, create web-based surveys, uncover insights and develop actionable solutions for real business clients.

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

For more information, for both students wishing to learn more about the Market Research Center or the Market Research Certificate, and businesses interested in learning more about partnering with the Market Research Center, please visit our website or contact us directly at (973) 275-6489.

### Micah Center for Business Ethics

**Director:** Henry J. Amoroso, J.D.

The Micah Center for Business Ethics seeks to engage and support the development of Stillman School faculty and assist them with incorporating consideration of ethical behaviors and decision making into the curricula of business courses, all within the context of Catholic Social Tradition and the Catholic mission of Seton Hall. Through business creativity and innovation, we seek to address the human problem of making the world a better place to live and an even better place to bring up future generations.

### Center for Securities Trading and Analysis

**Director:** Elven Riley, B.S.

The Center for Securities Trading and Analysis is designed to mimic the actual trading room activity of a hedge fund, wealth manager or corporate treasurer. Several Bloomberg Professional Workstations are installed to provide the same dynamic market information flow that industry professionals rely on. Filling in with today's world news, two wall mounted monitors complete the sounds and information of an active trading environment. The laboratory model encourages interaction and experimentation that provides students with an outstanding opportunity to test the real-world relevance of classroom theories in accounting, economics, finance, international business and law. In addition to the traditional faculty-student learning relationship, industry professionals are invited by the two active student clubs, the Investment Club and Finance Club, to lead workshops on investment techniques as well as on career directions. Over their academic careers, students become more confident and self-aware of how to successfully apply classroom knowledge with real-world demands, always a skill set sought by our corporate partners.

### Course Identification

The disciplines and the associated abbreviations used to designate courses are as follows:

Accounting - BACC  
 Business Policy - BPOL  
 Economics - ECON  
 Finance - BFIN  
 Information Technology Management - BITM  
 Interdisciplinary - BINT  
 Legal Studies and Business Law - BLAW  
 Management - BMGT  
 Marketing - BMKT  
 Mathematical Finance - BMAF

Quantitative Analysis - BQUA

Sport Management - BSPM

Please see the Index for course descriptions.

## B.S. in Business Administration

To attain the degree of Bachelor of Science in Business Administration, all students must satisfactorily complete liberal arts courses, both required and elective, business core courses, the requirements of their concentration and sufficient free electives to total 120 credits. The last 30 credits of the B.S. in Business Administration degree must be taken at the University.

To complete degree requirements satisfactorily, the student must have a cumulative GPA of at least 2.0. Each concentration specifies the average required in concentration courses as well as any minimum grade requirements for specific courses. Students may take a specific business core course no more than three times (may be waived, under exceptional circumstances, by the Department Chair and Associate Dean). Each student is advised by a faculty member in the area of concentration. The ultimate responsibility for complying with curriculum requirements rests with the student. Choice of a program of study must be made before completion of 75 credits, but normally occurs by the end of the sophomore year.

### Requirements for the B.S. in Business Administration

#### Four-Year Program: Core Curriculum

Arts and Sciences Required Core (37 credits)		Credits
CORE 1001	University Life	1
CORE 1101	Journey of Transformation*	3
CORE 2101	Christianity and Culture in Dialogue**	3
COMM xxxx	Communication elective***	3
COST 1600	Oral Communication	3
ENGL 1201-1202	Core English I-II	6
ENGL 2516	Business Writing	3
BIOL, CHEM, ERTH, PHYS	Science****	3
MATH 1205	Finite Mathematics with Calculus for Business	3
PHIL 1125	Business Ethics	3
RELS	Religious Studies (any course)	3
† World Culture (one course)		3
		<b>Total: 37</b>

\*Generally taken in the Fall semester of the first year.

\*\*Generally taken in the Spring semester of the second year.

\*\*\*Choose from COMM 2623, COMM 2625, COTR 2624, AND COTR 2626. Stillman School students are strongly encouraged to take their six hours of required communication courses within the first 75 credits of their curriculum.

\*\*\*\*A roster of acceptable science courses is available in Jubilee Hall, Room 526, as well as on each student's degree audit.

† Students are required to complete one 3-credit world culture

*elective. Please consult your academic adviser or the staff of the Student Information Office (Jubilee Hall, Room 526) for a roster of acceptable courses. Language courses are recommended.*

**Business Required Core (45 credits)**

BACC 2103	Financial Accounting	3
BACC 2104	Managerial Accounting	3
BFIN 2201	Business Finance	3
CORE 3810/		
BINT 3001	Global Business	3
BITM 2701	Management Information Systems*	3
BLAW 2301	Legal Foundations of Business	3
BMGT 2501	Principles of Management	3
BMGT 2503	Organizational Behavior	3
BMKT 2601	Principles of Marketing	3
BPOL 5000	Business Policy	3
BQUA 2811	Business Statistics	3
BQUA 2812	Quantitative Decision Making	3
ECON 1402	Principles of Economics I	3
ECON 1403	Principles of Economics II	3
ECON 2408	Money and Banking	3

**Total: 45**

*\*Because of the competency-based curriculum, this specific course must be taken. No substitutions will be permitted.*

**Concentration (15-28 credits)**

*See specific concentration requirements.*

**General Elective Requirement (15-23 credits)**

General elective credits may be selected from any school in the University. We recommend that these credits include a logic course (e.g., PHIL 1104) and a sociology course (e.g., SOCI 1101). If they so desire, students can use these elective credits to fulfill the requirements for an additional business or other concentration.

**A Model Program**

The following suggested program of study includes all core courses over a four-year period. When applicable, course prerequisites are indicated below the course title.

<b>First Year</b>		<b>Credits</b>
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
BITM 2701	Management Information Systems*	3
COST 1600	Oral Communication	3
ECON 1402	Principles of Economics I	3
ECON 1403	Principles of Economics II (Prerequisite: ECON 1402)	3
ENGL 1201	Core English I	3
ENGL 1202	Core English II (Prerequisite: ENGL 1201)	3
MATH 1205	Finite Mathematics with Calculus for Business	3
RELS	Religious Studies Elective	3
World Culture Elective		3

*Minimum grade C required*

**Total: 31**

<b>Second Year</b>		<b>Credits</b>
CORE 2101	Christianity and Culture in Dialogue (Prerequisite: CORE 1101)	3
BACC 2103	Financial Accounting (Prerequisite: 30 credits)	3
BACC 2104	Managerial Accounting (Prerequisite: BACC 2103)	3
BFIN 2201	Business Finance (Prerequisite: ECON 1403, BACC 2103, Co-requisite: BQUA 2811)	3
BIOL, CHEM, PHYS, EARTH	Science Elective	3
BLAW 2301	Legal Foundations of Business	3
BQUA 2811	Business Statistics (Prerequisites: MATH 1205 and BITM 2701 (minimum grade of C)	3
BQUA 2812	Quantitative Decision Making (Prerequisite: 45 credits and BQUA 2811)	3
ECON 2408	Money and Banking (Prerequisite: ECON 1403)	3
ENGL 2516	Business Writing (Prerequisite: ENGL 1201 and 1202)	3

**Total: 30**

<b>Third Year</b>		<b>Credits</b>
CORE 3810/	Global Business	3
BINT 3001	(Prerequisites: BACC 2103-2104, BITM 2701, BLAW 2301, CORE 2101, and ECON 1402-1403)	
BMGT 2501	Principles of Management (Prerequisite: 45 credits and ECON 1403)	3
BMGT 2503	Organizational Behavior (Prerequisite: BMGT 2501)	3
BMKT 2601	Principles of Marketing (Prerequisite: 45 credits and ECON 1403)	3
COST xxxx	Communication Elective	3
PHIL 1125	Business Ethics	3

**Total: 18**

<b>Fourth Year</b>		<b>Credits</b>
BPOL 5000	Business Policy (Prerequisite: All Business Core Courses)	3

**Total: 3**

*Notes:*

- 1. Prerequisites are strictly enforced. Students registering prematurely for courses will be administratively withdrawn.*
- 2. Participation in Senior Assessment Panels, which take place in fall, requires the completion of all business core courses except BPOL 5000.*

**Concentration Requirements**

Accounting	24
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Economics	18
Entrepreneurship	15
Finance	15
Information Technology Management	18
Management	15
Marketing	15
Mathematical Finance	28
Sport Management	15-21

## B.A. in Business Administration

**Adviser:** James Modlin, Ph.D.

The Stillman School provides education geared toward the complex practical needs of business leaders. Consistent with that objective, the School offers the Bachelor of Arts in Business Administration program to enable Seton Hall students to obtain competencies of the business core and a breadth of knowledge in liberal arts and other fields.

The B.A. in Business Administration (B.A.B.A.) requires a minimum of 120 credits, including 82 core credits and 38 credits of selected concentration and elective coursework. Electives may be taken at any undergraduate college or school of Seton Hall, but may not exceed the maximum number of business credits noted within each concentration. Students may choose a concentration in arts and sciences, international studies, diplomacy and international relations or general studies.

### Concentration in Arts and Sciences

Students may select a concentration from any one of the arts and sciences fields. The number of credits required is the equivalent of a minor program in the chosen area; this number generally ranges from 18-30 credits. In addition, students will be required to elect an appropriate course in history perspective through consultation with their advisers. The remaining electives shall be taken in the College of Arts and Sciences. It is recommended that these elective credits be taken from any arts and sciences courses that are NOT part of a student's chosen concentration. Elective courses may be selected only from the arts and sciences curricula.

### Concentration in International Studies

Students who declare a concentration in international studies are required to take 27 credits, which consists of 12 credits in a specific language sequence, 6 credits in the cultural and geopolitical component, and 9 credits in the international business component (see Minor in International Business). They also must complete the core credits. The remaining elective credits may be taken in any college or school of Seton Hall.

### Concentration in Diplomacy and International Relations

Students may elect to declare a concentration in diplomacy and international relations. Students who declare this concentration will complete the requirements of the minor in

diplomacy and international relations offered by the School of Diplomacy and International Relations. Remaining elective credits must be selected from courses offered by the College of Arts and Sciences.

### Concentration in General Studies

In addition to the core, students may accumulate their elective credits from any college or school of Seton Hall. Business electives may not exceed 9 credits. Students in the B.A.B.A. program also are allowed (and encouraged) to take a maximum of 9 credits through the internships program. They must meet the criteria for participation in this program (see "Experiential Education-Internships" in this catalogue).

## Dual Degree Programs

### B.S.B. or B.A.B.A./M.B.A. Program

(For Business Majors)

**Adviser:** Steven Lorenzet, Ph.D.

Students pursuing either the B.S. or B.A. in Business Administration have the option to apply to a dual degree program in which they can earn both their bachelor's degree and a Master of Business Administration within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.B.A. portion of the program during their junior year.

To be offered admission to both programs at the time of initial application, prospective students must have an SAT score of 1300 or higher (math and critical reading components). To be eligible to begin graduate coursework (generally after the completion of 90 credits), dual-admissions applicants must have attained a GPA of 3.5 or higher.

Stillman students who do not apply for dual admission may apply after completing between 75 and 90 undergraduate credit hours. Applicants must meet all requirements for admission to the M.B.A. program, including earning a GMAT score of 500 or higher (or equivalent GRE results) and attaining an overall GPA of 3.5 or above.

If accepted, the student takes a mixture of undergraduate and graduate business courses in the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all undergraduate degree requirements and at least 120 credit hours, the student receives a bachelor's degree. After completing the M.B.A. requirements and a minimum of 150 total credit hours, the student also receives an M.B.A.

The breakdown of the minimum 150 credit hours is as follows:

1. Students complete all requirements of the B.S.B. or B.A.B.A. program; 2 credits of general elective coursework will be waived for all concentrations other than accounting and economics.

- Students will receive waivers for the following M.B.A. Pre-Qualification courses: Accounting, Economics, Finance and Legal Studies.
- Students will receive waivers for the following M.B.A. core courses (10 credit hours):

	<b>Credits</b>
BMBA 9452 International Perspective (Waiver is available only to those students who complete the CORE 3810 (BINT 3001) course as part of their undergraduate program.)	2
BMBA 9453 Accounting for Decision Makers	2
BMBA 9455 The Role of Quantitative Analysis in Business Decision Making	2
BMBA 9456 Management Theory and Practice	2
BMBA 9459 Economics for Managers	2

4. Remaining M.B.A. curriculum requirements, including 12-15 credits in the selected concentration area, are fulfilled by taking graduate business courses.\*

\*As part of their program, students must take at least one 3-credit BMKT course. In addition, students concentrating in areas other than sport management must take at least one 3-credit BACC course.

The total credit hours consist of 118-120 undergraduate credits and 32-35 graduate business credits. Students must consult their concentration advisers in the Stillman School for specific information. Graduate course information is available through the Stillman School's Student Information Office, Jubilee Hall, Room 526, (973) 761-9222.

## B.S./J.D. Program

(For Business Majors)

**Adviser:** Leigh Onimus, J.D.

Students pursuing the B.S.B have the option to apply to a dual degree program in which they can earn both their bachelor's degree and a J.D. within a 6-year period. Students may only apply for dual admission to both degrees at the time of their initial application to the School. Only students pursuing certain concentrations within Stillman will be able to complete this degree (Accounting and Mathematical Finance are excluded)

To be offered admission to both programs at the time of initial application, prospective students must have an SAT score of 1300 or higher (math and critical reading components) or ACT equivalent and a 3.6 GPA. The Law School also requires that candidates maintain at least a 3.50 cumulative GPA at the end of year one and a 3.5 cumulative GPA throughout the remainder of their undergraduate curriculum, along with a 156 LSAT score (the Law School's current median).

In order to complete B.S.B. requirements in 3 years, the following waivers are granted:

- Students receive waivers for Legal Foundations in Business, Business Ethics and the World Culture requirement.
- Students receive a waiver of 20-21 credits of general

elective requirements.

Students should work closely with their adviser for course planning/progression.

## B.A. or B.S./M.B.A. Program

(For Non-Business Majors)

**Adviser:** Steven Lorenzet, Ph.D.

The College of Arts and Sciences and the Stillman School offer a joint program that leads to two degrees: a bachelor's degree in a liberal arts or science field and a Master of Business Administration.

The unique feature of this program is that both degrees can be earned in five years. By carefully selecting courses, the student can complete the requirements for both degrees in as few as 150 credit hours. The student spends the first three years taking arts and sciences courses. After the completion of 75 credit hours, the student applies for the M.B.A. program. Students must meet all requirements for admission to the M.B.A. program. If accepted, the student takes a mixture of arts and sciences and business courses in the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all undergraduate degree requirements and a minimum of 120 credit hours, the student receives a bachelor's degree. After completing the M.B.A. requirements and a minimum of 150 total credit hours, the student also receives an M.B.A.

### Purpose

The purpose of the program is twofold:

- 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;
- Students begin graduate coursework while completing a bachelor's degree. This enables the arts and sciences student to obtain an M.B.A. with one additional year of study.

### Basic Principles and Requirements

In offering this program, Seton Hall operates on three basic principles:

- Students must complete their undergraduate arts and sciences courses and fulfill the requirements for an undergraduate major;
- Students must apply for and gain admission to the M.B.A. program after the completion of a minimum of 75 credit hours in arts and sciences; and
- The joint program requires a minimum of 150 credit hours; within this number, a student completes specified arts and sciences requirements, an undergraduate arts and sciences major field, and the specified M.B.A. curriculum.

The total credit hours consist of a minimum of 110 undergraduate credits and 40 graduate business credits. Because the requirements of specific College of Arts and

Sciences concentrations may vary greatly, dual-degree candidates should be individually counseled by advisers in both the College of Arts and Sciences and the Stillman School of Business. Graduate course information is available through the Stillman School's Student Information Office, Jubilee Hall, Room 526, (973) 761-9222.

#### B.A./M.B.A. Curriculum

1. Arts and Sciences Core Requirements.
2. Arts and Sciences Major Field Requirements.
3. M.B.A. Pre-Qualification Sequence.
4. M.B.A. curriculum credit-bearing courses. 25 credits of core coursework and 15 credits of electives.

Consult course descriptions for more details. If these requirements can be met in fewer than 150 credit hours, students may take elective courses to complete the 150 credit-hour minimum.

#### B.S.B./M.S.P.A. Program

(For Seton Hall Accounting Majors)

**Adviser:** David Mest, Ph.D.

Students pursuing the B.S. in Business Administration with a concentration in accounting have the option to apply to a dual-degree program in which they can earn both their bachelor's degree and a Master of Science in Professional Accounting within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.S.P.A. portion of the program during their junior year.

To be offered admission to both programs at the time of initial application, prospective students must have an SAT score of 1260 or higher (math and evidence-based reading and writing components). To be eligible to begin graduate coursework (generally after the completion of 90 credits and BACC 3111), dual-admissions applicants must have attained a GPA of 3.4 or higher.

Seton Hall University undergraduate accounting students who do not apply for dual admission may apply to the dual-degree program after completing 75 credits. Applicants must meet all admission requirements for the M.S. in Professional Accounting Program including meeting or exceeding one of the following criteria:

- Obtaining a cumulative college GPA of 3.4 or higher, **OR**
- Scoring at the 50<sup>th</sup> percentile (i.e., 570) or higher in any graduate-level standardized test (i.e., GMAT, GRE, LSAT), **OR**
- Obtaining a cumulative college GPA of 3.0 or higher **AND** a score at the 30<sup>th</sup> percentile (i.e., 500) or higher in any graduate-level standardized test (i.e., GMAT, GRE, LSAT)

Students are eligible to begin graduate coursework in the dual-degree B.S.B./M.S.P.A. program once they have earned 90 credits and have completed BACC 3111 (Intermediate Accounting II). Students enrolled in the combined program take a mixture of undergraduate and graduate courses during

their senior year followed by all graduate work thereafter. After earning 120 undergraduate credits, completing the required accounting concentration courses with an average GPA of 2.0 or higher, and fulfilling all other specific B.S.B. degree requirements, students have the option of receiving their B.S.B. degree. Students in the combined program can satisfy the required courses in Auditing (BACC 3119), Enterprise-Wide Accounting Information Systems II (BACC 4102), and Advanced Accounting (BACC 4113) by taking similar graduate courses. Courses taken at the graduate level cannot be used to satisfy the 120 undergraduate credit hour requirement. After completing all M.S.P.A. requirements and earning 150 credits (120 undergraduate credits and 30 graduate credits), students receive their M.S.P.A.

## Standards for Admission to and Continuance in the Stillman School of Business

### Requirements for Regularly Admitted Business Students

To be eligible to continue in the Stillman School, students regularly admitted as first-semester freshmen must:

1. Successfully complete the following course sequence by the end of their sophomore year or completion of 75 credits, whichever comes later:
 

BACC 2103	Financial Accounting
BACC 2104	Managerial Accounting
BITM 2701	Management Information Systems
BQUA 2811	Business Statistics
ECON 1402-1403	Principles of Economics I-II
MATH 1205	Finite Mathematics with Calculus for Business
2. Declare a concentration upon completion of 75 credits.

### Changing to a Business Major from a Non-Business Discipline

Students transferring from other colleges within the University to the Stillman School must meet the following requirements:

1. The student earn at least 30 credits, of which 12 credits must have been earned at Seton Hall University.
2. The student must successfully complete MATH 1205, BITM 2701 and ECON 1402, where successful completion is defined as a grade of at least "C+" in each course.
3. The student must maintain an average GPA of at least 2.67 in the required 30 credits.

Finally, for the purpose of admission to the Stillman School, a student may take each of the courses (MATH 1205, BITM 2701 and ECON 1402) no more than two times. Students who desire to transfer to the Stillman School from other schools and colleges within the University are advised to do so before the completion of 60 credit hours. Students seeking transfer during their freshman year may request a review of records for direct admission. Students who are designated as BART,

PART or UART pre-majors/undeclared should seek academic advising through the office of Freshman Studies (973) 761-9740 or [freshman@shu.edu](mailto:freshman@shu.edu).

## Department of Accounting and Taxation

Jubilee Hall, Room 608  
(973) 761-9133

**Faculty:** Abdallah; Easton; Fried; Gelb; Henry; Holtzman (*Chair*); Mest (*Adviser*); Murtuza; Reitemeyer; Strawser

### Mission Statement

*The mission of the Department of Accounting and Taxation is to prepare students to assume roles as accounting professionals in a global society and to advance the body of knowledge in the discipline. Our curricula, delivered in an environment characterized by small classes and extensive faculty-student engagement, provide innovative and high-quality educational experiences that emphasize technical knowledge, analytical and communication skills, proficiency in information technology, and ethics. Our programs are strengthened both by the contributions made by our industry partners and the ethical philosophy of the University.*

### Concentration in Accounting

The concentration in accounting is designed to give training in the fundamentals of accounting as a necessary skill for the understanding of business. It provides a sequence of specialized instruction in accounting theory, financial reporting requirements, cost measurement issues, budgetary control, auditing, taxes and systems that helps the student to prepare for the Certified Public Accountant, Certified Management Accountant and the Certified Internal Auditor examinations and prepare for managerial positions in internal accounting, auditing and controllership, or for graduate study.

Individuals who wish to become licensed as a Certified Public Accountant in the state of New Jersey must complete 150 college credit hours. Those concentrating in accounting can obtain the necessary requirements by enrolling in the combined Bachelor of Science in Business Administration/Master of Science in Professional Accounting Program. Students who wish to sit for the Certified Public Accountant exam in the state of New York should take one additional 3-credit accounting elective course. Students with questions are encouraged to see the Accounting Department Chair.

### B.S.B./Master of Science in Professional Accounting (M.S.P.A.) Combined Program

Students pursuing the B.S. in Business Administration with a concentration in accounting have the option to apply to a dual degree program in which they can earn both their

bachelor's degree and a Master of Science in Professional Accounting within a five-year period. Two options are available. Students may: (1) apply for dual admission to both degrees at the time of their initial application to the School or (2) apply for admission to the M.S.P.A. portion of the program during their junior year. For additional details, please see the full description of the program under the "Dual Degree Programs" section.

### Certified Public Accountant (CPA) Examination

Applicants for examination for a New Jersey Certificate as a CPA should contact CPA Examination Services at 1-800-CPAEXAM or refer to information posted at [nasba.org/exams/cpaexam](http://nasba.org/exams/cpaexam). Information on requirements for admission to practice in New York State as a CPA may be obtained from the New York State Education Department, Albany, New York or at [www.op.nysed.gov/prof/cpa/](http://www.op.nysed.gov/prof/cpa/).

### Certified Internal Auditor (CIA) Examination

The CIA designation acknowledges a professional level of competence in internal auditing. Information on the CIA Examination and the additional requirements for the CIA designation is available from The Institute of Internal Auditors, 249 Maitland Avenue, Altamonte Springs, Florida 32701-4201, (407) 937-1100 or at [na.theiia.org](http://na.theiia.org).

### Certified Management Accountant (CMA) Examination

The CMA Examination is a four-part examination in the areas of: (1) Business Analysis, (2) Management Accounting and Reporting, (3) Strategic Management and (4) Business Applications. Successful completion of the examination requires mastery of a comprehensive body of knowledge in management accounting and financial management. Information on the CMA Examination and the additional requirements for the CMA designation can be found at [www.imanet.org](http://www.imanet.org).

### Beta Alpha Psi

*Beta Alpha Psi* is the international honors organization for financial information professionals. Its rich history dates to 1919 with chapters installed at colleges and universities where accounting programs are of a high level of academic and professional achievement. Since that time, *Beta Alpha Psi* has expanded its membership to include top students with concentrations in either finance or management information systems, along with those students concentrating in accounting. Of the more than 200 chapters in the United States, Seton Hall University's Zeta Xi chapter was the first in the state of New Jersey.

### The Accounting Club

The Accounting Club is a student organization open to all business students. Members gain an opportunity to network with professionals, learn about various career options and gain important information on professional certification such as the

CPA exam.

### Accounting Concentration Requirements

A student concentrating in the area of accounting must earn a grade of C- or better in both BACC 2103 and BACC 2104 and must complete the following courses with an average GPA of 2.0 or higher:

	<b>Credits</b>
BACC 3110-3111 Intermediate Accounting I-II	6
BACC 3115 Cost Accounting	3
BACC 3117 Federal Income Tax Accounting	3
BACC 3119 Auditing	3
BACC 4101 Enterprise-Wide Accounting Information Systems I	3
BACC 4102 Enterprise-Wide Accounting Information Systems II	3
BACC 4113 Advanced Accounting	3
<b>Total: 24</b>	

A single BACC course of 3000 series or higher can be taken at most twice.

Students pursuing the Accounting concentration are required to successfully participate in an assessment panel and complete a post-assessment test, preferably in the last semester before graduation.

Please note: Students who wish to qualify to take the Uniform CPA Examination in either New Jersey or New York must: (1) meet specific course requirements determined by the state and (2) earn a baccalaureate degree. The specific course requirements set by the State of New Jersey are met by fulfilling the requirements of the Accounting concentration. Students who wish to satisfy the specific course requirements set by the State of New York must take three additional credits from courses offered by the Department of Accounting and Taxation. Regardless of whether they wish to qualify under New Jersey or New York requirements, all students must complete a total of 150 credit hours in order to become licensed as a CPA.

## Department of Computing and Decision Sciences

Jubilee Hall, Room 675  
(973) 761-9250

**Faculty:** Epstein; Orenstein; Pearl; Ramnarayanan; Rosenthal (*Chair, Adviser*); Shim; Sorochuk; Viswanathan; Weitz; Wilamowsky

### Concentration in Information Technology Management (ITM)

The concentration in information technology management is designed to achieve the following objectives: to provide a thorough understanding of the strategic importance of information systems to organizations; to enable students to identify information systems necessary for effective and

efficient operations of an organization; to empower students to effectively link business managers with information technology professionals in the process of information systems development; to communicate the principles of computerized information systems, including computer programming concepts, techniques and languages; to develop skills necessary for the evaluation, development and implementation of information systems; and to increase the students' appreciation of the economic, social, legal and technological considerations present in information processing activity.

For students from other concentrations, several elective courses provide a general introduction to computers and their applications in business.

*Note: Evening students wishing to concentrate in ITM must first contact the chair to discuss course availability.*

### Beta Alpha Psi

*Beta Alpha Psi* is the international honors organization for financial information professionals. Its rich history dates to 1919 with chapters installed at colleges and universities where accounting programs are of a high level of academic and professional achievement. Since that time, *Beta Alpha Psi* has expanded its membership to include top students with concentrations in either finance or management information systems (information technology management), along with those students concentrating in accounting. Of the more than 200 chapters in the United States, Seton Hall University's Zeta Xi chapter was the first in the state of New Jersey.

### Information Technology Management Concentration Requirements

Students concentrating in information technology management must maintain a 2.5 GPA in concentration courses. In addition, all students must complete the following requirements:

	<b>Credits</b>
<b>I. Required Courses:</b>	
BITM 3724 Business Information Modeling	3
BITM 3727 Advanced Business Software Tools	3
BITM 3740 IT Project Management	3
<b>II. BITM Electives:</b>	
BITM three 3000-level or 4000-level elective courses	9
<b>Total: 18</b>	

### Quantitative Analysis

Courses offered in quantitative analysis are designed to give students an understanding of quantitative methods used to solve business problems. Knowledge of these methods is imperative to master successfully the quantitative aspects of accounting, economics, finance, management and marketing. Although there is not a concentration in quantitative analysis, courses in data analytics, management science, supply chain management and business statistics are offered.

## Department of Economics and Legal Studies

Jubilee Hall, Room 674  
(973) 761-9356

**Faculty:** Amoroso (Chair), Grecu; Hunter (*Adviser, Minor in Legal Studies in Business*); Johnston; Kant; Rotthoff (*Adviser, Concentration in Economics*); Santangelo; Shannon; Suarez Rocabado

### Concentration in Economics

The concentration in economics provides students with a solid foundation in the discipline of economics. For undergraduate students majoring in economics, the objectives of the program are threefold: to help develop a thorough understanding of the economic relationships between business, households and government, and the principles governing these relationships; to help develop proper analytical methods and modes of inquiry that will prepare students for careers in business, government and education; and to prepare the groundwork necessary for graduate studies in economics and related fields.

The course offerings of the department enable students to major in economics either through the College of Arts and Sciences or the Stillman School, leading to the degrees of Bachelor of Arts or Bachelor of Science in Business Administration, respectively. Students concentrating in economics should plan to take at least one elective per semester during junior and senior year. The department will offer two electives each semester on a rotating basis.

*Note: A concentration in economics is not offered in the evening.*

### Omicron Delta Epsilon

Membership by invitation. Seniors concentrating in economics are considered.

### Economics Concentration Requirements for the B.S. in Economics

To concentrate in economics, students must earn at least a grade of "C-" in each individual ECON course and earn at least a 2.5 grade point average for all ECON courses.

### Economics Major Courses

ECON 2420	Intermediate Microeconomic Analysis	3
ECON 2421	Intermediate Macroeconomic Analysis	3
ECON xxxx	Economics electives	12
		<b>Total: 18</b>

To earn a B.S. in economics, students must earn a minimum grade of "C-" in each individual ECON course and earn a minimum grade point average of 2.5 for all ECON courses.

### Economics Minor

Both business and non-business majors also may choose economics as a minor. The economics minor consists of the two core courses (ECON 1402 and ECON 1403) plus one required course (ECON 2420 or 2421) and three economics electives for a total of 18 credits.

### Legal Studies in Business Minor

Both business and non-business students may choose legal studies as a minor. The Legal Studies in Business minor consists of three core courses plus two elective courses for a total of 15 credits. The Legal Studies in Business minor is designed to help students study how to manage the legal aspects of business, rather than simply learn black-letter law, that is, a set of legal rules. Often, managers view the law as limiting their ability to manage, innovate and lead. The law provides stability and predictability in business transactions and a mechanism to help managers develop and implement a set of achievable objectives. The exercise of informed judgment when evaluating and assessing the legal implications of a business opportunity or management decision is a critical skill set every successful manager must master.

### Legal Studies Honor Society

Students who maintain high academic standing are eligible for induction into the Legal Studies Honor Society. For details, please consult the Legal Studies in Business minor adviser.

## Department of Finance

Jubilee Hall, Room 615  
(973) 761-9127

**Faculty:** Cheung, Itzkowitz; Loviscek (*Chair*); Riley (*Adviser, Internship Adviser*); Schild; Tang; Xie; Xu; Yoon

### Mission Statement

*The mission of the Department of Finance is to enrich the educational experience of each student through a sustained commitment to excellence in teaching, the pursuit of high-quality research, and dedicated service to the community and profession, all within a values-centric framework.*

### Concentration in Finance

The concentration in finance develops the skills necessary for understanding how to create wealth through the art and science of money management. The study of finance will help the student answer three fundamental questions. First, how much should any individual or firm invest? Second, what assets should the individual or firm invest in? Third, how should the cash required for the investment be raised? The finance concentration provides students with an understanding of how to answer these questions at the individual investor

level and at the business/corporate level. Topics covered include financial strategy, asset pricing, investments, fixed income, security trading and analysis, portfolio analysis, financial modeling, advanced corporate finance and international finance.

Through an understanding of these topics, the concentration in finance seeks to integrate the fields of accounting, economics, law and quantitative analysis. In turn, it is designed to prepare students for careers in corporate finance, investments, financial institutions, insurance and real estate.

## Concentration in Mathematical Finance

In cooperation with the Department of Mathematics and Computer Science, the concentration is designed to enhance the student's comprehension of finance through the power of mathematics. The application of mathematical methods holds great promise for delivering solutions to fundamental financial problems, as found in capital budgeting, risk management, portfolio analysis, and actuarial science. The concentration draws on tools from applied mathematics, including calculus, linear algebra, and statistics, to prepare students for careers in corporate treasury, investment banking, commercial banking, hedge funds, insurance, and risk management. As the pace of financial innovation quickens, the need for highly qualified individuals with specific training in financial mathematics will only intensify. The concentration is designed not only to meet increasing market demands but also to prepare students for advanced study in finance at the graduate level.

### Finance Club

The department promotes student activities through this organization, which is a chapter under the Financial Management Association International. It welcomes students of all majors to participate in its interactive meetings, which are designed to introduce students to career paths in finance through alumni panel discussions, guest presentations, and corporate field trips. In the fall of 2013, the Finance Club had the unique opportunity to host the Hedge Fund Association's inaugural student symposium, and the club's collaboration with the Finance Advisory Board, a Seton Hall alumni association, connects students with mentors who work for financial and non-financial firms. The club also offers tutoring for finance courses in the Center for Securities Trading and Analysis.

### Investment Club

The Investment Club is organized as a mock brokerage corporation complete with an investment fund branded as the "Hall Street Fund". The primary objective of the Hall Street Fund, as managed by the Investment Club, is to provide students with real-life investment banking business experience and encourage students from disciplines other than finance to assume roles of responsibility, including asset allocation, security analysis, and portfolio management, operational risks, compliance reporting, marketing campaigns, public relations,

expense budgeting, organizational management, and legal reviews. Because students will be making investment decisions as part of broadening their educational experience, it cannot be presumed that the fund's performance will outperform the market. The money has been generously donated by outside benefactors for the purpose of providing working capital.

### Finance Honor Society

The Stillman School's Finance Honor Society formally recognizes BFIN and BMAF students who consistently achieve academic excellence and who contribute to community development through their active involvement in the finance-related campus activities. The criteria for induction are: (1) GPA of at least 3.50; (2) GPA of at least 3.50 in all finance courses (prefix BFIN) completed; (3) completion of at least 12 credit hours of BFIN courses with a grade no lower than a B; and (4) active involvement in finance-related campus activities such as the Finance Club, the Investment Club, the *Stillman Exchange*, or the CFA Research Challenge.

### Finance Concentration Requirements

Students must earn at least a "C" in each individual BFIN course and earn a 2.5 average for all BFIN courses. A single BFIN course of 3000 series or higher can be taken at most twice.

		<b>Credits</b>
BFIN 3211	Financial Strategy	3
BFIN 4227	Investment Analysis	3
BFIN 4228-4999	Finance electives	9
		<b>Total: 15</b>

*Notes: Students are strongly advised to complete BFIN 3211 Financial Strategy and BFIN 4227 Investment Analysis before taking upper-level finance electives. Internship courses count only as general education electives and are available as 1-credit and 3-credit courses throughout the year.*

### Mathematical Finance Concentration Requirements

Students must earn at least a "C" in each individual BFIN and MATH course and earn a 2.5 average for all BFIN and MATH courses. A single BFIN course of 3000 series or higher can be taken at most twice. Students may concentrate either in Finance or Mathematical Finance, but not both.

		<b>Credits</b>
BFIN 3211	Financial Strategy	3
BFIN 4227	Investment Analysis	3
MATH 1501	Calculus	4
MATH 1511	Honors Calculus II	4
MATH 2511	Honors Calculus III	4
MATH 2810	Linear Algebra - Differential Equations	4
<b>Select at least two of the following:</b>		
BFIN 4234	Futures, Options, and Other Derivatives	3
BFIN 4250	Fixed Income Analysis	3
BFIN 4255	Financial Modeling	3

**Total: 28**

*Notes: Beginning Fall 2018 the BMAF concentration requirement is substituting MATH 2810 (new course) in place of MATH 2813. The MATH 2813 course will continue to require MATH 1611 Intro to Discrete Mathematics as a pre-req. The recommended BMAF path becomes the calculus series finished with MATH 2810. Stillman will continue to accept either MATH 2813 or MATH 2810 for the BMAF concentration. If you have not reached linear algebra then plan on MATH 2810. Also, the math MINOR requires MATH 2813 and MATH 1611 Intro to Discrete, while MATH 2810 will not be accepted for the math MINOR.*

## Department of Management

Jubilee Hall, Room 683  
(973) 761-9360

**Faculty:** Adams; Alexander (*Chair*); Amar; Boroff; Gentile; Grantham; Lorenzet; McCarthy; McCrea; Modlin (*Adviser*) Reuter; Scherreik; Yin

### Concentration in Management

Managers make a difference in determining organizational outcomes through planning, organizing, leading and controlling human and material resources. The concentration in management is designed to present to students the theories and practices of management and to encourage flexible learning practice in managerial skills and ethical business dealings.

To be better prepared for business careers, management concentration students are required to take an internship placement. These credits will count as general electives.

#### Alpha Sigma Omega

*Alpha Sigma Omega*, the Stillman School's Management Honor Society, invites qualified management majors to join during their junior or senior years. The members will have completed 60 credits, have an average GPA of at least 3.25, with a 3.5 in their concentration courses. Transfer students will have completed 60 credits and are required to complete one full semester at the Stillman School before admittance.

#### Management Concentration Requirements

Students concentrating in management must maintain an average GPA of 2.5 or higher in concentration courses. All students must complete the following requirements:

- |  | <b>Credits</b> |
|--|----------------|
| I. Three required courses:                     |                |
| BMGT 3511 Human Resource Management            | 3              |
| BMGT 3515 Operations for Competitive Advantage | 3              |
| BMGT 4545 Leadership Seminar                   | 3              |
| II. <i>One</i> of the following two courses:   |                |
| BMGT 4640 Entrepreneurship                     |                |
| or   |                |
| BMGT 4565 Innovation in Entrepreneurship       | 3              |

### III. BMGT Electives

One BMGT courses in the 3000-4999 range 3

**Total: 15**

Students concentrating in management are required to take the five concentration requirement courses in three or more semesters, or over two semesters with special permission. No student is allowed to take the five required courses in one semester.

In addition, management concentration students are required to take a BMGT internship course. (Note that internship courses do not count as concentration credits, but rather as general elective credits.) Students who can demonstrate relevant experience comparable to a BMGT internship course may have this course requirement waived by the department chair.

### Concentration in Entrepreneurship

In the Entrepreneurship Concentration, students develop their entrepreneurial mindset in a way that fits their individual interests and ambitions. They learn the knowledge and skills needed to create a new business, to start a new social enterprise, launch a new venture in a corporate setting, &/or refresh an existing enterprise.

#### Entrepreneurship Club

The Entrepreneurship Club serves as a resource for Seton Hall students interested in entrepreneurship. The Club hosts guest speakers, co-sponsors entrepreneurship events, and meets on a regular basis. The Entrepreneurship Club is also a chapter of The Collegiate Entrepreneur's Organization, the largest national student entrepreneurs' organization and students attend its annual conference. In addition, for those students interested in fashion entrepreneurship, Stillman offers the Fashion Club. The Fashion Club invites designers and fashion industry entrepreneurs to speak at club events.

#### Pirate's Pitch

Pirates Pitch is the annual Seton Hall University Business Startup Competition. Sponsored by the Center for Entrepreneurial Studies, the competition encourages student teams to dream up an idea for a business or, if a student already has started a business, an idea to expand that fledgling business. The student teams then pitch that idea to a panel of judges comprised of successful entrepreneurs and venture capitalists. Prizes include both cash and free business services. Team members must be undergraduate or graduate matriculated students who are enrolled full-time or part-time at Seton Hall University.

#### Entrepreneurship Concentration Requirements

Students concentrating in Entrepreneurship must maintain an average GPA of 2.5 or higher in their concentration courses.

Given the multidisciplinary nature of entrepreneurship, all students pursuing a concentration in Entrepreneurship are



required to have an additional concentration in any field. Students who are launching businesses before graduation may apply for a waiver from the department chair of this requirement.

In addition, students must complete the following requirements:

I. Required Entrepreneurship Foundation Courses (take both for 6 credits):

BMGT 4565	Innovation and Entrepreneurship	3
BMGT 4640	Entrepreneurship	3

II. Entrepreneurship Focus Courses (choose 1 course for 3 credits)

BMGT 3442	Social Entrepreneurship (Prerequisites: BMGT 4640, BMGT 4565)	3
BMGT 4566	Starting a Business (Prerequisites: BMGT 4640, BMGT 4565)	3

III. Entrepreneurship Application Course (Choose 1 course for 3 credits)

After completing the Required Entrepreneurship Foundation courses, students will select one of the following application courses. The courses allow students to apply entrepreneurship concepts in a context related to their own personal career objectives.

BMGT 4602	Directed Research Entrepreneurship	3
BMGT 4654	Internship in Entrepreneurship (experimental course)	3

IV. ENTREPRENEURSHIP ELECTIVE COURSE (Choose 1 course for 3 credits)

(Note: This list includes the same courses as the electives for the Certificate in Entrepreneurial Studies)

BACC 3115	Cost Accounting	
BAAC 3116	Financial Statement Analysis	
BFIN 3211	Financial Strategy	
BLAW 4310	Advanced Topics in Legal Studies	
BMGT 3442	Social Entrepreneurship (if BMGT 4566 Starting a Business is taken as the focus course)	
BMGT 3524	Doing Business in India	
BMGT 3641/		
BITM 3741	Supply Chain Management	
BMGT 4560	Project Management	
BMGT 4562	Negotiation	
BMGT 4566	Starting a Business (if BMGT 3442 Social Entrepreneurship is taken as the focus course)	
BMGT/BSPM 4535	The Management of Sport Organizations	
BMGT/BMKT 4629	Sales and Personal Selling	
BMKT 3611	Marketing Research	
BMKT 4612	Quantitative Marketing Research	
BMKT 4625	Retail Marketing	
BMKT 4631	Advertising Management	

BMKT 4633	Product Management and Development
BMKT 4637	Services Marketing

**Total: 15 credits**

## Department of Marketing

Jubilee Hall, Room 654  
(973) 761-9237

**Faculty:** Kritz; Ladik; Lozada-Vega; Pirog (*Chair, Adviser*); Warner; Wisenblit

### Concentration in Marketing

A concentration in marketing prepares students for marketing jobs in product development, brand management, services marketing, advertising, international marketing, retailing, sales and marketing research. Because of the increased emphasis on marketing strategy throughout American business, the marketing field offers excellent employment and advancement opportunities. There has been a continuous increase in the demand for marketing professionals, and the average starting salaries of marketing graduates are higher than those in many other fields. Because of the knowledge of products, services and consumers gained in these jobs, marketing positions provide an excellent basis to reach the highest levels in the organization. A marketing education also provides entrepreneurial skills that enable students to start and operate their own companies or enter an existing family business.

The marketing curriculum consists of required core and elective courses. The core courses provide students with insights into consumer behavior and marketing research and the skills required to analyze, plan, implement and control marketing programs. The elective courses provide the opportunity to learn how to manage products and services and develop pricing, distribution and promotional strategies, both in the United States and international markets.

*Note: A concentration in marketing is not offered in the evening.*

### The Stillman School Marketing Honor Society

The objective of this group is the pursuit of excellence in undergraduate marketing studies at Seton Hall University and the productive involvement of the best marketing students in the life and activities of the Stillman School of Business. This society is open to marketing majors who have completed a substantial portion of their marketing courses, demonstrated excellence by obtaining high overall and marketing GPAs, and have been active members of the Marketing Club. Students who fulfill these criteria, according to standards set annually by the marketing faculty, are invited to join the society each Spring.

### Marketing Concentration Requirements

In total, marketing majors must complete between 15 and 21 credits in marketing (in addition to BMKT 2601, which is part of the Business Core), with a minimum GPA of 2.5 in all marketing courses.

Specific course requirements are as follows:

	Credits
I. Two of the three following core courses:	6
BMKT 3611 Marketing Research	3
BMKT 3615 Consumer Behavior	3
BMKT 4631 Advertising Management	3
II. BMKT Electives*	9
<b>Total:</b>	<b>15</b>

\*At least 6 credits must be BMKT 4000-level courses.

## Center for Sport Management

Jubilee Hall, Room 543  
(973) 761-9707

**Faculty:** Gentile; Grantham (*Director, Adviser*); Hunter; McCarthy (*Internship Adviser*); Rothhoff

### Concentration in Sport Management

This interdisciplinary program includes courses in sport law, management, marketing, economics and finance, and prepares students for positions in professional and intercollegiate athletics and the industries that serve them. Students gain exposure to all facets of the business of sport, including sport sponsorship, team and league equity issues, player-management labor relations, and a wide variety of ethical dilemmas facing business professionals in both professional and amateur sport. The program prepares students for positions in sport management organizations; sport marketing firms; licensing and apparel marketing; radio and television programming; and events and facilities management. An integral part of the program is The Seton Hall Sports Poll which provides opportunities for gaining significant sport marketing and sales experience.

#### Alpha Chi Lambda

*Alpha Chi Lambda* is the Sport Management Honor Society. In Spring 2001, the Center for Sport Management in the Stillman School of Business at Seton Hall University, having discovered no honor society in sport management programs nationally, founded *Alpha Chi Lambda*, the first Sport Management Honor Society. Requirements for nomination, which is awarded in either the junior or senior year, include a 3.4 GPA in 60 or more earned credits. Initiation occurs in the Spring of each academic year and members wear a royal blue cord at graduation.

#### The Sport Networking Association (SNA)

The Sport Networking Association (SNA) is one of the largest and most active student organizations in the Stillman School of Business. Comprising both graduate and

undergraduate students, the organization provides an outlet for students to engage in the interactive learning of the business of sport through off-campus visits to sporting events and facilities, internships, guest speakers and more. The SNA also holds community service in the highest regard and works diligently to be a leader and facilitator of charitable activities at Seton Hall University and in the surrounding communities.

### Sport Management Concentration Requirements\*

	Credits
BSPM/ECON 4232 Sport Finance	3
BSPM/BLAW 4330 Sport Law	3
BSPM/BMGT 4535 Sport Management	3
BSPM/BMKT 4607 Sport Marketing	3
BSPM xxxx Sport Management Elective	3
BSPM 4594, 4595* Sport Management Co-op I, II	6
<b>Total:</b>	<b>15-21</b>

\* All Sport Management majors are required to complete two (2) department approved internships. At the discretion of the Director, full-time industry employment or a zero credit internship may be substituted for BSPM 4594 and/or 4595.

## Minor Programs

### Minor in Accounting

The Minor in Accounting is open to all business and non-business majors. The curriculum consists of 18 credits of coursework – 12 credits of required courses and 6 credits of accounting electives.

#### Required Courses (12 credits)

BACC 2103	Financial Accounting
BACC 2104	Managerial Accounting
BACC 3110	Intermediate Accounting I
BACC 3111	Intermediate Accounting II

#### Electives (6 credits)

Choose two courses from the following:

BACC 3115	Cost Accounting
BACC 3116	Financial Statement Analysis
BACC 3117	Federal Income Tax Accounting
BACC 3119	Auditing
BACC 4101	Enterprise-Wide Accounting Information Systems I
BACC 4113	Advanced Accounting

A single BACC course of 3000 series or higher can be taken at most twice.

### Minor in Business Administration

(For College of Arts and Sciences and School of Diplomacy and International Relations majors)

Available to Seton Hall students majoring in disciplines other than business, the minor in business administration supplements the liberal arts or sciences preparation and facilitates a transition to a business career. Arts and sciences

economics majors may also elect this minor.

Three categories totaling 24 credits are required, along with a minimum GPA of 2.25 in the minor program. The categories are:

1. Environment of Business, including one course each in economics and law;
2. Tools of Business, including one course each in accounting, statistics and information technology management; and
3. Functional Areas of Business, including one course each in finance, management and marketing.

#### Minor in Business Administration Requirements

		Credits	Prerequisites*
BACC 2103	Financial Accounting	3	30 credits
BFIN 2201	Business Finance	3	45 credits, BACC 2103 and ECON 1411 or equivalent
BLAW 2301	Legal Foundations of Business	3	none
BITM 2701	Management Information Systems	3	none
BMGT 2501	Principles of Management	3	45 credits and ECON 1411 or equivalent
BMKT 2601	Principles of Marketing	3	45 credits and 1411 or equivalent
ECON			1411 or equivalent
BQUA 2811	Business Statistics (or MATH 1101 equivalent)	3	MATH 1205
ECON 1411	Introduction to Economics (or equivalent)	3	none

**Total: 24**

\*Note: Prerequisites are strictly enforced.

#### Transfer Courses

With the approval of the associate dean of the Stillman School, a maximum of 6 credits may be transferred from other institutions and applied toward the minor in business administration.

#### Changing to a Business Major from the Minor

The minor in business administration is specifically not available to students majoring in business. The economics course designated for the minor does not count toward the core requirements for a degree in business administration. If a

student completes the economics course and then changes to a major in business, the student must still meet all core economics course requirements (ECON 1402, 1403 and 2408).

#### Minor in Economics

*(For both Business and Non-Business Majors)*

Both business and non-business majors may elect to complete a minor in economics. This 18-credit minor consists of the two core courses in economics (ECON 1402 and ECON 1403) plus one required course (either ECON 2420 or 2421) and three economics electives.

#### Minor in International Business

*(For Business Majors Only)*

**Adviser:** Larry McCarthy, Ph.D.

Restricted to business majors, the minor in international business provides the global and cross-cultural knowledge required for success in today's rapidly changing international business environment. The program incorporates an interdisciplinary curriculum from the Stillman School and the College of Arts and Sciences. A special emphasis is placed on languages as well as cultural and geopolitical dimensions of the international business environment.

The opportunity to study abroad may also become a component of this program. The credits earned abroad will count toward but are not restricted to the language and cultural component of the minor. Upon declaration of the minor, students must choose from among the following international studies tracks:

- **Eastern European Track:** Russian or other approved language and related cultural and geopolitical courses;
- **Western European Track:** French, German, Italian, Spanish or other approved languages, and related cultural and geopolitical courses;
- **Pacific Rim Track:** Japanese or Chinese languages or other approved language, and related cultural and geopolitical courses; or
- **Latin American Track:** Spanish or other approved language, and related cultural and geopolitical courses.

#### Qualifications

Enrollment is restricted to business majors in good academic standing with a GPA of at least 2.25.

#### Minor in International Business Requirements

The program includes 27 credit hours:

- 12 credits in a specific language sequence (listed as "Language Electives");
- 6 credits in the cultural and geopolitical component (listed as "Other Electives" and "Additional Non-business Electives"); and
- 9 credits in the international business component (listed as "Business Electives").

Students who demonstrate an intermediate level of proficiency on the language department's proficiency exam may take no more than 6 credits in advanced language. The remaining 6 credits may be taken in a combination of cultural, geopolitical and international business courses. These students also may elect to take all 12 credits in non-language preapproved electives.

Students are encouraged to study abroad, and up to 12 credits for the minor may be transferred from preapproved studies abroad.

## Language and Cultural Component

### A. Eastern European Track

*Language Electives \* (3 credits each)*

RUSS 1001-1002	Elementary Russian I-II
RUSS 2001-2002	Intermediate Russian I-II
RUSS 3001-3002	Advanced Russian I-II
RUSS 3031-3032	Scientific Russian I-II

*Other Electives (3 credits each)*

HIST 3256	History of Imperial Russia
HIST 3257	East Central Europe
HIST 3266	History of 20th Century Russia
HIST 3276	The Transformation of Russia 1894-1932

HIST 4290 Topics in European History

*\*Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue.*

### B. Western European Track

*Language Electives*

#### French \* (3 credits each)

FREN 1001-1002	Elementary French I-II
FREN 2001-2002	Intermediate French I-II
FREN 3011	Conversational French I
FREN 3021-3022	Business French Correspondence I-II

#### German \* (3 credits each)

GERM 1001-1002	Elementary German I-II
GERM 2001-2002	Intermediate German I-II
GERM 3011	Conversational German I
GERM 3021-3022	Business German I-II

#### Italian \* (3 credits each)

ITAL 1001-1002	Elementary Italian I-II
ITAL 2001-2002	Intermediate Italian I-II

#### Spanish \* (3 credits each)

SPAN 1001-1002	Elementary Spanish I-II
SPAN 2001-2002	Intermediate Spanish I-II
SPAN 3011	Conversational Spanish I
SPAN 3021	Business Spanish: Correspondence
SPAN 3213	Advanced Spanish Grammar and Composition

*Other Electives (3 credits each)*

FREN 3305-3306	French Civilization I-II
GERM 3305-3306	German Civilization I-II

HIST 1201-1202	Western Civilization I-II
HIST 3252	History of Modern France
HIST 3265	History of Germany, 1848 to the Present

ITAL 3305-3306 Italian Civilization I-II

*\*Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue. Placement tests may be required.*

## C. Pacific Rim Track

*Language Electives*

#### Chinese \* (3 credits each)

CHIN 1102-1103	Introductory Chinese I-II
CHIN 2101-2102	Intermediate Chinese I-II
CHIN 3101-3102	Advanced Chinese I-II
CHIN 3213	Readings in Modern Chinese I
CHIN 3215-3216	Chinese Newspaper Readings I-II

#### Japanese \* (3 credits each)

JAPN 1102-1103	Introductory Japanese I-II
JAPN 2101-2102	Intermediate Japanese I-II
JAPN 3111-3112	Third-Level Japanese I-II
JAPN 3113-3114	Introduction to Readings in Japanese I-II

JAPN 3211-3212 Business Japanese I-II

*Other Electives (3 credits each)*

ASIA 1403	History of Asian Religious Reflections
ASIA/HIST 1601	History of Traditional Asia
ASIA/HIST 1602	History of Modern Asia
ASIA 2112	Geography of Asia
ASIA 2114	China in World Affairs
ASIA 3127/HIST 3621	History of Traditional China
ASIA 3128/HIST 3651	History of Modern China
ASIA 3129/HIST 3622	History of Traditional Japan
ASIA 3130/HIST 3652	History of Modern Japan
ASIA 3131/POLS 2616	Contemporary Chinese Politics
ASIA 3132	Contemporary Japan

*\*Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the College of Arts and Sciences section of this catalogue. Placement tests may be required.*

## D. Latin American Track

*Language Electives \* (3 credits each)*

SPAN 1001-1002	Elementary Spanish I-II
SPAN 2001-2002	Intermediate Spanish I-II
SPAN 3011	Conversational Spanish I
SPAN 3021	Business Spanish: Correspondence
SPAN 3213	Advanced Spanish Grammar and Composition

*Other Electives (3 credits each)*

HIST/LALS 1401-1402	History of Latin America I-II
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*\*Please note: Prerequisites for language courses are indicated in the appropriate course descriptions in the*

*College of Arts and Sciences section of this catalogue. Placement tests may be required.*

### E. Additional Non-Business Electives

*(3 credits each)*

Students in all tracks may substitute electives from the following list with the specific approval of a faculty adviser:

POLS 1611	Comparative Politics
POLS 1711	International Relations

### F. Business Electives

*(3 credits each)*

BFIN 4233	International Finance
BMKT 3617	International Marketing
ECON 4483	International Economics

## Minor in Legal Studies in Business

*(For both Business and Non-Business Majors)*

This minor is a uniquely designed interdisciplinary program. By structuring required course selections and making the commitment toward a rigorous course of study, students will demonstrate competence in areas of legal studies in business.

This minor is open to any student who has successfully completed 15 credit hours and who has maintained a 2.75 GPA. In addition, students must maintain a 2.75 GPA in the legal studies curriculum. Upon successful completion of the requirements, the student will be awarded the Minor in Legal Studies in Business.

### I. Required Courses (9 credits)

BLAW 2301	Legal Foundations of Business
BLAW 4310*	Advanced Topics in Legal Studies
BLAW 4325*	Law, Ethics and Public Policy

### II. Elective Courses (6 credits selected from the following)

BLAW 4242*	Corporate Governance
BLAW 4318*	Products Liability
BLAW 4321*	Uniform Commercial Code
BLAW 4327*	Legal Aspects of Conflict Resolution

BLAW/

BSPM 4330*	Sport Law
BLAW 4340*	Legal Research, Writing and Moot Court

*\*Prerequisite: BLAW 2301 Legal Foundations of Business*

## Certificate Programs

### Certificate in Business

*(For Non-Business Majors)*

The Certificate Program in Business is designed for non-business majors at Seton Hall University and other regionally accredited colleges.

Students are exposed to the language of business. Major concepts in accounting, marketing, finance and management provide a head start in the business world. These courses

provide solid preparation for entering the job market and starting a career after graduation.

### Qualifications

To qualify for the Certificate Program in Business, applicants must:

- major in an area other than business at a college or university with regional accreditation;
- have completed at least 60 credit hours of college-level courses.

### Application

To apply for the program, applicants should complete the appropriate form in Room 526 of Jubilee Hall. This can be arranged by mail or by calling the Student Information Office, (973) 761-9222.

### Certification of Credits

Students successfully completing the 12-credit program will receive a Certificate in Business from the Stillman School of Business at Seton Hall University. In addition, Seton Hall will verify completion of the overall program to potential employers or other parties, if requested by the student.

### Requirements

To qualify for the Certificate in Business, students must complete the following:

		<b>Prerequisite</b>
BACC 2103	Financial Accounting	30 credits
BMGT 2501	Principles of Management	45 credits and ECON 1411 or equivalent
BMKT 2601	Principles of Marketing	45 credits and ECON 1411 or equivalent
ECON 1411	Introduction to Economics (or equivalent)	none

*Note: Prerequisites are strictly enforced.*

Students must earn a GPA of at least 2.5 for the four courses and earn no more than one grade of "D" or "D+" in the above courses to be eligible for the Certificate in Business.

Some institutions require the last 30 credit hours to be taken in residence. Other colleges may have specific requirements for advance permission before courses may be taken at another college. Applicants should investigate the regulations of the home institution prior to applying for the certificate program.

### Certificate in Business Analytics

Business Analytics is defined as the combination of skills, technologies, applications and processes used by organizations to gain insight into their business based on data and statistics to drive business planning. As technology continues to facilitate organizations to measure, collect and retain more data, companies are challenged to make sense out

of it. Business Analytics provides a set of analytical tools that answers such problems. While statistics and operations research have long been used to allow businesses to make objective decisions, Business Analytics uses these tools plus others like pattern detection to find meaning in the data. It is no exaggeration to state that every business of moderate size is either using Business Analytics or will have to in order to stay competitive.

**Requirements**

BITM 3744	Business Intelligence
BITM 3746	Big Data Analytics
BQUA 2811	Business Statistics

**Elective Courses - one from the following:**

BFIN 4255	Financial Modeling
BITM 3727	Advanced Software Business Tools
BMKT 4634	Marketing Metrics
DAVA 3000	Data Visualization
ECON 4420	Econometrics

**Certificate in Entrepreneurial Studies**

*(For Business Majors)*

This Certificate in Entrepreneurship is composed of four 3-credit courses (12 credits). See below for the list of required and elective courses. These courses will focus on providing theory and practical knowledge and skills through class instruction and will employ experiential learning to help students start a new business or become a major contributor to their family’s business upon graduation. These skills are just as relevant to students who desire a career in the corporate world. These four complementary courses have been structured so that each addresses skills that are necessary to be a successful entrepreneur. The certificate requires at least two courses that address important fundamental skills (e.g., analyzing the feasibility of a business opportunity, developing a business plan, and product and business innovation) that are necessary in starting a business and two elective courses that provides specific skills that entrepreneurs need in starting and running a business (e.g., sales, negotiating, conducting financial statement analysis, and creating financial strategies). A student who wishes to earn the certificate should consult with the faculty in the Center for Entrepreneurial Studies.

**Requirements**

*Students are required to take two of the following courses: (Course offerings rotate)*

BMGT 3442	Introduction to Social Entrepreneurship	3
BMGT 4640	Introduction to Entrepreneurship	3
BMGT 4566	Starting a Business	3
BMGT 4565	Innovation and Entrepreneurship	3
BMGT 4602	Directed Research in Entrepreneurship* (Approval Needed)	3
BMKT/		
BMGT 4629	Sales and Personal Selling	3

*Students select two additional courses from the following:*

BACC 3115	Cost Accounting	3
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BACC 3116	Financial Statement Analysis	3
BFIN 3211	Financial Strategy	3
BLAW 4310	Advanced Topics in Legal Studies	3
BMGT 3524/		
BINT 4924	Doing Business in India	3
BMGT 3641/		
BITM 3741/	Supply Chain Management/	
BMKT 4627	Channels of Distribution	3
BMGT/		
BSPM 4535	Sport Management	3
BMGT 4560	Project Management	3
BMGT 4562	Negotiation	3
BMGT 4602	Directed Research in Entrepreneurship*	3
BMKT 3611	Marketing Research	3
BMKT 4631	Advertising Management	3
BMKT 4612	Quantitative Marketing Research	3
BMKT 4625	Retail Marketing	3
BMKT 4633	Product Management and Development	3
BMKT 4637	Services Marketing	3

*\*Only if not counted toward one of the two courses from the first list.*

**Certificate in Information Technology Management (ITM)**

*(For both Business and Non-Business Majors)*

The Certificate in Information Technology Management is a four-course (12-credit) sequence that consists of BITM 2701, BITM 3727 and two BITM elective courses. A student who wishes to earn the Certificate in ITM should consult with the Department Chair or Adviser for the Department of Computing and Decision Sciences to ensure that the two BITM elective courses selected are in line with the student’s academic/career objectives.

**Certificate in Market Research**

The undergraduate Certificate in Market Research is a four-course (12-credit) sequence that prepares students for various career paths in Marketing and/or Market Research. Students are provided with hands-on opportunities to conduct interviews, moderate focus groups, create web-based surveys, and work with real business clients on projects to uncover insights and develop actionable solutions.

The Certificate coursework utilizes both qualitative and quantitative techniques focused on the collection, analysis and implementation of market research data/insights to make better business decisions.

**Requirements**

**Credits**

*Students are required to take each of the following 2 courses:*

BMKT 2601	Principles of Marketing*	3
BMKT 3611	Marketing Research*	3

*Students select two or more additional courses from the following:*

BITM 3744	Business Intelligence**	3
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BMKT 4612	Qualitative Market Research**	3
BMKT 4633	Product Management and Development	3
BMKT 4634	Marketing Metrics***	3
BMKT 4640	Building & Maintaining Strong Brands*	3
BMKT 4699	Directed Research/Marketing****	3
BMGT 4560/		
BITM 3740	Project Management**	3
COPR 2135	PR Research*	3

\* Offered every semester.

\*\* Offered every Fall.

\*\*\* Offered every Spring.

\*\*\*\* With instructor approval.

Additional information is available at the Market Research Center website: [www.shu.edu/go/market-research](http://www.shu.edu/go/market-research)

## Certificate in Supply Chain Management (SCM)

(For both Business and Non-Business Majors)

The Certificate in Supply Chain Management is a four-course (12-credit) sequence that consists of BQUA 2812, BITM 3732, BITM 3741 (or any of the equivalent cross-listed classes), and one of the following: BITM 3753, BMGT 4562, BMKT 4625. Supply Chain Management (SCM) is a process used by companies to ensure that the chain of activities starting with acquisition of raw materials and ending with the delivery of goods to the customer and after sales service are all well-integrated and carries out effectively and efficiently. Supply Chain Management integrates supply and demand management functions within and across companies. With increasing globalization of business over the past few decades, supply chains have increased in prominence within most companies. There is now a growing need for people who understand and can effectively manage large supply chains.

## Leadership Development Program

Leadership Development is the undergraduate honors program for the Stillman School of Business. Students in the Leadership Program must be admitted to the Stillman School. In addition to the academic requirements, students must complete 80 hours of community service, participate in the group mentoring program, hold leadership positions both on and off campus to complement their studies, attend leadership functions, and maintain an overall GPA of 3.4.

In addition to the Stillman School and liberal arts cores and the courses needed for a concentration, students must take the courses listed below. Some of the courses are either completely or largely restricted to leadership students; these are designated with a LS suffix. Students may enter both the Leadership Development program and the University's Honors program. Students enrolled in both Leadership and the University Honors Program are not required to take COST 1600, and RELS 1102/1502/1503.

### Freshman Year:

#### Fall

BITM 2701 LS	Information Technology Management
COST 1600 LS	Oral Communication
BUSI 1000	Freshman Business Seminar
LEAD 1000	University Leadership Workshop
	Leadership 101*
	Freshman Onboarding*
	Freshman Foundations of Leadership

#### Spring

LEAD 1000	University Leadership Workshop
	Religion Elective with "LS" Section indicator
	Leadership Perspectives*
	Journey of Self-Discovery*
	University Leadership Workshop**

### Sophomore Year:

#### Fall

LEAD 2000	University Leadership Workshop
	Ideas and Trends*

#### Spring

LEAD 2000	University Leadership Workshop
	Ideas and Trends*

### Junior Year:

#### Fall

Junior Year Mentoring Program\*

#### Spring

Junior Year Mentoring Program\*

### Senior Year:

#### Fall

Crisis Management\*

\*Leadership 101, Freshman Onboarding, Freshman Foundations of Leadership, Leadership Perspectives, Journey of Self-Discovery, Ideas and Trends, Crisis Management, and the Junior Year Mentoring Program are mandatory, non-credit-bearing courses available only to Leadership Development students.

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

## Course Descriptions

Course descriptions provide information on offerings for the current academic year. All courses run subject to enrollments and faculty deployment within each department.

*Note: Prerequisites are strictly enforced.*

## **Accounting (BACC)**

### **BACC 2103 Financial Accounting**

Theory and problems of accounting and the accounting cycle. Purpose, form and content of the balance sheet, income statement and statement of cash flows. Ethical role of accountants is discussed. Prerequisite: 30 credits. (BACC 2103 must be taken before BACC 2104). Offered: Fall, Spring. *3 credits*

### **BACC 2104 Managerial Accounting**

Accounting as a management tool. Fundamentals of product/service costing. Use of accounting data for financial planning, decision making and control. Prerequisite: BACC 2103. Offered: Fall, Spring. *3 credits*

### **BACC 3110-3111 Intermediate Accounting I-II**

Comprehensive review of the recording process and preparation of primary financial statements. Study of accounting theory pertaining to assets, liabilities and net worth. Application of accounting to corporations. Prerequisite for BACC 3110: BACC 2103 with a grade of C- or better and BACC 2104. Prerequisite for BACC 3111: BACC 3110 with a grade of C- or better. Offered Fall, Spring. *3 credits each*

### **BACC 3115 Cost Accounting**

Elements of cost accounting: material, labor, overhead. Application of cost accounting involving the use of job order, process and standard cost systems. Study of joint costs, depreciation and distribution costs. Prerequisite: BACC 2104 with a grade of C- or better. Offered: Spring. *3 credits*

### **BACC 3116 (BFIN 4251) Financial Statement Analysis**

Understanding and interpreting public company financial statements. Examination of the balance sheet, income statement, and statement of cash flows to analyze the effects of routine and repetitive business transactions. Criteria for revenue and liability recognition. Impact of off balance sheet financing, accounting for pension, income taxes and other business activities are also examined. Use of a sequential strategy that includes identifying key economic characteristics of the firm's industry, key company strategies, assessing the quality of earnings, and analyzing risk and profitability. Prerequisite: BACC 2103 with a grade of C- or better and BACC 2104. Offered: Fall, Spring. *3 credits*

### **BACC 3117 Federal Income Tax Accounting**

Analysis and application of federal income tax law with respect to individual and business organizations. Relationships between the law and classification of accounts. Prerequisite: BACC 2104. Offered: Fall. *3 credits*

### **BACC 3119 Auditing**

Purpose and goals of the audit. Duties, responsibilities and ethical role of the auditor. Procedure and types of audits and the generally accepted auditing standards. Prerequisite: BACC 3111 with a grade of C- or better. Offered: Fall. *3 credits*

### **BACC 4101 (BITM 3724) Enterprise-Wide Accounting Information Systems I**

The course is designed to provide an understanding of

accounting information and information technology in the operational and strategic decision-making of the firm. Relational databases, data modeling, SQL and web application development- are covered in significant detail. Students will become familiar with the revenue, expenditure, conversion and general ledger transaction processing subsystems. Students will develop an understanding of internal controls and the impact of information systems on managerial decisions and organization performance. Prerequisites: BACC 2103, 2104 and BITM 2701. Offered: Fall, Spring. *3 credits*

### **BACC 4102 (BITM 3753) Enterprise-Wide Accounting Information Systems II**

This course will provide participants with a clear understanding of enterprise applications like accounting, materials, management, sales and distribution, materials requirement planning and process manufacturing. Each of these applications will be covered through the use of the SAP enterprise systems. In addition, the course will cover security auditing, evaluation and implementation as applied to information systems. Prerequisite: BACC 4101 or BITM 3724. Offered: Spring. *3 credits*

### **BACC 4113 Advanced Accounting**

Course focuses on accounting for investments, including business combinations, and foreign currency accounting. Foreign currency financial statements, segment reporting and other advanced accounting topics are covered as well. Prerequisite: BACC 3111 with a grade of C- or better. Offered: Spring. *3 credits*

### **BACC 4133 Governmental and Not-for-Profit Accounting**

This course is an introduction to accounting for governmental and not-for-profit organizations. The main focus of the class is on the development of a thorough understanding of the standards which govern the accounting and reporting for these organizations and on the structure of the financial statements themselves. Prerequisite: BACC 3110 (with a minimum grade of C-). Offered: Spring. *3 credits*

### **BACC 4191-4193 Accounting Co-op I-III**

See Internship Adviser. Internship courses are counted as general electives. *1 credit each*

## **Finance (BFIN)**

### **BFIN 1003 Personal Money Management**

100% online, self-paced course focusing on the ABCs of personal money management, with emphasis on post-graduation credit and debt decisions. Topics include paychecks, credit cards, school loans, mortgages, stock investing, and income taxes. Short video clips with required light reading, including 10 online self-tests and one online final examination. *1 credit*

### **BFIN 1004 Student Portfolio Management I (SMIF)**

Student selection of securities and portfolio construction and management of \$150,000 of the Seton Hall Endowment Fund in a faculty-student collaborative setting. Students apply equity valuation and portfolio management techniques to enhance practical knowledge in security valuation, portfolio



management, and the dynamics of financial markets. May be continued for an additional one credit as BFIN 1005 in a subsequent semester. Prerequisite: Hall Street Fund participation. Recommended: Successful completion of BFIN 3211 and BFIN 4227. Offered: Fall, Spring. *1 credit*

**BFIN 2201 Business Finance**

Introduction to the major finance principles: financial goals, financial instruments, time value of money, risk and return, asset pricing, and capital budgeting. Most sections are hybrid and meet in a classroom only on specific days to do review work with a professor with the pre-recorded lectures viewable on-line. Declared finance majors must earn a “C” in BFIN 2201 to be allowed to advance to required finance concentration courses, BFIN 3211 or BFIN 4227.

Prerequisites: ECON 1403, BACC 2103. Co-requisite: BQUA 2811. Offered: Fall, Spring. *3 credits*

**BFIN 3211 Financial Strategy**

Extension of basic financial principles with emphasis on corporate finance. Advanced topics include capital budgeting, capital structure and cost of capital estimation, and long-term financial policy. Prerequisite: BFIN 2201 minimum “C”.

Offered: Fall, Spring. *3 credits*

**BFIN 4227 Investment Analysis**

Coverage of the fundamental principles underlying investment decisions, including security market structure, asset pricing, portfolio theory, valuation of stocks and bonds, portfolio performance evaluation and an introduction to derivatives.

Prerequisite: BFIN 2201 minimum “C”. Offered: Fall, Spring. *3 credits*

**BFIN 4229 Financial Institutions**

Analysis of the structure and behavior of U.S. financial institutions, including products, regulation, and the management of assets and liabilities. Prerequisite: BFIN 2201. Offered: Spring. *3 credits*

**BFIN 4230 Portfolio Analysis**

Introduction to financial decision making from the perspective of efficient portfolio construction, including measurement and estimation of return, risk and portfolio performance. Offered: Irregularly. Prerequisite: BFIN 4227. *3 credits*

**BFIN 4231 Risk Management**

Introduction to risk management, including analysis of risk and methods of risk bearing: property, casualty, claim control, and loss prevention. Includes environmental risk, captive insurance, and enterprise risk management. Prerequisite: BFIN 2201. Offered: Irregularly. *3 credits*

**BFIN 4233 International Finance**

Analysis of exchange rate behavior and the other factors important to managing the multi-country cash flows and financing of the multinational enterprise. Foreign direct investment and capital budgeting decisions of the firm in the global environment. Financial operations in foreign exchange and multinational markets. Prerequisite: BFIN 2201. Offered: Fall, Spring. *3 credits*

**BFIN 4234 Futures, Options and Other Derivatives**

Examination of topics involving options, futures and swaps,

including trading strategies, pricing fundamentals and models, risk management and other applications. Prerequisite: BFIN 4227. Offered: Fall, Spring. *3 credits*

**BFIN 4239 Real Estate Finance**

Examination of residential and commercial real estate, including property valuation, mortgages, and financing arrangements. Prerequisite: BFIN 2201. Offered: Summer. *3 credits*

**BFIN 4241 Mergers and Acquisitions**

Examination of the financial aspects of corporate mergers and acquisitions, including growth through acquisition, valuation issues, and tax and legal implications. Prerequisite: BFIN 3211. Offered: Spring. *3 credits*

**BFIN 4244 Securities Trading and Financial News**

Analysis of the impact of financial news and events on the prices of securities, including technical analysis, fundamental analysis, and trading strategies. Prerequisite: BFIN 2201.

Prerequisite/Corequisite: BFIN 4227. Offered: Fall, Spring. *3 credits*

**BFIN 4250 Fixed Income Analysis**

Analysis and valuation of fixed-income securities and markets, including pricing, yields, volatility and the impact of interest rate movements. The course covers traditional bonds and term structure concepts as well as fixed-income derivatives and interest rate modeling. Prerequisite: BFIN 4227. Offered: Fall, Spring. *3 credits*

**BFIN 4251 (BACC 3116) Financial Statement Analysis**

Understanding and interpreting public company financial statements. Examination of the balance sheet, income statement, and statement of cash flows to analyze the effects of routine and repetitive business transactions. Criteria for revenue and liability recognition. Impact of off balance sheet financing, accounting for pension, income taxes and other business activities are also examined. Use of a sequential strategy that includes identifying key economic characteristics of the firm’s industry, key company strategies, assessing the quality of earnings, and analyzing risk and profitability. Prerequisite: BACC 2103 with a grade of C- or better and BACC 2104. Offered: Fall, Spring. *3 credits*

**BFIN 4253 Advanced Corporate Finance**

An in-depth examination of real world corporate financial decisions from the point of view of the firm’s management using case studies. Topics covered include capital budgeting, capital structure, corporate financing strategy and mergers and acquisitions. Prerequisite: BFIN 3211. Offered: Spring. *3 credits*

**BFIN 4255 Financial Modeling**

A practical perspective on the major finance models using Microsoft Excel, with a focus on the development and use of spreadsheet-based financial models, implementation of a concise and sound methodology, and utilization of financial theory over a wide range of applications used in the financial industry. Examples of implemented theories include: portfolio selection and risk assessment, DCF valuation, bond pricing and duration, option pricing and applications, portfolio

insurance and Value-at-Risk. Prerequisite: BFIN 3211, BFIN 4227. Offered: Spring. *3 credits*

**BFIN 4260 (BITM 4260) Finance and Technology**

Introduction to information technology concepts, techniques, and responsibilities that the finance business must address, with coverage of five technologies: data, end-user devices, information networks, cloud applications, and event management. These technologies connect to businesses: commercial and investment banking, insurance and risk management, and market exchanges covering the challenges of valuing them as inventory assets as well as exploring formal methods that aid the purchase, maintenance, support, and impact of these technologies. Topics include governance responsibilities stipulated by financial services regulations: continuity of business, policy setting, compliance, reporting, and audit, with an ethical context to monetary risk.

Prerequisite: BFIN 2201. Offered: Fall, Spring. *3 credits*

**BFIN 4261 Private Equity**

This course provides an introduction to an investor approach to the private equity and venture capital markets, and the general analysis and structuring of PE/VC transactions and funds, principally from a Limited Partner's and General Partner's viewpoint. It will introduce students to some of the tools for investing in private equity and venture capital, but with concepts that also hopefully have broad applicability to other corporate finance settings involving issues of valuation, financing and capital structure, staged investing, growth and development, operational improvements and deal management, and value realization that are central to all organizations. While this is an introductory course, students entering the course need to have a basic proficiency with Excel and the construction of fairly significant cash flow projections and future balance sheets, as well as being somewhat familiar with at least some basic accounting, financial structuring and the basic analysis of industries, markets and companies. Prerequisite: BFIN 3211.

Experimental. Offered: Fall, Spring. *3 credits*

**BFIN 4262 Corporate Risk Management**

Coverage of the foundations of corporate risk management. Topics include risk management concepts and the practice of managing credit risk, market risk (including commodity, exchange rate, and interest rate risks), and operational risk. Students learn to use forward, futures, options, and swaps in the application of risk-adjusted returns on capital and Value at Risk. Case studies covered include the collapse of Long Term Capital Management, Lehman Brothers, and Metallgesellschaft. Prerequisite: BFIN 3211. *3 Credits*

**BFIN 4294-4296 Finance Co-op I-III**

See Internship adviser. Internship courses are counted as general electives. Offered: Fall, Spring, Summer. *1/3 credits*

**BFIN 4297-4299 Directed Research/Finance**

Individual research in the area of finance independent of a formal course structure. Directed research courses can be counted as finance concentration electives. Prerequisite: permission of supervising faculty member prior to

registration. Offered: Fall, Spring, Summer. *½/1/2/3 credits*

**BFIN 4300-4302 Finance Corporate Internship I-III**

See Internship adviser. Internship courses are counted as general electives. Offered: Fall, Spring, Summer. *1/3 credits*

**Computing and Decision Sciences (BITM & BQUA)**

**Information Technology Management (BITM)**

*Evening students wishing to concentrate in ITM must first contact the department adviser to discuss course availability.*

**BITM 2701 Management Information Systems**

Role of technology in the management process. Introduction to the basic concepts of computer hardware and software. A significant part of the course deals with building spreadsheets to model business problems. In addition, database and Internet-related tools are covered. Emerging ethical issues in technology are treated. Offered: Fall, Spring. *3 credits*

**BITM 3721 Introduction to Programming**

This is a first course in computer programming for business majors using Python. Students are exposed to algorithms and programming techniques, with a focus on business-oriented problems. Prerequisite: BITM 3727 (minimum grade of B). Offered: Fall, Spring *3 credits*

**BITM 3724 (BACC 4101) Business Information Modeling**

The course is designed to provide an understanding of accounting information and information technology in the operational and strategic decision-making of the firm. Relational databases, data modeling, SQL and web application development are covered in significant detail. Students will become familiar with the revenue, expenditure, conversion and general ledger transaction processing subsystems. Students will develop an understanding of internal controls and the impact of information systems on managerial decisions and organization performance. Prerequisites: BACC 2103, 2104 and BITM 2701. Offered: Fall, Spring. *3 credits*

**BITM 3727 Advanced Business Software Tools**

This course will teach advanced topics in spreadsheet (Excel) design/programming. The course will show students how to use Visual Basic for Applications (VBA) to build functionally rich spreadsheets. Prerequisite: BITM 2701 (minimum grade of B). Offered: Fall, Spring. *3 credits*

**BITM 3730 Developing Web Applications**

The course will focus on the development of web pages enhanced with live data from databases, adding interactivity, user preferences, and storage. The course will start out with a simple example and end with a "sophisticated" project that uses all the techniques and technology examined in the course. Prerequisite: BITM 2701. Offered: Fall. *3 credits*

**BITM 3732 Enterprise Resource Planning Systems**

IT and supply chain management professionals must develop a deep understanding of standard business processes that cut across all organizations. SAP is the industry leading ERP software, and course participants will gain valuable hands-on experience in working with the various applications by interacting with the appropriate modules in SAP. The

interaction will exercise modules that companies use to implement supply chain management principles. Many of the course assignments will be done on SAP. Prerequisite: BITM 2701. Offered: Fall. *3 credits*

**BITM 3740 (BMGT 4560) IT Project Management**

With the pervasive use of IT in organizations for mission critical applications, successfully envisioning and implementing these applications is critical to the success of modern organizations. With the rise of outsourcing, this is becoming even more critical. Managing IT projects is very complex and requires not only general project management techniques and skills, but also the mastery of some IT specific project management issues. This course will sensitize participants to various IT project management skills and techniques relevant to current practice. Prerequisites: BITM 2701. Offered: Fall, Spring. *3 credits*

**BITM 3741 (BMGT 3641/BMKT 4627) Supply Chain Management**

The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Globalization of the economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. Offered: Fall, Spring. *3 credits*

**BITM 3744 Business Intelligence**

Routine business operations generate huge amounts of data, but much of it goes unused beyond the immediate purpose for which it was gathered. Businesses are becoming increasingly aware of the potential for such data to yield significant insights. This course covers tools and techniques for extracting intelligence from data. The course covers the concepts of exploratory data analysis and uses the R computing environment. Topics include principles of data visualization, using ggplot for data visualization, tidying data, preparing data for analysis and exploring data to identify underlying patterns using the dplyr package. Prerequisite: BQUA 2811 (minimum grade of B). Offered: Fall, Spring. *3 credits*

**BITM 3746 Big Data Analytics**

Today, organizations gather huge amounts of data. Much of this comes from click-streams of user-interactions with web sites. Organizations also combine diverse types of data by creatively mashing-up different data sets - for example, by adding weather data based on time and location information contained in a data set. Such data sets often tend to be huge and flexibly structured. They differ in significant ways from traditional conceptions of data. Over the past decade, many

new technologies have emerged to process such "big data." Prerequisite: BITM 3744. Offered: Spring. *3 credits*

**BITM 3753 (BACC 4102) Enterprise-Wide Accounting Information Systems II**

This course will provide participants with a clear understanding of enterprise applications like financial accounting, controlling, materials management, materials planning and production, sales and distribution, and warehouse management. Each of these applications will be covered through the use of the SAP enterprise systems. In addition, the course will cover security, auditing, evaluation and implementation as applied to information systems. Prerequisite: BACC 4101 or BITM 3724. Offered: Spring. *3 credits*

**BITM 4260 (BFIN 4260) Finance and Technology**

Introduction to information technology concepts, techniques, and responsibilities that the finance business must address, with coverage of five technologies: data, end-user devices, information networks, cloud applications, and event management. These technologies connect to businesses: commercial and investment banking, insurance and risk management, and market exchanges covering the challenges of valuing them as inventory assets as well as exploring formal methods that aid the purchase, maintenance, support, and impact of these technologies. Topics include governance responsibilities stipulated by financial services regulations, continuity of business, policy setting, compliance, reporting, and audit, with an ethical context to monetary risk. Offered: Fall, Spring. *3 credits*

**BITM 4639 (BMKT 4639) Web 2.0 Marketing**

The application and management of direct-response marketing in segmenting, targeting and establishing long-term relationships with customers. An emphasis on interactive technologies in the dissemination of marketing information and the distribution of goods and services in the electronic marketplace. The management of personal and business-to-business customer databases, and the development, management and evaluation of effective Internet marketing, virtual shopping and customized marketing strategies. Prerequisite: BMKT 2601. Offered: Spring. *3 credits*

**BITM 4794-4796 Management Information System Co-op I-III**

See Internship Adviser. Internship courses are counted as general electives. Offered: Fall, Spring. *3 credits each*

**BITM 4799 Directed Research/ITM**

Application for Independent Study must be completed and approved prior to registration. Forms are available from the faculty member chosen for the supervision of the project. Emphasis on research and field work appropriate to the students' backgrounds and career objectives. Prerequisite: Departmental approval. Offered: Fall, Spring. *3 credits*

**Quantitative Analysis**

**BQUA 2811 Business Statistics**

This course provides students with an understanding of

statistical techniques for analyzing business problems. Concepts are developed using calculations for simple problems with small amounts of data. Larger and more realistic problems are handled using Microsoft Excel. Topics include descriptive statistics, elements of probability, sampling, interval estimation, hypothesis testing and regression analysis. Prerequisites: MATH 1205 (minimum grade of C), BITM 2701 (minimum grade of C). Offered: Fall, Spring. *3 credits*

### **BQUA 2812 Quantitative Decision Making**

This course introduces quantitative models of management science and their applications to decision making in a business environment. Topics may include decision analysis, forecasting, linear programming, inventory, queuing and simulation. Prerequisite: BQUA 2811 and 45 credits. Offered: Fall, Spring. *3 credits*

## **Economics & Legal Studies (ECON & BLAW)**

*At least two economics electives will be offered each semester on a rotating basis. Please consult Department for scheduling of elective courses.*

*Note: A concentration in economics is not offered in the evening.*

### **ECON 1402 Principles of Economics I**

Introductory approach to the development of microeconomic analysis. Principles governing economic behavior in a market-oriented system: exchange, market pricing, production and costs, market structures and their effects on product and factor markets. Emphasis on developing techniques for rational micro decision making and evaluating contemporary policies and trends both nationally and internationally. Offered: Fall, Spring. *3 credits*

### **ECON 1403 Principles of Economics II**

Introductory approach to the development of macroeconomic analysis: principles governing the determination of national income, aggregate output and prices, employment, economic fluctuations and the cost of money and capital. Fiscal and monetary management techniques and policies in light of contemporary national and international issues. Prerequisite: ECON 1402. Offered: Fall, Spring. *3 credits*

### **ECON 1411 Introduction to Economics**

Fundamental principles, concepts, methodology and economic reasoning of the discipline. Emphasis on theoretical, institutional, historical and policy foundations of various contemporary issues. For students not planning to major in economics. Required for a minor in business administration. This course will not count as an economics elective. Offered: Fall, Spring. *3 credits*

### **ECON 2408 Money and Banking (offered by the Department of Finance)**

Introduction to the institutional and theoretical bases of money, credit, the financial markets and the banking system. Functions and operations of the Federal Reserve System in relation to current economic, financial and monetary development and problems. Role of international financial and

money markets evaluated for impact on the U.S. economy. Prerequisites: ECON 1402 and 1403. Offered: Fall, Spring. *3 credits*

### **ECON 2420 Intermediate Microeconomic Analysis**

Systematic development of microeconomic theory. Consumer behavior, market demand and supply functions for output and resources, decision rules for the efficient allocation of resources, production costs and pricing for benefit maximization. Development of modeling techniques applicable to a variety of functional areas of management, finance and operations. Develops skills for private and public management. Prerequisite: ECON 1402. Offered: Fall. *3 credits*

### **ECON 2421 Intermediate Macroeconomic Analysis**

Systematic development of macroeconomic theory. Neoclassical, Keynesian, post-Keynesian, and contemporary models for income, output, employment and interest rate determination. National and international problems in relation to the applicable models and the practices of fiscal and monetary authorities. Develops analytical skills for fiscal and monetary management, forecasting and public policy. Prerequisite: ECON 1403. Offered: Spring. *3 credits*

### **ECON 3410 Environmental Economics**

Theoretical and empirical analysis. The growth of the health industry; the supply of and demand for health practitioners; the hospital as an economic organization; models of pricing in selected sectors of the health market; the financing of health services; cost-benefit analysis; and spatial analysis of delivery systems. Prerequisites: ECON 1402 and 1403. *3 credits*

### **ECON 3437 Economics and Liberty**

This is an interactive course that will increase the students' ability to apply their problem solving skills through discussions on the impact of liberty and freedom. This course will have requisite readings in economics, politics, and philosophy, and their combination in the political economy. The course will promote interaction between students, faculty, and guest speakers to discuss these resources in detail and how they affect our lives and the world. Prerequisites: ECON 1402, 1403 and instructor approval. Offered: Spring. *3 credits*

### **ECON 3450 Economics of the Sport Industry**

An economic analysis of the sport industry, with special emphasis on the market structure and conduct of baseball, football and hockey as played in the United States. Topics include: an analysis of the work-leisure decisions of sport fans; trends in the market for sport franchises; player salaries and their distribution; the competitive balance in sport leagues; and the cost and impact of sport stadiums. Prerequisites: ECON 1402 and 1403. Offered: Every third semester. *3 credits*

### **ECON 3462 Government and Business**

Examines the regulatory interactions of government with enterprise. Survey of the institutional and legal structure in which business functions in the United States. The theoretical and empirical implications of regulation evaluated through the case method. Prerequisites: ECON 1402 and 1403. *3 credits*

**ECON 3470 History of Economic Thought (Required for ECAS students)**

Survey of the evolutionary development of contemporary economic analysis. Major economic schools, classical, socialist, neoclassical, Keynesian and others, as well as key economists. Prerequisites: ECON 1402 and 1403. Offered: Fall. *3 credits*

**ECON 4232 (BSPM 4232) Economics and Finance in Sports**

Application of finance principles to the sport industry, including revenue sources, valuation issues, performance, and corporate sponsorships. Prerequisite: ECON 1402, 1403, BFIN 2201. Offered: Fall, Spring. *3 credits*

**ECON 4420 Econometrics**

Application of mathematics and statistics to economic theory for solving economic problems. Econometric models, both static and dynamic, developed assuming conditions of uncertainty. Open to upper-level students only. Prerequisites: ECON 1403, BQUA 2811. *3 credits*

**ECON 4483 International Economics**

Introduction to exchange theory. Trade patterns and trends. Commercial foreign policies, exchange rates, monetary and fiscal instruments and policies for external balance. International accounts in the context of current trends. Prerequisites: ECON 1402, 1403 and 2408. *3 credits*

**ECON 4494-4495 Economics Co-op I-II**

See Internship Adviser. Internship courses are counted as general electives. *3 credits each*

**ECON 4496-4498 Directed Research in Economics**

Open to students with the permission of their mentors. Project form must be completed and approved prior to registration. Forms are available from the faculty chosen for the supervision of project. Research and field work directed by students' background and career objectives. Hours by arrangement. *1/2/3 credits*

**ECON 4499 Seminar in Economics**

Research and preparation of a major paper on a topic approved by the faculty. Members of the seminar interact as an evaluation board on the progress and results of the research. Prerequisites: ECON 2420 or 2421 or permission of the department chair. Offered: Spring. *3 credits*

**Legal Studies**

*Please check Department for schedule of elective courses.*

**BLAW 2301 Legal Foundations of Business**

Examination of the relationship between the business environment and the legal environment. Topics include constitutional law implications, contractual relationships, employment and ethics. Offered: Fall, Spring. *3 credits*

**BLAW 3462 Government and Business**

Examines the regulatory interactions of government with enterprise. Survey of the institutional and legal structure in which business functions in the United States. The theoretical and empirical implications of regulation evaluated through the case method. Prerequisites: BLAW 2301, ECON 1402 and

1403. *3 credits*

**BLAW 4310 Advanced Topics in Legal Studies**

Extension and application of legal and ethical issues beyond the foundations level. Prerequisite: BLAW 2301. Offered: Fall. *3 credits*

**BLAW 4318 Products Liability**

Examination of legal and ethical issues of this specialized area of tort law. Particular emphasis is on the development of products liability and its impact on the business environment. Topics include negligence, warranties and strict liability. Prerequisite: BLAW 2301. Offered: Fall. *3 credits*

**BLAW 4321 Uniform Commercial Code**

Examination of legal and ethical issues related to transactions involving aspects of commercial paper, sales warranties and secured transactions with respect to personal property under the Uniform Commercial Code. Also considers issues arising under bankruptcy and debtor-creditor rights. Prerequisite: BLAW 2301. Offered: Spring. *3 credits*

**BLAW 4325 Law, Ethics and Public Policy**

Examines the ethical and public policy issues raised in a variety of areas of law. Provides an in-depth treatment of many of the legal and ethical issues faced in the business environment. Prerequisite: BLAW 2301. Offered: T.B.D. *3 credits*

**BLAW 4327 Legal Aspects of Conflict Resolution**

Examines the myriad of issues which may result in adversarial litigation and how best to avoid those conflicts. These include proven methods of resolving disputes, such as negotiation, mediation, arbitration and other forms of alternative dispute resolution. The course will also consider cross-cultural issues, which may manifest themselves as potential disputes that can best be avoided if we understand the different values and attitudes of the various parties to a dispute. Such issues include cultural difference and detecting the viewpoint of the business and the individual and how best to achieve a mutual satisfactory goal without conflict. Prerequisite: BLAW 2301. Offered: T.B.D. *3 credits*

**BLAW 4330 (BSPM 4330) Sport Law**

The constitutional aspects of sports with special attention toward procedural and substantive due process. The formation and conditions of contracts from both the management and individual's perspectives. Topical coverage includes: Agency; Labor and Employment; Antitrust and Title IX coverage. Strong emphasis on ethical concerns in the sport industry. Prerequisite: BLAW 2301. Offered: Fall, Spring. *3 credits*

**BLAW 4335 Legal Aspects of Information Technology**

Examination of legal, ethical, and social responsibility issues related to information technology, including privacy and confidentiality, e-commerce law fundamentals, consumer protection, content regulation, Internet and intellectual property law and the protection of information products and services. Discussion of information technology innovation, including, but not limited to, new media and social networking platforms, and its impact on legal and ethical issues. Prerequisite: BLAW 2301, BITM 2701. Offered:

T.B.D. *3 credits*

**BLAW 4340 Legal Research, Writing and Moot Court**

Introduction to the research techniques currently used in the legal community. Shows how to develop an analytical approach toward legal issues through both written and oral exercises. Prerequisite: BLAW 2301. Offered: T.B.D. *3 credits*

**BLAW 4397-4399 Directed Research/Legal Studies**

Individual research in the area of legal studies independent of a formal course structure. Prerequisite: permission of supervising faculty member prior to registration. Offered: Fall, Spring, Summer. *1/2/3 credits*

**Management (BMGT)**

**BMGT 2501 Principles of Management**

Fundamentals of management: planning; organizing; coordinating and controlling organizational activities. Study of the evolution of management thought, careers in management, international management, production/operations management and social responsibility. Prerequisite: 45 credits and ECON 1403. Offered: Fall, Spring. *3 credits*

**BMGT 2503 Organizational Behavior**

Behavioral science approaches to understanding and effectively managing and leading organizations. Emphasis on developing students' theoretical understanding and behavioral capability to deal with issues at the individual, work group and organizational levels. The course focuses on developing leaders who know how to make decisions, build teams, communicate effectively, design work and organizations, manage conflict, change and diversity and recognize and reward this workforce in a global environment. Prerequisite: BMGT 2501 and 60 credits. Must be taken no earlier than junior year. Offered: Fall, Spring. *3 credits*

**BMGT 3442 Social Entrepreneurship**

Social entrepreneurship is a rapidly developing field in which business and nonprofit leaders use business methods to find solutions for many of the social and environmental challenges that face the world today. The course follows an interdisciplinary approach to introduce students to the theory of social entrepreneurship and to the many opportunities, challenges and issues facing social entrepreneurs. Students will also gain an understanding of different business models for social enterprises, including different methods to assess social impact and social business performance. Students will gain direct experience in the field by working on business plans for existing social enterprises. Prerequisite: BMGT 2501. Offered: Spring. *3 credits*

**BMGT 3511 Human Resource Management**

Human Resource Management (HRM) refers to the functions of an organization that coordinate and develop human capital as a strategic competitive advantage. These functions are HR staffing, HR development, Compensation, Safety and Health, and Employee and Labor Relations. In this course, students will learn the theories and concepts of HR and how to apply

them so that these align with organizational strategies. In so doing, students will have the tools both to formulate and to implement effective HRM strategies in organizations in which they will manage and lead, regardless of their position in that organization. Prerequisite: BMGT 2501. *3 credits*

**BMGT 3515 Production Operations Management**

An introduction to the management of operational activities, including project management and supply chains in manufacturing and service industries. Some other topics covered in this course are operational efficiency and productivity, physical plant location and facilities design, work and job design, Six Sigma quality, control charts, and the integration of activities across departments. This course places an emphasis on solving operations problems using quantitative techniques employing information technology. Prerequisite: BMGT 2501. Offered: Fall, Spring. *3 credits*

**BMGT 3524 (BINT 4924) Doing Business in India**

This course is designed to impart an understanding of how to do business in or with India and the regions surrounding it. It includes a visit to India for firsthand experience of its cultural, social, industrial, business and financial centers. The course requirements include attending two classes before the visit to India and one after returning. In addition, students will be required to maintain a journal and make a presentation on their return. The travel to India takes place during spring break. The course can replace the requirements for BINT 3001 for Business majors if a paper on doing business in India is completed satisfactorily. The course is open to all Seton Hall undergraduates. Offered: Spring. *3 credits*

**BMGT 3641 (BITM 3741/BMKT 4627) Supply Chain Management**

The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Globalization of the economy and electronic commerce have heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. *3 credits*

**BMGT 4535 (BSPM 4535) The Management of Sport Organizations**

This course examines the application of general principles of management to the sport industry and to the management of sport organizations in particular. The course provides the student with an overview of the sport industry, as well as the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues. Students will also consider the ethical and moral dilemmas facing sport managers and the sport industry as a whole. Prerequisite: BMGT 2501. Offered: Fall,

Spring. *3 credits*

**BMGT 4538 (BSPM 4538) International Sport Management**

This course examines the management of sport in the global village. Examination of sport as a cultural phenomenon and a management challenge in differing political, social and economic systems will be undertaken. Prerequisite: BMGT 2501. Offered: Spring. *3 credits*

**BMGT 4545 Leadership Seminar**

Explores an organization's need for leadership and how members can take on leadership responsibilities. Defines leadership and how it works in practice. Explores the full range of leadership models and practical leadership issues. Prerequisite: BMGT 2501. *3 credits*

**BMGT 4552 (BINT 4928) Doing Business in China**

Learning through seeing and experiencing. This course is designed for students to learn the economic and business environment in China by traveling to China. In addition to readings and class discussion, students will be asked to contact local people, to investigate the Chinese market and business conditions and to observe foreign business operation. Business and career opportunities will also be explored. Students will be asked to develop a business plan for doing business in China. Offered: Summer. *3 credits*

**BMGT 4560 (BITM 3740) Project Management**

This course will help you understand the role of project management and how to set and manage client expectations. Topics include creating a project plan, assessing project risk, managing multiple projects, and scheduling, controlling and managing contracts for repeatable success throughout the organization. Prerequisite: BMGT 2501. Offered: Spring. *3 credits*

**BMGT 4562 Negotiation**

All day every day in business, we are negotiating. This course introduces students to the critical elements of negotiating. Students will learn how to develop and execute effective strategies for negotiating in everyday business situations including negotiating: prices with clients and vendors, business deals, salaries, promotions and resource allocation. The course will cover, not only basic negotiating theory, but also practical aspects of negotiating and influencing. It will also explore negotiating cross culturally. Students will experience negotiating first hand through a variety of experiential learning modules where they actually negotiate in a variety of settings and group contexts. Offered: Fall: *3 credits*

**BMGT 4565 Innovation in Entrepreneurship**

In this course, students learn about the role creativity plays in the entrepreneurial innovation process. They explore what increases and/or decreases creativity levels and how personal, group, organization, national and global factors impact the resultant innovation. Students also learn how to generate ideas that can lead to truly innovative products, services, processes, and/or business models and how these techniques can be applied in many contexts, such as start-up businesses, new

social ventures, and existing organizations. Prerequisite: BMGT 2501. *3 credits*

**BMGT 4566 Starting a Business**

In this course, students focus on the effectual approach to entrepreneurship while they foster their personal entrepreneurial attitudes and practice the skills needed for launching successful new ventures. They will also analyze some ethical issues entrepreneurs face during the start-up process. Prerequisite: BMGT 2501. Offered: Spring. *3 credits*

**BMGT 4594-4596 Management Co-op I-III**

See Internship Adviser. Internship courses are counted as general electives. Prerequisite: Departmental approval prior to registration. Offered: Fall, Spring, Summer. *3 credits each*

**BMGT 4597-4599 Directed Research**

Independent research in the area of management. Project is developed in consultation with faculty and must be approved by chair prior to registration. Offered: Fall, Spring, Summer. *1/2/3 credits*

**BMGT 4602 Directed Research Entrepreneurship**

Independent research in the area of entrepreneurship. Project is developed in consultation with faculty and must be approved by chair prior to registration. Offered: Fall, Spring, Summer. *3 credits*

**BMGT 4629 (BMKT 4629) Sales and Personal Selling**

Personal selling and managing the corporate sales force in the context of overall marketing strategy. Finding and reaching prospective buyers, developing effective sales presentations, handling objections and closing sales. Sales management, including recruiting, selecting, training, motivating and compensating sales personnel, sales forecasting, territory development and an optimal use of the sales budget. Prerequisite: BMKT 2601, BMGT 2501. Offered: Spring. *3 credits*

**BMGT 4640 Entrepreneurship**

This course introduces students to the entrepreneurial journey, from finding an opportunity for a new business, to gaining traction in the marketplace, to exploring ways to finance a new venture. The course is designed for current or aspiring entrepreneurs, as well as for students looking to gain an understanding how to become more entrepreneurial in mindset. The course will develop skills in generating and evaluating business ideas, assessing market potential and risk, developing business models, analyzing financial decisions to secure growth for small businesses, and pitching a business idea to potential partners and investors. Prerequisite: BMGT 2501. Offered: Fall, Spring. *3 credits*

**BMGT 4654 Internship in Entrepreneurship.**

See Internship Adviser. Prerequisite: Departmental approval prior to registration. Offered: Fall, Spring, Summer. *3 credits*

**Marketing (BMKT)**

*Note: A concentration in marketing is not offered in the evening. BMKT 2601 Principles of Marketing is a prerequisite for ALL marketing courses.*

**BMKT 2601 Principles of Marketing**

The methods, policies and organizations involved in the flow of goods and services from producers to consumers in the context of the sociocultural, economic, legal and technological global business environment. Consumer behavior, marketing research, market segmentation, targeting and demand analysis, strategic planning, product development and management, promotional strategy, pricing, distribution, not-for-profit marketing, international marketing, and social responsibility and ethical issues involved in making marketing decisions. Prerequisite: 45 credits and ECON 1403 or 1411. Offered: Fall, Spring. *3 credits*

**BMKT 3611 Marketing Research**

The techniques of marketing research and their applications in effective marketing management. The marketing research process, including problem definition, research design, questionnaire construction, sampling, data collection and analysis, and report preparation. Ethical issues and the value and limitations of marketing research. Prerequisite: BMKT 2601 and BQUA 2811 or equivalent. Offered: Fall, Spring. *3 credits*

**BMKT 3615 Consumer Behavior**

The aspects underlying consumer decisions in relation to effective marketing management. The study of the social sciences on which consumer behavior is based, including the influence of psychological, sociological, cultural and subcultural factors on consumer decision making. Public policy and ethical consumer issues, cross cultural consumer behavior and technological aspects influencing consumer behavior. Prerequisite: BMKT 2601. Offered: Fall, Spring. *3 credits*

**BMKT 3617 International Marketing**

Organizing and managing international marketing operations. Opportunities, distinctive characteristics and emerging trends in foreign markets. Adapting the firm's marketing mix to a diverse economic, sociocultural, political and technological multinational environment. Planning and implementing global marketing strategies. Prerequisite: BMKT 2601. Offered: Spring. *3 credits*

**BMKT 4607 (BSPM 4607) Sport Marketing**

The applications of marketing science to all realms of the sport industry, including: professional sport; intercollegiate, interscholastic and amateur sport; and commercial and public sport and recreational facilities, clubs, resorts and service organizations. An introduction to sales as an element of marketing. A view of the international sport business and ethical issues in sport marketing. Prerequisite: BMKT 2601. Offered: Fall, Spring. *3 credits*

**BMKT 4612 Qualitative Market Research**

This course will focus on various methodologies and applications of qualitative market research to address key business challenges such as customer satisfaction, new product launches, and competition. Students will utilize a multitude of approaches including projective techniques, idea generation, concept development, positioning, card sorts and

others in one-on-one, focus group, telephone or on-line settings. A hands-on approach will develop key moderator and research skills to execute studies and develop actionable recommendations. Prerequisite: BMKT 3611. Offered: Fall. *3 credits*

**BMKT 4625 Retail Marketing**

The dynamic role of retailing in marketing consumer goods and services. The evolving retailing environment and the management of retail institutions. Store location, buying and merchandising, inventory management, pricing and promotion, store layout and design, and customer service issues. A focus on new retail formats such as electronic shopping and other forms of non-store buying. Prerequisite: BMKT 2601. Offered: Fall, Spring. *3 credits*

**BMKT 4627 (BITM 3741/BMGT 3641) Channels of Distribution**

The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Globalization of the economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. The purpose of this course is to explore the basic dynamics of supply chains and to study quantitative methods currently applied to supply chain management (SCM). The course will provide an introduction to the theory of supply chain management together with examples of how businesses implement these theories in practice. Prerequisite: BQUA 2812. *3 credits*

**BMKT 4629 (BMGT 4629) Sales and Personal Selling**

Personal selling and managing the corporate sales force in the context of overall marketing strategy. Finding and reaching prospective buyers, developing effective sales presentations, handling objections and closing sales. Sales management, including recruiting, selecting, training, motivating and compensating sales personnel, sales forecasting, territory development and an optimal use of the sales budget. Prerequisite: BMKT 2601, BMGT 2501. Offered: Spring. *3 credits*

**BMKT 4631 Advertising Management**

The planning, execution and control of advertising programs. The interrelationships among manufacturers, advertising agencies and the media in the preparation and execution of advertising campaigns. The regulatory, cultural and ethical advertising environment, setting advertising objectives, creative themes in designing print and broadcast campaigns, media selection, advertising research, and the budgeting and evaluation of advertising expenditures. Prerequisite: BMKT 2601. Offered: Fall, Spring. *3 credits*

**BMKT 4633 Product Management and Development**

Effective management and revitalization of existing products and the development of new products as the cornerstones of corporate marketing strategies. Topics covered include estimating market potential and demand for new and mature products, managing the product portfolio, the changing



marketing mix throughout the product life cycle, and the new product development process. Understanding of public policy considerations, ethical issues and the impact of emerging technologies on product strategies. Prerequisite: BMKT 2601. Offered: Irregularly. *3 credits*

**BMKT 4634 Marketing Metrics**

The course helps students understand research methods in the broader context of strategic and tactical marketing planning. Marketing metrics consist of methods used to measure a company's marketing effort and outcomes to ensure that the marketing function is focused, accountable, and adds value to the bottom line. The focus is on what to measure and how to measure it when assessing the effects of marketing activities. Prerequisite: BMKT 2601. Offered: Spring. *3 credits*

**BMKT 4637 Services Marketing**

Needs and challenges of service organizations in the area of marketing. Measuring and monitoring customers' needs, expectations and satisfaction, developing and implementing service quality standards, managing service encounters, promoting and differentiating services, pricing services, managing service demand and developing customer relationships for repeat business. The role of the rapidly growing self-service technologies is integrated into the course. Prerequisite: BMKT 2601. Offered: Fall. *3 credits*

**BMKT 4639 (BITM 4639) Direct and Interactive Marketing**

The application and management of direct-response marketing in segmenting, targeting and establishing long-term relationships with customers. An emphasis on interactive technologies in the dissemination of marketing information and the distribution of goods and services in the electronic marketplace. The management of personal and business-to-business customer databases, and the development, management and evaluation of effective internet marketing, virtual shopping and customized marketing strategies. Prerequisite: BMKT 2601. Offered: Spring. *3 credits*

**BMKT 4640 Building and Maintaining Strong Brands**

The course explores the strategies and options marketers can use to build strong brands. Students will develop an understanding of how marketers can use brands to generate customer loyalty, accelerate acceptance of new products, and make consumers feel pleased and satisfied with their purchases. In addition, students will acquire expertise that will enable them to understand and critique the branding strategies that target us throughout our daily lives. The course includes lectures, exercises and some small case studies. Students will be required to develop a "brand audit," an in-depth analysis of a brand and its strategy. Offered: Fall, Spring. Prerequisite: BMKT 2601. *3 credits*

**BMKT 4694-4696 Marketing Co-op I, II, III**

See Internship Adviser. Prerequisite: Departmental Approval. *3 credits each*

**BMKT 4697-4699 Directed Research/Marketing**

Individual research in the area of marketing independent of a formal course structure. Prerequisite: permission of

supervising faculty member and department chair prior to registration. *1/2/3 credits*

**Sport Management (BSPM)**

**BSPM 4232 (ECON 4232) Sport Finance**

Application of finance principles to the sport industry, including revenue sources, valuation issues, performance, and corporate sponsorships. Prerequisites: ECON 1402, 1403, BFIN 2201. Offered: Fall, Spring. *3 credits*

**BSPM 4330 (BLAW 4330) Sport Law**

The constitutional aspects of athletics with special attention toward procedural and substantive due process. The formation and conditions of contracts from both the management and individual's perspectives. Topical coverage includes: Agency; Labor and Employment; Antitrust and Title IX coverage. Strong emphasis on ethical concerns in the sport industry. Prerequisite: BLAW 2301. Offered: Fall, Spring. *3 credits*

**BSPM 4535 (BMGT 4535) The Management of Sport Organizations**

This course examines the application of general principles of management to the sport industry and to the management of sport organizations in particular. The course provides the student with an overview of the sport industry, as well as the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues. Students will also consider the ethical and moral dilemmas facing sport managers and the sport industry as a whole. Prerequisite: BMGT 2501. Offered Fall, Spring. *3 credits*

**BSPM 4538 (BMGT 4538) International Sport Management**

This course examines the management of sport in the global village. Examination of sport as a cultural phenomenon and a management challenge in differing political, social and economic systems will be undertaken. Prerequisite: BMGT 2501. Offered: Spring. *3 credits*

**BSPM 4546 The Business of Sports TV**

This course provides the student with an overview of the sports television industry, as well as how sports institutions interact with broadcast organizations. The course will examine the basics of production, programming, sales, marketing, public relations and promotion on the network television level. Prerequisite: BMGT 2501 and 60 credits. *3 credits*

**BSPM 4592 Sport Management Co-op I**

See Internship Adviser. Prerequisite: Departmental approval prior to registration Summer. *1 credit*.

**BSPM 4594-4596 Sport Management Co-op I-III**

See Internship Adviser. Prerequisite: Departmental approval prior to registration. *3 credits each*

**BSPM 4597-4599 Directed Research – Sport Management**

Prerequisite: Departmental approval prior to registration. *1/2/3 credits*

**BSPM 4607 (BMKT 4607) Sport Marketing**

The applications of marketing science to all realms of the sport industry, including: professional sport; intercollegiate,

interscholastic and amateur sport; and commercial and public sport and recreational facilities, clubs, resorts and service organizations. An introduction to sales as an element of marketing. A view of the international sport business and ethical issues in sport marketing. Prerequisite: BMKT 2601. Offered: Fall, Spring. *3 credits*

## **Integrated Courses**

### **BPOL 5000 Business Policy**

Students are organized as a top management team to run a computer simulated business enterprise in a competitive environment. Employing business strategies and models, they integrate the functional knowledge from prior courses and exercise their business skills. Prerequisite: ALL BUSINESS CORE courses. Offered: Fall, Spring. *3 credits*

### **CORE 3810 (BINT 3001) Global Business**

The thrust of this course is to develop “global business literacy” in students. The focus is on trends and forces that shape international commercial activity and their impacts on business decisions. The topics covered stem from the broad viewpoint of international trade, economics, finance, political and economic geography, risk management, marketing, ethics and international law. These topics are presented from the perspective of a generalist. (The faculty strongly recommends that students complete this course before taking other international business courses in the Stillman School curriculum.) Prerequisites: Junior standing or above and completion of BACC 2103-2104, BITM 2701, BLAW 2301, ECON 1402-1403, CORE 1101 and 2101. Offered: Fall, Spring. *3 credits*

### **BUSI 1000 Freshman Business Seminar**

This one-credit, discussion-oriented course introduces students to various aspects of business (accounting, economics, finance, information technology, law, management, marketing, and analytics) and their interlinkages. We will accomplish this by studying a major multinational company and some business challenges and opportunities that it currently faces. To help students understand how they can best use their specific talents and interests in the field of business, the course will also discuss career opportunities within each discipline area. Offered: Fall. *1 credit*

# College of Communication and the Arts



Dean's Office A&S Hall, Room 202  
(973) 275-4871, Dean's Office  
(973) 761-9474, Undergraduate  
(973) 761-9490, Graduate Studies  
<http://www.shu.edu/communication-arts/>

**Dean:** Deirdre Yates, M.F.A.

**Associate Dean of Undergraduate Students and Academic Affairs:** Thomas Rondinella, M.F.A.

**Assistant Dean for Graduate Studies and Administration:** Ryan Hudes, Ph.D.

**Executive Director, Marketing and Enrollment:** Danielle Clements M.A.

**Associate Director, Engagement and Experience:** Brittany Scoles, M.A.

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

**Manager TV Studio:** Albin Wicki

**Interim Associate Director for the Lloyd A. McBride Communication and the Arts Leadership Center:** Thomas R. Rondinella, M.F.A.

**Department of Communication and the Arts Chair:** Renee Robinson, Ph.D.

## **Program Coordinators:**

**Art History:** Juergen Heinrichs, Ph.D.

**Art, Design and Interactive Multimedia:** Christine Krus, M.S.

**Visual and Sound Media:** Jon Kraszewski, Ph.D.

**Communication:** Catherine Zizik, M.F.A.

**Journalism:** Amy Kiste Nyberg, Ph.D.

**Public Relations:** Kristen Koehler, Ed.D.

**Music:** Gloria Thurmond, D. Min.

**Theatre:** Peter Reader, M.F.A.

## **Graduate Program Directors**

**Communication:** Renee Robinson, Ph.D.

**Museum Professions:** Gregory Stevens, M.A.T.

**Public Relations:** TBA

The College of Communication and the Arts offers programs of study leading to the degree Bachelor of Arts and Master of Arts.

Seton Hall's Catholic mission and Bishop Bayley's vision of a "home for the heart, the mind, and the spirit" will inspire and direct ongoing strategic planning efforts for the College of Communication and the Arts.

## **Mission Statement**

The College of Communication and the Arts at Seton Hall University is dedicated to enabling innovative, genuine, and professional interaction in academic, social, artistic, and technological settings. Our programs challenge students to lead, create, and communicate with responsibility, passion, and excellence.

## **Vision Statement**

The College of Communication and the Arts is internationally recognized as a dynamic community where students, scholars, artists, theorists, critics, practitioners, and professionals all thrive together. Our diverse and flexible programs, anchored in the humanities and featuring cutting-edge technology and innovative curricula, provide opportunities for meaningful collaboration across disciplines. Our goal is to engage and inspire our entire community to challenge themselves and each other, using their gifts to make a difference in the larger world.

## **Core Values**

Seton Hall's College of Communication and the Arts would not only affirm and strive for, but work to instill in its students, the following core values that symbolize and are representative of the University's mission:

- Catholicity
- Academic Excellence and Intellectual Rigor
- Social Stewardship, Civic-Mindedness, and Servant Leadership
- Global Awareness and Cultural Sensitivity
- Aesthetic, Intellectual, and Technological Innovation and Creativity
- Joy in Searching for, Discovering, and Sharing Knowledge
- Interdisciplinary and Collaboration

## **Undergraduate Programs in the College of Communication and the Arts**

### **Major Fields of Study Leading to the Bachelor of Arts Degree**

Art, Design and Interactive Multimedia

Art History

Communication

Music Education

Journalism  
Public Relations  
Music  
Theatre  
Visual and Sound Media

### Minors

Animation Design  
Art History  
Communication  
Fine and Digital Arts  
Graphic Design and Advertising  
Interactive Design and Multimedia  
Journalism  
Music History  
Music Performance  
Musical Theatre  
Public Relations  
Sound Production and Engineering  
Sports Media  
Theatre  
Visual and Sound Media  
Web Design

### Certificate Program

Pastoral Music Ministry

### Dual Degree Programs

B.A./M.A. Public Relations  
B.A./M.A. Communication  
B.A./M.A. Museum Professions  
B.A./M.A. International Relations

From time to time, the College offers special courses unattached to any particular department. They are by nature occasional, interdisciplinary and experimental, and allow for a variety of interests and initiatives.

Undergraduate programs are based on the general requirements to which students, guided by a faculty adviser, add courses required in their major field and free electives.

## The Lloyd A. McBride Communication and the Arts Leadership Center

**Interim Associate Director:** Thomas Rondinella, M.F.A.

Seton Hall is excited to launch what is one of the few undergraduate leadership programs in the country for students planning a career in communication and the arts. In addition to receiving a foundational understanding of leadership under the university's umbrella Leadership Institute, students in the College of Communication and the Arts at Seton Hall will receive leadership development specific to their profession and taught by leaders in their field.

In addition to the academic and experiential understanding of what it means to be a leader in communication and the arts, students in the program will also have access to information and a network specifically designed to give them a leg up on their counterparts as they embark on their new careers. Not only will they have a built-in network of senior and junior professionals to learn from and engage with, but they will have insight into which thought leaders, podcasts, and blogs will enhance their professional development in the field.

The Lloyd A. McBride Communication and the Arts Leadership Center is responsible for the leadership pillar of courageous communication.

For specific questions regarding the center, please contact Associate Dean Thomas Rondinella at [thomas.rondinella@shu.edu](mailto:thomas.rondinella@shu.edu) or (973) 275-5837.

### Academic Advising and Tutoring

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

Please note: It is the responsibility of each student to know and meet graduation and other requirements, and to make every reasonable effort to obtain adequate academic advising. It is recommended that students declare their majors by the time they complete 60 credits. Any student in the College of Communication and the Arts who has not declared a major and who has completed 75 or more credits prior to October 15 preceding a Spring Semester, or prior to March 1 preceding a Fall Semester, shall not be allowed to register or pre-register for any further courses at Seton Hall University without formally declaring an academic major. A hold will be placed on the student's record, which can only be removed with permission of the associate dean and by filing a declaration of major.

### Project Acceleration

Project Acceleration provides high school students the opportunity to earn college credit for successfully completing

courses at their local high schools. Courses are offered at significantly reduced tuition rates, and are available in all fields, including the physical and biological sciences, languages, English, mathematics, education, art, music, economics, philosophy, religion, and social sciences. Upon completion of these courses, the credits earned are entered on to an official Seton Hall transcript. Project Acceleration credits can then be applied towards a Seton Hall degree, or can be transferred to many other colleges and universities.

For more information call (973) 761-9224, send an e-mail to [projectacceleration@shu.edu](mailto:projectacceleration@shu.edu) or visit [www.shu.edu/academics/artsci/project-acceleration/index.cfm](http://www.shu.edu/academics/artsci/project-acceleration/index.cfm)

## Internships

Internships are offered as an optional educational program available to students in the College of Communication and the Arts. Internships integrate classroom study with supervised learning through productive work experiences. Employer partners work closely with The Career Center and the College of Communication and the Arts internship faculty advisers to provide students with supervised, “hands-on” working and learning experiences that have relevance to their academic major and career goals. All internship positions are carefully screened to insure that they provide a quality work and learning experience.

To be eligible, students must have completed 30 credits and maintain an overall GPA of 2.8. (Some academic areas may have additional requirements.) Transfer students need to complete at least one semester at Seton Hall to be eligible. Internships can be paid or non-paid and credit bearing or non-credit bearing.

All students interested in either a credit-bearing or non-credit internship experience should schedule an appointment with the Career Center. Upon approval from an internship faculty adviser, internship credits will satisfy general elective requirements or, depending on the major, curriculum requirements. Students are eligible to earn 3 credits per semester for an internship experience. Students pursuing multiple semesters with the same employer must demonstrate increased level of responsibilities in their internship experience. Students who elect a non-credit internship experience are closely monitored by the Career Center.

Courses in the Internship Program include:

**Internship I** - Pre-professional exploratory experience in a field. Assignments will be made in an entry-level position of employment. Taken only with the written permission of a faculty adviser.

**Internship II** - Intermediate professional experience in a field. Taken only with the written permission of a faculty adviser.

**Internship III and IV** - Professional experience in the field specifically oriented to the academic major and career objectives. Taken only permission of a faculty adviser.

## Course Identification

The course numbering system used throughout the University is described in the Academic Policies and Procedures section of this catalogue. The abbreviations used to designate courses offered within the College of Communication and the Arts are:

ADIM	Art, Design and Interactive Multimedia
ARTH	Art History
COBF	Visual and Sound Media
COJR	Journalism
COMM	Communication
COPR	Public Relations
COST	Communication (Oral Communication)
COTC	Theory
COTR	Theatre
MUAP	Applied Music
MUHI	Music History
MUTH	Music Theory

## Degree Requirements

To attain the degree Bachelor of Arts or Bachelor of Science in the College of Communication and the Arts, students must satisfactorily complete the core curriculum requirements of the University and the College, the requirements of their major fields and a sufficient number of electives. A minimum of 120 credits is required for first time/full time students. To qualify for the bachelor’s degree, the student must have a minimum cumulative GPA of 2.0. A GPA of 2.0 also must be maintained in the major field and in any optional second major or minors unless a higher GPA is required.

All students are assigned a faculty adviser from the department or program in which they are enrolled who will assist in planning a four-year program.

## Core Curriculum of the College of Communication and the Arts

The hallmark of a liberal education is that it entices a student to examine the tree of knowledge, to see both the distinction and interdependence of its branches. Through its program, the College of Communication and the Arts offers students the opportunity to examine areas of the communication and the arts in depth, while exposing them to the breadth of the related liberal arts disciplines. Seton Hall’s College of Communication and the Arts not only affirms and strives for, but works to instill in its students, the following core values that symbolize and are representative of the University’s mission:

- Catholicity
- Academic Excellence and Intellectual Rigor
- Social Stewardship, Civic-Mindedness, and Servant Leadership

- Global Awareness and Cultural Sensitivity
- Aesthetic, Intellectual, and Technological Innovation and Creativity
- Joy in searching for, discovering, and sharing knowledge
- Inter-disciplinarity and Collaboration

In addition to these broad liberal education objectives, students will develop competence in an academic discipline of area of study.

### The Core Curriculum

The following are the requirements for the Core Curriculum of the College of Communication and the Arts (COAR) and courses that fulfill these requirements for students required to complete 120 credits to obtain a Bachelor's degree from Seton Hall University.

### The College of Communication and the Arts Core Curriculum focuses on the following nine categories:

**Social and Political Engagement**—To cultivate a sense of meaningful citizenship, students will study the ways in which humans engage social and political issues through civic actions and cultural expressions.

**Historical Contexts**—To appreciate the way historical analysis helps us understand the world, students will take a course in the History Department that offers a broad investigation of social, political, cultural, and/or ideological forces shaping society over a long period of time and a course in Communication and the Arts that offers a history of a specific topic taught within the college.

**Aesthetics**—To cultivate an understanding of how visual and other forms of cultural production both reflect and affect the societies that produce them, students will learn about the aesthetic, cultural, social, and political implications of various art forms over the ages.

**Identity and Difference**—To develop an awareness of the ways that identities work and to understand the importance that identities play in society, students will study how identities are shaped by historical moments; how identities are predicated on differences of race, class, gender, nation, region, etc.; and/or how scholarly studies have theorized the construction of identities.

**The Creative Process/Digital Cultures**—To cultivate a sense of how creativity operates, students will learn how people make cultural works in historical periods, institutional settings, communicative modes, and/or artistic practices. To develop a meaningful understanding of our participation in the contemporary world, students will study how cultures work, circulate, and are accessed in digital environments.

**Oral Communication**—To understand the range of public discourse and prepare to contribute to and lead social groups, students will learn and practice presentations and other forms of spoken communication.

**World Languages and Cultural Studies**—To increase awareness of cultural roots and traditions in countries other than the United States, students will demonstrate

understanding and appreciation of classical language, modern language, or world cultures.

**Math and Science**—To sharpen abilities to use and interpret quantitative information and use mathematical reasoning to solve problems, students will learn mathematical methodologies, models, and their applications; and to better understand the natural and physical world, including the challenges and impacts of discovery, students will examine scientific principles and practices.

**Ethics**—To examine what it means to lead a good and just life, students will use the principles of sound reasoning to make well-informed decisions about moral issues.

*A course taken to fulfill one core requirement may not be used to fulfill another core requirement. In addition, a course taken to fulfill a core requirement may not be used to fulfill a program requirement.*

### Bachelor of Arts (B.A.) Core Curriculum

The following are the requirements for the Core Curriculum of the College of Communication and the Arts Students are required to complete a minimum of 120 credits to obtain a Bachelor of Arts degree from Seton Hall University.

#### University Core (16 credits)

All students must demonstrate college-level competence in the following courses

CORE 1001	University Life (1 credit)
CORE 1101	The Journey of Transformation
CORE 2101	Christianity and Culture in Dialogue
CORE 3101	Engaging the World
ENGL 1201	Core English I
ENGL 1202	Core English II

#### College of Communication and the Arts Core (COAR) (42 credits)

As of Fall 2016, all incoming freshmen and transfer students with 29 or fewer credits who are candidates for the degree of Bachelor of Arts in the College of Communication and the Arts must demonstrate college-level competence in the following areas. A course taken to fulfill one core requirement may not be used to fulfill another core requirement. In addition, a course taken to fulfill a core requirement may not be used to fulfill a program requirement unless the student has a minor or a double major. In this case, a student with a minor can count two courses (6 credits) from their minor/major into the Core. For students with a double major, three courses (9 credits) can count for both major(s) and Core.

#### A. Social and Political Engagement (6 credits)

Students must complete two courses in this category; one from the COAR and one from the College of Arts and Sciences:

#### College of Communication & the Arts (3 credits)

ARTH 2116	19th Century Art
ARTH 2118	20th Century Art
COJR 2136	Media Law

COJR 2330	Mass Media and Minorities
COJR 3001	News Literacy
COJR 3432	Women and the Media
COJR 3430	The Journalistic Tradition
COMM 1610	Dynamics of Interpersonal Communication
COMM 2130	Intercultural Communication
COMM 2134	Communication Ethics
COMM 2616	History of Rhetoric
COMM 2622	Team Building and the Group Process
COMM 2623	Persuasive Speaking
COMM 2626	Rhetorical Criticism
COMM 3200	Moral Argumentation and Debate

**College of Arts and Sciences (3 credits)**

AFAM 2212	History of the Civil Rights Movement
AFAM 2313	Black Politics
AFAM 2325	Political Economy of Racism
AFAM 3311	Public Institutions and the African American
AFAM 3316	Intellectual Tradition of the Global African Experience
PHIL 2140	Political Philosophy
PHIL 2150	Philosophy of Law
POLS 1211	United States Politics
POLS 1401	Western Political Thought I
POLS 1611	Comparative Politics
POLS 1711	International Relations
SOCI 1101	Introduction to Sociology
SOCI 2601	Social Problems and Solutions
SOCI 2701	Social Change
SOWK 1111	Introduction to Social Work

**B. Historical Contexts (6 credits)**

Students must complete at least two courses in this category; one from the COAR and one from the College of Arts and Sciences:

**College of Communication & the Arts (3 credits)**

ARTH 1001	Art and Human Needs
ARTH 1101	Art of the Western World
ARTH 2107	American Art
ARTH 2109	African American Art
ARTH 2111	Greek and Roman Art
ARTH 2112	Medieval Art
ARTH 2113	Art of the Italian Renaissance
ARTH 2116	19th Century Art
ARTH 2124	History of Graphic Design
ARTH 2126	Art of China and Japan
ARTH 3201	Gender and Art
COBF 2231	The Electronic Age in America
COBF 2232	Evolution of Film Art
COBF 3001/	
MUAP 2149	Sound, Technology and Culture
COJR 2431	American Journalism
COMM 2616	History of Rhetoric
COTR 2631	Theater History
MUAP 1500	The Practice of Catholic Liturgical Music

MUHI 1102	Music and Civilization
MUHI 1108	Music of America
MUHI 1119	History of Opera
MUHI 1133	Jazz and Rock
MUHI 1134	Music of Broadway

**College of Arts and Sciences (3 credits)**

AFAM 1201/	
HIST 1501	History of African Civilization I
AFAM 1202/	
HIST 1502	History of African Civilization II
HIST 1101-1102	World History I-II
HIST 1201-1202	Western Civilization I-II
HIST 1301-1302	American History I-II
HIST 1401-1402	History of Latin America I-II
HIST 1601	History of Traditional Asia
HIST 1602	History of Modern Asia
WMST 1401	Women, Culture and Society

**C. Aesthetics (3 credits)**

AFAM 2529/	
ARTH 2109	African American Art
ARTH 1001	Art and Human Needs
ARTH 1101	Art of the Western World
ARTH 2101	Looking at Art and Visual Culture
ARTH 2112	Medieval Art
ARTH 2119	Art Since 1945
ARTH 2124	History of Graphic Design
ARTH 3140	History of Photography
CAST 1001	Search for Human Fulfillment
COBF 2212	Introduction to Visual Theory
COBF 3214	Film Criticism
COJR 3430	The Journalistic Tradition
COMM 2626	Rhetorical Criticism
MUAP 1500/	
CAST 1600	The Practice of Catholic Liturgical Music
MUHI 1102	Music and Civilization
MUHI 1108	Music of America
MUHI 1119	History of Opera
MUHI 1133	Jazz and Rock
MUHI 1134	Music of Broadway
MUHI 2010	Music as Cultural Dialogue
MUHI 2470/	
COBF 2470	Music in Film

**D. Identity and Difference (6 credits)**

Students must complete at least two courses in this category; one from the COAR and one from the College of Arts and Sciences.

**College of Communication & the Arts (3 credits)**

ARTH 2107	American Art
ARTH 2109/	
AFAM 2549	African American Art
ARTH 2126	Art of China and Japan
ARTH 3201	Gender and Art
COBF 2252	Digital Media Studies

COBF 2254	Reality Television
COBF 2884	Sports, Media, and Culture
COJR 2330/ AFAM 2330	Mass Media and Minorities
COJR 3432	Women and the Media
COMM 1610	Dynamics of Interpersonal Communication
COMM 2130	Intercultural Communication
COMM 2630	Nonverbal Communication
COMM 3200	Moral Argumentation and Debate
COTR 2622	Theatre as Cultural Dialogue

**College of Arts and Sciences (3 Credits)**

AFAM 1111	Introduction to Africana Studies
AFAM 2328	Race, Ethnicity and Aging
AFAM 2411	Early African American Literature
AFAM 2412	Modern African American Literature
AFAM 2614	Psychology of the Black Experience
IDIS 1501	Peoples and Cultures of America I
IDIS 1502	Peoples and Cultures of America II
PHIL 1102	Philosophy and the Classical Mind
PHIL 1103	Philosophy and the Modern Mind
PHIL 2110	Feminist Theories
PSYC 1101	Introduction to Psychology
PSYC 1222	International Psychology
PSYC 1223	Psychology of Religion
RELS 1402	World Religions
RELS1403/ ASIA 1403	History of Asian Religious Reflections
RELS 2261/ AFAM 2517	The Black Church
RELS 2411	Jewish Beliefs and Practices
RELS 2415	Introduction to Islam
WMST 1401	Women, Culture and Society

**E. The Creative Process/Digital Cultures (3 credits)**

ADIM 1110	Drawing I
ADIM 1217	Painting I
ADIM 1219	Sculpture
ADIM 2112	Intro to Multimedia
ADIM 2143	Branding Evolution
ADIM 2230	Drawing as Design
ADIM 2312	Digital Art & Design I
ADIM 2315	Web Design I
ADIM 2317	Digital Painting
ADIM 3313	Art Direction and Creative Strategy
COBF 2220	Introduction to Film and TV Production
COMM 1421	Writing for the Media
COMM 2620	Performing Literature: Story-Telling and the Narrative Process
COTR 2621	Introduction to Theatre
COTR 2626	Acting I
MUTH 1099	Introduction to Song Writing and Music Fundamentals

**F. Oral Communication (3 credits)**

COST 1600	Oral Communication
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**G. World Languages and Cultures (6 credits from the College of Arts and Sciences)**

Students must take a sequence of two courses from one of the following prefixes:

ARAB; CHIN; FREN; GERM; GREK; ITAL; JAPN, LATN; RUSS; SPAN

**H. Math and Science****(6 credits from the College of Arts and Sciences; one in Math and one in Science)**

MATH 1101	Statistical Concepts and Methods
MATH 1102	Mathematical Perspectives
MATH 1202	Mathematical Models in the Social Sciences
MATH 1203	Statistical Models for the Social Sciences
MATH 1401	Calculus I
MATH 1501	Calculus I for the Mathematical and Physical Sciences
BIOL 1101	Introduction to Biology
BIOL 1104	Biology in the World Around Us
BIOL 1105	Human Structure & Function I
BIOL 1106	Human Structure & Function II
BIOL 1122/1123	Human Anatomy & Physiology I/Lab
BIOL 1133/1134	Human Anatomy & Physiology II/Lab
BIOL 1211/1212	General Biology I/Lab
BIOL 1222/1223	General Biology II/Lab
CHEM 1001	Chemistry and the World Around Us
CHEM 1107	Principles of Chemistry I
CHEM 1108	Principles of Chemistry II
CHEM 1123	Chemistry I
CHEM 1124	General Chemistry II
CHEM 1301	Elements of Organic Chemistry & Biochemistry
PHYS 1001	Introduction to Physical Science
PHYS 1007	Introduction to Astronomy
PHYS 1701	General Physics I
PHYS 1702	General Physics II
PHYS 1705	Principles of Physics I
PHYS 1706	Principles of Physics II
<b>I. Ethics (3 credits from the College of Arts and Sciences)</b>	
PHIL 1105	Ethics
PHIL 1125	Business Ethics
PHIL 1130	Biomedical Ethics
PHIL 2115	Environmental Ethics
PHIL 2250	Classical Moral Theories
RELS 1502	Contemporary Moral Values
RELS 1503	Christian Ethics
RELS 1504	Faith and Justice
RELS 2418/ ASIA 2118	Buddhist World of Thought and Culture

**Total: 58 credits**



## College of Communication and the Arts

**Art and Design Faculty:** Haney; Krus; Lhowe; Schiller

**Art and Design Faculty Emeriti:** Leshnoff; Rosenblum

**Art History Faculty:** Heinrichs; Nichols

**Communication Faculty:** Hopkins; Kariotis; Kimble; Plummer; Radwan; Tsuria; Zizik

**Communication Faculty Emeritus:** McKenna

**Graduate Communication Faculty:** Robinson

**Journalism:** Bollinger; Gottlieb; Nyberg; Pressman

**Public Relations Faculty:** Lancioni

**Music Faculty:** Christiansen; Gabrielsen; Levine; Tramm  
(*Director of Choral Activities*)

**Music Senior Faculty Associate:** Thurmond

**Music Faculty Emerita:** Hile

**Theatre Faculty:** Hall; Reader; Yates

**Theatre Faculty Emeritus:** McGlone

**Visual and Sound Media Faculty:** Buehler; Gabrielsen; Kraszewski; Pace; Rondinella; Sharrett; Vollweiler

**Professional in Residence in Sports Media:** Schecter

**The College of Communication and the Arts offers the following majors and minors:**

### Majors

- Art, Design and Interactive Multimedia
- Art History
- Communication
- Journalism
- Music
- Music Education
- Public Relations
- Theatre
- Visual and Sound Media

### Dual Degree Programs (B.A./M.A.)

- Communication
- International Relations
- Any B.A./Museum Professions
- Public Relations

### Minors

- Animation Design
- Art History
- Communication
- Fine and Digital Arts
- Graphic Design and Advertising
- Interactive Design and Multimedia
- Journalism
- Music History
- Music Performance
- Musical Theatre
- Public Relations

- Sound Production and Engineering
- Sports Media
- Theatre
- Visual and Sound Media
- Web Design

### Certificate Program

- Pastoral Music Ministry

## Art and Design

Rooted in tradition and fostered by technology, the Bachelor of Arts degree in the Art, Design and Interactive Multimedia program offers three concentrations: Fine and Digital Arts, Graphic Design and Advertising, and Interactive Design and Multimedia.

Students are prepared to be conceptual, visual thinkers. A community focused on educating the whole person, the program develops innovative leaders and change-makers in social and commercial design practices. The Art and Design faculty is comprised of scholars and practicing professionals who are theoretical and pragmatic in their approach.

Students interested in teacher certification apply to the College of Education and Human Services for a major in Secondary Education and then declare a second major in Fine Arts. These majors begin field experience in their sophomore year, conclude student teaching in their final semester, and are granted New Jersey certification in teaching art.

## Art and Design Major

### Fine and Digital Arts Track (51 credits)

#### I. Required Courses (33 credits)

ADIM 1110	Drawing I (first year)
ADIM 1217	Painting I
ADIM 1219	Sculpture
ADIM 1223	2D Design & Color (first year)
ADIM 1224	Printmaking I
ADIM 2210	Drawing II
ADIM 2317	Digital Painting
ADIM 4312	Practicum Design Seminar
ARTH 2101	Looking at Art and Visual Culture
ARTH 2118	20th Century Art
ARTH 2119	Art Since 1945

#### II. Elective Courses (18 credits)

##### Group I (9 credits)

ADIM 1226	Traditional American Crafts
ADIM 2141-45	Special Topics
ADIM 2215	Watercolor
ADIM 2220	Figure Drawing
ADIM 2227	Painting II
ADIM 2320	Still Photography
ADIM 3410	Children and the Visual Arts

##### Group II (9 credits)

ADIM 2112	Introduction to Multimedia
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ADIM 2230	Drawing as Design
ADIM 2312	Digital Art and Design I
ADIM 2317	Digital Painting
ADIM 2322	3D Computer Graphics
ADIM 3161-63	Independent Study
ADIM 3320	Advanced Digital Photography

*\*Students pursuing a double major in Education and Fine and Digital Arts may waive 9 elective credits*

### Graphic Design and Advertising Track (51 credits)

#### I. Required Courses (39 credits)

ADIM 1110	Drawing I (first year)
ADIM 1223	2D Design and Color (first year)
ADIM 1311	Graphic Design and Advertising Art I (first year)
ARTH 2124	History of Graphic Design
ADIM 2230	Drawing as Design
ADIM 2233	Typography I
ADIM 2311	Graphic Design Advertising Art II
ADIM 2312	Digital Art and Design I
ADIM 2315	Web Design I
ADIM 2318	Digital Art and Design II
ADIM 2334	3D Packaging & Exhibition Design
ADIM 3233	Typography II
ADIM 4312	Practicum Design Seminar

#### II. Elective Courses (12 credits)

##### Group I (6 credits)

ADIM 1217	Painting I
ADIM 1224	Printmaking
ADIM 2210	Drawing II
ADIM 2215	Watercolor
ADIM 2220	Figure Drawing
ADIM 2317	Digital Painting

##### Group II (6 credits)

ADIM 2316	Web Design II
ADIM 2322	Intro to 3D Computer Graphics
ADIM 3193/	
ADIM 3194	Design Internship
ADIM 3312	Designing for Web & Mobile
ADIM 3320	Advanced Digital Photography
ADIM 3325	Digital Photography
ADIM 3326	Video Animation & Motion Graphics

### Interactive Design and Multimedia Track (51 credits)

#### I. Required (39 Credits)

ADIM 1223	2D Design and Color
ADIM 2112	Introduction to Multimedia
ADIM 2230	Drawing as Design
ADIM 2312	Digital Art and Design I
ADIM 2315	Web Design I
ADIM 2316	Web Design II
ADIM 2322	Intro to 3D Computer Graphics
ADIM 3312	Designing for Web & Mobile
ADIM 3325	Digital Photography
ADIM 3326	Video Animation & Motion Graphics

ADIM 4312	Practicum Design Seminar
COBF 2212	Intro Visual Theory/Technique
COMM 1421	Writing for the Media

#### II. Elective Courses (12 credits)

##### Group I (6 credits)

ADIM 1311	Graphic Design and Advertising Art I
ADIM 2099	Front End Development
ADIM 2233	Typography I
ADIM 2311	Graphic Design and Advertising Art II
ADIM 2318	Digital Art and Design II
ADIM 2334	3D Packaging and Exhibition Design
ADIM 2601	Digital Workflow

##### Group II (6 credits)

ADIM 2114	Game Design
ADIM 3193/3194	Design Internship
ADIM 3322	Computer Animation
COBF 2223	Television Production I

### Minor Programs in Art and Design

Minor programs are available in Fine and Digital Arts; Graphic Design and Advertising; Interactive Design and Multimedia; Animation Design; and Web Design. Requirements are as follows:

#### Fine and Digital Arts Minor (18 credits)

##### I. Required Courses (6 credits)

ADIM 1110	Drawing I
ARTH 1001	Art and Human Needs
or	
ARTH 1101	Art of the Western World

##### II. Elective Courses (12 credits)

ADIM 1217	Painting I
ADIM 1219	Sculpture
ADIM 1223	2D Design and Color
ADIM 1224	Printmaking I
ADIM 2210	Drawing II
ADIM 2215	Watercolor
ADIM 2220	Figure Drawing
ADIM 2227	Painting II
ADIM 2312	Digital Art and Design I
ADIM 2317	Digital Painting
ADIM 2320	Still Photography
ADIM 3325	Digital Photography

#### Graphic Design and Advertising Minor (18 credits)

ADIM 1311	Graphic Design and Advertising Art I
ADIM 1223	2D Design and Color
ADIM 2233	Typography I
ADIM 2311	Graphic Design and Advertising Art II
ADIM 2312	Digital Art and Design I
ADIM XXXX	Design Elective

### **Interactive Design and Multimedia Minor (18 credits)**

ADIM 2112	Introduction to Multimedia
ADIM 2312	Digital Art and Design I
ADIM 2322	Intro to 3D Computer Graphics
ADIM 3326	Video Animation & Motion Graphics
COBF 2212	Intro Visual Theory/Technique
COBF 2223	Studio Production I

### **Animation Design Minor (18 credits)**

ADIM 2114	Game Design
ADIM 2230	Drawing as Design
ADIM 2312	Digital Art and Design I
ADIM 2322	Intro to 3D Computer Graphics
ADIM 3322	Computer Animation
ADIM 3326	Video Animation & Motion Graphics

### **Web Design Minor (18 credits)**

ADIM 2112	Introduction to Multimedia
ADIM 2312	Digital Art and Design I
ADIM 2315	Web Design I
ADIM 2316	Web Design II
ADIM 3312	Designing for Web & Mobile
ADIM 3325	Digital Photography

## **Art History**

The College of Communication and the Arts offers a major in Art History leading to the Bachelor of Arts degree. The faculty is comprised of scholars who provide an education that is both theoretical and pragmatic in approach. Thus, students are well prepared for careers in their professional fields relevant to art history or to pursue graduate studies.

### **Art History Major (42 credits)**

#### **Required courses (30 credits)**

ARTH 2107	American Art
ARTH 2111	Greek and Roman Art
ARTH 2112	Medieval Art
ARTH 2113	Italian Art of the Renaissance
ARTH 2115	Baroque Art
ARTH 2116	19th Century Art
ARTH 2118	20th Century Art
ARTH 2119	Art Since 1945
ARTH 2101	Looking at Art and Visual Culture
ARTH 4101	Art History Senior Seminar (capstone course)

#### **Electives (12 credits)**

ARTH 2109/	
AFAM 2529	African American Art
ARTH 2124	History of Graphic Design
ARTH 2126/	
ASIA 2126	The Arts of China and Japan

ARTH 3101/	
CORE 3101	The Art of St. Peter's
ARTH 3132/	
CORE 2132	The Art and Experience of Pilgrimage
ARTH 3140	History of Photography
ARTH 3141-44	Special Topics in Art History
ARTH 3193-94	Art History Internship
ARTH 3201/	
WMST 3201	Gender and Art

### **Art History Minor (18 credits)**

ARTH 1101	Art of the Western World
ARTH XXXX	Art History Electives

## **Dual Degree Program in Museum Professions**

The combined B.A./M.A. in Museum Professions allows Seton Hall University undergraduate students to take 12 graduate credits during their junior and senior years. These 12 credits count toward both the B.A. and the M.A. degree. Following the completion of the baccalaureate degree, students complete the remaining 27 credits of the M.A. degree.

Qualified students are considered for admission to the B.A./M.A. dual degree program either: (1) as an incoming freshman or (2) following application after the completion of at least 45 undergraduate credits. Students may apply for admission to the dual degree program with additional credits, but no later than the end of junior year (i.e. 90 credits).

For all students, eligibility for admission will be confirmed upon completion of at least 45 undergraduate credits (with a minimum GPA of 3.0 or higher) and submission and review at the graduate-level of the following materials:

- Online graduate application;
- Resume or CV;
- Personal statement;
- Transcript from any postsecondary institution attended (other than Seton Hall);
- Three (3) letters of recommendation;
- Interview with a faculty member; and
- GRE or Miller Analogies Test (MAT) scores\*

\* *The GRE or Miller Analogies Test (MAT) should be taken during the student's senior year. Submission of test scores is considered a degree requirement. An applicant may request a waiver of the standardized test requirement if their GPA is a 3.7 or higher at the time of graduate application review. Waiver requests should be emailed to Dr. Ryan Hudes at [ryan.hudes@shu.edu](mailto:ryan.hudes@shu.edu).*

Admission is based on earning a 3.0 minimum GPA and all submitted application items. Students from all undergraduate degree programs are welcome to apply, assuming they have completed four undergraduate courses in art history before

completing their baccalaureate degree.

When a student has completed all undergraduate degree requirements and earned at least 120 credit hours, the student will be awarded their baccalaureate degree. Upon completion of all remaining M.A. requirements and a minimum of 147 credit hours, the student will be awarded their M.A. degree.

*Three additional Visual and Sound Media courses (9 Credits) as approved by the area's academic advisor, must also be completed.*

## Communication

### Communication Major

The Communication major is a comprehensive and flexible program of study that focuses on immediate interaction in face to face real-time contexts. This basis provides a foundation for examining all forms of human communication.

A list of required courses for the Communications major can be found below. In consultation with a faculty adviser, students must also select the "approved elective" courses from associated communication disciplines.

#### Required in the College Core (6 credits)

COMM 2626 History of Rhetoric (*Fulfills Core A or B*)  
COST 1600 Oral Communication (*Fulfills Core F*)

#### Required Courses (21 credits)

COJR 2136 Media Law  
COMM 1421 Writing for the Media  
COMM 1670 Introduction to Communication Theory  
COMM 2134 Communication Ethics  
COMM 2135 Communication Research  
COMM 2640 Organizational Communication (prereq: COST 1600)  
COMM 5899 Senior Seminar

#### Elective Courses (15 credits)

*One (1) of the following:*

COMM 1610 Dynamics of Interpersonal Communication  
COMM 2130 Intercultural Communication  
COMM 2630 Non-Verbal Communication

*One (1) of the following:*

COMM 2626 Rhetorical Criticism  
COMM 2627 Great Speeches of Our Time

*Three (3) of the following:*

COMM 2622 Team Building and the Group Process  
COMM 3200 Moral Argumentation and Debate (prereq: COST 1600)  
COMM 2623 Persuasive Speaking (prereq: COST 1600)  
COMM 2625 Public and Presentational Speaking (prereq: COST 1600)  
COMM 2620 Performing Literature: Story-Telling and the Narrative Process

In addition to the required courses listed above, Communication students must complete two courses (6

credits) from approved electives from other Communication and the Arts programs, Philosophy, English, or Political Science as approved by the advisor. Students select courses each semester in consultation with his/her advisor and recommended study plan.

**Total: 48 Credits**

### Communication Minor

Students wishing to minor in Communication must take nine (9) credits of required courses below, plus an additional 12 credits in Communication elective courses for a total of 21 credits.

#### Required Courses (9 credits)

*Choose one of the following courses (3 credits)*

COMM 1610 Dynamics of Interpersonal Communication  
COMM 2622 Team Building and the Group Process  
COMM 2640 Organizational Communication

*Complete the following courses (6 credits)*

COMM 2134 Communication Ethics  
COMM 2616 History of Rhetoric

#### Elective Courses (12 credits)

2 Courses chosen from courses coded as COMM (6 credits)  
2 Courses chosen from all areas of COAR (6 credits)

## Journalism

### Journalism Major

The Journalism major stresses a thorough understanding of media as social institutions. Students learn responsibility, professionalism, and ethics, while they gain hands-on practical experience in a variety of communication technologies. The Journalism major offers a comprehensive program of pre-professional courses tailored for each student's needs. The Journalism major prepares students for careers in newspaper, magazine, sports, broadcast, and online writing, reporting, and editing.

#### Majors must take the following courses (9 credits)

COJR 2431 American Journalism  
COMM 1421 Writing for the Media  
COMM 2134 Communication Ethics

#### Required Courses (18 credits)

COJR 2136 Media Law  
COJR 2421 News Reporting  
COJR 3428 Publications Editing  
COJR 5499 Senior Seminar: Journalism  
COMM 1670 Intro to Communication Theory  
COMM 2135 Communication Research

#### Electives (3 credits)

*One of the following:*

COBF 2213 Documentary Film  
COJR 2330/

AFAM 2330	Mass Media and Minorities
COJR 2240	Media Criticism
COJR 2434	International News Reporting and Analysis
COJR 3001	News Literacy
COJR 3430	The Journalistic Tradition
COJR 3432	Woman and the Media
COTC 1131	Introduction to Mass Communication

**Five of the following courses (at least 6 credits must be COJR):**

ADIM 2112	Introduction to Multimedia
ADIM 3325	Digital Photography
COBF 2222	Television-Film Writing
COJR 3197	Internship I
COJR 3421	Advanced News Reporting
COJR 3422	Social Media in Journalism and Public Relations
COJR 3423	Sports Reporting
COJR 3426	Feature Writing
COJR 4424	Broadcast News Writing and Presentation
COJR 4425	Television News Production
COPR 2512	Introduction to Public Relations
COPR 2515	Integrated Communication
COPR 2999	Basic Video

**Total: 45 credits**

## Journalism Minor

The Journalism minor consist of 18 credits, as follows:

COJR 2421	News Reporting
COJR 2136	Media Law
OR	
COJR 2431	American Journalism
COJR XXXX	Elective Courses (9 credits total)
COMM 1421	Writing for the Media

## Public Relations

### Public Relations Major

The Public Relations Major prepares students for careers in public relations, integrated marketing communication, and corporate and organizational communication. Co-curricular and extracurricular activities include the Seton Hall Chapter of the Public Relations Society of America; WSOU, the Litore Agency, Bateman Case Study Competition Team, and Communication Honors Alumni Networking Program (CHAMP).

#### Required Courses (33 credits)

COMM 1421	Writing for the Media
COMM 1670	Intro to Communication Theory
COMM 2134	Communication Ethics
COMM 2623	Persuasive Speaking
or	
COMM 2625	Public & Presentation Speaking

COMM 2640	Organizational Communication
COJR 2136	Media Law
COJR 2431	American Journalism
COPR 2135	PR Research
COPR 2512	Public Relations I: Intro to PR
COPR 3522	Public Relations II: Strategic Planning & Client Relations
COPR 5599	Senior Seminar in Public Relations

#### Electives (15 credits)

*One of the following:*

COJR 2240	Media Criticism
COJR 3432	Women and the Media
COPR 2998	Managing Reputation and Crisis Communication

*Two of the following:*

COJR 2421	News Reporting
COJR 4424	Broadcast News Writing and Presentation
COPR 2515	Integrated Communication
COPR 2521	Print Advertising

*Two of the following:*

COPR 2999	Basic Video
COJR 3428	Publications Editing
ADIM 2324	Desktop Publishing

*Allowable Elective Substitutions:*

COPR 2114	Sports PR
COPR 2631	Nonprofit Communication & Public Relations
COPR 2997	International PR
COPR 5598	PR Experiential Learning (Permission Required)

Other special topics/new courses as approved by adviser

**Total: 48 Credits**

### Public Relations Minor

The Public Relations minor consists of 21 credits, as follows:

COMM 1421	Writing for the Media
COMM 2640	Organizational Communication
or	
COPR 2998	Managing Reputation & Crisis Communication
COPR 2515	Integrated Communication
COPR 2512	Public Relations I: Intro to PR
COPR 3522	Public Relations II: Strategic Planning and Client Relations

*Two additional elective COAR courses (6 credits) as approved by the area's academic advisor.*

## Music

Students in the music major programs are mentored to excel in their chosen fields through teaching that encourages thoughtful engagement and critical thinking. The music curriculum serves a diverse constituency while maintaining the highest standards in each discipline and is informed by the interdisciplinary collaboration afforded in a liberal arts setting.

Two primary majors are offered: the Major in Music offers students the opportunity to specialize in one of several applied areas (Music Performance, Musical Theatre, Sound Production and Engineering); The Music Education major is specifically designed to meet the curricular needs of students seeking certification as K-12 music educators in the state of N.J. providing them with a basis to meet content knowledge necessary to pass certification examinations and the expectations of clinical experiences in music classrooms. Candidates seeking more information on the requirements for certification should seek advisement in the Department of Educational Studies of the College of Education and Human Services. Entrance to either program (with the exception of the Sound Production and Engineering area) requires an audition. Auditions can be arranged via the following link: <http://www.shu.edu/music-program/music-audition-inquiry-form.cfm> or by emailing: [Dena.Levine@shu.edu](mailto:Dena.Levine@shu.edu).

## Music Major

### General Courses (17 credits)

MUHI 1201	History of Western Music Styles I	3*
MUHI 1202	History of Western Music Styles II	3*
MUTH 2500	Theory of Music I	3**
MUTH 2501	Aural Skills I	1
MUTH 2510	Theory of Music II	3
MUTH 2511	Aural Skills II	1
MUTH 3111	Theory of Music III	3

\* Prerequisites: MUTH 2500/2501 and MUTH 2510/2511

\*\* Prerequisite: MUTH1099 or permission of instructor

### Area of concentration (27 credits)

All Music Majors must pursue a concentration in either Music Performance, Sound Production and Engineering, or Musical Theatre.

**Total: 44 credits**

### Music Performance Concentration (27 credits)

**Take eight (8) semesters of lessons on your primary instrument:**

MUAP 2211	Private Piano
MUAP 2231	Private Voice
MUAP 3291	Private Brass
MUAP 3391	Private Woodwinds
MUAP 3491	Private Strings
MUAP 3591	Private Percussion
MUAP 3691	Private Organ

**Take seven (7) semesters of ensemble: \***

MUAP 1140	Concert Band
MUAP 1141	Pep Band
MUAP 1151	University Choir
MUAP 1161	Chamber Choir
MUAP 1183	Instrumental Chamber Ensemble
MUAP 1211	Orchestra
MUAP 1221	Jazz Ensemble

*\*Vocal students must enroll in University Choir or Chamber Choir*

**Take one semester of a secondary instrument:**

MUAP 2211 Private Piano (for non-pianists)

MUAP 3691 Private Organ (for pianists)

**Take Conducting:**

MUAP 1182 Conducting Techniques for Vocal Ensembles

**Additional requirements:**

- Proficiency for a faculty jury at the end of each semester.
- A formal recital in the senior year; senior recital dates and sites must be approved by the private instructor and the Music Program Coordinator.
- Fulfillment of requirements specified in the Music Major Checklist.

### Sound Production and Engineering Concentration (27 credits)

**Required courses (18 credits)**

MUAP 2146/	
COBF 2475	Sound Production and Engineering I
MUAP 2147/	
COBF 4100	Sound Production and Engineering II
MUAP 2148/	Advanced Sound Editing, Mixing, and
COBF 4001	Mastering
MUAP 2149/	
COBF 3001	Sound, Technology and Culture
MUAP 2150	Studio Styles and Music Marketing
	Techniques
MUTH 1099	Songwriting and Fundamentals of Music

**Electives (9 credits)**

COBF 2215	Broadcasting Programming and Management
COBF 2220	Introduction to TV and Video Production*
COBF 2223	Studio Production I
COBF 3222	Digital Cinema Production I
COBF 3223	Studio Production II
COBF 3224	Field Production I
COBF 3225	Radio Program and Production
COBF 4222	Digital Cinema Production II
COBF 4224	Field Production II
COBF 4500	Digital Cinema Production III
COBF 4501	Digital Cinema Production IV
MUAP	Private Lessons, Ensembles, Beginner Piano/Guitar/Voice

MUHI 1102 Music and Civilization

MUHI 1108 Music of America

MUHI 1119 History of Opera

MUHI 1133 Jazz and Rock

MUHI 1134 Music of Broadway

MUHI 2010 Music as Cultural Dialogue

\*Pre-requisite for COBF 2223, COBF 3224, COBF 3222

**Additional requirements:**

XXXX 0000 Senior capstone project

**Musical Theatre Concentration (27 credits)**

Five (5) semesters of Private Lessons (10 credits)

One semester of Musical Theatre Workshop (1 credit)

COTR 2621	Introduction to Theatre	3
COTR 2624	Vocal Techniques	3
COTR 2627	Principles of Acting	3
COTR 2631	Theatre History	3
MUAP 1151	University Choir	
or		
MUAP 1161	Chamber Choir	1
MUHI 1134	Music of Broadway	3

**Additional requirements**

A. Proficiency for a faculty jury at the end of each semester;

B. A formal recital in the senior year; senior recital dates and sites must be approved by the private instructor and the Music Program Coordinator.

**Music Education Major****Music History (6 credits)**

MUHI 1201 History of Western Musical Styles I\*

MUHI 1202 History of Western Musical Styles II\*

\* Prerequisites: MUTH 2500/2501 and MUTH 2510/2511

**Theory (14 credits)**

MUTH 2500 Theory of Music I

MUTH 2501 Aural Skills I

MUTH 2510 Theory of Music II

MUTH 2511 Aural Skills II

MUTH 3111 Theory of Music III

MUTH 4111 Theory of Music IV

**Applied Music (40 credits)****A. Primary Instrument***(Select 16 credits on one instrument)*

MUAP 2211 Private Piano Instruction

MUAP 2231 Private Voice Instruction

MUAP 3291 Private Brass Instruction

MUAP 3391 Private Woodwinds Instruction

MUAP 3491 Private Strings Instruction

MUAP 3591 Private Percussion Instruction

MUAP 3691 Private Organ Instruction

**B. Secondary Instrument***(Select 8 credits on one instrument)*

Note: All non-piano majors must study piano as their secondary instrument.

MUAP 1011 Beginning Piano I

MUAP 1131 Beginning Voice

MUAP 2211 Private Piano Instruction

MUAP 2231 Private Voice Instruction

MUAP 3291 Private Brass Instruction

MUAP 3391 Private Woodwinds Instruction

MUAP 3491 Private Strings Instruction

MUAP 3591 Private Percussion Instruction

MUAP 3691 Private Organ Instruction

**C. Other Instruments (8 credits)**

MUAP 1291-1294 Beginning Instruments

**D. Ensemble (8 credits)**

MUAP 1140 Concert Band

MUAP 1141 Pep Band

MUAP 1151 University Choir

MUAP 1161 Chamber Choir

MUAP 1183 Instrumental Chamber Ensemble

MUAP 1211 Orchestra

MUAP 1221 Jazz Ensemble

**E. Conducting (2 credits)**

MUAP 1182 Conducting Techniques for Vocal Ensembles

**F. Methods (3 credits)**

EDST 3513 Methods of Teaching Music

**Additional Requirements**

A. Proficiency for a faculty jury at the end of each semester;

B. A formal recital in the senior year; senior recital dates and sites must be approved by the private instructor and Music Program Coordinator;

C. Fulfillment of requirements specified in the Music Major Checklist.

D. To qualify for teacher certification, students will take the National Teachers Exam during their senior year.

**Total: 60 credits****Minor Programs in Music**

Minor programs are available in Music History, Music Performance, Sound Production and Engineering, and Musical Theatre. The College also offers a Certificate in Pastoral Music Ministry in collaboration with the Department of Catholic Studies.

**Music History Minor (20 credits)**

MUHI 1201 History of Western Musical Styles I\*

MUHI 1202 History of Western Musical Styles II\*

MUHI 2010 Music as Cultural Dialogue

MUHI 3201 Research Methods and Writing about Music

MUTH 2500 Theory of Music I

MUTH 2501 Aural Skills I

MUTH 2510 Theory of Music II

MUTH 2511 Aural Skills II

\* Prerequisites: MUTH 2500/2501 and MUTH 2510/2511

**Music Performance Minor (23 credits)****Music Academics (11 credits)**

MUHI 1201 History of Western Musical Styles I\*

or

MUHI 1202 History of Western Musical Styles II\*

MUTH 2500 Theory of Music I

MUTH 2501 Aural Skills I

MUTH 2510 Theory of Music II

MUTH 2511 Aural Skills II

\* Prerequisites: MUTH 2500/2501 and MUTH 2510/2511

**Primary Instrument (8 credits)***(Select 8 credits on a Primary Instrument)*

MUAP 1011	Beginning Piano I
MUAP 1131	Beginning Voice
MUAP 2211	Private Piano Instruction
MUAP 2231	Private Voice Instruction
MUAP 3291	Private Brass Instruction
MUAP 3391	Private Woodwinds Instruction
MUAP 3491	Private Strings Instruction
MUAP 3591	Private Percussion Instruction
MUAP 3691	Private Organ Instruction

**Ensemble (4 credits)***(Select 4 credits):*

MUAP 1140	Concert Band
MUAP 1141	Pep Band
MUAP 1151	University Choir
MUAP 1161	Chamber Choir
MUAP 1183	Instrumental Chamber Ensemble
MUAP 1211	Orchestra
MUAP 1221	Jazz Ensemble

**Sound Production and Engineering Minor (18 credits)**

MUAP 2146	Sound Production and Engineering I
MUAP 2147	Sound Production and Engineering II
MUAP 2148	Advanced Sound Editing, Mixing & Mastering
MUAP 2149	Sound, Technology and Culture
MUAP 2150	Studio Styles and Music Marketing Techniques
MUTH 1099	Intro to Songwriting and Music Fundamentals

**Musical Theatre Minor (22 credits)****Required Courses (19 credits)**

COTR 2626	Acting I
COTR 2631	Theater History
MUAP 1131	Beginning Voice
and/or	
MUAP 2231	Private Lessons
MUAP 1151	University Choir
MUAP 1172	Opera/Musical Theater Workshop
MUHI 1134	Music of Broadway

**Elective Courses (3 credits)***Choose one of the following (3 credits)*

COTR 3621	Directing
COTR 3623	Lighting for Television, Theater and Film
COTR 3625	Scene Design
COTR 3626	Acting II: Classical Styles

**Certificate in Pastoral Music Ministry (12credits)**

CAST 1600/ MUAP 1500	The Practice of Catholic Liturgical Music
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CAST 2012/ MUAP 1500	Catholic Liturgical Music
MUAP 1151	University Choir
MUAP 1182	Conducting Techniques for Vocal Ensemble

MUTH 1099	Introduction to Songwriting and Music Fundamentals
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**Sports Media****Sports Media Minor**

This interdisciplinary program will focus on critical studies of sports media, the business of sports media, and the practice of sports media. It will pay special attention to the changing platforms of sports media so that students can both understand the complex media environment and thrive in the sports media industry should they choose to work in it.

The Sports Media minor will be a collaboration throughout the University. The program's unique, interdisciplinary combination of critical studies, business, and practice sets it apart from all other sports media programs. The Seton Hall program will incorporate all aspects of the sports media industry, including business, management, marketing, public relations, and social media, and help students develop skills to critically analyze the role of sports media within society and culture.

At Seton Hall, the Sports Media minor is offered by the College of Communication and the Arts, but it will also be deeply connected to the Stillman School of Business (more specifically the Center for Sport Management), the athletic department, WSOU, Pirate Sports Network, The Setonian and the Seton Hall Sports Poll.

**Required Courses (9 credits)**

COBF 2882	Introduction to Sports Media
COBF 2884	Sports, Media and Culture
COMM 1421	Writing for the Media

**Electives (6 credits)***Select one course from each of the following categories:*

A. Practice of Sports Media (3 credits)	
COJR 3423	Sports Reporting*
COBF 3033	Radio Sportscasting
B. Business of Sport Media (3 credits)	
BSPM 4548	Professional Sports Franchises
BSPM/	
BLAW 4330	Sport Law**
<b>Capstone Experience (3 credits)</b>	
COBF/	
COJR 3197	Internship

**Total: 18 credits**

Professional Sports Franchises and Sports Law will be offered through the Stillman School of Business. There is no



prerequisite for Professional Sports Franchise.

\* *Students must take Writing for the Media before they take Sports Reporting, as Writing for the Media is a pre-requisite for Sports Reporting.*

\*\* *For Sports Law, the business school requires a prerequisite of BLAW 2301.*

\*\*\**Students can count only 3 credits of internships to the minor. If a student secures an internship in sports media, s/he will work with an adviser to determine if the internship should count toward the Practice of Sports Media or the Business of Sports Media category.*

## Theatre

### Theatre Major Program

The College of Communication and the Arts offers a Theatre major that provides its students the opportunity to advance their skills and passions in a broad-based Liberal Arts study of Theatre in preparation for further practice in whatever they choose to do. Theatre majors are encouraged to participate in Seton Hall Theatre, Theatre Council and professional Theatre workshops.

#### Theatre Major

##### Required Courses (27 credits)

COTR 1620-22	Performance Lab*
COTR 1720	Basic Stage Craft
COTR 2621	Introduction to the Theater
COTR 2624	Vocal Techniques
COTR 2627	Principals of Acting
COTR 3620	Social Change in 20th Century Theater
COTR 3621	Directing
COTR 3623	Lighting Design

or

COTR 3625	Scene Design
COTR 5799	Senior Seminar: Theatre

##### Electives (12 credits - 6 credits must be from COTR)

COTR 2610	The American Stage
COTR 2622	Theatre as Cultural Dialogue
COTR 2626	Acting I
COTR 3193	Independent Study
COTR 3197	Theatre Internship I
COTR 3198	Theatre Internship II
COTR 3622	Playwriting
COTR 3623	Lighting
COTR 3626	Acting II
COTR 3631	Stage Management
COTR 3625	Scene Design
COTR 3624	Children's Theatre
COTR 3627	Theatre in London
COTR 3629	Acting for the Camera
COTR 3642/	
CORE 3324	The Irish Stage

ENGL 3312	Shakespeare
MUAP 1131	Beginning Voice
MUAP 2231	Private Voice
MUHI 1134	Music of Broadway
MUTH 1099	Fundamentals of Songwriting

**Total: 39 credits**

\**Performance Lab: 3 one-credit course in acting, directing, stage crew, set or lighting design*

PLEASE NOTE: In the College of Communication and the Arts Core Curriculum, Theatre Majors and Theatre Minors are required to take the 3-credit Oral Communication COST 1600 course (not Foundations of Oral Rhetoric COST 1500) to fulfill the required Oral Communication Rhetoric course.

### Theatre Minor

The Theatre minor consists of 18 credits, as follows:

#### Required Courses (9 credits)

COTR 2621	Introduction to Theatre
COTR 2627	Principles of Acting
COTR 2631	Theater History

#### Electives (9 credits)

COTR1720	Basic Stagecraft
COTR 2621	Intro to Theater
COTR 2622	Theatre as Cultural Dialogue
COTR 2624	Vocal Techniques
COTR 3620	Social Change in 20th Century Theater
COTR 3621	Directing
COTR 3622	Playwriting
COTR 3623	Lighting
COTR 3624	Children's Theatre
COTR 3625	Scene Design
COTR 3626	Acting II
COTR 3627	Theatre in London
COTR 3629	Acting for the Camera
COTR 3631	Stage Management
COTR 3642/	
CORE 3324	The Irish Stage
MUAP 1131	Beginning Voice
MUHI 1134	Music of Broadway

## Visual and Sound Media

### Visual and Sound Media Major

The Visual and Sound Media major teaches students about the complex relationship between media, society, and culture. Firmly rooted in the liberal arts, the major focuses on the history, theory, and aesthetics of film, television, sound, and digital media so that students can express themselves as critics, as artists, and as citizens in their communities.

For practical and philosophical reasons, the major requires all students to take courses in critical studies and media production. Students learn a diverse skill set that allows them

to work in the media industry, write media criticism, or attend graduate school after graduation. Additionally, media studies and media production are not two separate aspects of the major with one emphasizing critical thinking and the other valuing creative output. Rather, they are interrelated ways to think critically about the world, to put theory into practice, and to communicate ideas to audiences. Our curriculum emphasizes that both media studies and media production rely on critical vision and creative insights. In support of the mission of Seton Hall University, the major emphasizes ethics and values. Our courses cultivate awareness and understanding by valuing compassion, social justice, human dignity, personal liberation, and activism. The major also places a high priority on diversity and global awareness. All of these issues come together to form one mission: to create inspired, ethically minded students who passionately engage our mediated world through critical and creative thinking. Facilities are dedicated for student use; the television studio and computer labs. The College also offers co-curricular experiences with student-oriented activities including WSOU. 89.5 FM radio and Pirate TV.

### **This is a 45 credit major.**

#### **General Courses (18 credits)**

COBF 2210	Introduction to Media Studies
COBF 2212	Introduction to Visual Theory
COBF 2220	Introduction to Film and TV Production
COBF 2222	TV/Film Writing
or	
COBF 2401	Writing for Radio
COBF 2231	Electronic Age in America
COBF 2232	Evolution of Film Art

#### **Area of concentration**

All Visual and Sound Media majors must pursue a concentration in media studies, television production, film production, or sound production.

#### **Media Studies Concentration**

##### **Media Studies Courses (12 credits)**

COBF 2213	Documentary Film
COBF 2234	Film Directors
COBF 2252	Digital Media Studies
COBF 2254	Reality Television
COBF 2470	Music in Film
COBF 2884	Sports, Media and Culture
COBF 3212	Contemporary Cinema
COBF 3214	Film Criticism
COBF 3216	Film Genre
COBF 3218	Television Genres
COTC 2240	Media Criticism

##### **Production Courses (6 credits)**

Take two (2) courses from the television, film or sound production concentration(s).

##### **Media Studies Electives (6 credits)**

Take two (2) more media studies courses or take a 3-credit internship and one media studies course.

##### **Senior Seminar (3 credits)**

*Choose one (1) of the following:*

COBF 5299	Senior Seminar Radio/TV
COBF 5698	Senior Seminar Film

#### **Television Production Concentration**

##### **Television Production Courses (9 credits)**

COBF 2223	Studio Production
COBF 3223	Studio Production II
COBF 3224	Field Production

##### **Media Studies Courses (6 credits)**

COBF 2213	Documentary Film
COBF 2234	Film Directors
COBF 2252	Digital Media Studies
COBF 2254	Reality Television
COBF 2470	Music in Film
COBF 2884	Sports, Media and Culture
COBF 3212	Contemporary Cinema
COBF 3214	Film Criticism
COBF 3216	Film Genre
COBF 3218	Television Genres
COTC 2240	Media Criticism

##### **Production Electives (9 credits)**

*Choose one (1) of the following three options*

1. Three production electives:

ADIM 2112	Introduction to Multimedia
ADIM 2312	Digital Art and Design I
ADIM 2322	Intro to 3D Computer Graphics
COBF 2215	Broadcasting Programming & Management
COBF 3033	Radio Sportscasting
COBF 3225	Radio Programming and Production
COBF 3922	Advanced Screenwriting
COBF 4777	The Producer's Overview
COBF 4997	Directing for the Camera
COTR 3623	Lighting for TV and Film

2. Two production electives and one internship for 3 credits

3. Three production courses from the film or sound concentration (s).

##### **Senior Seminar (3 credits)**

*Take one of the following:*

COBF 5299	Senior Seminar Radio/TV
COBF 5698	Senior Seminar Film

#### **Film Production Concentration**

##### **Film Production Courses (9 credits)**

COBF 3222	Digital Cinema Production I
COBF 4222	Digital Cinema Production II
COBF 4500	Digital Cinema Production III

##### **Media Studies Courses (6 credits)**

COBF 2213	Documentary Film
COBF 2234	Film Directors
COBF 2252	Digital Media Studies
COBF 2254	Reality Television

COBF 2470	Music in Film
COBF 3212	Contemporary Cinema
COBF 3214	Film Criticism
COBF 3216	Film Genre
COBF 3218	Television Genres
COTC 2240	Media Criticism

**Production Electives (9 credits)**

Choose one (1) of the following three options:

1. Three production electives
 

ADIM 2112	Introduction to Multimedia
ADIM 2312	Digital Art and Design I
ADIM 2322	Intro to 3D Computer Graphics
COBF 2215	Broadcasting Programming & Management
COBF 3033	Radio Sportscasting
COBF 3225	Radio Programming and Production
COBF 3992	Advanced Screenwriting
COBF 4501	Digital Cinema Production IV
COBF 4777	The Producer’s Overview
COBF 4997	Directing for the Camera
COTH 3623	Lighting for TV and Film
2. Two production electives and 1 internship for three (3) credits.
3. Three production courses from the film or sound concentration(s).

**Senior Seminar (3 credits)**

Take one of the following:

COBF 5299	Senior Seminar Radio/TV
COBF 5698	Senior Seminar Film

**Sound Production and Engineering Concentration**

**Sound Production Courses (12 credits)**

COBF 2475	Sound Production and Engineering I
COBF 3001	Sound, Technology and Culture
COBF 4001	Advanced Sound Editing, Mixing and Mastering
COBF 4100	Sound Production and Engineering II

**Media Studies Courses (6 credits)**

COBF 2213	Documentary Film
COBF 2234	Film Directors
COBF 2252	Digital Media Studies
COBF 2254	Reality Television
COBF 2470	Music in Film
COBF 2884	Sports, Media and Culture
COBF 3212	Contemporary Cinema
COBF 3214	Film Criticism
COBF 3216	Film Genre
COBF 3218	Television Genres
COTC 2240	Media Criticism

**Production Electives (9 credits)**

Choose one (1) of the following three options:

1. Three production electives
 

ADIM 2112	Introduction to Multimedia
ADIM 2312	Digital Art and Design I
ADIM 2322	Intro to 3D Computer Graphics
COBF 2215	Broadcasting Programming and

- |           |                                  |
|-----------|----------------------------------|
| COBF 3033 | Management                       |
| COBF 3225 | Radio Sportscasting              |
| COBF 3922 | Radio Programming and Production |
| COBF 4777 | Advanced Screenwriting           |
| COBF 4997 | The Producer’s Overview          |
| COTH 3623 | Directing for the Camera         |
2. Two (2) production electives and one internship for three (3) credits.
  3. Three (3) production courses from the film or television concentration(s).

**Senior Seminar (3 credits)**

Take one of the following:

COBF 5299	Senior Seminar Radio/TV
COBF 5698	Senior Seminar Film

**Visual and Sound Media Minor (18 credits)**

Students wishing to minor in Visual and Sound Media must take as follows:

COBF 2210	Introduction to Media Studies
COBF 2212	Introduction to Visual Theory
COBF 2231	Electronic Age in America

or

COBF 2232	Evolution of Film Art
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Three additional Visual and Sound Media courses (9 credits) as approved by the area’s academic advisor, must also be completed.

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

**Course Descriptions**

**Art and Design**

**ADIM 1110 Drawing I**

Development of foundational drawing skills. Learn basic drawing vocabulary and acquire a sensitivity to the visual elements: line, shape, value and texture. Please see website for lab/supply fees. *3 credits*

**ADIM 1217 Painting I**

Introduction to the basic language, conventions, and material concerns of oil painting. Emphasis on a personal approach to observational painting. Drawing I or drawing equivalent experience is recommended as a prerequisite. Please see website for lab/supply fees. *3 credits*

**ADIM 1219 Sculpture**

Exploration of the basic elements of sculpture: space,

material, process. Please see website for lab/supply fees. *3 credits*

#### **ADIM 1223 2D Design and Color**

Development of visual literacy with regard to the ability to construct, interpret and verbalize the concepts involved in image making. Concepts covered will relate to all fields in the visual arts. Examples will be analyzed using the principles and elements of two-dimensional design and color theory. Please see website for lab/supply fees. *3 credits*

#### **ADIM 1224 Printmaking I**

Introduction through lectures, demonstrations and practical work to intaglio and relief processes. Basic drawing skills are required. Please see website for lab/supply fees. *3 credits*

#### **ADIM 1225 Printmaking II**

Advanced projects in intaglio and relief printmaking, book arts, and digital/photo processes. Basic drawing skills are required. Please see website for lab/supply fees. *3 credits*

#### **ADIM 1226 Traditional American Crafts**

This course combines lectures on traditional American crafts with hands-on instruction in such techniques as paper making, trade sign painting, quilting, rug hooking and bandbox painting. Please see website for lab/supply fees. *3 credits*

#### **ADIM 1311 Graphic Design and Advertising Art I**

Overview of creative, conceptual and practical aspects of graphic design and advertising art with projects, demonstrations and lectures on design, imagery, typography and new media. Please see website for lab/supply fees. *3 credits*

#### **ADIM 2099 Front End Development**

An introductory course in the coding technologies used to create websites that are optimized to work across multiple devices. Students will gain an understanding of the best practices and industry-standard techniques for coding HTML5, CSS and Javascript into a text editor. Please see website for lab/supply fees. *3 credits*

#### **ADIM 2111 Introduction to Hypertext Markup Language**

Introductory course in the preparation of Hypertext Markup Language (HTML) documents. HTML instructions are embedded in all web pages and control formatting of page layout, fonts and graphic elements. Students learn HTML, coding conventions and procedures. They program functioning web pages by writing HTML code in a text editor. No experience in graphics or programming is necessary. Please see website for lab/supply fees. *1 credit*

**ADIM 2112 Introduction to Multimedia** This survey course examines the social, economic and cultural implications of multimedia use on the web and in portable handheld devices. It discusses hardware and software tools and generally serves as an introduction to multimedia design and interactive communication. Multimedia can be defined as the delivery of video animation, graphics, sound and text in a non-linear computer based form. Students create personal web pages using Adobe Dreamweaver software. Please see website for lab/supply fees. *3 credits*

#### **ADIM 2114 Game Design and Digital Storytelling**

Introduction to the theory and practice of game creation and design for interactive home entertainment, arcade games, education, and multiplayer online environments. Students will study the history of games, game genres, game technology, organization, psychology, story and structure. Students will complete design assignments exploring topics discussed in class such as game prototyping, interface design and character creation. Please see website for lab/supply fees. *3 credits*

#### **ADIM 2141-2144 Special Topics in Applied Art**

Selected topics, designated in advance of the semester, in the area of applied art. May be repeated for credit (under different number as topics change). *3 credits*

#### **ADIM 2143 Brand Evolution**

Creating a consistent style across collateral is critical to building brand identity. Through the study of brand recognition, awareness and visual identity, students will be exposed to the visual evolution of the best-known brands. Students will combine typography, color theory and computer illustration to form a cohesive identity for a fictional company and apply that identity across multiple platforms. Please see website for lab/supply fees. *3 credits*

#### **ADIM 2210 Drawing II**

Individual projects using a variety of drawing media and techniques, resulting in a portfolio presentation. Please see website for lab/supply fees. Prerequisite: ADIM 1110 or permission of instructor. *3 credits*

#### **ADIM 2215 Watercolor I**

Introduction to the materials, processes and techniques of transparent water color. Please see website for lab/supply fees. *3 credits*

#### **ADIM 2216 Watercolor II**

Advanced exploration with the materials, processes and techniques of transparent water color. Please see website for lab/supply fees. Prerequisite: ADIM 2215. *3 credits*

#### **ADIM 2220 Figure Drawing**

Introductory course in drawing the human figure, employing the use of models. Please see website for lab/supply fees. *3 credits*

#### **ADIM 2227 Painting II**

Continued exploration of oil painting materials and techniques, emphasizing more complex formal and conceptual problems. Please see website for lab/supply fees. Prerequisite: ADIM 1217. *3 credits*

#### **ADIM 2230 Drawing as Design**

Beginning course in learning how to develop basic illustrative ideas using a variety of media and conceptual approaches. Focus will be on basic composition, drawing and simple rendering techniques used in client-based illustration. Please see website for lab/supply fees. *3 credits*

#### **ADIM 2233 Typography I**

Course will focus on basic use of letterforms and words as design elements in visual communication projects. Students will gain an understanding of historical roots of typography

and use this knowledge to design logos for editorial, advertising, corporate and/or institutional design projects. Please see website for lab/supply fees. *3 credits*

**ADIM 2311 Graphic Design and Advertising Art II**

Instruction in successful union of concept, type and image as they are combined in designing a wide range of print and new media applications in corporate, advertising and institutional areas. Please see website for lab/supply fees. Prerequisite: ADIM 1311. *3 credits*

**ADIM 2312 Digital Art and Design I**

Course focuses on computer based illustration and design techniques that involve industry-standard software programs. Image and type manipulations will be taught through projects, lectures, and hands-on experience. Please see website for lab/supply fees. *3 credits*

**ADIM 2314 Computer Assisted Illustration**

Course in generating digital illustrations from sketches, tracings and photographs. Drawing and painting software will be used to create illustrations for diverse graphic design applications with emphasis on creativity and composition. Please see website for lab/supply fees. Prerequisite: ADIM 2230. *3 credits*

**ADIM 2315 Web Design I**

This course is an overview of web design and user experience principles. Students will gain an understanding of planning, structuring and designing a site through the use of industry standard software. Please see website for lab/supply fees. *3 credits*

**ADIM 2316 Web Design II**

This web design course introduces the students to the advanced applications used in web communication. Instruction will include paradigms for developing web content for different uses, outcomes and audiences. Technical design strategies and the use of advanced interactive techniques using software are inclusive of this course. Assignments in class will be structured around the contemporary publishing issues facing the Internet user of today. Upon completion of this course, students will possess knowledge of composing customized web content with interactive navigation, motion and sound design. Please see website for lab/supply fees. Prerequisite: ADIM 2315. *3 credits*

**ADIM 2317 Digital Painting**

Course is designed to introduce the student to the basic use of the digital computer's state-of-the-art Adobe Photoshop software in creating original paintings and drawings. Emphasis will be placed on the translation and conversion of traditional studio-based artwork brought into a pixel based medium. Please see website for lab/supply fees. Prerequisite: ADIM 2312. *3 credits*

**ADIM 2318 Digital Art and Design II**

This course provides the advanced computer instruction necessary for a career in graphic design and advertising. Students will create and manipulate images to be the focus of consumer collateral pieces. Design concepts will be transformed into technically proficient documents using the

combination of several software programs. Please see website for lab/supply fees. Prerequisite: ADIM 2312. *3 credits*

**ADIM 2320 Still Photography**

Development of visual expression through the use of the still camera. Fundamentals discussed and practiced include optics, film emulsions, composition, lighting and darkroom technique, including developing, printing and enlarging. Students furnish their own 35mm cameras. Please see website for lab/supply fees. *3 credits*

**ADIM 2322 Introduction to 3D Computer Graphics**

Introduction to the wide range of three-dimensional computer graphics applications in broadcasting, business, art and journalism. Concentrating on three-dimensional modeling terminology, software and operations from an artist/manager/buyer perspective. No prior skill in computer programming required. Please see website for lab/supply fees. *3 credits*

**ADIM 2334 3D Packaging and Exhibition Design**

Design course will expose the student to solving three dimensional client-directed design problems. Students will learn about point-of-purchase display, product packaging, as well as exhibit design (institutional and corporate). Isometric drawing and orthographic project in the conceiving of environmental interior spaces for display purposes. Please see website for lab/supply fees. Prerequisites: ADIM 1311, ADIM 1223 and ADIM 2312. *3 credits*

**ADIM 2601 Digital Workflow**

This course is designed to introduce students to digital fabrication processes and computer software within a creative design and studio art pipeline. Students will have the opportunity to gain appreciation of digital and analog processes in a studio art context through lectures, hands-on-projects, readings, field trips and critiques. Students will explore digital to tangible processes such as 3D modeling for 3D print output, vector graphics for laser cutting, and basic computer programming for generative design applications. Please see website for lab/supply fees. *3 credits*

**ADIM 3161-3166 Individual Studies in Art**

Independent work under the guidance of the instructor. Prerequisite: 6 credits in studio art and permission of department chair. *Credits to be arranged.*

**ADIM 3193-3194 Art Internship 3-6 credits**

**ADIM 3233 Typography II**

This course expands the knowledge acquired during Typography I. Historical and contemporary viewpoints, print production and layout skills are emphasized. Projects involve functional and personal expression through the use of Adobe design and programs. Please see website for lab/supply fees. Prerequisite: ADIM 2233. *3 credits*

**ADIM 3312 Designing for Web and Mobile**

Advanced students will be introduced to comprehensive mobile website design strategies and iOS application design. Instruction will include mobile design terminology, information delivery planning, navigational paradigms, best practices for designing interactive applications and the use of

current software applications involved with building mobile websites and native iOS apps. Learning how to code websites using HTML and CSS optimized for traditional and mobile viewing environments are also inclusive of course instruction. Upon completion of this course, students will possess knowledge of how to design effectively for mobile. Please see website for lab/supply fees. Prerequisites: ADIM 2315 and ADIM 2316. *3 credits*

#### **ADIM 3313 Art Direction and Creative Strategy**

Course is designed to expose the student to a professional field experience structured through fully art directed project activity, creative strategy and targeted campaign design. Projects are comprehensive, including tactical and communication concepts and audience profiling. On and off-site visitations are part of course. Please see website for lab/supply fees. Prerequisite: ADIM 1311. *3 credits*

#### **ADIM 3320 Advanced Photography**

Using digital still cameras with video capability, students will create and edit short news and documentary stories. Techniques of the small photographic studio, including portrait photography and studio strobe lighting, will also be taught. Prerequisite: ADIM 2320 or ADIM 3325. *3 credits*

#### **ADIM 3322 Computer Animation**

Theory and practice of computer animation. Students create their own 3D animations. Classic examples of short computer animations are screened and discussed. No prior programming skills required. Please see website for lab/supply fees. Prerequisite: ADIM 2322. *3 credits*

#### **ADIM 3325 Digital Photography**

Introduction to digital photography and image editing software. Students will learn photographic and computer techniques essential for creating computer mediated imagery. The course will cover digital camera operation, photo editing software, desktop scanners and ink jet printing. Digital images will be edited with Adobe PhotoShop. Completed assignments will be posted on the web and reproduced as color prints and/or 5mm color slides. Please see website for lab/supply fees. *3 credits*

#### **ADIM 3326 Video Animation and Motion Graphics**

Introduction to digital video editing. Students learn fundamentals of nonlinear video editing. They gain hands-on experience in digital video capture and learn industry standard software such as Adobe Premier and Adobe After Effects. Please see website for lab/supply fees. Prerequisite: ADIM 2322. *3 credits*

#### **ADIM 3234 Advanced Package Design**

This course will expand the knowledge acquired during 3D Packaging and Exhibition Design. In addition to introducing new projects, students will revisit a project created for the introductory class. The structural aspect of three-dimensional design will be emphasized as the process of creating a fully functioning template is explored. With an emphasis placed on brand identity, students use typography, color theory and visual graphics to conceptualize and execute their ideas. The course will culminate with

students redesigning a controlled environment for an existing business including point-of-purchase displays, signage, packaging, etc. Please see website for lab/supply fees.

Prerequisite: ADIM 2334. *3 credits*

#### **ADIM 3410 Children and the Visual Arts**

An introductory course for students interested in careers in which children make art: schools, hospitals, recreation centers, camps, day care centers, museums and community organizations. Studio-based with readings in art appreciation and curriculum design. Art and non-art majors. Please see website for lab/supply fees. *3 credits*

#### **ADIM 4312 Practicum Design Seminar**

This course is a senior capstone experience in which portfolios are analyzed and developed before being presented to the design community. Please see website for lab/supply fees. *3 credits*

### **Art History**

#### **ARTH 1001 Art and Human Needs**

Throughout history, art has served human needs related to home and shelter, religion, magic, propaganda, commemoration (individual and collective), instruction, and societal critique. This course aims to familiarize students with the essential place of the visual arts in the human experience across the globe. *3 credits*

#### **ARTH 1101 Art of the Western World**

General survey of the history of art in the West from prehistory to the present day. Monuments are studied for the ways they both reflect and influence the ideas and values of their particular civilizations. The material is presented both chronologically and thematically. In an age when visual messages play an increasingly pervasive role, this course facilitates the development of visual analysis and interpretation. *3 credits*

#### **ARTH 2101 Looking at Art and Visual Culture**

The course addresses the methodologies of art history and the newer field of visual culture. To be considered are the various ways of looking at art and visual culture, roughly in the order of their development from the late eighteenth through the twenty-first centuries. The course's format - lectures and discussions - is aimed at maximum participation on the part of the students as the study of art and visual culture, ideally, is a discursive practice. *3 credits*

#### **ARTH 2107 American Art**

Overview of art and architecture in America from colonial times to the 20th Century. *3 credits*

#### **ARTH 2109 (AFAM 2529) African American Art**

Overview of African American material culture and visual arts from colonial times to the present, including painting, printmaking, photography and sculpture. Close analysis of visual representations will go hand in hand with a discussion of key texts in art history and critical theory. Topics include the effects of patronage, the influence of class, gender and sexual orientation. Special emphasis in exploring how transatlantic travel and dislocation affected continuity and

transformation in African American art practice and beyond. (Formerly ARTH 5009) *3 credits*

**ARTH 2111 (ARCH 2311) Greek and Roman Art**

Study of the art and architecture of the ancient Greeks and Romans. This course focuses on the artistic significance and ongoing visual legacy of the most influential works in the history of art, including the Parthenon, Colosseum, and Pantheon. They are discussed in relation to the religious, social, and political issues of the time. *3 credits*

**ARTH 2112 Medieval Art**

This course examines the major monuments of medieval art and architecture from 300-1500, including illuminated manuscripts, pilgrimage churches, Gothic cathedrals, Crusader castles, courtly love ivories, and other cultural productions of the Middle Ages. Monuments will be studied for the ways they both reflect and influence the ideas and values of their particular culture. The material will be presented both chronologically and thematically. *3 credits*

**ARTH 2113 Italian Art of the Renaissance**

Evolution of Italian art from the 14th through the 16th centuries. The Renaissance period in Italy was a time of extraordinary creativity in which artistic innovation was facilitated by the ambitions and wealth of religious and secular patrons. Giotto, Donatello, Leonardo da Vinci, and Michelangelo are some of the many artists to be considered in relation to socio-cultural history and their continuing fame. *3 credits*

**ARTH 2115 Baroque and Rococo Art**

Historical development of painting and architecture in Europe from the post Renaissance period to the late 18th century. *3 credits*

**ARTH 2116 19th Century Art from Neoclassicism to Impressionism**

Evolution of modern art in Europe from the dawn of Neoclassicism in the later part of the 18th century until the last Impressionist exhibition in 1886. The course covers the period that begins with the French and American revolutions (in addition to the Industrial Revolution) and ends with the aftermath of the Franco-Prussian War and the unification of Germany, one of the earliest causes of World War I. Art and politics are inseparable during this period. Closely linked to political engagement is social concern, and outrage about the unequal distribution of wealth that results from the Industrial Revolution and the birth of Capitalism. Students learn that art is not created in a vacuum but that it is a function of, as well as a contributor to, culture in the broad, holistic sense of the term. *3 credits*

**ARTH 2118 20th Century Art**

An overview of the history of art of the 20th century, from Expressionism and Symbolism to the Postmodern trends of the end of the century. In this course, students learn about the close connection that exists in the twentieth century between art and contemporary social and political developments in Europe and America. In a century that saw two world wars, a major political revolution (Russia), as well as revolutionary

developments in science and technology, artists could not remain unaffected by the events of their time. Indeed, the course stresses how art in the twentieth century was an expression of the sweeping political, social, and technological changes of the modern age. *3 credits*

**ARTH 2119 Art Since 1945**

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. Course explores the blurring of traditional boundaries between art forms and charts the erasure of certain canonical properties of art, such as visuality and plasticity, (e.g., the handmade object). *3 credits*

**ARTH 2124 History of Graphic Design**

Historical overview of graphic design from the early pictograph to the present. The course stresses both the theory and historical development of visual communication. The relationship between word and image is also a major theme. *3 credits*

**ARTH 2126 The Arts of China and Japan**

A study of the visual culture of China and Japan from prehistory to the present, viewed through the lens of history, literature, and religion. Topics of particular focus will include the intersection of Buddhism with art and architecture; scrolls, screens, and the mechanics of painting format; nature as literary and symbolic motifs; class, gender, and ukiyo-e (pictures of the floating world); and trends in contemporary Chinese and Japanese art of the late twentieth and early twenty-first centuries. We will also discuss the idea of cultural interaction and appropriation between Japan, China, and the West. *3 credits*

**ARTH 3101 (CORE 3130) The Art of St. Peter's**

The course explores the physical fabric and artistic embellishment of Saint Peter's and the Vatican from Early Christian times through the twentieth century as a way of assessing the development of Catholicism's distinctive and powerful visual language. *3 credits*

**ARTH 3132 (CORE 3132) The Art and Experience of Pilgrimage**

This course explores the social and religious phenomenon of pilgrimage and how this experience is both reflected and shaped by material culture. While the primary focus of the course will be the pilgrimage experiences of the medieval Christian, it will also examine pilgrimage in the ancient world, Judaism, Islam, Buddhism, and Hinduism. It also considers the notion of pilgrimage in the modern world, including tourism to both sacred and secular sites. *3 credits*

**ARTH 3140 History of Photography**

Course covers the history of photography from its nineteenth-century beginnings to the present. Class charts the evolution of this representational technology in a chronological fashion, and in a subject-focused approach. Survey follows the emergence of photography as an aesthetic practice in historical perspective across geographic and national boundaries. Subjects include landscape photography,

pictorialism, chronophotography, social documentary, art photography, street photography and various postmodern practices including video and digital art. *3 credits*

#### **ARTH 3141-3144 Special Topics in Art History**

Selected topics in art history. May be repeated for credit under a different number as topics change. (Formerly ARTH 2141-2144) *3 credits*

#### **ARTH 3151-3156 Individual Studies in Art History**

Study and research in individual areas selected by the student in consultation with adviser and department chair. Junior or senior art history majors. *1 - 6 credits*

#### **ARTH 3193-3194 Art Internship**

Pass/Fail option only. *3 credits*

#### **ARTH 3201 (WMST 3201) Gender and Art**

Examines representations of masculinity and femininity in the history of western art. Explores how contemporary artists and theorists are challenging these gendered constructions.

Discusses barriers women artists have faced and strategies they have formulated to surmount these obstacles. Introduces diverse methodologies from feminist and gender studies.

Prepares students to include a feminist perspective to their evaluation of museum exhibitions. *3 credits*

#### **ARTH 4101 Art History Seminar**

The seminar is intended for advanced art history majors, preferably seniors, and possibly others (such as students in the University Honors Program, Women's Studies, Catholic Studies, etc.), depending on the subject and with permission of the instructor. Its purpose is to involve students in the intense study of a specific topic, selected by the faculty member teaching the course. In a typical seminar, the faculty member gives a series of introductory lectures on the topic. Students read a group of texts related to the topic and these are discussed in class. Students then present a seminar paper on a specific aspect of that topic. The paper, upon presentation, is also submitted as a final project. *3 credits*

### **Journalism**

#### **COJR 2136 Media Law**

Critical evaluation, legal practices and the legal responsibility of the press. Legal problems, including the First Amendment, libel, privacy and intellectual property. *3 credits*

#### **COJR 2240 Media Criticism**

Survey of various methods for analyzing and evaluating mass media. Students learn how to apply critical methodologies to understanding media production, content, and the audience. *3 credits*

#### **COJR 2330 (AFAM 2330) Mass Media and Minorities**

Study of mass media from a Black perspective. Covers a broad outline of the history of media and its developments, paralleling black media and white media, and the impact each has had on the other and the institutions of our society. *3 credits*

#### **COJR 2421 News Reporting**

Fundamentals of gathering and writing news. Emphasis on reporting and writing various types of stories and the multi-

source story. Prerequisite: COMM 1421. *3 credits*

#### **COJR 2431 American Journalism**

A survey of the history of American journalism from colonial times to the present, as well as understanding journalism in a broader historical context. Emphasis is placed on the news media as a social institution and the development of the profession. The history of advertising and public relations is also considered. *3 credits*

#### **COJR 2433 Reporting the American Past**

Writing in contemporary journalistic style, students report the news from a key moment in U.S. history as if it were happening today. Digitized historical newspapers and other online resources serve as source material. Students' articles will be posted publicly on a website created for the course. Research, writing, and rewriting skills are emphasized. In the 2018-19 academic year, the course focuses on America's experience in World War II; subsequent semesters may focus on other major historical events. *3 credits*

#### **COJR 2434 International News Reporting and Analysis**

Using contemporary dispatches from foreign countries, along with historical examples of pioneering international news coverage, students analyze coverage of key events, paying attention to credibility, bias, and sourcing. Students will do some journalistic writing, but most assignments will focus on analysis of international reporting. *3 credits*

#### **COJR 3001 News Literacy**

This class provides the skills that all news consumers need in order to know what to believe in an era when the news itself is being fundamentally transformed. Using examples from the events of the day, along with historical perspectives, the course shapes the critical perspective required to manage the daily tidal wave of news and information, providing the tools to evaluate the credibility and reliability of what we read, see and hear, and giving students the skills needed to function responsibly in a self-governing democracy. *3 credits*

#### **COJR 3197 Internship I** *3 credits*

#### **COJR 3198 Internship II** *3 credits*

#### **COJR 3415 Opinion Writing in Journalism and Public Relations**

This course will explore the American tradition of opinion writing and commentary in print, broadcast, and online formats. Students will study various forms of opinion writing in journalism and public relations, with particular attention to the role of editorials and op-eds in public policy debates. *3 credits*

#### **COJR 3421 Advanced News Reporting**

Advanced news-gathering techniques and investigative reporting. Prerequisite: COJR 2421. *3 credits*

#### **COJR 3422 Social Media in Journalism and Public Relations**

Students are introduced to a variety of social media and the ways in which they may be used by journalists, public relations professionals, and citizens for information gathering, reporting, publicity, and engagement. Students will examine the principles behind social media and gain practical



experience in the application of several tools. Prerequisite: COMM 1421. *3 credits*

**COJR 3423 Sports Reporting**

Students will learn to report and write about sports for a variety of media including print, broadcast and online platforms, with practical experience in writing stories on deadline about sports events. Students also will read and critically examine sports journalism. Prerequisite: COMM 1421. *3 credits*

**COJR 3426 Feature Writing**

Students research and write articles that go beyond breaking news. Areas of focus include generating ideas, identifying target audiences and outlets, pitching stories, and learning different writing techniques. Prerequisite: COMM 1421. *3 credits*

**COJR 3428 Publications Editing**

Copy editing, Associated Press style, headline writing and page design. The role of the editor in the contemporary newsroom. Prerequisite: COMM 1421. *3 credits*

**COJR 3430 The Journalistic Tradition**

The writings of great American journalists, including historically significant and contemporary writers. Emphasis is on narrative and investigative journalism. Students learn to evaluate critically and appreciate these works. *3 credits*

**COJR 3432 (WMST 3432) Women and the Media**

Survey of women's participation in the media as both producers and consumers, and the portrayal of women by the media. Critical study of how women have been represented in journalism, film, television and advertising. *3 credits*

**COJR 4197 Internship III** *3 credits*

**COJR 4198 Internship IV** *3 credits*

**COJR 4424 Broadcast News Writing and Presentation**

This course introduces gathering, writing and presenting broadcast news. Student work focuses on writing, and performance of studio-based newscasts. Students will be introduced to radio and TV newswriting and newscasting. Prerequisite: COMM 1421. *3 credits*

**COJR 4425 Television News Production**

Instruction and practice in developing, writing, interviewing, shooting, editing and voicing packages for a television news format. Prerequisite: COMM 1421. *3 credits*

**COJR 5499 Senior Seminar Journalism**

Introduces the research literature in journalism and the tools and techniques of research. Examines the relationship between research and the practice of journalism. Students conduct original research and present their findings. The seminar also serves as a forum for discussion of issues and concerns in contemporary journalism. Prerequisite: COMM 2135. *3 credits*

**Communication**

**COMM 1421 Writing for the Media**

Introduction to various types of media writing, Associated Press style and copy editing techniques. Special emphasis on research techniques for media writing and on writing styles

for print, broadcast, the web and public relations. *3 credits*

**COMM 1610 Dynamics of Interpersonal Communication**

The processes of intrapersonal and interpersonal communication including perception, message orientation, language-as-symbolic action and verbal and nonverbal interactions. Theories and principles of face-to-face interaction in such contexts as significant to continuing relationships, family and gender. Prerequisite: COST 1600. *3 credits*

**COMM 1670 Introduction to Communication Theory**

Students are introduced to the field of communication. Theoretical approaches to all major media, both oral and electronic, are addressed. Special attention is devoted to describing the different ways that symbols generate meaning in each medium. *3 credits*

**COMM 2130 Intercultural Communication**

Principles and skills required for effective and ethical interaction with diverse others. Emphasis on identity, perception, and community-building. *3 credits*

**COMM 2134 Communication Ethics**

A detailed examination of the process of ethical reasoning and decision making in human communication, incorporating the rhetorical and media ethical perspectives. Students will examine a range of ethical approaches, working towards development of personal ethical standards which will provide them with the basis for ethical conduct in a wide range of professions. *3 credits*

**COMM 2135 Communication Research Methods**

Students are introduced to research in communication, including an overview of contemporary communication research and a survey of research methodologies. Prerequisite: COMM 1670. *3 credits*

**COMM 2616 History of Rhetoric**

Historical survey of major contributions to rhetorical theory. Chronological account of how ideas on the means of persuasion have developed from ancient Greece to post-modernity. *3 credits*

**COMM 2620 Performing Literature: Story-Telling and the Narrative Process**

Art and development performance techniques for the interpretation of prose, poetry and drama. *3 credits*

**COMM 2622 Team Building and the Group Process**

Effective management of and participation in formal and informal discussion groups whose goals are to investigate, evaluate, solve problems or make decisions. Prerequisite: COST 1600. *3 credits*

**COMM 2623 Persuasive Speaking**

Art of inspiring, convincing and actuating audiences through the use of ethical appeals, both logical and psychological. Theories and principles of persuasion provide a foundation for practice. Prerequisite: COST 1600. *3 credits*

**COMM 2625 Public and Presentational Speaking**

A broad study of the "one-to-many" speaking context with a focus on developing speaking and listening competence. Includes the message organization, speech presentation, vocal

and physical delivery of various types of formal and informal speaking situations. *3 credits*

#### **COMM 2626 Rhetorical Criticism**

Methods of close textual analysis. Multiple perspectives and procedures for assessing how rhetoric works to create, maintain, and oppose social meanings. *3 credits*

#### **COMM 2627 Great Speeches of Our Time**

This course includes a comprehensive study of great American speeches from the 20th century through today. Historical significance, the implications made by the speakers and leaders, and public and global impacts will be discussed. An examination of the texts, delivery, and public commentary of the speeches will lead to critical analysis and student performances. Great public addresses made in films and in other mediums like TED Talks will also be explored. *3 credits*

#### **COMM 2630 Non-Verbal Communication**

This course examines theories, principles and implications concerning the many important ways by which humans communicate personally and professionally without words (including such channels as space [proxemics], movement [kinesics], vocal tone [paralanguage], time [chronemics] etc.). Knowledge and skills will be enhanced through readings, lecture/discussion, projects, and various experiential learning techniques. Prerequisite: COST 1500 or COST 1600. *3 credits*

#### **COMM 2640 Organizational Communication**

Organizational Communication is the study of communication processes and systems within businesses and professional settings. It examines culture, change, ethics, conflict, crisis management, leadership and power dynamics in a variety of organizations. These topics will be explored through lectures, case studies, presentations and discussions. Prerequisite: COST 1500 or COST 1600. *3 credits*

#### **COMM 3130 (CORE 3320) Propaganda, Religion, and War**

Propaganda, Religion, & War entails a political, historical, and ethical exploration of discursive and visual propaganda. As a form of mass persuasion, propaganda has long been a vital constituent of both religious discourse and the rhetoric of warfare. The course begins with an examination of the emergence of propaganda as a strategic concept in the 17th Century Vatican's response to the Protestant Reformation. It then combines analytical and ethical perspectives on propaganda with a detailed examination of propaganda-like practices throughout history. *3 credits*

#### **COMM 3200 (PHIL 2810) Moral Argumentation and Debate**

This course will survey strategies and processes of argumentation and debate and prominent moral theories. Students will understand, critically analyze, and discuss contemporary legal, ethical and moral issues. Students awareness of ethical global issues will be heightened. Discussions will focus on questions drawn from applicable national and international current events. All students will present well-reasoned arguments and participate in team

debates both on and off campus. *3 credits*

#### **COMM 3198 Internship II 3 credits**

#### **COMM 4197 Internship III 3 credits**

#### **COMM 4198 Internship IV 3 credits**

#### **COMM 5899 Senior Seminar in Communication Studies**

This is a capstone course in Communications Studies that encompasses the history, theory and philosophy of communication while focusing on the research literature on the field and providing students with the opportunity to conduct original research in the area of Communication Studies. *3 credits*

#### **COST 1500 Foundations in Oral Rhetoric**

Rhetoric is the art of effective expression. Since ancient Athens, rhetoric has been foundational for civil society and the heart of a liberal education. A skilled rhetor has mastered five inter-related facilities- invention, disposition, style, memory, and elocution. This course provides an introduction to rhetorical practice and serves as the foundational course for Seton Hall University's oral communication proficiency. *2 credits*

#### **COST 1600 Oral Communication**

Broad study of the speaking and listening experience. Students perform and evaluate their skills. Voice and articulation and the organization and presentation of ideas. *3 credits*

### **Communication Theory**

#### **COTC 2240 Media Criticism**

Survey of various methods for analyzing and evaluating mass media. Students learn how to apply critical methodologies to understanding media production, content and the audience. *3 credits*

#### **COTC 3191 Independent Study 1 credit**

#### **COTC 3192 Independent Study 2 credits**

#### **COTC 3193 Independent Study**

Projects chosen according to the student's interest. Completed under the guidance of a faculty adviser, with the approval of the department chair. A maximum of 3 credits may be taken in individual research in one semester; none of these courses may be taken in the same semester as COTC 5199. (Open to senior majors only). *3 credits*

#### **COTC 3197 Communication Internship I 3 credits**

#### **COTC 3198 Communication Internship II 3 credits**

#### **COTC 4197 Communication Internship III 3 credits**

#### **COTC 4198 Communication Internship IV**

On-the-job education and experience in New Jersey and New York media organizations, under professional supervision. See Internship Director. *3-12 credits*

#### **COTC 5000 Preparation of the Senior Communication Portfolio**

Independent study on a selected topic completed under the supervision of the instructor. *1 credit*

### **COTC 5199 Senior Thesis**

Students select section to meet their needs. Seminar sections: review of research in broadcasting, film, journalism or theater. Students engage in individual and/or group research projects. Thesis section: tools and techniques of research. Each student completes an independent research project (thesis) in consultation with a faculty adviser. COTC 3191-3193 may not be taken in the same semester as COTC 5199. Open to senior majors only. *3 credits*

### **Public Relations**

#### **COPR 2114 Sports PR**

This course will offer an overview of the major areas and issues in PR in amateur, collegiate and professional sports. Students will identify and critically evaluate PR tactics and trends, and design their own written and presentation tactics and strategies. *3 credits*

#### **COPR 2135 PR Research**

Students will learn about and practice academic and applied public relations research methods. A focus will be placed on differentiating between the two to create a strong foundation for public relations research and evaluation practice. *3 credits*

#### **COPR 2512 Public Relations I: Intro to PR**

Introduction to public relations. Academic study of Public Relations principles and theories, tools and techniques, and ethical and professional standards. Emphasis on writing. Prerequisite: COMM 1421. *3 credits*

#### **COPR 2515 Integrated Communication**

Message differentiation and tactic coordination to create meaning and add value to an organization for both the client/consumer and general public. Students will explore and practice the style, format, content, and deadline requirements of public relations/promotional campaigns, as well as investigate the similarities and differences between Marketing, Advertising and Public Relations. *3 credits*

#### **COPR 2521 Print Advertising**

An introduction to the strategic creative, and economic aspects of advertising in print media, with specific emphasis on the principles of copywriting and design for magazines, newspapers, outdoor and direct mail. Students gain greater understanding of campaign development and the creative process, along with basic knowledge of research and media planning. *3 credits*

#### **COPR 2631 Nonprofit Communication and Public Relations**

This course is designed to provide students with a broad understanding of how effective communication can further the mission and goals of a nonprofit organization, proposes communication strategies and practices tactics for building and managing relationships with a variety of stakeholders. *3 credits*

#### **COPR 2997 International PR**

This course introduces students to the global, local, and generic-specific theories of international public relations.

Students will learn how to develop effective global public relations strategies and tailor their strategies, tactics, and messages for different cultures. *3 credits*

#### **COPR 2998 Managing Reputation and Crisis Communication**

Introduces students to roles, responsibilities, opportunities and challenges in managing an organization's reputation everyday, and in crisis situations. Students study media relations, leadership, measurement, ethics and crisis management strategy, among other topics. Students research, plan, and prepare a strategic communications plan. Prerequisite: COPR 2512. *3 credits*

#### **COPR 2999 Basic Video**

Using only an iPhone, students will learn how to write, shoot, edit, and upload videos straight to the Internet. Students will unleash their creativity while learning the basics of operating their camera phone, composing shots, directing, and editing a successful video sequence. A 5 mega pixel or higher Apple iPhone is required. *3 credits*

#### **COPR 3522 Public Relations II: Strategic Planning & Client Relations**

Public Relations in practice. Combines lecture and independent research/study. Emphasis on writing. Students plan, implement, and evaluate PR tactics for clients and study media relations, client services, and other aspects of the practice of Public Relations. Prerequisite: COPR 2512 and COMM 1421. *3 credits*

#### **COPR 3197-3198, 4197-4198 PR Internship I-IV**

Internships provide an opportunity for real-world application of skills learned throughout the curriculum. Each internship section has associated academic requirements. Open to selected Seniors and Juniors. Overall GPA must be at least 2.8; major GPA must be at least 3.0. See adviser for additional requirements. *3 credits*

#### **COPR 5597 Bateman National Case Study Competition Team**

Junior and Senior PR majors meeting the GPA requirement of 3.5 in their major will be invited to participate on one of two Bateman teams each Spring to gain practical experience and build a robust national client-focused portfolio under the supervision of a faculty adviser. Prerequisite: COPR 3522. *3 credits*

#### **COPR 5598 PR Experiential Learning**

Junior and Senior PR majors meeting the GPA requirement of 3.0 in their major will be invited to apply to as a Litore Agency project manager, to gain practical experience and build a robust client-focused portfolio under the supervision of a faculty adviser. Prerequisite: COPR 3522. *3 credits*

#### **COPR 5599 Senior Seminar in Public Relations**

Senior Seminar introduces students to scholarly and applied communication research methods, specifically regarding public relations issues. It leads to an understanding of the important role research plays in the practice of public relations and provides tools needed to complete a research project. Prerequisite: COPR 3522. *3 credits*

## Theatre

### **COTR 1620-1622 Performance Lab: Theatre Experience**

Students can earn credit from their experience in construction, and/or running of University Theatre shows. Theatre majors need three performance credits to graduate. *1 credit each*

### **COTR 1720 Basic Stagecraft**

An elementary introduction to the general principles of planning, preparation, organization and skills required for the technical presentation of theatre production. Students will learn creative problem solving with traditional tools and unique materials to make the magic of theatre. *3 credits*

### **COTR 2610 American Stage**

An exploration of American Theater, its conditions, and cultural ideas from colonial times to early modern drama through the study of plays, playwrights, and performance. Students will use dramaturgy as a tool to study plays in their physical, social, political, and economic context. By understanding the context, they should gain an appreciation for the play and its cultural significance. *3 credits*

### **COTR 2621 Introduction to the Theater**

A survey of theater as history, culture and experience, whose meaning is grasped through an understanding of the encounter between those who create theater (performers, writers, directors, designers and technicians) and those who view it (members of the audience). *3 credits*

### **COTR 2622 Theatre as Cultural Dialogue**

This course explores cultural viewpoints through theatre and how theatre addresses difficult topics of culture and race. Through the writings of international playwrights and the study of the performance of their plays, students will experience multiple points of view on the human condition throughout the world. Many world communities stage performance as expressions of their cultural ideals, their dreams and their frustrations that are unique to their culture while still expressing human values of love, respect and hope.

### **COTR 2624 Vocal Techniques**

Emphasis on development of the speaking voice. Combination of practical and theoretical to help students develop a method for self-improvement. *3 credits*

### **COTR 2626 Acting I**

Methods of building a character as described in the literature on acting. Exercises in vocal and physical control, observation, imagination, concentration and pace. Elementary stage technique and performance deportment. (Formerly COTR 3620.) *3 credits*

### **COTR 2627 Principles of Acting**

This is a mandatory, introductory course for acting majors and minors in which students will learn about the basics of acting, which include but are not limited to: body awareness, vocal training, improvisation, monologues, scene work, watching performances, and learning specific acting methods. Majors only or COTR 2626. *3 credits*

### **COTR 2631 Theater History**

Drama and its presentation from the Greek amphitheater to the Renaissance stage to the spectacles of the 19th century: "Life upon the wicked stage." Explore the theories and practices of drama; the players, their theatrical conditions, and the spectacle as it has sought to inform society, culture and the human condition. *3 credits*

### **COTR 3197 Internship I** *3 credits*

### **COTR 3198 Internship II** *3 credits*

### **COTR 3620 Social Change in 20th Century**

To gain an understanding of the creative and influential role theatre plays in society through the interaction of art and culture. If theatre is the mirror of society, then what does it say about who we are? Through readings, videos, lecture, and research, students will explore the rich history of theatre's social role from Russia's Moscow Art Theatre NY Public Theatre up to the late 20th century. The focus will be on groundbreaking playwrights, directors, and producers of modern theatre. *3 credits*

### **COTR 3621 Directing**

Methods of directing a play as described in the literature on play direction. Exercises in researching a play, casting, blocking the action, rehearsing, developing timing and pace, and coordinating all elements of a play. Prerequisite: COTR 2626 or 2627. *3 credits*

### **COTR 3622 Playwriting**

Principles of dramatic composition, plot construction, characterization and dialogue are studied through a close, practical analysis of Aristotle's Poetics, as well as of classic plays. Each student writes a one-act play. *3 credits*

### **COTR 3623 Lighting for Television, Theater, and Film**

Thorough grounding in light sources, instruments and their accessories used in theater and studio layouts. Special emphasis is given to lighting principles and dramatic interpretation in terms of lighting. Students design lighting and develop lighting plans for productions and/or scenes as class projects and outside assignments. Prerequisite: a minimum of one course in theater, TV or film. *3 credits*

### **COTR 3624 Children's Theater**

Study of drama both with and for children. Students explore the fundamentals of young people's theater through the eyes of the director/teacher. Drama as a process of learning and as an artistic presentation on the stage. *3 credits*

### **COTR 3625 Scene Design**

Introduction to the principles of modern stage design as influenced by its development in earlier periods: aesthetics, elements, technical. Students engage in design projects and lab assignments. Prerequisite: COTR 2621. *3 credits*

### **COTR 3626 Acting II: Classical Styles**

Course develops the discipline of stylized acting techniques and explores the history of Greek, Shakespearean and Restoration theater. Prerequisite: COTR 2627. *3 credits*

**COTR 3627 Theatre in London**

Study abroad course that covers British theatre and history culminating in a week long trip to London visiting historic sights and viewing several theatre performances. Usually included are tours to Westminster Abbey, backstage tours of the Theatre Royal Drury Lane, the Houses of Parliament, the British Museum as well as workshops at The Globe Theatre and theatre performances in the West End and with The Royal Shakespeare Company in Stratford-upon-Avon. Particular sights and productions are subject to availability at the time of the trip. Instructor's approval required. *3 credits*

**COTR 3629 Acting for the Camera**

This will be a team-taught course covering the principles and techniques essential to success in the conjoined worlds of directing and acting for the camera, and as such is a course for both actors and directors. It introduces each to the concepts and language specific to each other's discipline and works to provide each with a fuller understanding of how to collaboratively and creatively create. Areas covered will include auditioning, breaking down scripts, blocking for camera, on-set communications, the proper use of improv, etc. The course will both utilize the TV studio where students can work in front of live cameras in order to immediately see results of their work and out-of-class assignments to further their skills. *3 credits*

**COTR 3631 Stage Management**

This course involves the study and application of the practices involved in managing an event. All events, from a birthday party to a theatrical production, need planning and management to ensure its success. Students will study and demonstrate effective planning, organizational skills, time management, and interpersonal communication. Through discussion and practical exercises students will learn skills that are necessary to run a successful event for all participants, from cast & crew to audience. *3 credits*

**COTR 3642 (CORE 3342) The Irish Stage**

In theatres throughout Ireland, the Irish stage presents the collective voice of Irish Catholic playwrights. Steeped in myth, ritual, and history, these authors used their plays to examine the rich texture of life woven together by faith, politics, family, and community and, by whose intersection, results in conflicts and choices that reflect a deeper, transcendent meaning. Through the readings of Thomas Merton and examples of ritualistic theatre found in the Bible, the course builds on the lessons of CORE I and II to explore further Catholic principles and intellectual Catholic tradition expressed by themes found in Irish drama. As a CORE III course, students will read Irish plays, view their performance and discuss the common themes of belief, choices and the flaws of motivated reasoning that form biases in poor decisions versus transcendent ones that are the foundation of Irish drama. *3 credits*

**COTR 4197 Internship III** *3 credits*

**COTR 4198 Internship IV** *3 credits*

**COTR 5799 Senior Seminar Theatre**

A required capstone course for Theatre majors. Students will discuss and write about contemporary theatre drawn from their experience of seeing shows in New York City. *3 credits*

**Applied Music**

**MUAP 1011 Beginning Piano I**

Group piano instruction for beginners, taught in electronic piano lab. Prerequisite to private piano lessons. *2 credits*

**MUAP 1131 Beginning Voice**

Group voice instruction for beginners. One two-hour class per week. Prerequisite to private voice lessons. *2 credits*

**MUAP 1140 Concert Band**

The Seton Hall Concert Band offers students wind ensemble performing experience as a credited course offering. Students with intermediate to advanced skill levels in band instruments (woodwinds, brass, percussion) are encouraged to participate. A wide range of music is performed of diverse styles and different musical periods. Students have the unique opportunity to perform with faculty and professionals within the Concert Band in the fall and spring concerts at SOPAC. The Concert Band meets once weekly for a 90-minute rehearsal and presents a concert performance at the end of each semester. *1 credit*

**MUAP 1141 Pep Band**

Brass and woodwinds ensemble, which plays a varied repertoire from classical to contemporary music. One or more performances a semester. *1 credit*

**MUAP 1151 University Choir**

Study and performance of choral music from the Renaissance to the present. Includes development of choral skills such as sight reading, intonation, establishing a good choral tone and vocal color. Audition required. *1 credit*

**MUAP 1161 Chamber Choir**

Vocal ensemble for advanced singers. Audition required. Membership in University Chorus is required. *1 credit*

**MUAP 1172 Opera/Musical Theater Workshop**

Preparation of arias and vocal ensembles for the purpose of stage presentation. *1 credit*

**MUAP 1182 Conducting Techniques for Vocal Ensembles**

Practical training in the conducting of vocal ensembles. *2 credit*

**MUAP 1211 Orchestra**

The Seton Hall Orchestra offers students an orchestral performing experience as a credited course offering. Students with intermediate to advanced skill levels on all orchestral instruments (strings, woodwinds, brass, percussion, and harp) are encouraged to participate. A wide range of music is performed including baroque, classical, romantic, 20th century and popular music. Students have the unique opportunity to perform with faculty and professionals within the orchestra. The orchestra meets once weekly for a 90-minute rehearsal and presents a concert performance at the end of each semester. *1 credit*

**MUAP 1221 Jazz Ensemble**

The Seton Hall Jazz Ensemble offers students the opportunity to rehearse and perform a variety of jazz styles in small combo settings. Performances take place in various venues throughout the term. Students are coached in reading charts and given opportunities for improvisation. Repertoire includes the blues, swing, Latin, modal, and fusion, and always includes material accessible to the beginning improviser. All with basic reading and technical skills are welcome.

Rehearsals are run by the instructor, but students are encouraged to contribute ideas for arrangements. *1 credit*

**MUAP 1291-1292, 1294 Beginning Instruments**

Group instrumental lessons on wind, string or percussion instruments. The courses are designed for beginners, in an ensemble situation. *2 credits*

**MUAP 1500 (CAST 1600) The Practice of Catholic Liturgical Music**

The course will feature a study of key elements in the development of sacred music practice as seen through the prism of 2000 years of musical development in the Roman Catholic Church, from Plainchant, commonly known as Gregorian Chant, to Vatican II. *3 credits*

**MUAP 2141-2144 Special Topics in Applied Music**

Selected topics, designated in advance of the semester, in the area of applied music. May be repeated for credit (under different number as topics change). *3 credits*

**MUAP 2146 (COBF 2475) Sound Production and Engineering I**

A hands-on workshop in the creation and production of sound and music with an introduction to acoustic, analog and digital recording, mixing consoles and signal flow, microphone design and placement, digital editing, processing and mixing, MIDI sequencing, and sound synthesis. *3 credits*

**MUAP 2147 (COBF 4100) Sound Production and Engineering II**

An intermediate to advanced investigation of concepts first introduced in MUAP 2146 including acoustics, psychoacoustics, digital audio, signal flow, sound mixing, signal processing, speaker and microphone design, synchronization, MIDI, digital sampling, and sound synthesis. *3 credits*

**MUAP 2148 (COBF 4001) Advanced Sound Editing, Mixing, and Mastering**

An intermediate to advanced workshop in audio editing, mixing and mastering on the Pro Tools digital audio workstation using a range of professional effects plug-ins. Student projects in the lab will be tailored to area of concentration: music production, sound for film, television, or radio. *3 credits*

**MUAP 2149 (COBF 3001) Sound, Technology, and Culture**

A general historical survey of the cultural and technological developments in sound recording, music and sound for the cinema, radio and television. Avant-garde composition, electronic, digital and interactive music, and the recent

influence of the internet on sound and culture will also be discussed. *3 credits*

**MUAP 2150 Studio Styles and Music Marketing Techniques**

A survey of audio production styles including classical, jazz, folk, World Music, country, rock, hip-hop, pop, and crossover. In tandem with production, the course will explore marketing and promotion strategies within each genre. *3 credits*

**MUAP 2211 Private Piano Instruction**

Private lesson, 1 hour per week. Prerequisite: MUAP 1011 or permission of department. *2 credits*

**MUAP 2231 Private Voice Instruction**

Private lesson, 1 hour per week. Prerequisite: MUAP 1131 or permission of department. *2 credits*

**MUAP 3133 (COMM 3133/CORE 3133) Music as a Global Doorway to the Sacred**

Music as a Global Doorway to the Sacred will provide students with the opportunity to enter into dialogue and collaboration with members of diverse religious communities, and to discover and explore the similarities and differences in the traditional devotional music of global religious communities, which include Christianity, Judaism, Hinduism, Buddhism, and Islam. Through readings, lectures, musical recordings, videos, and attendance at live and virtual global religious services, students will encounter and experience the universality of the search for the sacred “ultimate mystery” that is envisioned in *Nostra Aetate* through the traditional devotional music of global religious communities. *3 credits*

**MUAP 3181-3186 Individual Studies in Applied Music**

Independent work under the guidance of the instructor. For exceptional students only. Prerequisite: permission of chair. *1-6 credits*

**MUAP 3193-3194 Music Internship**

Course acquaints music majors with the music industry in its different forms, (i.e., concert management, the recording industry, music broadcasting, etc.). Internships in any of these areas are extremely useful for students and may set them on a career path. *3 credits*

**MUAP 3291 Private Brass Instruction**

Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 or permission of department upon successful audition. *2 credits*

**MUAP 3391 Private Woodwinds Instruction**

Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 or permission of department. *2 credits*

**MUAP 3491 Private Strings Instruction**

Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 or permission of department. *2 credits*

**MUAP 3591 Private Percussion Instruction**

Private lesson, 1 hour per week. Prerequisite: MUAP 1291, 1292, 1293 or 1294 or permission of department. *2 credits*

**MUAP 3691 Private Organ Instruction**

Private lesson. 1 hour per week. Prerequisite: MUAP 1011 or permission of department. *2 credits*

## **Music History**

### **MUHI 1102 Music and Civilization**

A survey of Western art music from Gregorian chant to music of the present day. Characteristic pieces, styles, and composers from the Medieval Era until the 21st century will be examined. A major component of the course is learning to listen analytically and write critically about music. *3 credits*

### **MUHI 1108 Music of America**

Survey of the development of American Music from its seventeenth century English-Celtic and West African musical roots. *3 credits*

### **MUHI 1119 History of Opera**

Survey of opera from its inception c. 1600 to the present day. Opera stories are adapted from various historical and mythological figures and settings, including Malcolm X, Richard Nixon, Roman history, Greek mythology, Gothic novels, Depression-era stories and other sources. Composers include Mozart, Beethoven, Rossini, Bellini, Donizetti, Verdi Puccini, Berg and Copland. *3 credits*

### **MUHI 1133 Jazz and Rock**

Survey of the two major areas of American popular music: Jazz and Rock. Analysis of their roots, development and style will be covered. *3 credits*

### **MUHI 1134 Music of Broadway**

Survey of the music presented on the "Great White Way" from 1750 to the present, including a look at the minstrels, operettas, reviews, follies, vaudeville and musical plays, as well as the famous musicals that have appealed to Americans since 1939. *3 credits*

### **MUHI 1201 History of Western Musical Styles I**

Students will trace the course of Western art music from its origins in plainchant c. 800 A.D. up until 1750. They will study the history, culture, and music repertoire of various time periods and identify composers and their works within a historical context. Score analysis. Prerequisites: MUTH 2500 /MUTH 2501 and MUTH 2510/2511. *3 credits*

### **MUHI 1202 History of Western Musical Styles II**

Students will trace the course of Western art music from 1750 up to the present day. They will study the history, culture, and music repertoire of various time periods and identify composers and their works within a historical context. Score analysis. Prerequisites: MUTH 2500/2501 and MUTH 2510/2511. *3 credits*

### **MUHI 2010 Music as Cultural Dialogue**

This course explores music from around the world in order to learn how music reflects and interacts with the culture from which it springs. Musical traditions studied might include, for instance, North India, West Africa, Brazil, and Native American music of the Southwest. Ability to read music is not required. *3 credits*

### **MUHI 2141-2144 Special Topics in Music History**

Selected topics in music history. May be repeated for credit (under different number as topics change). *3 credits each*

### **MUHI 2470 (COBF 2470) Music in Film**

Exploration of how music interacts with images, dialogue, and other elements to create meaning in films. Readings introduce students to the field of film studies and to the analysis of film music. Assigned films, to be viewed before each class, cover a spectrum of genres. Independent research leading to a culminating paper. The ability to read music is not required. *3 credits*

### **MUHI 3171-3176 Individual Studies in Music History**

Study and research in individual areas selected by the student in consultation with adviser and department chair.

Prerequisite: 6 credits in music. Course open to graduate and advanced undergraduate students. *1-6 credits*

### **MUHI 3201 Research Methods and Writing about Music**

Students will learn how to discover various bibliographic resources in music, including important music encyclopedias, domestic and foreign historical journals and newspapers, important manuscripts, and other sources. Students will learn how to write a paper about a specific topic based on this research, which will involve conceptual and critical thinking skills as well as deductive thought processes in order to come up with a sophisticated thesis statement. The student will then learn how to write a paper based on this process. In writing the paper, the student will include organizational skills, correct methods in citing sources, proper grammar and syntax, as well as an effective style. These writing issues will be geared specifically towards writing about music. Prerequisite: MUTH 2500 and 2510, and MUHI 1201 and 1202. *3 credits*

## **Music Theory**

### **MUTH 1099 Introduction to Songwriting and Music Fundamentals**

A hands-on workshop in the art of writing songs with a basic introduction to the fundamentals of music, including melody, harmony, rhythm, instrumentation, texture and form. Additional training in Sibelius music notation software and Pro Tools will also be covered. *3 credits*

### **MUTH 2141-2144 Special Topics in Music Theory and Analysis 3 credits**

#### **MUTH 2500 Theory of Music I**

Diatonic harmony, introduction to species counterpoint, chorale harmonization, and analytical studies. Emphasis on written exercises. Corequisite: MUTH 2501. *3 credits*

#### **MUTH 2510 Theory of Music II**

Introduction to chromatic harmony and analytical studies. Emphasis on written exercises. Prerequisite: MUTH 2500. Corequisite: MUTH 2511. *3 credits*

#### **MUTH 2501 Aural Skills I**

Diatonic sight singing, ear training, and keyboard harmony. Corequisite: MUTH 2500. *1 credit*

#### **MUTH 2511 Aural Skills II**

Continuation of diatonic sight singing and ear training, introduction to chromatic sight singing, ear training, keyboard harmony, and score reading. Prerequisite: MUTH 2501; Corequisite: MUTH 2510. *1 credit*

**MUTH 3111 Theory of Music III**

Advanced chromatic harmony, advanced modulation, altered chords, linear chromatic harmony, and analytical studies.

Emphasis on written exercises. Prerequisite:

MUTH2500/2501 and MUTH 2510/2511. *3 credits*

**MUTH 3131-3144 Special Topics in Music Composition**  
*1-6 credits***MUTH 4111 Theory of Music IV**

Materials and techniques of 20th-century music. Analytic studies of selected pieces. Emphasis on written exercises.

Prerequisite: MUTH 3111. *3 credits*

**MUTH 4171-4176 Individual Studies in Music Theory** *1-6 credits***MUTH 5171-5176 Individual Studies in Music Composition** *1-6 credits***Visual and Sound Media****COBF 2210 Introduction to Media Studies**

This course is an introduction to different theories of analysis in the field of media studies. The readings and lectures trace the development of humanities-based media theory from the 1950s through today. The course introduces students to theories about authorship, genre, audiences, media institutions, identity, race, class, gender, and digital cultures. Students apply these theories to films, television programs, and web-based media. *3 credits*

**COBF 2212 Introduction to Visual Theory and Technique**

Lectures, discussions and screenings focus on the development of visual expression in film, video, and computer graphics, with emphasis on the narrative form. There is an opportunity for practical exercises; a photo assignment and an optional digital video final project. *3 credits*

**COBF 2213 Documentary Film**

Survey of the history and critical aspects of the nonfiction film (including newsreel and experimental film) from the Lumieres (1895-97) through the cinema verite documentaries of today.

Lecture, discussion and screenings. *3 credits*

**COBF 2215 Broadcast Programming and Management**

Study of organization and management of commercial and public radio and television stations. Components include programming techniques, formats, FCC regulations, business practices, ratings and technical/engineering considerations. *3 credits*

**COBF 2220 Introduction to Film and TV Production**

This course is designed to introduce students to the foundational knowledge and skills essential for creating quality film and video content. Through lecture and hands-on workshops this course explores the basic elements of both on-location and in the studio production. The course will cover the use and operation of cameras, lenses, lighting, and audio equipment. Students will work together in groups to create camera tests, lighting setups, and audio recordings. They will then learn how to import this material into a non-linear editing program to perform basic edits. These shoots will be conducted in class and critiqued throughout the semester. *3*

*credits*

**COBF 2222 Television-Film Writing**

Principles and practices of screenplay writing with emphasis on cinematic values. Each student creates a long step outline for a feature length film screenplay, teleplay, or a completed short script. *3 credits*

**COBF 2223 Studio Production I**

Instruction in and practice regarding the TV production team, operation of studio, or field and control room equipment, the television script, program formats, production elements and process. Lecture, discussion and program exercises in the studio. Prerequisite: COBF 2212. *3 credits*

**COBF 2231 The Electronic Age in America**

This course offers an institutional and cultural history of broadcasting in the twentieth century. Careful attention is paid to the structures of production in the radio and television industry, how they have changed over time, and how they have structured the creative process. The course simultaneously investigates how genres in radio and television as well as representations of specific social groups have changed over time and resonated with American society and culture. *3 credits*

**COBF 2232 Evolution of the Film Art**

Survey of major contributions to the development of motion pictures. Lectures, screenings and critiques of cinematic works demonstrating the creative impetus given to filmmaking from the early narratives of Melies to the pre-World War II period. *3 credits*

**COBF 2234 Film Directors**

A study of the film director as primary creator of the motion picture. The course also investigates the concept of authorship in film and the role of the director in a collaborative art form usually controlled by economic interests. Each semester two directors will be closely examined for their aesthetics, outlook, and technical accomplishment. *3 credits*

**COBF 2252 Digital Media Studies**

This course introduces students to scholarly literature in the humanities-based field of media studies on the way the digital revolution and mobile technologies are changing the nature of television and film production, distribution, and consumption and changing the way people construct their identities and their social relations through social media. *3 credits*

**COBF 2254 Reality Television**

This course examines why reality television became a popular television genre in the twenty-first century and how reality television serves as a site for cultural struggles in contemporary society. Special attention is paid to the ways that changes to media culture in the late twentieth century primed viewers to consume reality television; how contemporary battles over race, class, gender, national identity, regional identity, urban identity, and rural identity take place on reality television; and how reality television promotes key aspects of twenty-first century life such as neoliberalism, self branding, and the commodification of the self. *3 credits*



**COBF 2401 Writing for Radio**

Writing is a critical element of successful radio broadcasting. All radio formats rely on well-written copy to communicate with listeners. Yet, few individuals enter the field with the skills necessary to create top-flight broadcast copy. Writing for Radio is designed to help students learn the basics of broadcast writing. Students will engage in the main forms of broadcast writing – news copy, promo copy, advertising copy, station imaging, feature writing, sports copy, radio drama and interview introductions and questions. The course will also review successful broadcast copy to examine in detail the traits that ensure words, phrases and ideas stick with the listener. *3 credits*

**COBF 2470 (MUHI 2470) Music in Film**

Exploration of how music interacts with images, dialogue, and other elements to create meaning in films. Readings introduce students to the field of film studies and to the analysis of film music. Assigned films, to be viewed before each class, cover a spectrum of genres. Independent research leading to a culminating paper. The ability to read music is not required. *3 credits*

**COBF 2475 (MUAP 2146) Sound Production and Engineering I**

A hands-on workshop in the creation and production of sound and music with an introduction to acoustics, analog and digital recording, mixing consoles and signal flow, microphone design and placement, digital editing, processing and mixing, MIDI sequencing and sound synthesis. *3 credits*

**COBF 2882 Introduction to Sports Media**

Media is changing by the minute and sports is at the forefront of this transformation. From the reporting to the written word, television, social media, viral video, documentaries, marketing, business, even law, to be in sports media today you have to be proficient in all specialties. This hands-on course will explore all areas of the shifting sports media landscape and provide students with the skills needed to navigate and excel in the field. There will be a variety of case studies, group projects and guest speakers throughout the semester as well as opportunities to have your work published. *3 credits*

**COBF 2884 Sports, Media, and Culture**

This course introduces students to the ways that sports media serve as a site for larger cultural struggles. Rather than see sports as mere entertainment, recreation, or escapism, this course examines sports media as an emotional guide to understanding “place” in the U.S., a field that can be constitutive of social identities based on race, class, gender, etc., an imagined realm where athletes can challenge social oppression by competing on a level playing field, a terrain that re-inscribes social power, an opportunity for athletes to protest larger structures of oppression in society and culture, and a way of marking oneself in the world. Moreover, sports media is not just a macro-political field of corporate profit; it is also a micro-political realm of everyday investments that have broader social and political relevance. *3 credits*

**COBF 3001 (MUAP 2149) Sound, Technology and Culture**

A general historical survey of the cultural and technological developments in sound recording, music and sound for the cinema, radio and television. Avant-garde composition, electronic, digital and interactive music, and the recent influence of the internet on sound and culture will also be discussed. *3 credits*

**COBF 3033 Radio Sportscasting**

This course is designed to provide students with an in-depth look at all aspects of sports broadcasting, from its earliest forms, up to and including how things work in the 21st century. It will also provide the student with the opportunity to learn the “craft” of broadcasting games on the radio, with a specific emphasis on Basketball and Baseball/Softball. Through in-class exercises and critiques, the students will be trained in the basic aspects of play-by-play; color commentary and sports reporting, anchoring and producing for radio and on-line communications and hosting a sports talk radio program. *3 credits*

**COBF 3197 Internship I** *3 credits*

**COBF 3198 Internship II** *3 credits*

**COBF 3212 Contemporary Cinema**

Survey of international cinema in the post-World War II period. Specific works by individual directors practicing in Europe, Japan, India and the United States studied in-depth to ascertain their contribution to evolving patterns of cinematic expression. *3 credits*

**COBF 3214 Film Criticism**

Screenings of a wide variety of films from 1930 to the present serve as the basis for criticism written by students. Writings of various popular contemporary critics are evaluated in class discussions that examine questions of aesthetic criteria and the development of a style appropriate to the film critic’s audience. *3 credits*

**COBF 3216 Film Genre**

Individual film forms, such as the western, the crime film, the horror film, science fiction, the musical, screwball comedy and others. The narrative conventions and grammar of genres are examined, along with each genre film’s historical, political, economic and social context. Each semester an individual genre is selected for study. *3 credits*

**COBF 3218 Television Genres**

A study of the aesthetic, social, and cultural importance of television genres. The course will survey various theories about television genres and then use those theories to examine one or two specific television genre(s) in detail. *3 credits*

**COBF 3222 Digital Cinema Production I**

Principles and techniques of motion picture production, including scripting, cinematography, budgeting, non-synchronous sound, and non-linear digital film editing. Students work in groups to create original film projects. Prerequisite: COBF 2212. *3 credits*

**COBF 3223 Studio Production II**

Broadening and deepening of students’ knowledge of studio and field techniques and processes, followed by production of

an original television program by student groups, from concept to videotape recording. Prerequisite: COBF 2223. *3 credits*

#### **COBF 3224 Field Production I**

Studio and field digital video production equipment, shooting technique and non-linear digital video editing. Each student, working in a group, progresses through a series of introductory camera and editing exercises related to electronic field production and advanced studio production to create an original television program. Lectures and demonstrations. *3 credits*

#### **COBF 3225 Radio Programming and Production**

Various current programming philosophies as exemplified by local independent AM and FM station operators: problems in the management of local radio stations, and production techniques for studio and remote broadcasts. Prerequisite: COBF 2215. *3 credits*

#### **COBF 3922 Advanced Screenwriting**

In this class students will be immersed in the art and craft of creating compelling stories for the screen in both fiction and non-fiction genres. As it has been said many times about media making, the story is the heart of media production. Students will develop screenwriting abilities through gaining knowledge of and experience with story conception and development, character development, story structure, dramatic action, dialogue, scene/sequence construction and writing for emotional impact. *3 credits*

#### **COBF 4001 (MUAP 2148) Advanced Sound Editing, Mixing and Mastering**

An intermediate workshop in audio editing, mixing and mastering on the Pro Tools digital audio workstation using a range of professional effects plug-ins. Student projects in the lab will be tailored to area of concentration: music production, sound for film, television or radio. *3 credits*

#### **COBF 4100 (MUAP 2147) Sound Production and Engineering II**

An intermediate to advanced investigation of concepts first introduced in MUAP 2146 including acoustics, psychoacoustics, digital audio, signal flow, sound mixing, signal processing, speaker and microphone design, synchronization, MIDI, digital sampling and sound synthesis. *3 credits*

#### **COBF 4197 Internship III *3 credits***

#### **COBF 4198 Internship IV *3 credits***

#### **COBF 4222 Digital Cinema Production II**

Students use HD production techniques and form production groups to produce original 5-10 minute HD productions. Prerequisite: COBF 3222. *3 credits*

#### **COBF 4500 Digital Cinema Production III**

Students build on the skills from COBF 4222 to write, produce and direct a short HD project. Students will get the project "in the can". Students will become SAG AFTRA signatories and learn the professional procedures and practices. *3 credits*

#### **COBF 4501 Digital Cinema Production IV**

Students continue with their projects from COBF 4500 to complete post production. Students learn professional post production techniques, distribution models and film festival planning. Prerequisite: COBF 4500. *3 credits*

#### **COBF 4777 The Producer's Overview**

The major visual fields of today -- film, television, webseries and new media -- require quality producers with a firm knowledge of many areas: a discerning eye for material, a strong sense of storytelling, an ability to raise funds, an understanding of how modern media is distributed... all this, plus a keen grasp on how to manage these many diverse areas. This course provides students with an essential framework for doing just in order to produce a creative product in the entertainment and media industries. Students are introduced to the concepts, terms, and principles that apply to the role of producer, along with the specific job functions required to effectively and efficiently complete a production, both by studying case examples and actually creating their own producers workbook for such a project. *3 credits*

#### **COBF 4997 Directing for the Camera**

This is an interdisciplinary course covering the principles and techniques essential to success as a director, specifically in terms of blocking, shooting and working with actors. Since directors need actors to bring their visions to life, this course teaches the concepts and language unique to communicating with actors so as to be able to collaboratively and creatively create with them. Areas covered will include breaking down scripts, auditioning actors, blocking for camera, on-set communications, the proper use of improv, etc. This class will be held in conjunction with COTR 3629, whose acting students will perform in the directors' projects so that each discipline may learn how to work with the other's. The course will utilize the TV studio so students can work with live cameras in-class and also feature in-depth out-of-class film projects. *3 credits*

#### **COBF 5299 Senior Seminar Radio/TV**

In this course, students use skills learned in other Visual and Sound Media courses – the ability to read critically, write persuasively, and research effectively – to pursue a larger research project. As such, Senior Seminar-Radio/TV is both a synthesis (in that it asks students to draw on knowledge from other classes) and introduction (in that it introduces students to ways that scholars craft compelling, original essays). Students will write a major research paper on social, cultural, or institutional aspects of television or radio. *3 credits*

#### **COBF 5698 Senior Seminar in Film**

This senior capstone course in film studies for students with basic knowledge of film history, theory, and criticism. The purpose of this course is to investigate the technical, philosophical, and stylistic foundations of film as an art form, and film's social, political, economic, and cultural context. *3 credits*

# School of Diplomacy and International Relations



McQuaid Hall, First Floor

(973) 275-2515

[diplomacy.shu.edu](http://diplomacy.shu.edu)

**Dean:** Andrea Bartoli, Ph.D.

**Senior Associate Dean:** Courtney B. Smith, Ph.D.

**Associate Dean:** Ursula Sanjamino, Ed.D.

**Associate Dean of External Affairs:** Elizabeth Halpin, M.A.

**Assistant Dean of Graduate Enrollment Management:**  
Daniel Kristo, M.A., M.S.

**Director of Internships and Career Development:**  
Catherine Ruby, Ph.D.

**Director of Professional Services:**  
Kyle Younger, M.A., Ed.M.

**Department Chair:** Martin Edwards, Ph.D.

**Director of Graduate Studies:** Assefaw Bariagaber, Ph.D.

**Director of Undergraduate Studies:**  
Yanzhong Huang, Ph.D.

**Director of Online Learning:**  
Fredline M'Cormack-Hale, Ph.D.

**Associate Directors of the Henry F. and Maryann Roman  
Diplomacy and International Relations**

**Leadership Center:** Elizabeth V. Halpin, M.A. and  
Omer Gokcekus, Ph.D.

**Faculty:** Alam; Balmaceda; Bariagaber; Bartoli; Edwards;  
Gokcekus; Goldfrank; Huang; Huddleston; M'Cormack-Hale;  
Miller; Moller; Moremen; Murphy; Muzás; Smith; Wang.

**Adjunct Faculty:** Ahmadzai; Amemasor; Chow; Dalpino;  
Dugan; Ekici; Hafezian; Hale; Higer; Manetovic; Manojlovic;  
Minteh; Quinn; Tinker; Wood

The School of Diplomacy and International Relations, established in alliance with the United Nations Association of the United States of America, which is now a division of the United Nations Foundation, prepares students from around the world to become the next generation of global leaders. The School's academic programs provide students with critical knowledge and concrete skills essential to international careers in public service, business, law and the nonprofit sector.

Students participate in an innovative curriculum that educates students from a global perspective, with an emphasis on global studies, multilateral diplomacy, conflict resolution, international management, economics and leadership training. A distinguished faculty of scholars and professionals bring cutting-edge theory and practical perspectives to the classroom. A unique link with the United Nations community exposes students to the policymakers and practitioners addressing today's worldwide concerns. Diplomacy students also have the opportunity to take certain courses in Washington, D.C., in order to maintain their full-time status while pursuing Washington-based professional internships.

A degree from the School of Diplomacy enables graduates to be effective and ethical leaders in their professional careers and to engage dynamically in the complexities of a global society.

## The Henry F. and Maryann Roman Diplomacy and International Relations Leadership Center

**Associate Directors:** Omer Gokcekus, Ph.D. and Elizabeth V. Halpin, M.A.

Seton Hall is excited to launch what is one of the few undergraduate leadership programs in the country for students planning a career in diplomacy and international relations. In addition to receiving a foundational understanding of leadership underneath the university's umbrella Leadership Institute, students in the School of Diplomacy and International Relations at Seton Hall will receive leadership development specific to their profession and taught by leaders in their respective field.

In addition to the academic and experiential understanding of what it means to be a leader in the arts and sciences, students in the program will also have access to information and a network specifically designed to give them a leg up on their counterparts as they embark on their new careers. Not only will they have a built-in network of senior and junior professionals to learn from and engage with, but they will have insight into which thought leaders, podcasts, and blogs will enhance their professional development in the field.

The Henry F. and Maryann Roman Diplomacy and International Relations Leadership Center is responsible for the leadership pillar of conflict management.

For specific questions regarding the center please contact Elizabeth Halpin at [elizabeth.halpin@shu.edu](mailto:elizabeth.halpin@shu.edu) or 973-275-2560.

# Bachelor of Science in Diplomacy and International Relations

The undergraduate program is based on an interdisciplinary global studies curriculum with strong components of cultural understanding, international economics and leadership. A comprehensive world languages program enables students to attain professional proficiency in multiple languages. All students complete a professional internship in order to gain an understanding of career opportunities available to them upon graduation. The School of Diplomacy sponsors regional study trips. Opportunities to participate in Model U.N. and other activities related to the United Nations also are available.

To attain the degree of Bachelor of Science in Diplomacy and International Relations, students must complete the program for a total of 120 credits. While each student is guided by a faculty adviser of the School, the ultimate responsibility for complying with curriculum requirements rests with the student. To complete degree requirements satisfactorily, students must have a cumulative GPA of at least 2.0. Transfer students should obtain academic advisement from one of the Associate Deans.

## Diplomacy and International Relations Required Courses

DIPL 1711	International Relations	3
DIPL 3104	Public International Law	3
DIPL 3111	Practicum	3
DIPL 3800	Investigating International Relations	3
DIPL 4101	Research Project	3
DIPL 4111	Senior Leadership Internship	3
DIPL 4555	Economic Aspects of International Relations	3

### International Relations Basket

*Choose 2 of* DIPL 2101, 2110, 2120, 4185/4196/4601, 4277/4717 *3 credits each*

### Cooperation/Law Basket

*Choose 2 of* DIPL 2109, 4106/4198, 4115/4183, 4205/4197, 4193/4803 *3 credits each*

### Economics/Development Basket

*Choose 2 of* DIPL 3201, 4108, 4114, 4170, 4556 *3 credits each*

### Diplomacy electives

*Choose any 2:* DIPL courses not counted elsewhere *3 credits each*

**Total 45 credits**

## Required University Courses

ENGL 1201	College English 1	3
ENGL 1202	College English 2	3
CORE 1001	University Life	1
CORE 1101	Journey of Transformation*	3
CORE 2101	Christianity and Culture in Dialogue**	3

CORE Three	DIPL 3850, DIPL 3851, or any 3000-level CORE course	3
ECON 1402	Principles of Economics 1	3
ECON 1403	Principles of Economics 2	3
MATH 1203	Statistical Models for the Social Sciences	3
RELS 1402	World Religions	3

**Total 28 credits**

\* *Generally taken in the Fall semester of the first year.*

\*\* *Generally taken in the Spring semester of the second year.*

## Foreign Language Requirements

### (Offered by the College of Arts and Sciences)

Students are required to attain advanced competency in one of the following languages: Arabic, Chinese, French, German, Italian, Japanese, Spanish or Russian. Students interested in studying Arabic or German should consult the Associate Deans as there may be a need for special arrangements.

Elementary Language 1 (plus lab if available)	3-4
Elementary Language 2 (plus lab if available)	3-4
Intermediate Language 1 (plus lab if available)	3-4
Intermediate Language 2 (plus lab if available)	3-4
Advanced Language 1	3
Advanced Language 2	3
Fourth-Year Language 1 (any language course with advanced 2 as prerequisite)	3
Fourth-Year Language 2 (any language course with advanced 2 as prerequisite)	3

**Subtotal 24-28 credits**

**Free Electives: 19-23 credits**

**Overall Total: 120 credits**

## A Model Program

The following model program of study includes all required courses over a four-year period.

### First Year

DIPL 1711	International Relations	3
IR Basket #1	<i>Choose 1 of</i> DIPL 2101, 2110, 2120, 4185/4196/4601, 4277/4717	3
ENGL 1201	College English 1	3
ENGL 1202	College English 2	3
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
MATH 1203	Statistical Models for the Social Sciences	3
RELS 1402	World Religions	3
Elementary Language 1 (plus lab if available)		4
Elementary Language 2 (plus lab if available)		4

**Total: 30 credits**

### Second Year

International Relations Basket#2	<i>Choose 1 of</i> DIPL 2101, 2110, 2120, 4185/4196/4601, 4277/4717	3
Cooperation/Law Basket #1	<i>Choose 1 of</i> DIPL 2109, 4106/4198, 4115/4183, 4205/4197, 4193/4803	3

Cooperation/Law Basket #2		
	<i>Choose 1 of</i> DIPL 2109, 4106/4198, 4115/4183, 4205/4197, 4193/4803	3
CORE 2101	Christianity and Culture in Dialogue	3
ECON 1402	Principles of Economics 1	3
ECON 1403	Principles of Economics 2	3
Intermediate Language 1 (plus lab if available)		4
Intermediate Language 2 (plus lab if available)		4
Free Elective	Any Seton Hall course(s)	4
		<b>Total 30 credits</b>

**Third Year**

DIPL 3104	Public International Law	3
DIPL 3800	Investigating International Relations	3
DIPL 3111	Practicum	3
Economics/Development Basket #1		
	<i>Choose 1 of</i> DIPL 3201, 4108, 4114, 4170, 4556	3
DIPL Elective	Any DIPL course not counting toward another requirement	3
CORE Three	DIPL 3850, DIPL 3851, or any 3000-level CORE course	3
Advanced Language 1		3
Advanced Language 2		3
Free Elective	Any Seton Hall course	3
Free Elective	Any Seton Hall course	3
		<b>Total 30 credits</b>

**Fourth Year**

DIPL 4555	Economic Aspects of International Relations	3
DIPL 4101	Research Project	3
DIPL 4111	Senior Leadership Internship	3
Economics/Development Basket #2		
	<i>Choose 1 of</i> DIPL 3201, 4108, 4114, 4170, 4556	3
DIPL Elective	Any DIPL course not counting toward another requirement	3
Fourth-Year Language 1	Any language course with advanced 2 as prerequisite	3
Fourth-Year Language 2	Any language course with advanced 2 as prerequisite	3
Free Elective	Any Seton Hall course	3
Free Elective	Any Seton Hall course	3
Free Elective	Any Seton Hall course	3
		<b>Total 30 credits</b>

## Minor in Diplomacy and International Relations

**(For students in other majors)**

The minor in Diplomacy and International Relations is available to students from any other undergraduate college at Seton Hall University. Students must successfully complete at

least 18 credits in the following required and elective courses and achieve a GPA in these courses of at least 2.0.

**Students must complete:**

- DIPL 1711 International Relations
- Two DIPL classes at the 2000 level
- Three DIPL classes at the 3000 level or higher

## Dual Degree Programs

### B.S./M.A. in Diplomacy and International Relations Program

The B.S./M.A. in Diplomacy and International Relations Program allows students in the undergraduate program in diplomacy and international relations to earn a bachelor's and a 45 credit master's degree.

Students who have completed 60 credit hours in the first semester of their junior year, may apply for admission to the M.A. in Diplomacy and International Relations program. If accepted, the program begins second semester junior year. The BS/MA accelerated program requires attendance during Summer Sessions.

Applications for the BS/MA are available in the Office of Graduate Admissions, McQuaid Hall. Applicants must have a 3.2 minimum GPA, and all applicants will have a one-on-one meeting with the School's Graduate Admissions Committee.

The total number of credits required for the combined B.S./M.A. program is 147, with 102 at the undergraduate level and 45 at the graduate level. The requirements for the B.S. degree are reduced by 18 credits but the students complete all of the requirements for the traditional M.A. degree as described in the graduate catalogue.

Students in the B.S./M.A. program use their first six graduate courses (18 credits) to waive the following undergraduate courses/credits and receive their B.S. degree:

- |                 |   |
|-----------------|---|
| 1)DIPL elective | 3 |
| 2)DIPL elective | 3 |
| 3)DIPL 3111     | 3 |
| 4)Free elective | 3 |
| 5)Free elective | 3 |
| 6)Free elective | 3 |

Once the student completes the remaining nine graduate courses (27 credits), including all core, distribution, and specialization requirements, they are eligible to receive their M.A. degree.

### B.S. in Diplomacy and International Relations and J.D. in Law

Seton Hall University offers a unique dual degree program for students to pursue an undergraduate degree in Diplomacy & International Relations and a Juris Doctorate through the Seton Hall University School of Law. This exciting six-year (3+3) dual degree program prepares students to excel, while

establishing a foundation and education in a global perspective. In this accelerated program, students complete their undergraduate coursework in three years and receive their bachelor's degree after the completion of their first year of law school.

This program will allow students to earn two degrees in a streamlined sequence that saves time and money, allowing you to graduate with an edge from one of the nation's leading law schools. Students enrolled in this program will have a unique opportunity and a distinct advantage, making them extremely competitive in the job market.

Students apply for this program as an incoming freshmen and can complete the online Seton Hall application for admission or the Common Application and select the Law (3+3) program. To qualify for admission to this program students must meet the following criteria:

- A minimum of an unweighted 3.5 GPA in high school
- A minimum of a 1270 on the new SAT with not less than a 650 in the ERW section or a 27 on the ACT

Students who meet these criteria will be automatically admitted to the program provided their essay and recommendations are also strong. Once admitted to the program students will have maintain a certain GPA at Seton Hall and take the LSAT prior to the transition to the Law School.

In order to accommodate the required law courses, the standard undergraduate diplomacy and international relations curriculum is modified in the following manner:

- Diplomacy students must complete 90 undergraduate credits instead of 120.
- Sophomore year adjustment: waive 3 credits of free elective
- Junior year adjustment: waive 3 credits of practicum (DIPL 3111), 3 credits of diplomacy electives, and 6 credits of free electives
- Senior year adjustment: waive 3 credits of fourth year foreign language requirement, 3 credits of diplomacy electives, and 9 credits of free electives

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

## Course Descriptions

*The courses below represent a comprehensive list of all University approved Diplomacy course offerings. All courses have been taught and are eligible to be taught again. However, some courses are offered more frequently than*

*others. Please see the School of Diplomacy website at [diplomacy.shu.edu](http://diplomacy.shu.edu) for a schedule of this year's courses. Students interested in courses that are not currently scheduled should contact the Department Chair.*

### **DIPL 1711 International Relations**

Analyzes the dynamics of the relations between and across the different countries of the world. Examines the role that countries, international organizations, nongovernmental organizations, businesses, and individual people play in addressing pressing global problems such as peace, war, security, arms control, trade, development, human rights and the environment. *3 credits*

### **DIPL 2101 Ethnopolitical Landscapes of the Contemporary World**

Surveys political, economic, cultural and socio-demographic trends shaping the contemporary world and their impact on international, regional and global relations. Focuses on nationalism and ethnicity. Topics include: rise of nation-states; impact of nationalism; nation-building and empire building; Western imperialism in the Third World; ethnicity and nationalism; ethnic relations in the U.S. and other parts of the world; and post-Cold War development. *3 credits*

### **DIPL 2103 History of Diplomacy**

Surveys the evolution of diplomacy from ancient civilizations to the present. Examines the actors and processes associated with classic diplomacy, and considers the new challenges facing diplomats as a result of recent changes in international affairs. *3 credits*

### **DIPL 2109 Institutions of Global Governance**

Examines the process through which states, intergovernmental organizations, nongovernmental organizations, and multinational corporations seek to address pressing problems of global governance. The challenges associated with international cooperation are explored, including the changing nature of sovereignty and the difficulties with promoting compliance. A variety of transsovereign issues are covered and the course concludes with a diplomatic simulation of a global issues conference. *3 credits*

### **DIPL 2110 Comparative Foreign Policy**

Explores the different processes through which countries design their foreign policy. A variety of countries are examined encompassing various regions of the world, levels of development, and types of political regimes. Of special concern is the manner in which both domestic and international pressures influence the foreign policy making process. *3 credits*

### **DIPL 2112 Cyprus-East Mediterranean Study**

This course will assess the economic, political and social impact of EU membership on Cyprus. Students will gain insights based on the perceptions of different actors, namely public sector, private sector, and civil society. After serious preparation, students will visit Cyprus and interact with the main players. Based on this visit, the class will prepare a report, for which every member will contribute. *3 credits*



**DIPL 2113 China's Rise: Opportunities and Challenges**

This course explores the opportunities and challenges posed by the rise of China. It culminates in a 10-day field trip to China. *3 credits*

**DIPL 2114 African Union Seminar**

This course examines conflicts in Africa and the AU's role in conflict resolution. Included in the study seminar are the nature and sources of conflicts in Africa; the structure and organization of the AU and its predecessor, the Organization of African Unity (OAU); agenda-setting at the AU; and the role the AU plays in conflict resolution, especially its relationship with the UN regarding peace operations in Africa. Through a study trip to the AU Headquarters in Addis Ababa (Ethiopia), students will explore and interrogate the theories and practice of conflict resolution by international organizations, with particular reference to the AU. *3 credits*

**DIPL 2117 Catholic Peacemaking Intensive Study Seminar**

The Catholic Peacemaking Intensive Study Program immerses participants in the practice of Catholic peacemaking as experienced through the offices of the Holy See and the work of the Community of Sant'Egidio. After an introduction to the themes of the course, the students will visit and have interactions with diplomats and researchers based in Rome. The course is designed to familiarize students with the inner workings of Vatican diplomacy and of the non-governmental organizations dedicated to peacemaking. *3 credits*

**DIPL 2118 Memory and Conflict: Dealing with the Past Constructively**

Through a study abroad trip in different post-conflict contexts, such as the Basque country and the Balkans, this course examines how different actors and institutions address processes of dealing with the contentious past and how the politics of collective remembering impacts the dynamics of relationships among people on the ground. We will also examine various social practices and initiatives of counteracting the negative effects of divisive histories through education, justice, policy-making, art and commemoration. *3 credits*

**DIPL 2119 Cuba Seminar**

This course focuses on the domestic and international politics of Cuba, a country with a unique history that is undergoing important changes in the current century. For a country of its size, Cuba has played an unusually significant role in international and especially inter-American affairs. The course examines Cuba's past and present, with emphases on: its relations with the United States and especially the recent détente, ongoing changes in its economic and political models, and the international implications of its distinctive health and environmental policies. *3 credits*

**DIPL 2120 International Conflict and Security**

Provides an overview of the classical issues in the study of war and peace and examines the nature and functions of the use of force, macro- and micro-theories of conflict, arms races and control, nuclear proliferation, and deterrence. Recent

developments in the management of weapons of mass destruction are also explored. *3 credits*

**DIPL 3104 Public International Law**

Deals with the nature, history and domains of international law. Through case studies, this course provides understanding of the international legal system with regard to such basic goals as curbing resort to war, peaceful settlement of disputes, fostering peaceful use of the oceans, Antarctica and outer space, enhancing respect for human rights, preserving the environment and strengthening the capability of the United Nations and the U.N. system as a primary instrument of world order. *3 credits*

**DIPL 3111 Practicum III: Internship**

Provides students with educationally-related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting. Departmental permission required. These courses are offered on a (P)ass/(F)ail basis. *3 credits*

**DIPL 3115 The Washington Experience Study Tour: Actors, Institutions and the Policy Process**

This course introduces students to prominent Washington-based actors and institutions that influence international policy. Washington, D.C. is not only the capital city of the United States, but also the headquarters of many major global institutions such as the World Bank and International Monetary Fund. Through meetings with representatives of governments, international organizations, think-tanks, advocacy organizations and the press, students gain a first-hand understanding of the policy-process and apply that knowledge to current, economic, diplomatic, humanitarian, and security challenges. *3 credits*

**DIPL 3116 The Washington Seminar on Global Policy Challenges**

This Washington, D.C. based seminar examines the causes, consequences and possible solutions to many of the global policy challenges of the 21st Century. Adopting a multi-disciplinary approach, this course examines the economic, political, and social aspects of issues such as climate change, global health, post-conflict resolution, and economic development. Access to policy-makers provides students an opportunity to analyze these issues with leading experts. *3 credits*

**DIPL 3150 New Dimensions of Human Security**

This course transcends traditional interstate conflict by examining new security threats such as infectious diseases, environmental change, growth of human populations, energy security, and water and food scarcities. Special attention will be given to their effects on development, stability, and security. *3 credits*

**DIPL 3201 Sustainable Development**

Explores the concept of sustainable development. Examines sustainability issues related to both industrial countries and developing countries, for example aging of populations, sustainable consumption, institutional adjustments, managing growth, and pressures of population change. *3 credits*

**DIPL 3800 Investigating International Relations**

This course introduces the basic tools of scientific investigation. Students learn about the scientific method, data gathering, research design, quantitative and qualitative analyses, and computer applications for international relations research. The course aims to equip students with the facts, intuition, and experience necessary for conducting research projects in subsequent diplomacy courses. *3 credits*

**DIPL 3850 Church, State and Politics in Latin America**

This course aims to provide students with (1) an understanding of the evolving role of religion in Latin American politics, with an emphasis on the period of the Second Vatican Council until today, and (2) an opportunity to reflect on the formative questions of how religious beliefs and religious institutions should affect politics and of how different political systems and state policies should affect the practice of religion. The major themes include the institutional relationship between the Catholic Church and the state, the different political expression of Catholicism (including those inspired by Liberation Theology), the persecution of the Church under certain authoritarian regimes and the Catholic response, the rise of religious and political pluralism, and the role of religion in contemporary politics and public policy. This course will count as a Signature Three Core Course.

Prerequisite: CORE 2101. *3 credits*

**DIPL 3851 Religion, Law and War**

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

Prerequisite: CORE 2101. *3 credits*

**DIPL 3852 Catholic Peacemaking**

The Catholic Peacemaking course offers an introduction to the understanding and practice of Catholic peacemaking as experienced through the centuries. It focuses on Catholic contributions to a contemporary understanding of peace; the appreciation of the changing context in which this understanding has evolved, especially through the encounter with relevant Catholic Peacemakers; and the identification of peace as a relevant contemporary challenge that must be confronted by all. Each student will present on an historical case. This course will count as a Signature Three Core Course.

Prerequisite: CORE 2101. *3 credits*

**DIPL 3853 International Organization and the Holy See**

Reaching back to early Christianity but stressing the time period from 1870 onward, this course focuses on Vatican diplomacy, the League of Nations, and the United Nations while exploring core questions of the Catholic Intellectual

Tradition as they relate to the organization of international affairs. *3 credits*

**DIPL 4101 Research Project**

Culminating research project of the international relations program. Enables students to apply qualitative and quantitative methodologies as needed in the development of interdisciplinary research projects related to their own area studies. Course runs as a research seminar. Students work with a faculty mentor to write their research thesis. Limited to Diplomacy majors only. Prerequisite: DIPL 3800. *3 credits*

**DIPL 4104 Independent Study**

Students pursue a course of specialized reading and discussion supervised by a member of the faculty. *3 credits*

**DIPL 4106 Human Rights Law and Policy**

Combines skill development in research, writing and oral communication with development of an understanding of the sources and nature of those rights of individuals and groups that are, or have been, identified as “Human Rights” under various international conventions, state constitutions and bills of rights, United Nations resolutions and other sources. Specific human rights violations in areas of health, nutrition, labor, the environment, educational systems, political torture and genocide are explored. *3 credits*

**DIPL 4108 International Political Economy**

This course examines the interaction between politics and economics in the international system, i.e. how international economic activity is affected by the political decisions rendered by states and how states are in turn affected by the international financial and trading systems. *3 credits*

**DIPL 4111 Senior Leadership Internship**

Provides students with educationally-related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting. Departmental permission required. These courses are offered on a (P)ass/(F)ail basis. *3 credits each*

**DIPL 4114 International Financial Institutions**

Analyzes the dynamics of international trade and finance through the structure and work of the international financial institutions. Covers the basics of the international finance system and explores the potential for international cooperation in the field of development. *3 credits*

**DIPL 4115 Cross Cultural Negotiation and Conflict Management**

The ability to negotiate and manage conflicts across cultures is no longer an optional skill set in the worlds of international business, diplomacy and advocacy. This course, built on cases, interactive exercises and theoretical frameworks, develops the skills and knowledge for managing the most challenging political, organizational and interpersonal relationships. *3 credits*

**DIPL 4170 Topics in Economic Development for International Affairs**

This course is an in depth analysis of current aspects of development. We consider recent development dilemmas such as delivery of services for poor people, building institutions



for markets, the role of knowledge in advancing economic and social well being, the role and effectiveness of the state in the changing world, and infrastructure and development. We analyze experiences of different countries in Latin America, Africa, East Asia, Eastern Europe, the Former Soviet Union, and the Middle East. *3 credits*

**DIPL 4183 Art and Science of International Negotiation**  
States, NGOs and international organizations all negotiate with each other in the context of international conflicts. In this course, students practice and improve their negotiation skills in interactive exercises, learn theories and dynamics of conflict, and apply this knowledge to practical cases. *3 credits*

**DIPL 4185 Foreign Policy of Post-Soviet States**  
Detailed analysis of the global role of states within the former Soviet sphere, both among themselves and in relation to the European Union, China and the United States. *3 credits*

**DIPL 4187 Modern Middle East: U.S. Involvement**  
This course examines U.S. involvement in the Middle East in the 20th century, exploring how the U.S. has emerged as the principal foreign actor in the Middle East. *3 credits*

**DIPL 4193 Eastern European and Post-Soviet Politics**  
Comprehensive introduction to the politics of the former Soviet Union, Eastern Europe, and post-Soviet Russia, including the development of the Soviet Union as a multi-national, planned economy empire and the causes of collapse. The course also explores the challenges faced by the states that emerged, with special attention to the economic and political problems of these states' transformations as affected by the different legacies of the Soviet period in each of the countries involved. *3 credits*

**DIPL 4197 U.N. Insiders' View**  
Bridges the gap between students and practitioners by complementing an academic understanding of the United Nations with an appreciation of the day-to-day concerns and realities of the organization. Structured around a series of guest lectures offered by U.N. officials and representatives of governments, civil society, and the private sector on a broad range of issues of current concern to the United Nations. *3 credits*

**DIPL 4198 International Criminal Law**  
Explores the historical, political and diplomatic evolution of international criminal law in this century, including war crimes, crimes against humanity and the International Criminal Court. *3 credits*

**DIPL 4205 United Nations Field Seminar**  
Students attend, at UN Headquarters, weekly briefings and conferences involving UN DPI-accredited NGOs and committees. Students supplement their academic appreciation of UN NGOs, explore the issues before these organizations, discover how issues are identified, and learn how issues are dealt with in a multicultural, multi-sectoral environment. *3 credits*

**DIPL 4250 Conflict and Conflict Resolution in Plural Societies**  
This course will explore the phenomenon of intra-state

conflict from interdisciplinary perspectives. It reviews the competing theories toward understanding the causes of ethnic conflicts and civil wars. It discusses the roles played by ethnicity, religion, culture and development in the generation, conduct, and resolution of social conflicts. It also investigates the dynamics of post-conflict peace-building and reconstruction. It would ground in students the basic concepts of conflict resolution and skills of diagnosing social conflict. *3 credits*

**DIPL 4251 Justice, Truth and Reconciliation in Post-Conflict Societies**

This course examines conflicts, conflict resolution, and the balance between justice and truth in promoting reconciliation and state sustainability in post-conflict societies. It interrogates the nature of truth and reconciliation commissions and their role in state building endeavors. The course gives particular attention to the dynamics of face-to-face interaction between the perpetrators and victims of violence. *3 credits*

**DIPL 4252 Institutions of Post-Conflict Governance**  
This course seeks to answer two basic questions: 1) why have states failed and 2) what can be done to prevent failure and rebuild weak/failed states in the 21st century. To answer these questions, this course focuses on the integral role that institutions play in ensuring the day-to-day stability of nation-states. The course will explore the theory and practice of rebuilding institutions to strengthen states that have undergone failure and assess strengths and shortcomings of varied interventions at the institutional level. *3 credits*

**DIPL 4277 Global Health, Bioterrorism, and International Security**

This interdisciplinary course covers the issues of global health, biological weapons and international security. It has four main objectives: 1) to introduce students to the concept of health security; 2) to elucidate the linkages between health and security, with special attention paid to bioterrorism; 3) to examine the global health challenges and their conflict and security implications; and 4) to explore the policy options addressing such challenges. *3 credits*

**DIPL 4278 Global Health Diplomacy**  
The course examines contemporary issues in global health and the international diplomacy which enhances, or complicates, its advancement. The course undertakes a strategic leadership approach in analyzing cases in global health diplomacy, using a core framework that enables the student to better conceptualize a policy player's missions, interests, goals, and plans. *3 credits*

**DIPL 4555 Economic Aspects of International Relations**  
Reviews the current economic issues generated by globalization by emphasizing facts as well as theories. *3 credits*

**DIPL 4556 Financial Aspects of International Relations**  
This course focuses on issues such as proposed changes in the international financial architecture, the single currency in Europe, the Asian financial crisis, and government intervention in the foreign exchange market. *3 credits*

**DIPL 4601 Chinese Politics and US-China Relations**

Based on historical events and the latest developments of the bilateral relationship between the United States and China, this course will explore how the relationship between Washington and Beijing evolved in the past three centuries with the interactions between the U.S. and “new China” - the People’s Republic of China as the focus. Moreover, in probing the current affairs in the Sino-U.S. relationship, specific areas such as the Taiwan issue, security and economic cooperation, and human rights will be discussed. *3 credits*

**DIPL 4803 Politics and Society in Latin America and the Caribbean**

This course provides an overview of major approaches to the study of Latin American politics and society. It emphasizes both a historical perspective and an analysis of current trends and issues. Using various analytical lenses, including cultural, structural, institutional, and rational-choice perspectives, the course focuses on the different kinds of political regimes and the patterns of political change that have characterized Latin America. *3 credits*

**DIPL 5101 Diplomacy Honors Thesis Project**

This course is the capstone designed for Diplomacy Honors students. It helps students learn research, writing, and oral communications skills that they can apply to academic and professional pursuits. The course runs as a research seminar. Limited to Diplomacy Honors students. Pre-requisite: HONS 2105 and DIPL 3800. *3 credits*

# College of Education and Human Services



Jubilee Hall, Fourth Floor  
(973) 761-9025  
[education.shu.edu](http://education.shu.edu)

**Dean:** Maureen D. Gillette, Ph.D.

**Associate Dean for Academic Affairs:**  
Joseph Martinelli, Ed.D.

**Associate Dean for Assessment and Accreditation:**  
Amy Kline

**Assistant Dean of College Engagement and Community  
Development:** Omayra Arocho, Ph.D.

**Director of Budget and Operations:** Caroline Gartley

**Director of Clinical Experience and Applied Research:**  
Karen Grove

## Departments and Chairs

**Education Leadership, Management and Policy:**  
Elaine Walker, Ph.D.

**Educational Studies:** Daniel Katz, Ph.D.

**Professional Psychology and Family Therapy:**  
Thomas Massarelli, Ph.D. and Sandra Lee, Ph.D.

**Associate Director for Education Leadership Institute:**  
Joseph Martinelli, Ed.D.

For questions on HPER courses contact Joseph Martinelli at  
[joseph.martinelli@shu.edu](mailto:joseph.martinelli@shu.edu).

## Accreditation

The College of Education and Human Services is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

## Education Leadership Institute

**Associate Director:** Joseph Martinelli, Ed.D.

Seton Hall is excited to launch what is one of the few undergraduate leadership programs in the country for students planning a career in education and human services. In addition to receiving a foundational understanding of leadership under the university's umbrella Leadership Institute, students in the College of Education and Human Services at Seton Hall will receive leadership development specific to their profession and taught by leaders in their field.

In addition to the academic and experiential understanding of what it means to be a leader in education and human services, students in the program will also have access to information and a network specifically designed to give them a leg up on their counterparts as they embark on their new careers. Not only will they have a built-in network of senior and junior professionals to learn from and engage with, but they will have insight into which thought leaders, podcasts,

and blogs will enhance their professional development in the field.

The Education Leadership Institute is responsible for the leadership pillar of collaboration.

For specific questions regarding the Education Leadership Institute, please contact Dr. Joseph Martinelli at [joseph.martinelli@shu.edu](mailto:joseph.martinelli@shu.edu) or 973-275-2733.

## Programs of Study

The mission of the College of Education and Human Services is to promote professional practice. We strive to do that by developing competent, socially conscious, reflective professionals. What does this mean for a candidate in the college? The faculty and the professionals we work with in the community are committed to: (i) the development of a broad, deep knowledge base that can be translated into practice; (ii) a respect and valuing for difference in our society; (iii) and the ability to practice introspection regarding self-development and pedagogy. An integral step toward achieving these goals is the alignment of our programs with national professional standards and those of the New Jersey State Department of Education. When a candidate graduates from the College of Education and Human Services at Seton Hall University, he/she will be recognized for these qualities and future potential.

Undergraduate programs are accredited by the Middle States Commission on Higher Education and approved by the New Jersey State Department of Education. The college has been awarded CAEP (Council for the Accreditation of Educator Preparation) accreditation. In addition, the following programs are nationally recognized by their professional associations: elementary education, special education, English, mathematics, social studies and science.

The Bachelor of Science in Education is offered with major programs in elementary, and special education and secondary education content fields. Candidates complete a broad scope of liberal arts studies, a major in an academic field and a component of professional education courses with integrated internship experiences. After completing the appropriate course of study, candidates are eligible for the baccalaureate degree and for recommendation to the State of New Jersey for the appropriate teaching certificate. A passing score on the appropriate Praxis Examinations is also required for certification.

Although reciprocal certification agreements exist among many states, the agreements are subject to change. Candidates from states other than New Jersey are advised to consult with Joseph Martinelli, Ed.D., Seton Hall's certification officer, and/or the appropriate state's Department of Teacher Education for information about specific requirements.

## General School Requirements

### Admission

All candidates, interested in education when they enter the University as first semester freshmen, are welcome to take the introductory courses in their area of interest (elementary/special education or secondary education): EDST 1001 Introduction to Teaching or EDST 1501 Education in the United States: Past and Present.

### In order to fully matriculate into the education major, candidates must:

- Have a GPA of 3.0 or higher for admission to the elementary, special education program, secondary education, and secondary/special education.
- Have a GPA of 3.2 or higher for admission to the 4+2 program
- Have a GPA of 3.3 or higher for admission to the BSE/MA Program with Applied Behavior Analysis
- Pass the PRAXIS Core Academic Skills for Educators or demonstrate a passing score in the top third of the SAT or ACT.

### Retention and Graduation for Education Majors

- Maintain a GPA of 3.0 or higher for elementary/special education program, secondary education, and secondary/special education.
- If any education major's (early childhood/elementary/special education, secondary education, secondary/special education 4+2 program or BSE/MA with ABA) GPA falls below a 3.0 he or she is considered 'on probation' from their education program and may not take additional education classes or continue fieldwork. If the candidate's GPA remains below a 3.0 for another consecutive semester, he or she is dismissed from the college (not the University).
- Those who are on probation or who are dismissed may be readmitted and permitted to take education classes if they raise the GPA to 3.0 or higher. Re-admittance into the program may only occur one time. Failure to maintain the 3.0 a second time leads to permanent dismissal from the college.
- All education majors (elementary/special education, secondary education, secondary/special education 4+2 program or BSE/MA with ABA) must complete a full major in the College of Arts and Sciences, a general education sequence of liberal arts courses, and their professional major in education.
- Each education program requires clinical experiences and a culminating clinical practice. Candidates must fully meet the requirements of the clinical component of their program (including specified number of hours, course related assessments, and evaluation forms).
- All education majors:
  - Must meet with their education advisor each semester for a review of their academic and clinical requirements

in order to determine potential areas of need and standing in the program.

- Must adhere to the Department of Educational Studies Professional Code within courses and the clinical component.
- Must earn a C or higher in their professional education course sequence. Any grade lower than a C must be repeated and done prior to the start of the senior clinical practice.
- Must pass the Praxis II content exam associated with their education or content major to be eligible to begin the senior clinical practice.
- Must pass the state established performance assessment associated with their senior clinical practice.

#### **Additional Requirements for 4+2 Majors**

All of the requirements of an education major apply to students in the 4+2 program in addition to the following requirements:

- Maintain a GPA of 3.2 or higher every semester, earn a B or better in each GMSL class, and earn at least a C in the 5 Arts and Sciences classes required by ASHA (English, statistics, biology, physical science and a social behavioral science).
- Note the semester GPA requirement will not be applied to overall Seton Hall summer coursework if a student takes less than 12 credits. However, the cumulative GPA cannot drop below 3.2 at any time.
- Students may repeat one of the six GMSL speech courses if a grade of B is not obtained during the first attempt. A student will be only permitted to retake a GMSL course to retain their automatic admission if they have a 3.2 cumulative and per-semester GPA. A second grade of B- or below in any of the speech-language pathology preparatory courses results in a loss of automatic admission which cannot be regained.
- If a student drops below the required 3.2 semester/cumulative GPA, automatic admission to the graduate speech-language pathology program is lost. The student cannot retake courses to increase their GPA (includes both GMSL and/or non-GMSL courses) and regain admission into the program. Students may continue to take the preparatory courses and apply as part of the general applicant pool to the program. Please see the University speech-language pathology website for details about admissions requirements for the general applicant pool.

#### **Additional Requirements for BSE/MA with ABA Majors**

All of the requirements of an education major apply to students in the BSE/MA with ABA program in addition to the following requirements:

- Maintain an overall GPA of 3.3 or higher at the completion of each year.
- Grades of B- or higher must be earned in each ABA course.

- Submission of a personal statement and professional writing sample
- Interview with ABA program director and/or faculty
- If overall GPA falls below 3.3, automatic admission to the graduate MA in Special Education with ABA concentration program may be lost. Students in this situation may continue with their undergraduate degree in education as long as those requirements continue to be met. Students may apply for the MA program upon graduation, according to graduate department admission procedures.

#### **Transfer Students**

- Internal and external transfer candidates interested in transferring into education (elementary/special education, secondary education and secondary/special education) must have a GPA of 3.0 or higher.
- Students must have a GPA of 3.0 or higher to take any education classes or be assigned a field placement.
- All transfer students must pass the PRAXIS Core Academic Skills for Educators or demonstrate a passing score in the top third of the SAT or ACT.

#### **Additional Requirements for transferring into the 4+2 program**

- Internal and external transfer candidates interested in transferring into the 4+2 program must have a cumulative GPA of 3.2 or higher and have completed no more than 67 credits.
- If transfer candidates have taken any of the five Arts and Sciences courses required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology and Council for Clinical Certification in Audiology and Speech-Language Pathology (English, statistics, biology, physical science, and social behavioral science) prior to matriculation into the 4+2 program, a grade of "C" or higher is required.
- The six GMSL speech courses are required to be taken at Seton Hall University, and transfer courses cannot be accepted.

*\*The University reserves the right to make additional adjustments based on the requirements of the New Jersey Department of Education.*

### **Senior Clinical Practice**

Undergraduate senior candidates who are matriculated in the College of Education and Human Services and others seeking New Jersey state certification must complete senior Clinical Practice. The culminating Clinical Practice is two semesters in length; the first semester is 2 full days and the next semester is full-time, meaning the candidate is in his or her school for the entire semester from the start of the school day until the end, as well as attending meetings and planning lessons with the cooperating teacher. Candidates must pass the Praxis II content exam associated with their major prior to the

start of Clinical Practice. Both semesters of clinical practice include observation and evaluation by a University supervisor, and a nonrefundable placement fee is required prior to the start of the first Clinical Practice semester.

#### **Application Procedure for Senior Clinical Practice**

Applicants must secure an official application from the Office of Clinical Experience and Applied Research. The application procedure includes a comprehensive review of the candidate's academic record and clinical experiences. Completed applications are due nine months prior to the first semester of Clinical Practice.

Before being placed in clinical practice, teacher candidates must have met the following criteria:

1. A minimum cumulative grade-point average of 3.0;
2. Completion of all required Profession Education courses at the time of application with a grade of C or higher;
3. Successful completion of all required field experiences;
4. Passing scores on all required Praxis II exams or state-mandated scores on standardized tests before your application will be considered for clinical practice;
5. Approval and recommendation by advisor along with an approved application completion and compliance with all Educational Studies (EDST) department policies for pre-placement requirements;
6. Submission of a resume;
7. Three month's prior to clinical provide documentation of a current, negative result on a Mantoux test;
8. Additional requirements of cooperating school districts may include: a physician's certificate indicating freedom from any infirmity that would make the applicant unfit for teaching; and
9. Fingerprinting, background check, substitute certification, other documentation or training; or in-person or telephone interview.

#### **Senior Clinical Practice Requirements**

The culminating Clinical Practice experience is *two semesters long or one full year* with a tenured cooperating teacher who has been preapproved by the Office of Clinical Experience and Applied Research. *The first semester consists of 2 full days in the classroom and the following semester is full-time, full-semester teaching.* Clinical Practice requires a developmental sequence of in-depth observation, planning, and teaching of all subjects or class periods, parent-teacher meetings, professional development workshops, and other relevant school experiences.

Applicants are required to enroll in the Clinical Practice Seminar 6-credit course during the full-time teaching semester and EdTPA completion is a program requirement for Senior Seminar and a licensure requirement. Candidates are assessed on their full Clinical Practice year by a University supervisor, the cooperating teacher, and the Clinical Practice Seminar professor.

Transfer candidates must complete a minimum of 24 credits

at Seton Hall University before they may apply for senior Clinical Practice.

## **English as a Second Language (ESL) Program**

Designed as a support system for the international candidate, the ESL Program offers classes at levels ranging from advanced beginner to pre-college. Small classes, created to meet the needs of individual candidates, are offered in communication skills such as listening, speaking and American culture, as well as in academic skills such as reading and writing. ESL courses and activities are planned to help candidates bridge the language and cultural gaps between their home countries and the United States, and between the ESL program and the University academic courses.

### **Course Identification**

The abbreviations used to designate courses offered by the departments and special areas of undergraduate instruction within the College of Education and Human Services are as follows:

- Applied Computing (BMIE)
- Professional Psychology and Family Therapy (CPSY)
- Educational Studies (EDST)
- English as a Second Language (ESLP)
- Health Education, Physical Education and Recreation (HPER)

## **Department of Educational Studies**

Jubilee Hall  
(973) 761-9394

[www.shu.edu/academics/education/educational-studies](http://www.shu.edu/academics/education/educational-studies)

**Faculty:** Adjapong (Program Director); Cicero; Connors; Daly; Hindin; Katz (Chair); La Marca; Martinelli; May; McFadden; Meadows; Mueller; Ruzicka; Zinicola

**Director of Clinical Experience and Applied Research:**

Karen Grove

The Department of Educational Studies offers courses leading to the degree Bachelor of Science in Education and teacher of certification. Graduates of teacher preparation programs are eligible for recommendation to the State of New Jersey for certification in accordance with state guidelines and codes. Under current state rules, candidates must pass the Praxis Exam to qualify for certification and must pursue an academic major from the College of Arts and Sciences in conjunction with their professional education major. A cumulative GPA of 3.0 must be maintained in order to take any course in a certification program (EDST and CPSY) and participate in a field experience as well as the culminating clinical experience. The College of Education and Human

Services may exceed state standards for teacher certification while always adhering to minimum state standards. Any changes in state certification requirements must be followed by the College of Education and Human Services and apply to all candidates.

All teacher preparation programs in the college require a sequence of field experiences and senior clinical practice in the surrounding communities. All initial teacher candidates in EDST must complete a clinical experience with P-12 students from diverse groups including students with exceptionalities, English Language Learners, diverse socio-economic levels, gender, race and ethnicity. Transportation to these sites is the responsibility of the candidate.

The Department of Educational Studies is dedicated to the preparation of highly competent, socially conscious, reflective professionals. All the programs within the department reflect this goal. Our emphasis is on outcomes, meaning our candidates have not just heard what was taught, but we can see evidence of their learning. The dispositional qualities a candidate brings to the university classroom, fieldwork, and community are an essential component to their overall development and performance. The dispositions listed below are expected of all candidates in the Department of Educational Studies.

#### Professional Code

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

- (1) **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
- (2) **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
- (3) **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
- (4) **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.
- (5) **Dress code:** candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall.
- (6) **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a

recognition that life as a teacher means dedication to life-long learning.

- (7) **Professional Communication and Technology Use:** candidates maintain consistent timely and professional communication with professors, Seton Hall administrators, supervisors, cooperating teachers, and school administrators in written, telephone, and electronic mail communication. Candidates exercise professional discretion in their use of social media and recognize the responsibility of professional educators to refrain from expressing defamatory opinions of peers, professionals, parents, and students in public platforms.

Failure to adhere to the professional code in either coursework or field experiences may result in referral to the CEHS Retention Committee for consideration of consequences up to and including dismissal from the college.

In addition to general University admission criteria and processes, entering candidates must formally declare their interest in an education program by applying to the College of Education and Human Services. Seton Hall University's average pass rate on the Praxis exams is 96 percent. These figures represent the cohort year 2017-2018.

## Elementary Education and Special Education Programs

**Faculty:** Cicero; Hindin (*Co-Director*); La Marca; May; McFadden; Mueller (*Co-Director*); Zinicola

There are three programs of study to choose from within this area:

- (1) **Integrated Elementary and Special Education**
- (2) **Integrated Elementary (ESED) and Special Education with a concentration in Speech-Language Pathology**

\*\*This is a six year (4 + 2) dual degree program leading to a Master of Science in Speech-Language Pathology (major code DVSL). The undergraduate program consists of (i) a major from the College of Arts and Sciences; (ii) a dual certification in elementary and special education; and (iii) a concentration in 18 credits of speech-language pathology courses. Students in this program are offered automatic admission into the Master of Science in Speech-Language Pathology program if the following requirements are met. Note that students must complete all of their major requirements, general education requirements, speech-language pathology prerequisites, and any other undergraduate requirements in their four years as an undergraduate before entering the graduate professional phase of the program.

- a) Students must maintain a cumulative and semester by semester GPA of 3.2, as well as earn a grade of B or better in each GMSL course. GPA requirements are exact and will not be rounded to determine eligibility.
- b) A student will be allowed a total of only one repeat of any of the six GMSL undergraduate courses if a grade of B is

- not obtained during the first attempt. However, this option may only be exercised if the student simultaneously obtains the required 3.2 per semester GPA for the semester that they received the less than B grade. A second grade of B- or below in any of the speech-language pathology preparatory courses results in a loss of automatic admission which cannot be regained.
- c) The five Arts and Sciences courses required by the council on Academic Accreditation in Audiology and Speech-Language Pathology and Council for Clinical Certification in Audiology and Speech-Language Pathology (English, statistics, biology, physical science, and social behavioral science) must be completed with a grade of “C” or higher.
  - d) The semester GPA requirement will not be applied to the overall Seton Hall summer coursework if a student takes less than 12 credits. However, the cumulative GPA cannot drop below 3.2 at any time.
  - e) If a student’s cumulative GPA and/or semester GPA falls below 3.2, automatic admission to the graduate Speech-Language Pathology program is lost. The student cannot retake courses to increase their GPA (includes both GMSL and/or non-GMSL courses) and regain admission into the program. Any student losing automatic admission to the graduate Speech-Language Pathology program is welcome to apply as part of the general applicant pool. Note, however, that additional requirements may apply. Those applying as part of the general applicant pool are advised to check the Seton Hall University Speech-Language Pathology website for details.
  - f) If an ESED student’s GPA falls below a 3.0, he or she is considered “on probation” from the ESED program and may not take additional education classes or continue fieldwork. If the student’s GPA remains below a 3.0 for another consecutive semester, he or she is dismissed from the ESED program. Those who are on probation or who are dismissed may be readmitted and permitted to take education classes if they raise the GPA to 3.0 or higher. Re-admittance into the ESED program can occur only one time. Failure to maintain the 3.0 a second time will lead to permanent dismissal from the ESED program.

*\*\*Note, this is **not** an undergraduate speech-language pathology program. No certificate in speech is awarded at the end of the undergraduate degree. All speech courses must be completed at Seton Hall University; transfer students with speech courses from other institutions must complete the six required courses at Seton Hall.*

### (3) **BSE/MA in Special Education with Applied Behavior Analysis**

This is a five-year program leading to a Master of Arts in Special Education with Graduate coursework and experience hours qualifying the candidate to sit for the examination to become a Board Certified Behavior Analyst®. The ABA portion of the program is an Approved Course Sequence by the BACB®. The undergraduate program consists of (i) a major from the College of Arts and Sciences; (ii) a dual

certification in elementary and special education; and (iii) advanced enrollment in graduate level ABA and special education courses starting in the summer following junior year. Students in this program are offered automatic admission into the Master of Arts in Special Education with concentration in ABA if the following criteria are met.

- a) Admission into the program prior to the completion of Spring of Junior year
- b) Students must maintain an overall GPA of 3.3 annually from admission into the program
- c) Grade of B- or better in each ABA course. One retake may be awarded for course grades lower than B-. Courses will not count and students will be dropped from the program if less than a B- is obtained upon retake.
- d) Acceptable professional writing sample
- e) Successful interview with ABA Program Director and/or faculty

All programs of study require candidates to: (i) select a full major from the College of Arts and Sciences; (ii) complete a general education sequence consisting of courses outside of professional education; and (iii) complete an education major. Candidates must maintain a cumulative GPA of 3.0 or higher to remain in a teacher preparation program; coursework and fieldwork in education cannot occur if the GPA falls below 3.0.

Candidates in the combined 4+2 program must maintain a cumulative and semester GPA of 3.2 or higher each semester and earn a B or better in each of their graduate speech courses, to maintain the guaranteed admission to the graduate program. Candidates seeking to transfer into the 4+2 program must not have completed more than 67 credits, and require an interview with the faculty in education and/or speech-language pathology.

The College of Education and Human Services may set standards higher than state regulations related to teacher certification while always adhering to minimum state standards. Any changes in state certification requirements must be followed by the College of Education and Human Services and apply to all candidates.

The minimum number of credits to graduate, for either program listed above, is 120. Credit requirements of the full major from the College of Arts and Sciences may require the candidate to exceed this minimum. Candidates in the 4+2 program, because of the speech concentration, complete the undergraduate degree with a minimum of 141 credits.

The professional education sequence for these programs leads to the degree of Bachelor of Science in Education and eligibility for endorsement as a teacher, in specified areas, in the State of New Jersey. The sequence of the curriculum of this program is based upon the standards of the state and several national professional associations: (i) the Association for Childhood Education International; (ii) the Council for Exceptional Children; and (iii) the Interstate New Teacher Assessment and Support Consortium (INTASC). As such, the programs offer a high-quality education that reflects best



teaching practices as defined by the leading practitioners and researchers in the fields.

Pre-clinical internships are required for sophomores, juniors, and seniors. Candidates are required to complete three field pre-clinical internships, connected to specific professional education courses, prior to their senior clinical internship. The pre-clinical internships range from 60 to 72 hours across 8 weeks in a field setting. Each internship is supervised by a trained representative from the college. The senior clinical internship requires an entire semester of full-time teaching along with the completion of a Teacher Work Sample through the senior seminar. Supervision at this level occurs at a minimum of eight times throughout the semester. Candidates are responsible for their own transportation to the field internships pre-clinical internships and senior clinical internship experience. Please review the general school requirements for the college on the prior page to see procedures and deadlines for applying for the senior experience.

#### Field Experience and Its Connection to Certification

The mixture of field placements and Praxis exams in the Integrated Elementary and Special Education program can lead to three possible certificates:

*Elementary Certification, Special Education Certification.*

Candidates must complete the following range of placements to achieve all three certificates: (i) general education classroom; (ii) inclusive classroom; (iii) one special education classroom (such as a resource room or a private school classroom).

The mixture of field placements and Praxis exam in the Secondary/Special Education program can lead to two certificates.

*Content area certification and Special Education Certification.*

Candidates must complete the following range of both placements to achieve both certificates: (i) general education classroom in the content area; (ii) inclusive classroom in the content area, and (iii) a special education classroom (such as a resource room or a private school classroom) with a focus on the content area.

#### Eligibility for Endorsement

Upon completion of the undergraduate education program, candidates are eligible for recommendation to the State of New Jersey for the Certificate of Eligibility with Advanced Standing (CEAS) within their field of study. A passing score on the appropriate Praxis examination is also required for the CEAS. Under current New Jersey regulations, the candidate must then successfully serve as a provisionally-endorsed teacher for two years before the state will grant a permanent certificate.

Although there are reciprocal certification agreements among many states, these are subject to change. Candidates from states other than New Jersey should check with their

state's Department of Education for specific requirements.

<b>Course Requirements for the Integrated Elementary and Special Education</b>		<b>Credits</b>
<b>Professional Education:</b>		
<b>Freshman Year, Fall Semester</b>		
EDST 1001	Introduction to Teaching: The Profession	3
<b>Freshman Year, Spring Semester</b>		
EDST 4000	Child Development and Curriculum	3
<b>Sophomore Year, Fall Semester</b>		
EDST 2001	Life in the Diverse Classrooms	3
EDST 2004	Early Literacy	3
<b>Sophomore Year, Spring Semester</b>		
EDST 2005	Teaching Math in Diverse Classrooms	3
EDST 3005	Literacy Across the Curriculum	3
<b>Senior Year, Fall Semester</b>		
EDST 2006	Teaching Science in Diverse Classrooms	3
EDST 3003	Teaching Social Studies in Diverse Classrooms	3
<b>Senior Year, Fall or Spring Semester</b>		
EDST 4001	Senior Clinical Practice Seminar	6
		<b>Total Credits: 30</b>

#### General Education Core:

<b>Freshman Year, Fall Semester</b>		
CPSY 1001	Diverse Learners and Their Families I	3
<b>Freshman Year, Spring Semester</b>		
CPSY 1002	Diverse Learners and Their Families II	3
<b>Junior Year, Spring Semester</b>		
CPSY 2101	Learning Disabilities	3
CPSY 2102	Developmental Disabilities	3
<b>Senior Year, Fall Semester</b>		
CPSY 3103	Assessment	3
CPSY 3400	Strategies for Literacy and Numeracy for Diverse Learners	3
		<b>Total Credits: 18</b>

#### Liberal Arts Core:

<i>Arts and Sciences and University Core</i>		<b>Credits</b>
CORE 1001	University Life	1
CORE 1101	Journey of Transformation*	3
CORE 2101	Christianity and Culture in Dialogue**	3
CORE 3101	Engaging the World (student choice of sections)	3
ENGL 1201, 1202,	Literature Course	9
MATH 1051, 1061	Required ***	6
Science:	BIOL 1101 Introduction to Biology OR BIOL 1104 Biology and the World Around Us	3 4
History	Recommended: HIST 1301 American History I OR HIST 1302 American History II	3

2nd Science OR History course	3
AART 3410 Children and the Visual Arts	3
EDST 3700 Integrating Curriculum and Technology in the Inclusive Classroom	3

**Total Credits: 40**

*\*Generally taken in the Fall semester of the first year.*

*\*\*Generally taken in the Spring semester of the second year.*

*\*\*\*Students majoring in DVSL, PSYC, SOCI, SOBS, ENST science, also take MATH 1203.*

**Liberal Arts Major:** Every education major must complete a full major from Arts and Sciences. Social Work is not an option for a co-major with education. This major must be a minimum of 36 credits. Teaching majors, as defined by the New Jersey Department of Education, are English, math, history, science (biology and environmental studies), world languages, and fine arts. Other majors such as psychology, social and behavioral sciences, sociology, communications and others may be taken in the College of Communication and the Arts. However, these types of majors are not considered to be teaching majors and elementary teachers who have chosen these majors may not teach beyond 6<sup>th</sup> grade.

#### Course Requirements for Elementary and Special Education with a Concentration in Speech-Language Pathology Program (DVSL)

Professional Education:	Credits
<b>Freshman Year, Fall Semester</b>	
EDST 1001 Introduction to Teaching: The Profession	3
<b>Freshman Year, Spring Semester</b>	
EDST 4000 Child Development and Curriculum	3
<b>Sophomore Year, Fall Semester</b>	
EDST 2001 Life in a Diverse Classroom	3
EDST 2004 Early Literacy	3
<b>Sophomore Year, Spring Semester</b>	
EDST 2005 Teaching Math in Diverse Classrooms	3
EDST 3005 Literacy Across the Curriculum	3
<b>Junior Year, Fall Semester</b>	
EDST 2006 Teaching Science in Diverse Classrooms	3
EDST 3003 Teaching Social Studies in Diverse Classrooms	3
<b>Senior Year, Fall or Spring Semester</b>	
EDST 4001 Senior Clinical Practice Seminar	6

**Total Credits: 30**

General Education Core:	Credits
<b>Freshman Year, Fall Semester</b>	
CPSY 1001 Diverse Learners & Their Families I	3
<b>Freshman Year, Spring Semester</b>	
CPSY 1002 Diverse Learners & Their Families II	3
<b>Junior Year, Fall Semester</b>	
CPSY 3103 Assessment	3
CPSY 3400 Strategies for Literacy and Numeracy for Diverse Learners	3
<b>Junior Year, Spring Semester</b>	

CPSY 2101 Learning Disabilities	3
CPSY 2102 Developmental Disabilities	3

**Total Credits: 18**

#### GMSL: Health and Medical Sciences

Undergraduate courses open to all. All students (including transfer students) enrolled in the 4+2 Elementary and Special Education M.S. in Speech-Language Pathology program are required to take the following six online courses at Seton Hall University.

GMSL 5001	Phonetics*
GMSL 5003	Language Development
GMSL 5004	Audiology*
GMSL 5005	Anatomy and Physiology of the Speech and Swallowing Mechanism
GMSL 5006	Hearing and Speech Science
GMSL 5007	Introduction to Communication Disorders

**Total Credits: 18**

*\*These courses are only offered in the Summer (May through the middle of July).*

#### Liberal Arts Core:

Arts and Sciences and University Core	Credits
CORE 1001 University Life	1
CORE 1101 Journey of Transformation	3
CORE 2101 Christianity and Culture in Dialogue	3
CORE 3101 Engaging the World (student choice of sections)	3
ENGL 1201, 1202, Literature Course	9
MATH 1051, MATH 1061 or 1203 or**	6
Science:	
BIOL 1101 Introduction to Biology	3
OR	
BIOL 1104 Biology and the World Around Us	4
History	
Recommended:	
HIST 1301 American History I	
OR	
HIST 1302 American History II	3
2nd Science course	
CHEM 1001 or PHYS 1001	3
AART 3410 Children and the Visual Arts	3
EDST 3700 Integrating Curriculum and Technology in the Inclusive Classroom	3

**Total Credits: 40**

*\*\*Students majoring in DVSL, PSYC, SOCI, SOBS, ENST science, also take MATH 1203.*

*\*\*Students in the 4+2 program must also take a statistics course, a physical science course (physics or chemistry), a biological science course, and a social/behavioral sciences course, and earn at least a C grade in these courses.*

**Liberal Arts Major:** Every education major must complete a full major from the Arts and Sciences. Social work is not an option for a co-major with education. Teaching majors, as defined by the New Jersey Department of Education are

English, math, history, science (biology and environmental studies), world languages, and fine arts in the College of Education and the Arts. *The social studies praxis exam includes content in economics, geography, political science and sociology as well as history. The history major does not require courses in the allied field, but those seeking the social studies certificate are advised to consider coursework in these areas in order to be fully prepared for the state required Praxis exam.* Other majors such as psychology, social and behavioral sciences, sociology, communication, and others may be taken. However, these types of majors are not considered to be teaching majors, and elementary teachers who have chosen these majors may not teach beyond 6th grade.

The minimum number of credits to graduate, for any of the options listed, is 120. Credit requirements of the content area major may require the candidate to exceed the 120 credit minimum.

Candidates must maintain a 3.0 GPA in order to remain in a teacher preparation program; coursework and fieldwork in education cannot occur if the GPA drops below 3.0. This GPA must be maintained through the entire academic program and is not limited to a single semester. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards.

#### Course Requirements for the BSE/MA in Special Education with ABA

Professional Education:		Credits
<b>Freshman Year, Fall Semester</b>		
EDST 1001	Introduction to Teaching: The Profession	3
<b>Freshman Year, Spring Semester</b>		
EDST 4000	Child Development and Curriculum	3
<b>Sophomore Year, Fall Semester</b>		
EDST 2001	Life in a Diverse Classrooms	3
EDST 2004	Early Literacy	3
<b>Sophomore Year, Spring Semester</b>		
EDST 2005	Teaching Math in Diverse Classrooms	3
EDST 3005	Literacy Across the Curriculum	3
<b>Senior Year, Fall Semester</b>		
EDST 2006	Teaching Science in Diverse Classrooms	3
EDST 3003	Teaching Social Studies in Diverse Classrooms	3
<b>Senior Year, Fall or Spring Semester</b>		
EDST 4001	Senior Clinical Practice Seminar	6
		<b>Total Credits: 30</b>

General Education Core:		Credits
<b>Freshman Year, Fall Semester</b>		
CPSY 1001	Diverse Learners and Their Families I	3
<b>Freshman Year, Spring Semester</b>		
CPSY 1002	Diverse Learners and Their Families II	3
<b>Junior Year, Spring Semester</b>		
CPSY 2101	Learning Disabilities	3
CPSY 2102	Developmental Disabilities	3

#### Senior Year, Fall Semester

CPSY 3103	Assessment	3
CPSY 3400	Strategies for Literacy and Numeracy for Diverse Learners	3
		<b>Total Credits: 18</b>

#### ABA and MA Special Education Courses (taken simultaneous to courses towards earning the BSE) Summer, Prior to Senior year

EDST 7316	Introduction to Applied Behavior Analysis	3 graduate credits
EDST 7317	Measurement and Experimental Design in Applied Behavior Analysis	3 graduate credits

#### Senior Year, Fall Semester

EDST 7452	Intro to transition Education and Services for Students with Disabilities Part I	3 graduate credits
EDST 7319	Basic Applications of Applied Behavior Analysis	3 graduate credits
		<b>Total Credits: 12</b>

Additional courses taken in Graduate Program year

Liberal Arts Core:		Credits
Arts and Sciences/Communication and the Arts and University Core		
CORE 1001	University Life	1
CORE 1101	Journey of Transformation*	3
CORE 2101	Christianity and Culture in Dialogue**	3
CORE 3101	Engaging the World (student choice of sections)	3
ENGL 1201, 1202,	Literature Course	9
MATH 1051, 1061	Required ***	6
Science:	BIOL 1101 Introduction to Biology	3
	OR	
	BIOL 1104 Biology and the World Around Us	4
History	Recommended:	
	HIST 1301 American History I	
	OR	
	HIST 1302 American History II	3
	2nd Science OR History course	3
AART 3410	Children and the Visual Arts	3
EDST 3700	Integrating Curriculum and Technology in the Inclusive Classroom	3
		<b>Total Credits: 40</b>

\*Generally taken in the Fall semester of the first year.

\*\*Generally taken in the Spring semester of the second year.

\*\*\*Students majoring in DVSL, PSYC, SOCI, SOBS, ENST science, also take MATH 1203.

**Liberal Arts Major:** Every education major must complete a full major from Arts and Sciences. Social Work is not an

option for a co-major with education. This major must be a minimum of 36 credits. Teaching majors, as defined by the New Jersey Department of Education, are English, math, history, science, (biology and environmental studies) world languages, and fine arts in the College of Communication and the Arts. Other majors such as psychology, social and behavioral sciences, sociology, communications and others may be taken. However, these types of majors are not considered to be teaching majors and elementary teachers who have chosen these majors may not teach beyond 6th grade.

## Secondary Education

**Faculty:** Adjapong; Daly; Katz (*Program Director*); Meadows

The program in secondary education (SCED) consists of strong field-oriented and sequenced professional studies and a diverse selection of fields of specialization. Candidates must complete a liberal arts core and an academic major in one of the listed fields, in addition to the sequence of professional education courses in secondary education. Candidates must maintain an overall GPA of 3.0 in order to remain in the program. The College of Education and Human Services will adhere to state regulations as they change in regard to minimum standards. Continuation in the program requires demonstration of competencies.

All secondary education content fields have been nationally recognized for meeting rigorous standards for teacher preparation. Secondary teacher candidates join professional organizations in their respective content areas to keep apprised of developments in teaching their subjects. Candidates are encouraged to take advantage of study abroad to develop high level proficiency in their language. Other content majors have similar opportunities to excel in study of and scholarship within their fields.

Secondary program faculty are committed to the Civic Mission of Schools. Candidates in all content fields are aware of the importance of civic engagement and the civic mission of schools through participation in experiences such as Project Citizen and Deliberations in Democracy. Work in international programs is an increasing component of this program. In addition, technology experiences are infused throughout the program so that pre-service teachers exit the program prepared to use technology applications with their students.

Supervised pre-clinical internships in sophomore and junior years are varied and are connected to specific professional education courses. The culminating Clinical Internship experience is two semesters long or one full year with a tenured cooperating teacher. Candidates apply for pre-clinical internships with the Office of Clinical Experience and Applied Research (OCEAR): Fall (January 1) and Spring (September 1). For senior Clinical Practice, applications are due a year in advance: December 1 for the following Fall semester and April 1 for the following Spring semester. Candidates provide

their own transportation to the pre-clinical internships and senior clinical Practice.

After completing the degree program, candidates are eligible for the baccalaureate degree and for recommendation to the State of New Jersey for the certificate of eligibility with advanced standing to teach specific subject areas, K-12. Passing score(s) on the appropriate Praxis Exams also are required for this certificate of eligibility with advanced standing.

Reciprocal certification agreements exist among many states; occasionally, they are subject to change. Candidates from states other than New Jersey should check with the Seton Hall Certification Officer and the individual state's Department of Education for specific requirements.

Candidates elect a certification field that must be taken as an academic major in the College of Arts and Sciences and the College of Communication and the Arts. Fields of certification include:

- Art
- English\*
- Mathematics
- Music\*\*
- Science (Biology, Chemistry, Physics)
- Social Studies\*\*\*
- World Languages\*\*\*\* (French, Latin, Italian, Spanish)

Candidates must complete the academic major in their field of certification and are required to have an adviser in that field. Credit requirements vary for each major.

Students studying for the secondary certification track (SCED) may opt to enroll instead in the Secondary and Special Education (SSED) dual-track major which prepares candidates for certification in a secondary content area, and as a teacher of students with disabilities in the State of New Jersey.

*\*English Education majors' course work includes History of the English Language, Adolescent Literature, Shakespeare and Grammar (1 credit).*

*\*\*Music is a competitive major. Before a student is accepted into the music program, an audition must be successfully completed. Students wishing to audition for admittance to the program should contact Dr. Dena Levine of the College of Communication and The Arts at [dena.levine@shu.edu](mailto:dena.levine@shu.edu)*

*\*\*\*Social studies coursework requires economics, geography, political science and sociology in addition to the history major to prepare for the Praxis Exam in the area.*

*\*\*\*\*Language education majors must pass the OPI (Oral Proficiency Interview) in order to earn state certification to teach the language. See adviser for details about prescribed language electives and OPI information in support of this major.*

## Major Program

In addition to the departmental core requirements for the degree, candidates must satisfactorily complete the required

courses in professional education, their academic major and related areas and liberal arts electives.

Course and credit requirements are subject to change in accordance with changing New Jersey teacher certification requirements. Candidates are responsible for meeting with their assigned advisers in teacher education and the College of Arts and Sciences each semester to schedule courses and assess progress. Course registration is done with the secondary education program faculty. Individual courses of study will vary according to selected major field(s).

The minimum number of credits required to graduate is 120. Credit requirements of the academic major may require the candidate to exceed the 120 minimum. If the candidate has a total of fewer than 120 credits after completing the liberal arts core, the professional core and the academic major, then additional liberal arts electives must be taken to reach the minimum of 120. It is the responsibility of candidates to be aware of requirements of their academic major. The minimum number of liberal arts credits required is 60, including the liberal arts core and the academic major.

#### Liberal Arts Core

All teacher education candidates take a minimum of 60 hours of liberal arts credits in their program which can be drawn from core courses listed below, their academic major and/or minor programs, and electives. Currently, academic major requirements in different disciplines approved by the State of New Jersey for teaching in public schools range from 42-57 credits. For their remaining liberal arts course requirements, candidates may choose to prepare extensively in their chosen academic field, pursue minor programs that expand or supplement their content area knowledge, or explore related fields.

#### Secondary Education Core

University Core Courses		Credits
CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
CORE 2101	Christianity and Culture in Dialogue	3
CORE 3101	Engaging the World (student choice of sections)	3
ENGL 1201	Core English I	3
ENGL 1202	Core English II	3
Mathematics	Any course (not developmental math)	3
Science	Any course	3
History	Any course	3
Art or Music	Any course	3
Additional course in the College of Arts and Sciences (may take course in major field)		3
PSYC 1213	Adolescent Psychology	3
PSYC 1221	Exceptional Child Psychology	3
BMIE 1001	Real World Technologies*	3
<b>Total Credits:</b>		<b>40</b>

\*Majors that have specialized courses related to their fields that relate to the technology core requirement (BMIE) may

substitute this course with approval from an adviser.

#### Professional Core

To enroll and, continue in the teacher education program, students must provide evidence of completed field experience requirements and a minimum GPA of 3.0. Students also must attend convocations that are offered during Fall and Spring semesters. *Please note: F indicates Fall Semester, and S indicates Spring Semester.*

##### First Year

EDST 1501	Education in the United States: Past and Present	F
EDST 3510	Culture, Community and Schools	S

##### Second Year

*(Clinical Experience 1 taken second semester)*

EDST 1301	Educational Psychology and Classroom Practice	F
EDST 2003	Instructional Theory into Practice	S

##### Third Year

*(Clinical Experience 2 taken first semester; Field Experience 3 taken second semester)*

EDST 3301	Educational Evaluation	F
EDST 3700	Integrating Curriculum and Technology in the Inclusive Classroom	F/S

*Select one of the following:*

EDST 3513	Methods of Teaching Music	S
EDST 3514	Teaching Art, K-12	S
EDST 3601	English Language Arts	S
EDST 3602	Math Education	S
EDST 3603	Science Education	S
EDST 3604	Social Education: A Social Studies Methods and Strategies Course for the Secondary Classroom	S
EDST 3605	Teaching World Languages	S

##### Fourth Year

EDST 2501	Philosophy of Education and Curriculum Development	F
EDST 4500	Senior Seminar (6 credits)	F/S

**Total Credits: 30**

#### Secondary Education and Special Education (SSED) Major Program

By enrolling in the SSED major (instead of SCED), candidates for teacher certification in secondary content majors may also prepare to become certified as teachers of students with disabilities in the state of New Jersey. The dual-track major has identical requirements to the SCED major with the following additional courses:

Special Education Sequence:		Credits
<b>Freshman Year, Fall Semester</b>		
CPSY 1001	Diverse Learners and Their Families I	3
<b>Freshman Year, Spring Semester</b>		
CPSY 1002	Diverse Learners and Their Families II	3

**Sophomore Year, Spring Semester**

EDST 2005	Teaching Math in the Diverse Classroom	3
EDST 3005	Literacy Across the Curriculum	3

**Junior Year, Fall Semester**

CPSY 3103	Assessment in Special Education	3
CPSY 3400	Literacy and Numeracy Strategies	3

**Junior Year, Spring Semester**

CPSY 2101	Learning Disabilities	3
CPSY 2102	Developmental Disabilities	3

**Total Credits: 18**

Upon completion of all other requirements in secondary education and content relevant to special education, students who complete this sequence of courses will be dual certified in their content area, and as a teacher of students with disabilities.

*Select five:*

BMIE 1001	Real World Technologies
BMIE 3705	Emerging Web Technologies
BMIE 3710	Digital Research and Information Literacy
BMIE 4304	Production of Instructional Resources I
BMIE 4305	Production of Instructional Resources II
BMIE 4343	Production of Instructional Resources III
BMIE 4344	Seminar: Social, Ethical and Legal Issues in Technology
BMIE 4345	Online Course Management and Delivery
BMIE 4347	Special Projects in Technology
BMIE 4348	Online Course Design and Implementation
EDST 3700	Integrating Curriculum and Technology in the Inclusive Classroom

**Total Credits: 15**

## Certificate Programs

### Certificate in Information Technologies

**Director:** Joseph Martinelli, Ed.D.**Preparing for Your Future**

From online education to augmented reality, information technologies are creating exciting and far-reaching changes in our lives. How will you respond to the opportunities and dilemmas they present today and in the future?

A Certificate in Information Technologies will help you establish a base of knowledge that will enable you to live and work effectively in today's knowledge-oriented society.

In this program, you will discover the basic concepts behind a wide range of information technologies and the powerful impact they have on our lives. You will become actively involved in the intelligent utilization of a variety of information systems and digital resources to improve productivity, make decisions, pursue research interests, produce multimedia presentations and enhance learning.

**The Certificate in Information Technologies**

The certificate program acknowledges students who achieve a level of experience and knowledge with information technologies. The certificate program is open to any undergraduate students enrolled at the University or high school graduate who enrolls in the certificate program.

**Certificate Requirements**

The College will award the Certificate in Information Technologies to students who successfully complete five, 3-credit information technology courses (15 credits). The certificate award will also be noted on the student's transcript. A maximum of 6 credits will be accepted for equivalent experience in other divisions of the University, or for courses taken at other colleges.

### Certificate in Online Course Development and Management

**Director:** Joseph Martinelli, Ed.D.**Develop and Teach Online Courses**

As we enter deep into the 21<sup>st</sup> Century, universities and colleges around the world are experiencing the changes created by technology and looking for ways to implement new modes of teaching and training students. Faculty and students are no longer bound to a classroom. There is a shift from the traditional mode of teaching and learning to online education.

Seton Hall University, a leader in web-based education, is offering an Online Course Development and Management Certificate to help educators and trainers acquire the teaching and technical skills desirable for online teaching. This certificate provides the expertise educators need to teach courses in an online learning environment. As a leader in online education, Seton Hall University offers this program to prepare students for future success in a high tech world. A Certificate in Online Course Development and management will enable you to communicate and instruct effectively in today's cyber environment.

**The Certificate in Online Course Development**

The certificate program acknowledges students who achieve a level of experience and knowledge with information technologies. The certificate program is open to any undergraduate student enrolled at the University, as well as students who are not enrolled in a full University program.

**Certificate Requirements**

The College will award the Certificate in Online Course Development and Management to students who successfully complete five 3-credit information technology courses (15 credits).

A maximum of 6 credits may be accepted for equivalent experience in other divisions of the University, or for courses taken at other colleges.

**Undergraduate Program**

The following courses may be applied toward the Online Course Development and Management Program Certificate.

**Required Courses:**

BMIE 3705	Emerging Web Technologies
BMIE 3710	Digital Research and Information Literacy
BMIE 4345	Online Course Management and Delivery
BMIE 4348	Online Course Design and Implementation

Select one of the following:

BMIE 4304	Production of Instructional Resources I
BMIE 4305	Production of Instructional Resources II
BMIE 4344	Seminar: Social, Ethical and Legal Issues in Technology

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

**Course Descriptions****BMIE 1001 Real World Technologies**

Introduction to computers and computing, problem solving, and the impact of computers in our lives. The course provides a working knowledge of computers and Windows environment with an emphasis on word processing, desktop publishing, spreadsheets, presentation, and web editing software. Course designed to focus on student computing needs. *3 credits*

**BMIE 3705 Emerging Web Technologies**

Students will receive step-by-step instruction and in-depth explanations of the theory, design, practical applications and ADA guidelines for effective web design. Hands-on experience includes: working with text, graphics, links, tables, styles, layout position, as well as numerous on-line web design applications. By the end of the course, students will have designed professional looking portfolios and informational sites. *3 credits*

**BMIE 3710 Digital Research and Information Literacy**

Advanced electronic research using computer-based and Internet accessible tools. Find, evaluate and assemble the best information for individual research interests and workplace needs. Develop research skills and information discrimination techniques using electronic resources. *3 credits*

**BMIE 4304 Production I: Visual Communication Design**

Introduction to a basic model of communication and the visual production skills required to design information. Text, graphics, visual literacy, visual design, digital photography, and video recording will be explored in relationship to

constructing clear communications for maximizing learning. Presenter and presentation techniques using these various communication modes will also be examined. *3 credits*

**BMIE 4305 Production II: Technology Enhanced Learning Strategies**

Learn to design and develop technology-based strategies that support the instructional needs of learners in any content area. Advanced techniques for concept mapping, online tools, Excel, PowerPoint, and more will be employed to visualize the thought process, design games, create simulations, encourage collaboration, stimulate active learner participation, and spur learners to engage in both independent and group activities that encourage higher order thinking skills. *3 credits*

**BMIE 4343 Production of Instructional Resources III: Digital Media**

This course combines the use of new media tools to create instructional products that enable the creation of products which can fully engage the community through creative educational and branding experiences. New media applications will be used to model how to remix video, audio, songs, text and images into products which will be delivered through social networking applications. *3 credits*

**BMIE 4344 Seminar: Social, Ethical and Legal Issues in Computing**

Social, ethical, and legal problems associated with computer-based technologies will be explored, debated and researched, along with the means for reducing problems and coping with their effects. *3 credits*

**BMIE 4345 Online Course Management and Delivery**

Learn to design and build online course instruction for delivery via the Internet. Develop the tools to provide online instruction including creating an online environment, learning research techniques, examining plagiarism and copyright issues, and planning overall online course management. *3 credits*

**BMIE 4347 Special Projects in Technology**

Students develop technology-based projects using new and emerging technologies. The instructional design process is employed throughout the development of the project. Project content is related to student's field of study. *3 credits*

**BMIE 4348 Online Course Design and Implementation**

Design and develop a complete plan for building an online course for internet delivery. Learn to create course modules, use facilitation and moderating techniques, design assessment and develop a student-centered online environment that encourages positive learning outcomes. *3 credits*

**CPSY 1000 Grammar Workshop**

This course is designed as a workshop where candidates actively engage with each other about the appropriate use of grammar in everyday life. Whether applied to preparation as a teacher, use in the business world, or for personal development, the course provides useful information that immediately translates to the student's work. *1 credit*

**CPSY 1001 Diverse Learners and Their Families, Part I**

Introduction to special education law, the referral and evaluation process, definitions for federal and state disability classifications as well as the associated behavioral and learning characteristics for students within the areas. All classifications will be discussed with extra focus on learning disabilities, mental retardation, ADHD, autism, and emotional and behavioral disorders. Exploration of concepts such as the social construction of disability, the development of a sense of self, stereotypes, prejudice and stigma. The overarching goal for the course is that candidates understand the terminology and general learning needs associated with disability areas while always keeping the person-first in their perceptions and actions. *3 credits*

**CPSY 1002 Diverse Learners and Their Families, Part II**

This course builds upon the foundational knowledge related to special education law and classifications in CPSY 1001. Specifically, areas of service for individuals with disabilities and their families will be examined in this course such as IEPs, IFSPs, and community agencies. Family structure and functioning will be discussed as a means of understanding the interconnection between home, school, and community. In addition, the role of stigma and disability will be discussed with a focus on why it develops and how to counter it. The end of the course translates theory to practice with methods and materials associated with serving students with special needs in the classroom. *3 credits*

**CPSY 2101 (Formerly EDST 2101) Learning Disabilities**

Provides an introduction to the theoretic constructs underlying learning disabilities and behavioral manifestations of the learning disabled in academic environments. The relationship of several psychological theories (e.g., developmental, behavioral, and cognitive) associated with teaching students with learning disabilities and learning strategies are received. Legal aspects, federal and state mandates are discussed with exceptional learning needs in inclusive classrooms. There is a required field experience component with this course. *3 credits*

**CPSY 2102 Developmental Disabilities**

This course will focus on developmental disabilities such as autism, intellectual disabilities, and cerebral palsy. Three themes provide the framework for the course: (i) speech and communication challenges; (ii) educational program options and (iii) transition programs. Assistive technology will be discussed as a tool in these areas. *3 credits*

**CPSY 3103 (Formerly EDST 3103) Psycho-Educational Diagnosis and Assessment in Special Education**

Study of best practices related to classroom and normative assessment. Principles of educational testing and evaluation relevant classroom teachers. Historical/philosophical orientation; statistical concepts underlying measurement, validity, reliability, formative and summative evaluation; evaluation and interpretation of testing data, use and misuse of testing data; reporting data to parents and colleagues.

Introduction to the Intervention and Referral Services process. Teacher candidates will also have the opportunity to develop assessments in conjunction with a required field experience component. *3 credits*

**CPSY 3105 (CORE 3881) Leadership through Community Service**

Students in this class will experience service learning as a method of instruction and practice in social action as a remedy for schools and community problems by providing real-world experience, pertinent course materials, and completing projects that can be part of a professional portfolio, résumé and/or publication. A course in service learning offers a practice-based experience that involves students in reflecting on their potential to contribute to society. *3 credits*

**CPSY 3400 Strategies for Literacy and Numeracy for Diverse Learners**

This course is designed to prepare teacher candidates for addressing the learning needs of struggling/at-risk students. Literacy and numeracy strategies learned in this class are intended to be used with individual students, small groups, and the whole class. These strategies can easily be translated to different content areas. Candidates will learn ways to identify students' learning difficulties using informal and formal assessments, and students will plan instruction based on students' needs. *3 credits*

**CPSY 4103 (Formerly EDST 4103) Sign Language I**

This course provides an introduction to those with no experience with sign language. A focus on vocabulary development for everyday activities and visual recognition of finger spelling and signing is emphasized. *3 credits*

**CPSY 4104 (Formerly EDST 4104) Sign Language II**

This course is for candidates who have taken Sign Language I or have had practical use of sign language in other contexts. Development of conversational ability and applied use is emphasized. *3 credits*

**EDST 1001 Introduction to Teaching: The Profession**

This course is an introduction to the many facets of education. The course will explore the profession of education, the structure and organization of schools, the legal and historical aspects of education, educational theory and philosophy, and schools for the next century. Candidates will understand how to establish healthy, positive relationships with children, parents, colleagues and community members. They will reflect on attitudes, aptitudes, skills and dispositions of successful teachers. *3 credits*

**EDST 1301 Educational Psychology and Classroom Practice**

The components of the learning process and the contributions of psychology to education. Student characteristics, the process of human growth and the role of intelligence in the context of family and schooling. Environmental factors, social class, and cultural and racial differences on the development and measurement of teaching. Leading learning theories and their applications to teaching. Personal and social factors impacting on motivation and learning. Theories of the



cognitive process. Methods for effective instruction, measurement and evaluation. Presenting classroom materials in a healthy school environment that accommodates individual, linguistic and cultural differences. *3 credits*

**EDST 1501 Education in the United States: Past and Present**

A study of the public education system (K-12) in America, the goals of education and the institutions that have evolved to meet those goals. The political, social, economic and intellectual developments that historically influence educational theory and practice. Recent educational changes resulting from contemporary reform efforts. *3 credits*

**EDST 2001 Life in the Diverse Classroom**

Life in the Classroom is designed to assist pre-service teachers in developing the skills, competencies and attitudes needed for teaching and managing a classroom of diverse learners.

Candidates will examine learners and their diverse needs and gain knowledge of how to address these needs in an inclusive classroom. Candidates will examine the nature of teaching, overview of the elementary curriculum, strategies for working with diverse learners, planning for effective instruction, and instructional theory into practice. They will be introduced to various materials for use with children with disabilities, such as, assistive technology and functional academic guides. *3 credits*

**EDST 2003 Instructional Theory and Practice**

Readings and discussions focus on models of teaching and enriching student learning. Practice in improving communication skills and lesson delivery through microteaching and structured exercises. Meeting student needs with appropriate strategies is an essential part of this course. *3 credits*

**EDST 2004 Early Literacy for All Children**

Focuses on the teaching and acquisition of literacy in the early elementary years; develops knowledge of specific literacy skills such as phonics, sight words, oral reading fluency, reading comprehension, spelling and composition; presents techniques for teaching reading, writing, listening and speaking; develops knowledge of special corrective techniques; stresses an integrated skills approach, emphasizes motivation, the development of positive attitudes towards the language arts, and a love of literature. Field experience involvement. *3 credits*

**EDST 2005 Teaching Math in the Diverse Classroom**

This course is designed for those who will be elementary teachers of mathematics. It is designed to help pre-service teachers facilitate children learning mathematical concepts and skills, as well as important problem solving techniques. In the process it will challenge thinking and further stimulate interest in mathematics. It will increase knowledge of the NCTM Standards. The National Council of Teachers of Math Standards have identified communication as an important part of mathematics learning and this class is designed to encourage and facilitate communication. Field experience involvement. *3 credits*

**EDST 2006 Teaching Science in the Diverse Classroom**

Elementary Science content areas, process skills, teaching styles, strategies and techniques are explored through class lectures, discussions, assigned readings, lesson planning and teaching, cooperative group work, research, projects, experiments, demonstrations, use of technology and presentations. The process of learning by doing science with a constructivist emphasis is demonstrated and practiced in class as well as the integration of science with other subject areas. Field experience involvement. *3 credits*

**EDST 2501 Philosophy of Education and Curriculum Development**

Ideological, philosophical, psychological and sociological influences on curriculum. Examination of major philosophies that affect education and curriculum development. Curriculum design and the factors that impact on its effectiveness and evaluation. How goals and objectives reflect educational purpose and the curriculum. Alternative models in curriculum design and implementation. Specific curriculum design issues in various content areas of secondary education. *3 credits*

**EDST 3003 Teaching Social Studies in the Diverse Classroom**

Preparing productive and responsible citizens requires education directed at that goal. Such education imparts knowledge about our history, and our political and economic systems. It develops the skills, attitudes, and values that support motivated citizen movement. It shows candidates that accurately informed and directly involved citizens are important to our national well-being. Develops strategies for teaching the social studies. Field experience involvement. *3 credits*

**EDST 3005 Literacy Across the Curriculum**

Focuses on the teaching and acquisition of literacy in the upper elementary years; stresses techniques for improving vocabulary, comprehension and writing skills; develops knowledge of process writing and methods of assessing language arts performance; investigates the application of reading and writing to content area learning; develops knowledge of children's literature; underscores the importance of modeling, motivation and positive attitudes. Field experience involvement. *3 credits*

**EDST 3301 Educational Evaluation**

Theory and practice of educational testing, and the development and use of tests and other forms of assessment. Analysis and interpretation of test results. Practice in test construction and application in candidates' major areas of specialization. Emphasis on alternative and authentic forms of assessment. Candidates examine the assets and limitations of various assessment instruments and strategies as well as develop a variety of assessment tools in their subject fields. *3 credits*

**EDST 3510 Culture, Community and Schools**

Implications of race, ethnic background, religion, language and gender on schooling of children. Community organizations that impact on the school. Analysis of various

cultures that influence American education. Special attention to recognition and integration of multicultural education. *3 credits*

**EDST 3513 Methods of Teaching Music**

A comprehensive study of elementary/secondary methods of teaching music. Development of philosophy, various teaching techniques, and strategies are explored and discussed as well as the writing and implementation of lesson plans. *3 credits*

**EDST 3514 Teaching Art, K-12**

Development of age-appropriate lesson plans and curriculum units for K-12 art instruction. Emphasis on teaching art techniques and processes in the classroom in addition to methods for teaching art history, aesthetics and art criticism to youth. *3 credits*

**EDST 3601 English Language Arts: Teaching Middle and Secondary English**

English Language Arts provides an in-depth study of the best practices in teaching language, media, literature, speaking, and writing for candidates working with students at the middle and high school levels. Candidates will apply the content and skills from this course in their concurrent field experience. *3 credits*

**EDST 3602 Math Education: Teaching Middle and Secondary School Mathematics**

Contemporary standards for secondary math curriculum and assessment; the mathematics essential for teaching secondary mathematics; the roles of secondary school math teachers; and the social and learning environments that affect the teaching and learning of mathematics. *3 credits*

**EDST 3603 Science Education: Teaching Middle and High School Science**

Provides instruction on teaching styles, strategies, and techniques for use in middle and high schools science classes; multiple opportunities to explore teaching methods, all in support of science content knowledge and application, such as the use of discussion, demonstration, scientific method and experimentation, presentations, unit development, implementing labs, lab safety, grouping, lesson planning, assessment, and technology. *3 credits*

**EDST 3604 Social Education: A Social Studies Methods and Strategies Course for the Secondary Classroom**

How the goals for social studies education are met in the secondary school. Competing rationales for the social studies field. Proposals for curriculum change compared to the dominant patterns of classroom instruction. Candidates examine, design and use materials available for teaching the essential skills and content knowledge in social studies, and participate in at least one professional activity. Also studied are: the influence of the bureaucratic, hierarchical nature of schooling on social education; existing and proposed alternatives; the making of teaching decisions and the influences that shape them; and identifying individual differences. *3 credits*

**EDST 3605 Teaching Methods for World Languages**

Presents candidates with a current picture of modern language teaching and its place in our society. Candidates learn a variety of approaches to communicative language instruction, create lessons using these methods, and practice presenting their lessons as they learn to become reflective practitioners of their craft. Candidates are responsible for readings in the texts, professional journals and other materials. *3 credits*

**EDST 3700 Integrating Curriculum and Technology**

Learn how to integrate “best practice” and technology standards with a technology-based curriculum. A broad range of computer-supported learning tools, projects, and emerging technologies explored, created, and evaluated through an interactive approach. *3 credits*

**EDST 4000 Child Development and Curriculum**

This course is designed for freshmen to enable them to understand the emotional, physical, cognitive, social and moral development of the child prior to working with children in schools. The course offers instruction on development from birth through adolescence with a special focus on the early childhood developmental stages and developmentally appropriate practice. Understanding how children grow and develop enables candidates to make appropriate decisions in their work with children relating to subject matter, methods, curriculum goals, and materials. In addition to field visits to Pre-K settings, candidates will complete projects that connect child development knowledge to curriculum. *3 credits*

**EDST 4001 Senior Internship**

The seminar is organized to support senior candidates engaged in their culminating field experience and to deepen beginning teachers’ understanding of three main topics: the classroom and the school, student development and learning, and curriculum. Selected topics will include current curriculum, analysis of teaching effectiveness, human relations in the school, classroom management and discipline, teaching strategies, learning across the curriculum, evaluation, employment and professional growth. Prerequisites: EDST 1001, 2001, 2004, 2005, 2006, 3003, 4000; CPSY 1001, 1002, 2101, 2012, 3103, 3404 and completion of all field experiences. *6 credits*

**EDST 4500 Senior Internship**

A 15-week placement in an approved school setting (under the supervision of a cooperating teacher and College of Education personnel) that enables candidates to develop and refine their competencies as teachers. Complementing this full-time practical experience is a weekly seminar that relates theoretical principles and content to practice through case studies, class discussion, and the development of lesson plans, modules and curriculum units. Requires full-time student teaching for a full semester. Prerequisites: EDST 1301, 1501, 2003, 2501, 3301, 3510, 3700 and appropriate methods course or program recommendation. *6 credits*

**HPER 1403 Introduction to Team Sports I**

This course will serve as an introduction to the skills, rules, and philosophies of traditional Fall and Winter sports. The organization of teams and skills of officiating are practiced for aspiring coaches. *3 credits*

**HPER 1404 Introduction to Team Sports II**

This course will serve as an introduction to the skills, rules, and philosophies of traditional Winter and Spring sports. The organization of teams and skills of officiating are practiced for aspiring coaches. *3 credits*

**HPER 1405 Dance Fundamentals**

This physical activity course is an introduction to various types of modern, classical, cultural, social, and artistic forms of rhythmical movement and dance. The elements of creative dance will be covered. *3 credits*

**HPER 1407 Beginner Tennis**

Fundamentals of the rules, regulations, etiquette, basic strokes and a general knowledge of how the game is played are covered during physical activity and classroom instruction. *3 credits*

**HPER 1417 Basic Concepts in Health**

This is the study of the health as a “complete state of well being,” not merely the “absence of disease.” Consideration is given to current aspects of health: social, mental, spiritual, emotional, personal and physical. *3 credits*

**HPER 2222 Personal Fitness**

Students are mentored in the establishment of their own attainable and measurable fitness goals and devise a comprehensive fitness plan. Participants engage in exercises and assessment related to their personal goals. *3 credits*

**HPER 2404 Athletic Conditioning and First Aid**

This course focuses on the prevention and emergency treatment for common injuries and sudden illnesses. Learners develop skills in bandaging, taping, conditioning, massage, and rescue techniques. American Red Cross Standard First Aid and First Responder certification is available to qualified students. *3 credits*

**HPER 2405 Aquatics**

This course is for non-swimmers to lifeguard candidates. It provides training in teaching Red Cross swimming skills, water safety and conditioning. The course offers the opportunity to receive certification in Advanced Senior Lifesaving and/or Water Safety Instruction. *3 credits*

**HPER 2444 Sexuality for Healthy Living**

This course includes the study of relationships, physiology, disease prevention, and decision making with regard to healthy sexual behavior. *3 credits*

**HPER 2601 Contemporary Women’s Health Issues**

This course involves the application of critical thinking to major physical, mental, emotional, spiritual, social and environmental health issues and resources related to the wellness of women in contemporary life. *3 credits*

**HPER 3402 Health and Physical Education for Young Learners**

The strands of national and state standards of comprehensive health and physical education are addressed. The role of the classroom teachers within the Coordinated School Health Program is introduced. *1 credit*

**HPER 3409 Topics in Family Life Education**

Resources and strategies for teaching skills of prevention and intervention with regard to mental health, interpersonal dynamics, and issues of sexuality are addressed from the perspective of families. *3 credits*

**HPER 3444 Scuba Diving**

Practice in the techniques of scuba diving skills, safety procedures and equipment management. Students may opt for certification. Lab fee additional. *3 credits*

**HPER 3570 Principles and Practice of Community Health**

Study of the roles of the community health educator and information regarding resources for community health education. Course includes practical experience in addition to classroom instruction. *3 credits*

**HPER 4402 Nutrition and Physical Fitness**

A practical approach to the study of the relationships of nutrition to wellness, physical fitness, disease prevention and exercise are covered with the perspective of personal nutrition. Students assess their own health status with regard to habits of nutrition and exercise. *3 credits*

# School of Health and Medical Sciences



Interprofessional Health Sciences Campus

(973) 275-2800

[shms@shu.edu](mailto:shms@shu.edu)

<https://www.shu.edu/health/>

**Dean:** Brian B. Shulman, Ph.D.

**Associate Dean for Academic Affairs:**

Ning J. Zhang, M.D., Ph.D., MPH

**Assistant Dean for Dual Degree Programs:**

Deborah R. Welling, Au.D., CCC/A, FAAA

**Assistant Dean for Interprofessional Education:**

Vasiliki Sgouras, M.D.

**Assistant Dean for Graduate Enrollment and Student Affairs:** Patrick McDermott, M.A.

## Departments and Chairs

**Athletic Training:** Vicci Hill-Lombardi, Ed.D., ATC

**Interprofessional Health Sciences and Health**

**Administration:** Terrence Cahill, Ed.D., FACHE

**Occupational Therapy:** Ruth Segal, Ph.D., OTR

**Physical Therapy:** Doreen M. Stiskal, PT, Ph.D.

**Physician Assistant:** Christopher Hanifin, M.S., PA-C

**Speech-Language Pathology:**

Vikram N. Dayalu, Ph.D., CCC-SLP

**Faculty:** Balasubramanian; Boergers; Bolden; Bruza-Augatis; Cahill; Capone Singleton; Cobb; Colfer; D'Abundo; Dayalu; Dell'Aquila; DeLuca; Downer; Duff; Fernandez; George; Goeckel; Goshko; Grabowski; Guthrie; Hanifin; Hebert; Hewitt; Hill-Lombardi; Hoover; Hubler; Johri; Kirchgessner; Kolodny; Koutsoftas; LaFontaine; Lis; MacGregor; Maffucci; Marshall; McWeeney; Miller; Nagle; Neubauer; Patel; Picard; Pilkington; Podvey; Poulsen; Rippon; Rodriguez; Sakowski; Saunders; Segal; Sgouras; Sheikovitz; Shulman; Snowdon; Stiskal; Wagner; Welling; Zhang; Zipp

The School of Health and Medical Sciences offers graduate programs in health sciences. By design, the programs are intended to prepare healthcare practitioners to competently, competitively and creatively function in a dynamic healthcare environment.

## General Information

The School of Health and Medical Sciences, established in 1987, is a professional school within the University structure. The School's mission is to prepare healthcare professionals to assume leadership roles in the healthcare arena. To achieve this goal, a variety of unique and innovative educational programs are offered utilizing a multi-institutional/integrated approach to graduate education.

The School offers dual degree (undergraduate-to-graduate)

programs in athletic training, occupational therapy, physical therapy, physician assistant, and speech-language pathology in collaboration with the College of Arts and Sciences (Department of Biological Sciences/Department of Social and Behavioral Sciences) and the College of Education and Human Services (Program in Elementary and Special Education). For detailed information about these programs, please consult the pages that follow in this section of the catalogue as well as the sections pertaining to the departments noted above.

At the graduate level, the school offers an innovative Ph.D. program in Health Sciences. This program, which offers specialization tracks in health professions leadership, movement science, and speech-language pathology, is designed to provide individuals with an enhanced knowledge base through a flexible and diverse curriculum.

The school offers a Master of Science in Occupational Therapy program designed to prepare knowledgeable, caring healthcare practitioners who can provide a broad range of patient care services, conduct clinical research and carry out administrative responsibilities in all occupational therapy practice areas.

The Master of Science in Physician Assistant program prepares post-baccalaureate students to perform as entry-level physician assistants in the broad healthcare arena.

The school offers a Master of Science in Speech-Language Pathology. The program prepares practitioners with the broad-based knowledge and skills to work with the infant-toddler, preschool, school-age, adolescent, adult, and geriatric populations in all settings that employ speech-language pathologists.

The school offers a Master of Science in Athletic Training. The program prepares students to practice as entry-level athletic training practitioners who provide a wide range of patient care services.

The school offers a Doctor of Physical Therapy program. The program is intended to prepare individuals to become professional Doctors of Physical Therapy, who use contemporary and best practices in a safe, ethical, culturally competent and legal manner. Through diverse academic and clinical experiences, graduates are prepared to be critical consumers of the literature as evidence-based practitioners as well as active contributors and leaders as physical therapists within the health care system and community through education, consultation, and collaboration.

The school offers a Master of Healthcare Administration degree that prepares individuals to assume leadership responsibilities in a variety of healthcare organizations.

### **Class Attendance and Academic Integrity**

Attendance at each class meeting is expected. Instructors may take class attendance into account when determining grades. All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University, are

prohibited. Intentional disruption or obstruction of teaching, research or administrative proceedings is prohibited. University sanctions may extend to suspension and dismissal. Work submitted in courses must be the product of the efforts of the student presenting it, and contributions of others to the finished work must be appropriately acknowledged. The presentation of another's work as one's own is a serious violation of the academic process, and it is penalized accordingly. The decision on the appropriate penalty is in the first instance the professor's, and it may extend to a failing grade for the course.

### **Grading Policy/Repetition of Courses**

Students who have completed SHMS courses and received a grade of C or higher are not permitted to repeat such courses. However, any student receiving a grade of less than "C" (including a grade of "U" when applicable) will receive an automatic failure ("F" grade) and shall be required to repeat the course the next time the course is offered to earn a grade of "B" or higher (or "S", when applicable), in the repeated course and maintain a cumulative grade point average of 3.0 or higher. As a result of a course failure, the student shall be placed on academic probation. A student will have only one opportunity to repeat a failed course. Failure to successfully retake and/or pass a failed course shall result in a recommendation of dismissal from the program.

For further information see the SHMS Academic Performance Standards Policy and Student Performance Review Committee (SPRC) Procedures document.

## **Department of Speech-Language Pathology**

Interprofessional Health Sciences Campus  
(973) 275-2825

[gradmeded@shu.edu](mailto:gradmeded@shu.edu)

<http://www.shu.edu/academics/ms-speech-language-pathology.cfm>

**Chair:** Vikram N. Dayalu, Ph.D., CCC-SLP

**Faculty:** Balasubramanian; Capone Singleton; Dayalu; Grabowski; Koutsoftas; Nagle; Neubauer; Patel; Shulman; Welling

### **Preparatory Undergraduate Course Sequence in Speech-Language Pathology**

The Department of Speech-Language Pathology offers six undergraduate preparatory courses in speech-language pathology to individuals who hold a baccalaureate degree in a field other than speech-language pathology, communication disorders, or speech and hearing science. These courses are offered in an online format. It is not a degree granting program. Successful completion of these courses in speech-language pathology does not, in any way, guarantee admission to the Master of Science in Speech-Language Pathology

program at Seton Hall University. Students interested in applying for the Master of Science in Speech-Language Pathology program at Seton Hall University must complete a separate graduate admission application. Undergraduate preparatory courses in speech-language pathology are offered once per year and include:

		<b>Credits</b>
GMSL 5001	Phonetics	3
GMSL 5003	Language Development	3
GMSL 5004	Audiology	3
GMSL 5005	Anatomy and Physiology of the Speech and Swallowing Mechanism	3
GMSL 5006	Hearing and Speech Science	3
GMSL 5007	Introduction to Communication Disorders	3

## Dual Degree Programs

Dual degree programs offer students an opportunity for automatic acceptance into a graduate course of study prior to earning a baccalaureate degree for 3+2 and 3+3 dual degree programs. For the 4+2 dual degree Speech-Pathology programs, students complete their baccalaureate degree prior to beginning their graduate level coursework. Dual degree students in the 3+2 and 3+3 programs receive a baccalaureate degree at the end of four years followed by a graduate degree one to two years later (depending on the health sciences program). Students must meet and maintain the required grades, GPAs, and all prerequisite conditions as an undergraduate.

The School of Health and Medical Sciences, in collaboration with other schools and colleges at the University, offer the following dual degree programs:

### Department of Occupational Therapy

3+3 Dual Degree Programs

- Bachelor of Arts in Social and Behavioral Sciences and Master of Science in Occupational Therapy

Go to the College of Arts and Sciences section of this catalogue for program description.

### Department of Athletic Training

3+2 Dual Degree Program

- Bachelor of Science in Biology and Master of Science in Athletic Training
- Bachelor of Arts in Biology and Master of Science in Athletic Training
- Bachelor of Arts in Social and Behavioral Sciences and Master of Science in Athletic Training \*

*\*This program is no longer accepting new students*

Go to the College of Arts and Sciences section of this catalogue for program descriptions.

### Department of Physical Therapy

3+3 Dual Degree Program

- Bachelor of Science in Biology and Doctor of Physical Therapy

Go to the College of Arts and Sciences section of this catalogue for program description.

### Department of Physician Assistant

3+3 Dual Degree Program

- Bachelor of Science in Biology and Master of Science in Physician Assistant

Go to the College of Arts and Sciences section of this catalogue for program description.

### Department of Speech-Language Pathology

4+2 Dual Degree Program

- Bachelor of Science in Elementary and Special Education and Master of Science in Speech-Language Pathology
- Bachelor of Science in Psychology and Master of Science in Speech-Language Pathology
- Bachelor of Arts in Psychology and Master of Science in Speech-Language Pathology

Go to the College of Arts and Sciences and the College of Education and Human Services sections of this catalogue for program description.

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

## Course Descriptions

### ATFY 4000 (GMAT 6000) Foundations of Athletic Training

This course provides entry-level athletic training students with the basic knowledge of how to perform the various responsibilities of a certified athletic trainer. Students become familiar with the recognition, evaluation, and emergency care of acute athletic related injury/illness. During this class students practice and begin developing taping, wrapping and wellness screening skills. *6 credits*

### ATFY 4101 (GMAT 6101) Human Physiology

Analysis of the patterns of deviation from normal function and adaptive/restorative function available in the presence of disease or trauma primarily affecting the skeletal, connective tissue, muscular, integumentary and nervous systems. Information will be presented at the tissue, organ and system level. Discussion will address changes in response to disease or trauma over the entire lifespan. *3 credits*

**ATFY 4111 (GMAT 6111) Functional Human Anatomy**

This course provides entry-level athletic training students the knowledge of functional human anatomy using a regional approach with emphasis placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems and review of the gastrointestinal and reproductive system. Anatomical models, cadaveric dissection and interactive computer software complement didactic classroom activities. *3 credits*

**ATFY 4121 (GMAT 6121) Principles of Evaluation in Athletic Training**

The focus of this course is on evaluation techniques used in Athletic Training. Students will be introduced to more advanced topics in athletic training including acute musculoskeletal pathologies commonly seen in sports. In addition, emphasis is placed on basic physical handling skills, safe and ethical patient interactions, health care record information collection, general screening for all systems, basic musculoskeletal evaluation skills and other essentials of patient-practitioner interaction commonly used in an athletic training setting. *4 credits*

**ATFY 4131 (GMAT 6131) Research Methods I**

This course is designed to provide students with an overview of the research process. A variety of research designs will be covered including experimental, quasi-experimental, and non-experimental designs. Methods for gathering representative samples and controlling experiments will also be covered. Students will gain experience collecting and performing elementary statistics on data, and reviewing published research articles. *1 credit*

**ATFY 4141 (GMAT 6141) Research Project I**

This course is designed to provide students with the opportunity to design a mentor-supervised research project. Working in teams, students will pursue the initial phase of their research projects by developing the background and research question, developing a rationale, and writing a project proposal. During the subsequent 2 semesters, students will continue to develop and execute the research project. Students may also submit their projects to the IRB of Seton Hall University or HUMC for review. *1 credit*

**ATFY 4151 (GMAT 6151) Clinical Practicum I**

The clinical components of this course consist of a two-week immersive experience as well as the traditional 15-week semester long rotation. The athletic training student works on developing hands-on proficiency through the performance of selected athletic training skills with an athletic patient population with the clinical instructor's direct supervision and instruction. The seminar component will reinforce skills learned during the Foundations of AT course. *2 credits*

**ATFY 4201 (GMAT 6201) Foundations of Therapeutic Interventions**

This course emphasizes the use of biophysical agents (such as heat, cold, compression, electrotherapeutic techniques), basic manual therapy techniques, and therapeutic exercise techniques to manage impairments and functional limitations in patients. This course will stress an evidence-based practice

approach based for the selection and application of appropriate procedures. Clinical decision-making and goal setting will be practiced throughout. *3 credits*

**ATFY 4211 (GMAT 6211) Kinesiology**

This course presents the application of physics, anatomy, and physiology to the understanding of human movement. Emphasis is placed on the study of development and function of the musculoskeletal system (bone, muscle, and ligaments) in contributing to normal motion. The laboratory component of this course reviews the theory and application of physical examination and evaluation through the use of selected biomechanical instruments. Posture, gait and activity analysis are included. *2 credits*

**ATFY 4221 (GMAT 6221) Exercise Physiology, Nutrition, and Wellness**

This course presents both the normal and pathological human body responses to physiological conditions and processes in relationship to their influence on human performance. Emphasis is placed on the role of nutrition in human performance, as well as the study of muscle physiology, metabolism, cardiovascular and respiratory adaptations, aging, thermoregulation, strengthening, aerobic and anaerobic training and exercise prescription. Application of examination and evaluation procedures is provided through the use of selected human performance instruments. *3 credits*

**ATFY 4231 (GMAT 6231) Research Methods II**

This course provides students with the tools to collect and analyze data. Students will continue to analyze peer-reviewed literature to improve critical thinking skills. Emphasis will be placed on concepts of authorship, data collection, data entry, data analysis and interpretation utilizing SPSS and Excel software programs. *1 credit*

**ATFY 4241 (GMAT 6241) Research Project II**

This course provides students with the tools to collect and analyze data. Students will also re-work the research proposal to improve skills in both writing and scholarship. Students work closely with mentors to collect data using the proposed methods from the research proposal. Students will also begin data entry and analysis. *1 credit*

**ATFY 4251 (GMAT 6251) Clinical Practicum II**

The students continue to develop clinical proficiency through the performance of selected athletic training skills with an athletic patient population. With the clinical instructor's direct supervision and instruction, the students begin to integrate the examination, evaluation, assessment, and intervention skills learned thus far in the curriculum. The seminar component will engage students in clinical problem-centered discussion providing integration of concepts of athletic training evaluation and management of musculoskeletal problems of the extremities and proper medical documentation. *2 credits*

**GMPA 4999 Independent Study**

Independent study provided under the supervision of a faculty member to foster student understanding and experience in alignment with MS – Physician Assistant program goals. Subject matter and meeting hours will be arranged on an

individual basis. Departmental permission is required. *1 credit*

#### **GMSL 5001 Phonetics**

Phonetics is the study of the sound system of language, specifically the English language. This course is designed to provide instruction and practice in the study of phonetics. The main goals of the course are: (a) to provide knowledge and understanding of the phonetic system of the English language; (b) to demonstrate proficiency in transcription skills using the International Phonetic Alphabet (IPA); and (c) to apply this to typical and atypical populations in connected speech. *3 credits*

#### **GMSL 5003 Language Development**

This course is an in-depth introduction to language development. It prepares students for a variety of applications within education, speech-language pathology and psychology course of studies. Course content includes a definition of language and how language fits within the larger domain of communication. Students complete formal analyses of each of the five domains of language (pragmatics, semantics, phonology, morphology, syntax) to gain a thorough understanding in how each domain comprises language as a whole. The course focuses on expressive language but receptive language (comprehension) is introduced. The developmental course of language in the first 5 years is delineated in detail and students become familiar with important language milestones the child passes through. Language development in the school-age and adolescent years is also presented. Students gain understanding of the nature (i.e., innate) and nurture factors (i.e., environmental) that influence language development. Important theoretical constructs and their history as the understanding of development has evolved are reviewed. *3 credits*

#### **GMSL 5004 Audiology**

Overview of the important concepts and principle tests used in clinical audiology. Common pathologies of the auditory system and associated audiometric data are also emphasized. *3 credits*

#### **GMSL 5005 Anatomy and Physiology of the Speech and Swallowing Mechanism**

This course provides a thorough introduction of the anatomy, physiology, and neural underpinnings as it relates to the speech production/perception and swallowing mechanism (includes an introduction to anatomical terminology and basic elements of anatomy as well as respiratory, laryngeal, and articulatory anatomy, including resonance and deglutition). Emphasis will be placed on anatomy. Topics related to speech science, the normal swallow process, and clinical applications of this content will also be discussed. *3 credits*

#### **GMSL 5006 Hearing and Speech Science**

This course provides an introduction to the fundamental concepts of acoustics, and psychoacoustics of sound and speech, and the anatomy and physiology of the peripheral and central auditory mechanisms. Pathological conditions that affect those mechanisms are also introduced. *3 credits*

#### **GMSL 5007 Introduction to Communication Disorders**

This course provides the student with an introduction to the various disorders of the speech and language mechanisms assessed and treated by the speech-language pathologist and audiologist. *3 credits*

#### **OTFY 4100 (GMOT 6100) Professional Formation I**

This course focuses on the acquisition of professional knowledge and skills expected of graduate students in a professional program. *2 credits*

#### **OTFY 4155 (GMOT 6155) Functional Anatomy and Kinesiology I**

This course focuses on understanding and analyzing typical and atypical human movement across the life span using anatomy and kinesiology principles. This course includes labs. *4 credits*

#### **OTFY 4160 (GMOT 6160) Neuroscience for Occupational Therapy**

This course covers body functions and structures of the nervous system, including the impact of impairment on activity and participation. *3 credits*

#### **OTFY 4170 (GMOT 6170) Occupational Therapy Practice Skills**

This course introduces basic health assessment; client and provider safety; and demonstration and integration of occupational therapy practice skills. This course includes labs. *2 credits*

#### **OTFY 4185 (GMOT 6185) Introduction to Occupational Therapy**

This course introduces the students to the foundations of the occupational therapy profession. This course includes labs. *4 credits*

#### **OTFY 4200 (GMOT 6200) Professional Formation II**

This course develops critical thinking and clinical reasoning skills for occupational therapy practice. *2 credits*

#### **OTFY 4240 (GMOT 6240) Functional Anatomy and Kinesiology II**

This course continues to focus on understanding and analyzing typical and atypical human movement across the life span using anatomy and kinesiology principles. This course includes labs. *2 credits*

#### **OTFY 4250 (GMOT 6250) Group Process in Occupational Therapy**

This course integrates theories of group dynamics and leadership with the development and implementation of functional activity-based groups. This course includes fieldwork I experiences. *4 credits*

#### **OTFY 4260 (GMOT 6260) Cognition, Perception, Vision and Function**

This course addresses cognition, perception, and visual impairments; their impact on function; and principles of related occupational therapy assessments and interventions. This course includes labs. *3 credits*

#### **OTFY 4270 (GMOT 6270) The Occupational Therapy Process**

This course introduces the principles and implementation of



the occupational therapy process. *4 credits*

**OTFY4303 (GMOT 7303) Research Methods I**

This course addresses the use of quantitative methods in clinical practice and research. *3 credits*

**PAFY 4001 (GMPA 6001) Human Anatomy**

The course provides instruction to significant aspects of human anatomy with respect to physician assistant practice. Lecture instruction as well as dissection in cadaver lab are methods used to convey material. Clinical application of anatomic structure and function are emphasized. *4 credits*

**PAFY 4104 (GMPA 6104) Psychiatry**

An overview of psychiatric concepts and an introductory approach to the evaluation of patients with emotional problems, in preparation for clinical rotations. Includes the various psychiatric syndromes, in terms of causal factors, clinical presentation, diagnosis, treatment and outcome. The impact that psychological problems have on the total health care of the patient will be emphasized. *2 credits*

**PAFY 4105 (GMPA 6105) Professional Seminar I**

This course focuses on developing skills needed for success in the PA curriculum. Topics addressed include an instruction to PA practice, professionalism and integrity, study skills and stress management. The course also explores how to effectively work with diverse patient population, serve vulnerable populations, and complete a community outreach project. This is a hybrid course requiring online participation and attendance at class sessions. *2 credits*

**PAFY 4107 (GMPA 6107) Pathophysiology**

This course builds upon the foundation provided in GMPA 6111/PAFY 4111 and provides an in-depth study of the pathophysiologic changes which occur in the body in response to disease and injury. The course discusses how pathologic changes noted at both cellular and organ system levels alter homeostasis. Correlation to the clinical aspect of disease is emphasized. *3 credits*

**PAFY 4111 (GMPA 6111) Human Physiology**

This course provides an in-depth exploration of the physiologic aspects of homeostasis. Topics include the cell, musculoskeletal, cardiorespiratory, digestive, renal, endocrine, and reproductive systems. Correlation to the clinical aspect of disease is emphasized. Open to physician assistant majors only. *3 credits*

**PAFY 4113 (GMPA 6113) Neuroscience**

This course will cover the basic structure, organization, and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma or diseases of the various parts of the CNS. *3 credits*

**PAFY 4114 (GMPA 6114) Pharmacology I**

Develops skills related to the principles of pharmacology as they pertain to therapeutic agents, prescription, and non-prescription medications. Herbal medication and drugs of abuse will also be discussed. The pharmacology and

therapeutic properties of commonly prescribed medications will be a focus of the pharmacology courses. Discussion will include the principal mechanisms of action of major classes of therapeutic agents, understanding of pharmacokinetics and pharmacodynamics, indications, side effects, contraindications, drug interactions, monitoring, and clinical use. *2 credits*

**PAFY 4115 (GMPA 6115) Pharmacology II**

Building on Pharmacology I, develops skills related to the principles of pharmacology as they pertain to therapeutic agents, prescription, and non-prescription medications. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacokinetics and pharmacodynamics, indications, side effects, contraindications, drug interactions, monitoring, and clinical use. Students will complete didactic pharmacology modules of the Medication-Assisted Treatment Training Program in this course. *2 credits*

**PAFY 4203 (GMPA 6203) Introduction to Clinical Medicine I**

Introduction to comprehensive principles of medical history taking and hands-on physical examination techniques, systematically organized emphasizing anatomic and physiologic exam proficiencies and proper utilization of medical equipment. Elaborate foundations of medical documentation are established. Psychosocial and behavioral elements and the effective relationship between the physician assistant, other health professionals and the patient are explored. Exercises with standardized patients introduce students to real life medical scenarios. *4 credits*

**PAFY 4205 (GMPA 6205) Introduction to Clinical Medicine II**

A continuation of GMPA 6203, this course refines the foundational skills of comprehensive systematic medical history taking and physical exam, cultivating competencies in problem-focused analysis and critical thinking techniques. Clinical case scenarios, team-based learning activities, standardized patient experiences and evolution of advanced documentation proficiencies establish familiarity with signs and symptoms of medical diagnoses, allowing for evidence-based differential diagnoses formulation. Emphasis is placed on interpersonal communication skills, empathy and trust-building in patient care. *4 credits*

**PAFY 4206 (GMPA 6206) Electrocardiography**

Introduction to analysis of the electrocardiogram. The course will review cardiac electrophysiology and indications for ECG testing. Students will learn how to perform a 12 lead ECG as well as how to analyze an ECG for rate, rhythm, axis, intervals, cardiac hypertrophy and ischemia/infraction. *1 credit*

**PAFY 4207 (GMPA 6207) Diagnostic Imaging**

Introduction to diagnostic imaging. Following an introduction to different imaging modalities and their indications, the course will progress through an organ-system based review of normal radiographic anatomy and pathologic findings. *1 credit*

**PAFY 4208 (GMPA 6208) Laboratory Diagnostics**

Introduction to laboratory diagnostic testing. The course will review indications for testing, normal results, and common pathologic findings discovered in testing blood, urine, stool, cerebrospinal fluid, synovial fluid and other body fluids. Students will have the opportunity to practice laboratory procedures including phlebotomy, urinalysis and guaiac testing for occult blood. *2 credits*

**PTFY 4150 (GDPT 6150) Physiology I: Foundations of Human Physiology**

This course presents human physiology for the analysis of normal function and adaptive/restorative function available in the presence of health effecting the skeletal, connective tissue, muscular, integumentary, nervous, and other biological systems. Information will be presented at the tissue, organ and system level. *2 credits*

**PTFY 4160 (GDPT 6160) Kinesiology I: Biomechanics of Human Motion**

This course presents the application of basic principles of physics, anatomy, and physiology to understand human movement. The development and function of the musculoskeletal system (bone, muscle, and ligaments), the mechanical behavior of these biological tissues, the external/internal forces that contribute to normal motion provides the groundwork for understanding, describing and analyzing the biomechanics of human motion. *2 credits*

**PTFY 4170 (GDPT 6170) Critical Thinking and the Clinical Reasoning Process**

This course introduces the student to the cognitive strategies and processes utilized to (1) collect and interpret information needed to understand a patient's problem/situation, (2) plan and implement appropriate interventions, (3) evaluate the outcomes and (4) reflect on the effectiveness of the reasoning process. Basic clinical and critical reasoning models in the context of patient centered health care and working in a healthcare team is emphasized. *1 credit*

**PTFY 4180 (GDPT 6180) Professional Roles in Physical Therapy**

The course introduces the student to the physical therapy profession. Five themes of professional practice are explored; the physical therapist as clinician, consumer of research, inter-professional care provider, lifelong learner and educator. Foundational skills in written and oral communication, professional values and behaviors, population-specific differences, utilization of healthcare informatics and evidenced-based practice are presented. *3 credits*

**PTFY 4240 (GDPT 6240) Therapeutic Interventions I**

This course introduces the student to the application of physical therapy intervention skills as part of the treatment process. Emphasis is placed on developing skills in fundamental patient care. Students will be introduced to basic manual therapy techniques, therapeutic exercise, and functional training to achieve patient/client goals & outcomes that address problems resulting from evaluation of the movement system. *2 credits*

**PTFY 4250 (GDPT 6250) Physiology II: Systems Pathophysiology**

This course examines the concepts of pathophysiology and the mechanisms of change that contribute to the genesis of a diseased state. Common diseases and disorders are covered and clinical laboratory measurements and values used in differential diagnosis will be presented from a systems perspective. Clinical cases will be used to present standard patterns of clinical examination, evaluation, diagnosis, prognosis, intervention and communication/referral with other health care practitioners. Discussions will address changes in response to disease or trauma across the lifespan. *2 credits*

**PTFY 4260 (GDPT 6260) Kinesiology II: Applied Structure and Function**

This course builds knowledge and skills in application of biomechanical principles relative to human motion through regional analysis of body segments. Attention is paid to synovial joints as key linkage in the human mechanical system and how their movements are created and governed. The laboratory component of this course reviews individual joint structure and its application to segmental and overall body movement. *3 credits*

**PTFY 4270 (GDPT 6270) Human Anatomy**

This cadaveric-based human anatomy course is designed to develop knowledge concerning structural and functional regional gross human anatomy. The course focuses on the clinical application of anatomical concepts in both lectures and laboratory sessions. Structured laboratory sessions also incorporate the use of models, medical terminology and palpation of key anatomical structures. The course utilizes case-based vignettes to promote critical thinking and allow students to apply theory to a clinical population. *5 credits*

**PTFY 4280 (GDPT 6280) Clinical Assessment & Diagnostic Skills I**

The course facilitates skills acquisition for professional physical therapy practice. Emphasis is placed on physical therapy examination, including systems screening of the non-medically complex patient. This includes selection and performance of appropriate tests and measures, interpretation and evaluation of examination findings including differential diagnosis, clinical decision making leading to an individualized plan of care, referrals and effective communication of patient/client information. *3 credits*

**PTFY 4290 (GDPT 6290) Critical Inquiry I**

This course is designed to provide students with a working knowledge of the evidence-based research process and its importance in the practice of physical therapy. Students will learn about the variety of research publications and apply the critical appraisal process to the literature. *2 credits*

**PTFY 4330 (GDPT 6330) Neuroscience**

This course will cover the basic structure, organization, and function of the central nervous system (CNS). Learning activities focus on understanding the localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular

accidents, trauma or diseases of the various parts of the CNS. *3 credits*

**PTFY 4340 (GDPT 6340) Therapeutic Interventions II: Functional Mobility**

This course promotes the development of clinical skills related to functional mobility and movement in the home and community including transfers, ambulation, and use of wheelchairs and assistive devices for locomotion and various other activities of daily living (ADL). Therapeutic exercise interventions will be utilized to achieve patient/client goals & outcomes that address problems resulting from evaluation of the movement system. *3 credits*

**PTFY 4350 (GDPT 6350) Physiology III: Bioenergetics of Exercise**

This course presents both the normal and pathological human body responses to physiological conditions and processes in relations/hip to their influence on human movement including the nutritional and metabolic mechanisms in relation to movement & functional activities. Included are the study of muscle physiology, metabolism, cardiovascular and respiratory adaptations, aging, thermoregulation, aerobic and anaerobic training exercise prescription, and use of ergogenic aides. Topics will focus on evaluation and management for a healthy population as well as for those with chronic diseases and disabilities. *2 credits*

**PTFY 4360 (GDPT 6360) Kinesiology III: Control and Analysis of Posture, Gait and Balance**

This course provides continued instruction in the study of human movement with regards to posture, balance and gait. The neuromuscular and musculoskeletal mechanisms involved in the development, maintenance and adaptations of posture, gait and balance, and walking will be presented. Students will participate in the assessment of normal and deviated posture, gait, and balance including identification of compensatory mechanisms. *3 credits*

**PTFY 4370 (GDPT 6370) Community Health & Wellness Outreach I**

This course prepares student physical therapists to assume roles in prevention, health promotion and wellness. Students learn to utilize screening tools and counseling techniques to facilitate healthy behaviors in the following areas: physical activity, weight management, nutrition, smoking cessation, sleep and stress management. The Social Ecological Model serves as a framework for understanding the interactive effects of personal and environmental factors in individual and community health behaviors. Designing interventions that target multiple levels in this model is emphasized. *1 credit*

**PTFY 4380 (GDPT 6380) Clinical Assessment and Diagnostic Skills II**

This course promotes skill acquisition in elements of physical therapy services and professional practice with an emphasis on physical therapy examination, including systems screening of the medically complex, but hemodynamically stable, patient, with a focus on the neurological and musculoskeletal systems including the extremities, trunk and spine and their

relationship to posture, balance and gait. Included are the selection and performance of appropriate tests and measures, interpretation and evaluation of examination findings including differential diagnosis, clinical decision making in the establishment of an individualized plan of care to restore normal movement and functional mobility, referrals and effective communication of patient/client information. *3 credits*

**PTFY 4390 (GDPT 6390) Critical Inquiry II**

This course is a continuation of Critical Inquiry I and includes experimental and non-experimental research designs, methodology and statistical concepts. Students will continue to search for evidence and critically appraise it specifically for application to clinical diagnosis, prognosis and treatment effectiveness. Students develop the skills needed to ask and answer clinical questions using best evidence and practice using sample data and statistical software. *2 credits*

# College of Nursing



Interprofessional Health Sciences Campus  
340 Kingsland Street, Nutley, NJ 07110  
(973) 542-6200  
[nursing@shu.edu](mailto:nursing@shu.edu)

**Dean:** Marie C. Foley, Ph.D., R.N.

**Associate Dean for Undergraduate Programs:**

Judith A. Lucas, Ed.D., R.N., FGSA

**Associate Dean for Graduate Studies and Research:**

Kathleen Neville, Ph.D., R.N., FAAN

**Assistant Dean for Student Success:**

Elizabeth McDermott, Ph.D.

**Assistant Dean for Business Affairs:**

Theresa L. Deehan, M.A.S.

**Director of Clinical Simulation:**

Robert Scoloveno, Ph.D., R.N., CCRN

**Director of Skills Laboratory:** Kathryn Sanok, M.S.N., R.N.

**Associate Director for Nursing Leadership Institute:**

Katherine Conolly, D.N.P., R.N., A.P.N.-C.

**Undergraduate Department Faculty:** Ampiauw; Barra-Schneider; Byrnes; Carolina; Carrington; Conklin; Connolly; Conway; D'Antonio; Darby; DeVito; Huryk; Innella; Jameson; Kass; Kenney-Lau; Leonard; Logan; Lucas; Ropis; Rowbotham; Sailsman; Serrano; Sternas; Stinson (*Chair*); Tevlin; Torres; Ulak; Wall; Wells; Wilt

**Graduate Department Faculty:** Clark-Pappas; Foley; Galehouse; Greenberg; Halley-Boyce; Hansell; Hinic; Kendra; Lothian (*Chair*); Maglione; McClure; Neville; Ricci-Allegra; Roberts; Sturm

## Accreditation

The baccalaureate degree programs in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate programs at Seton Hall University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750 Washington, D.C. 20001, 202-887-6791.

The pre-licensure programs are accredited by the New Jersey Board of Nursing, 124 Halsey Street, Newark, New Jersey 07102, 973-504-6430.

## Programs of Study

The College of Nursing offers programs of study leading to the degree of Bachelor of Science in Nursing. The programs combine a liberal arts education with basic preparation in professional nursing. Registered nurse baccalaureate graduates are prepared to practice nursing in a variety of settings, which may include ambulatory care, acute care hospitals, long-term care facilities, hospices and schools, among others. In addition, the baccalaureate degree in nursing

prepares graduates to continue education on a graduate level.

### **College of Nursing Mission Statement**

The College of Nursing's mission is to educate generalists and specialists in nursing at the undergraduate and graduate levels. Undergraduate and graduate curricula exist within a university community that embraces a student body enriched by cultural, ethnic, and racial diversity where religious and ethical commitment and academic freedom are valued. The College of Nursing aims to cultivate values in its students and graduates that enable a commitment to lifelong learning, service and leadership for the greater good of the global society.

### **Undergraduate Philosophy**

Education is a dynamic process that directs and facilitates learning. Learning is the active, continuous process of acquiring knowledge and skill that brings about actual or potential changes in behavior. Learning is a lifelong endeavor. New learning builds on previous levels of knowledge and experience and is a function of motivation and readiness. Learning is facilitated when activities are goal-directed, purposeful, and meaningful for the learner. The faculty guide, direct, facilitate, and evaluate learning while encouraging self-direction and development of intellectual curiosity, creativity, and independent thinking. Learning is best achieved in an atmosphere where individual dignity is respected and a commitment to excellence exists. The development of cognitive skills that include critical thinking, analysis, and synthesis is a vital process necessary for professional nursing practice. The Nursing curriculum builds upon a liberal education and incorporates creative teaching strategies.

Adapted from University of Southern Indiana School of Nursing & Health Professions. (1995). — Evansville, IN: — Author.

### **Undergraduate Program Outcomes**

At the conclusion of the program, the student will:

1. Communicate actively and clearly;
2. Think critically and creatively in solving problems and making decisions;
3. Design and provide care based on "best evidence"; and
4. Act as a servant leader in a global society.

### **Admission Requirements for Pre-Licensure Students**

In addition to the general University requirements for admission, the College of Nursing requires that applicants complete one unit in biology and one unit in chemistry with labs. Students who do not meet all nursing requirements for admission but meet the University admission requirements may be assigned to pre-nursing status and must contact the College of Nursing for advisement. Students may only remain on pre-nursing status for one academic year after admission. Pre-nursing students cannot enroll in any nursing courses

above the 1000 level. Pre-nursing students wishing to change to the nursing major must have completed 30 credits at Seton Hall by the end of the first two semesters of study, including, a minimum of BIOL 1122/23 and BIOL 1133/34 as required in the nursing curriculum with grades of C+ or higher, introductory nursing courses prescribed in the first year plan of study with grades of C+ or higher, and one English courses with grades of C or higher. Additionally, pre-nursing students must have achieved a cumulative GPA of 3.5 or higher by the end of their first two semesters of study at Seton Hall. Pre-nursing students must earn a C+ or higher in all science or nursing courses on the first attempt; pre-nursing students with initial grades below C+ in any science or nursing courses prescribed in the plan of study will not be eligible for the nursing major.

Students transferring from other majors at Seton Hall, or from external colleges, must submit satisfactory scores from the nursing admission examination selected by the College of Nursing, in addition to achieving a 3.5 cumulative GPA; these students must also earn at least a C+ in all nursing and science courses while tracking the nursing major. Pre-nursing students who meet the eligibility requirements for the nursing major must submit the relevant SHU forms/online application to the Assistant Dean for Student Success, or the Associate Dean for Undergraduate Programs prior to beginning the second year at Seton Hall. Internal transfer students who meet the eligibility criteria and have been admitted to the College of Nursing must submit the relevant SHU forms/online application to change majors. Admission to the pre-licensure nursing major is on a space-available basis. Students may track the nursing major for two semesters only (fall and spring). Eligible pre-nursing students must declare the nursing major at the completion of the spring or second semester of their first year.

### **Transfer Requirement for Pre-Licensure BSN Program**

All sciences must be taken at a 4-year college with a grade of B or better in order to meet the College of Nursing requirements. All transfer courses must be approved by appropriate departments and the Associate Dean for Undergraduate Programs.

### **English as a Second Language**

All applicants to the College of Nursing whose native language is not English must have taken the TOEFL iBT® test within the past five years and achieved minimum scores of 22 in Reading, 22 in Listening, 26 in Speaking and 24 in Writing.

### **Licensure**

The State Board of Nursing has the responsibility to determine who is eligible to take the registered nurse licensure examination (NCLEX-RN). Graduation from the nursing program satisfies one of the eligibility requirements. There are other eligibility criteria as well. Since eligibility

criteria may vary, applicants should check with the Board of Nursing of the state in which they plan to take the examination to determine the eligibility criteria.

### Learning Resources

The College of Nursing is co-located with the School of Health and Medical Sciences, and the School of Medicine on a new campus in Nutley, NJ which is approximately 10 miles from the South Orange Campus. This new Inter-professional Health Sciences campus (IHSC) is shared by the three schools with a focus on inter-professional education. This state-of-the-art facility contains many classrooms, including traditional and advanced technology learning studios which better accommodate a flipped classroom pedagogy. This campus provides many opportunities for inter-professional experiences related to simulations, service learning, and work on inter-professional teams and guest speakers for students in all three schools.

Classrooms in the IHS building are located on floors 1, 2, and 3 of the building. The lower level (below floor 1) houses security offices, a student lounge and a bookstore. The first floor of the building is where the library with an Associate Dean and 4 health sciences librarians, the chapel and chaplain, food service, student support services including rooms for disability services and quiet testing environments and counseling services are located. A chapel and full-time chaplain, quiet and group study rooms and some classrooms are located on this floor as well.

All the labs and more classrooms are located on the second floor along with some administrative offices. The skills labs include 3 flexible skills rooms with 8 beds in each room which can be flexed into one large 24- bed room if needed, and 2 part-task training rooms, for practice of foundational and specialized clinical skills. The health assessment labs include 16 standardized patient encounter rooms and 3 health assessment examination table labs with 8 exam tables per room. The simulation center includes state-of-the-art clinical, control room, and debriefing environments for each of the 7 rooms, along with state-of-the-art adult, birthing, pediatric and neonatal high-fidelity simulation mannequins, a nursing/communication station and an operating room. Some of the patient simulation rooms can be flexed between a single or double patient room or an ICU, PACU, etc. There are two debriefing rooms which can be flexed into simulation rooms for use during high traffic times during the semester.

### Clinical Requirements

The College of Nursing uses an outside vendor to manage and store clinical documents. All students entering a clinical course must use the online system and vendor specified by the College of Nursing for clinical clearance and to manage clinical documents. Students must begin the clinical clearance process the semester prior to entering the clinical setting in order to meet the deadline. Prior to enrollment in any clinical course, accepted students must complete requirements

including a physical examination, medical history, immunization and titers, drug screen, and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals). This also includes a criminal background check through *CastleBranch.com*. Completion of requirements is due annually. Clinical agencies vary in their requirements for participation and these may be in addition to the regular requirements. All requirements must be submitted by the established due date. For clarification, please see the Blackboard/Communities/Undergraduate Majors site for Clinical Clearance folder. Requirements are also outlined in the *Undergraduate Nursing Student Handbook*.

Students who fail to comply with clinical clearance requirements or deadlines for submission of clearance documentation will not be permitted in clinical settings and can be removed from the respective clinical course(s). Decisions on accepting students at any clinical site reside with the clinical agencies themselves. Any findings on a student's background check or drug screening can result in the inability of the College of Nursing to secure clinical placements for him or her. In this case, it may become impossible for the student to complete the BSN program.

### Liability Insurance

Students taking clinical nursing courses must obtain professional liability and malpractice insurance in the amounts of \$2,000,000 per claim/\$4,000,000 aggregate, subject to change as required by external or regulatory agencies. Application forms and additional information can be obtained from the Blackboard/Communities/Undergraduate Majors website.

### Uniform and Equipment Policy

A uniform and equipment policy for clinical practice is in effect in the College of Nursing. Appropriate attire is included in this policy, which must be adhered to by students of professional nursing. Please refer to the *Undergraduate Nursing Student Handbook* for details.

### Honor Society

Gamma Nu Chapter of the international nursing honor society, Sigma Theta Tau International, Inc. inducts members annually. Please refer to the *Undergraduate Nursing Student Handbook* for more information.

### Fees

Fees are associated with certain courses for online examinations and testing, standardized testing, e-books, software, simulation activities and laboratory equipment. Students are responsible for the costs associated with clinical clearance requirements, clinical equipment, uniforms, and transportation to and from clinical practicum settings.

### Cooperating Community Agencies

Students obtain their clinical experience in a variety of settings. There are more than 40 hospitals/medical centers, nursing homes, subacute and rehabilitation centers and community health agencies that cooperate with the College of Nursing.

### Standards and Requirements for Progression

Technical standards and academic standards for College of Nursing students are documented in the *Undergraduate Nursing Student Handbook*, posted on the Undergraduate Nursing Student Blackboard site. Students are required to comply with all policies and requirements documented in the most current version of the *Undergraduate Nursing Student Handbook*. Such policies and requirements are subject to change.

To enroll in the first clinical nursing course, NUTC 2011-Health Assessment, a pre-licensure student must be a nursing major, meet curricular prerequisites, have a minimum GPA of 3.0 and at least a “C+” in: BIOL 1122/1123, BIOL 1133/1134, BIOL 2141/2142 or CHEM 1301. These are prerequisite or co-requisite for NUTC 2011 and NUTC 2102. Both BIOL 2141/42 and CHEM 1301 must be completed with satisfactory grades prior to entering NUTC 3113.

Students are expected to comply with the co- and prerequisites for all nursing courses and with progression policies as outlined in the most recent version of the *Undergraduate Nursing Student Handbook*. Additionally, students must complete all prerequisite nursing and science courses with grades of at least “C+” (77%) in each course in order to proceed to any subsequent nursing course in the following semester. If a student earns a grade below “C+” in a required science or nursing course, then the course must be repeated prior to enrolling in the next clinical courses in sequence. Students who do not meet the grade standard are not permitted to register for the next course in the sequence.

Students are subject to the progression requirements outlined below and in the *Undergraduate Nursing Student Handbook*.

Students also are expected to exhibit personality, values and emotional characteristics consistent with a developing professional nurse role. If, after consultation and work with approved counselors, students still do not meet these criteria, they will not be permitted to continue in the nursing program.

Retention and progression in the nursing program is also determined by the student’s ability to successfully meet the academic and progression requirements as documented in the *Undergraduate Student Handbook*. All nursing students in the traditional nursing program must maintain a cumulative GPA of at least 3.0 in order to enter the clinical sequence and maintain matriculation in the program. Students with cumulative GPAs below 3.0 are placed on nursing probation. Students on probation must achieve a semester GPA of 3.0 or higher in the following term and must achieve a cumulative GPA of 3.0 within 2 semesters of being placed on nursing

probation. Students who do not meet these standards will be dismissed from the College of Nursing.

In all of the pre-licensure BSN programs, students are placed on Progression Risk or College Dismissal status for failing to meet the academic standards of the College of Nursing. Any grade below C+ (77%) in any NUTC or NUTH course, or in Anatomy and Physiology, Chemistry or Microbiology will result in progression risk status. A course with a grade below C+ must be repeated and a C+ or higher must be achieved. Students may repeat an individual nursing course or science course only once. A grade below C+ (77%) on the second attempt at the same course will result in dismissal from the College of Nursing. Three grades below C+ in different science or nursing courses will result in dismissal from the College of Nursing.

If a nursing student withdraws from the same science course or nursing course more than once, the student will lose his or her matriculation status for the degree in nursing. Students with course averages below C+ during the withdrawal period are not permitted to withdraw from NUTH or NUTC courses.

## Programs of Study

### Traditional Program

Students begin the nursing curriculum by taking liberal arts and science courses in their freshman and sophomore year on the South Orange Campus. One Nursing course is introduced during the first semester of sophomore year but is offered on the South Orange Campus. During the second semester of the sophomore year students will begin all of their nursing didactic and lab courses at the Interprofessional Health Sciences Campus in Nutley, N.J. This future-oriented curriculum highlights wellness, population health, and health promotion as well as disease management. Student experiences include caring for clients in a variety of settings, including acute care, long-term care, hospice care, community-based agencies, and other settings where professional nurses care for individuals, groups and communities. Development of clinical skills begins in sophomore year, and patient care experiences at clinical sites begin in junior year.

### B.S.N. Degree Program Requirements

The B.S.N. curriculum requires 123 credits for graduation, dispersed in the following sample curriculum sequence, subject to revision.

### Traditional Program Course List

*\*Sequence may be subject to change*

**Freshman Year****Fall Semester**

CORE 1001	University Life	1
CORE 1101	Journey of Transformation	3
BIOL 1122	Anatomy and Physiology I	3
BIOL 1123	Anatomy and Physiology I Lab	1
ENGL 1201	College English I	3
SOCI 1101	Intro to Sociology	3
Language Requirement		3

**Spring Semester**

BIOL 1133	Anatomy and Physiology II	3
BIOL 1134	Anatomy and Physiology II Lab	1
ENGL 1202	College English II	3
MATH 1203	Statistical Models for Social Sciences	3
PSYC 1101	Intro to Psychology	3
Language Requirement		3

**Sophomore Year****Fall Semester**

BIOL 2141	Microbiology	3
BIOL 2142	Microbiology Lab	1
CORE 2101	Christianity and Culture in Dialogue	3
CHEM 1301	Elements of Organic-BioChemistry	5
NUTH 1101	Introduction to Professional Nursing	3
PHIL 1105	Ethics	3
or		
RELS 1503	Christian Ethics	3
or		
PHIL 1130	Biomedical Ethics	3
or		
RELS 1502	Contemporary Moral Issues	3
or		
THEO 3597	Beginning and Ending of Life Issues	3

**Spring Semester**

NUTH 1003	Sociocultural Determinants of Health and Healthcare	3
NUTH 1102	Lifespan Context for Health of Diverse Individuals and Populations	3
NUTH 2003	Pathophysiology	3
NUTC 2011	Health Assessment	3
NUTC 2102	Nursing Therapeutics for Evidence-based Nursing Practice	2

**Junior Year****Fall Semester**

CORE 3XXX or Elective		3
NUTC 3113	Adult Nursing I	5
NUTH 2101	Nutrition and Health	2
NUTH 3010	Pharmacological Therapies	3
NUTH 3102	Gerontological Nursing	3

**Spring Semester**

CORE 3XXX or Elective		3
NUTC 3214	Adult Nursing II	5
NUTC 3814	Maternal-Newborn Nursing	4
NUTC 3816	Child and Family Nursing	4

**Credits****Senior Year****Fall Semester**

NUTC 3815	Dimensions of Psychosocial Nursing	4
NUTC 3917	Acute Adult Nursing	5
NUTH 2002	Legal Aspects of Nursing	1
NUTH 3003	Research in Nursing	3

**Spring Semester**

NUTC 4020	Synthesis Practicum	3
NUTC 4021	Synthesis Seminar	2
NUTC 4118	Community Health Perspectives	5
NUTH 4001	Leadership, Management and Trends in Nursing	3

**Total: 123****Second Degree Traditional and Accelerated BSN**

Admission to these programs is limited to students holding a baccalaureate or higher degree. All prerequisites must be completed with a grade of "C" or higher for acceptance. A minimum GPA of 3.0 is required.

Students must complete courses in Anatomy and Physiology I and II, Organic-Bio Chemistry, and Microbiology (within 5 years of admission with a grade of C+ or higher); and Nutrition (taken within 5 years of admission), Statistics, Developmental Psychology, and Ethics (with a grade of C or higher) prior to starting these programs. The Accelerated Second Degree BSN Program requires 14 months to complete in a modified plan of study, while the Traditional Second Degree Program takes 2 full academic years. Students in the second degree traditional and accelerated programs are subject to the progression risk and college dismissal standards outlined in the most recent version of the College of Nursing *Undergraduate Student Handbook*.

**Second Degree Traditional Program and Accelerated Program Curriculum**

		<b>Credits</b>
NUTH 1101	Introduction to Professional Nursing	3
NUTH 2003	Pathophysiology	3
NUTC 2011	Health Assessment	3
NUTH 3010	Pharmacological Therapies	3
NUTC 2102	Nursing Therapeutics for Evidence-based Practice	2
NUTH 1003	Sociocultural Determinants of Health and Healthcare	3
NUTH 3102	Gerontological Nursing	3
NUTC 3113	Adult Nursing I	5
NUTC 3815	Dimensions of Psychosocial Nursing	4
NUTH 3003	Research in Nursing	3
NUTC 3814	Maternal-Newborn Nursing	4
NUTC 3816	Child and Family Nursing	4
NUTC 3214	Adult Nursing II	5



NUTC 3917	Acute Adult Nursing	5
NUTC 4020	Synthesis Practicum (3) [NUTC 4019 Synthesis Practicum & Seminar (3) only in Accelerated Program]	
NUTC 4021	Synthesis Seminar	5
NUTC 4118	Community Health Perspectives	5
NUTH 4001	Leadership, Management and Trends in Nursing	3
NUTH 2002	Legal Aspects of Nursing	1
<b>Total: 64</b>		

### Program for Registered Nurses (RNs)

The program is available online and periodically, on-campus, and at select off-campus sites.

#### Admission Requirements

- Completed application with the non-refundable application fee
- Successful completion of an associate degree or diploma nursing program for the R.N. to B.S.N. Program and proof of non-nursing bachelor's degree for applicants to the R.N. to B.S.N./Second Degree Program
- All official college transcripts
- GPA of 2.5 or equivalent
- Proof of current R.N. license (U.S. based)

In addition to the required nursing courses, RNs must also complete liberal arts curriculum requirements. Credits from other colleges for non-nursing courses will be evaluated for acceptance according to University policies.

The B.S.N. Programs for RNs have both theory and clinical components. Students will be responsible for locating clinical placement sites and preceptors. Clinical placements are individualized and congruent with course objectives, student interests and career goals. Preceptors must at least have a baccalaureate degree in nursing. Students' faculty mentor will review and approve clinical sites and preceptors that are compatible with students' learning needs and have clinical affiliation agreements with the CON. Aside from proof of current R.N. licensure in the U.S. certain clinical requirements are required prior to starting a clinical experience. See sections on clinical requirements, health examination and liability insurance on Blackboard/Communities/Undergraduate Nursing Majors site.

The online program is identical to the on-campus program and the other off-site programs throughout New Jersey. While the on-campus, off site, online R.N. to B.S.N. program course objectives are the same, the instructional delivery methodologies in the online degree program differ. Instructional delivery is primarily web-based in a password-protected environment. Coursework is supplemented through a learning package that may include audio, video or other media.

Students in the online program are required to attend on-campus residencies. Prior to the start of the first course,

students come to the Interprofessional Health Sciences Campus in Nutley, New Jersey for an orientation. Students meet with the program director, staff and student colleagues. Orientation includes a tour of the campus, a library orientation, and hands-on experience with multimedia technology that will be utilized in coursework.

### R.N. to B.S.N. Program

This program is designed for registered nurses (RNs) who are graduates of associate degree or of diploma nursing programs.

Program design and curriculum: The entire program requires 122 credits for graduation including 32 credits for proof of current R.N. licensure (U.S.).

Transfer credits can be applied to all college level course work with a grade of "C" or better. Some liberal arts and science courses required in the program are offered on-campus and online through the College of Arts and Sciences.

	<b>Credits</b>
Natural Sciences	8-12
Anatomy and Physiology	
Chemistry	
Microbiology	
Social Sciences	9
Psychology - 3 credits	
Developmental Psychology - 3 credits	
Sociology or Anthropology - 3 credits	
Liberal Arts	12
English - 6 credits	
Ethics - 3 credits	
Statistics - 3 credits	
Other Electives	15
To include all other appropriate electives transferred in by the University	
Free Electives	To meet graduation requirements

#### B.S.N. Courses

NUTH 1001	Group Dynamics	2
NUTH 1003	Sociocultural Determinants of Health and Healthcare	3
NUTC 2011	Health Assessment	3
NUTH 2012	Health Promotion and Population Health	2
NUTH 3002	Gerontological Nursing	2
NUTH 3003	Research in Nursing	3
NUTH 3004	The Business of Healthcare	3
NURN 3001	Professional Nursing I	6
NURN 4017	Community Health Perspectives	5
NURN 4020	Professional Nursing II	6
NCLEX -RN	Proof of R.N. Licensure	32
<b>Total: 122</b>		

*Note: To be eligible for a degree, students must complete at least 30 credits from Seton Hall University. The University Registrar gives final approval on all transfer credits (advanced standing).*

## R.N./B.S.N. Second Degree

If the R.N. already has a non-nursing baccalaureate degree, the following are required:

<b>Courses</b>	<b>Credits</b>
Anatomy and Physiology & Chemistry/Microbiology Statistics	12
3	
Ethics	3
3	
Developmental Psychology	3
3	
Sociology or Anthropology	3
3	
NCLEX -RN Successful completion	32
<b>Nursing Courses</b>	<b>Credits</b>
NUTH 1001 Group Dynamics	2
NUTH 1003 Sociocultural Determinant of Health and Healthcare	3
NUTH 2012 Health Promotion and Population Health	2
NUTH 3002 Gerontological Nursing	2
NUTH 3003 Research in Nursing	3
NUTH 3004 The Business of Healthcare	3
NUTC 2011 Health Assessment	3
NURN 3001 Professional Nursing I	6
NURN 4017 Community Health Perspectives	5
NURN 4020 Professional Nursing II*	6
<b>Total: 91</b>	

\*The B.S.N. Programs for RNs encourage students to continue their studies in the graduate programs by allowing eligible students, with permission of their adviser, to take NURS 6123 and 6124 in lieu of NURN 4020. See Graduate Catalogue for details.

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

## Course Descriptions

### NURN 3001 Professional Nursing I

This course introduces the registered nurse student to the philosophy of nursing and the baccalaureate curriculum. The interrelationships between nursing theory, practice, education and research are discussed as foundations for understanding nursing theorists, the nursing process, and the impact of nursing research on practice. The major focus is on the use of

the nursing process with individuals and families. Current and emerging roles and responsibilities of the professional nurse are compared and contrasted with other nursing roles as well as with other health professionals. *6 credits*

### NURN 4017 Community Health Perspectives

Basic concepts of community health and public health are applied to identify actual and potential health problems of individuals, groups and communities. The focus will be on community-based health care, roles and functions of the community and public health nurse, developing partnerships with community organizations, healthcare delivery systems, levels of prevention and health promotion and risk models. *5 credits*

### NURN 4020 Professional Nursing II

This course focuses on knowledge and skills derived from leadership and management as they are translated and integrated into professional nursing practice within the contemporary healthcare delivery system. Specific issues and trends in healthcare delivery, in general, and nursing, in particular, are analyzed. *6 credits*

### NUTC 2011 Health Assessment

This course will introduce the student to the theoretical bases necessary to perform a comprehensive health assessment which involves obtaining and analyzing data describing a person's state of wellness, strengths relative to health promotion, and responses to actual and/or potential health deviations or clinical problems. The relationship of health assessment to the role and responsibilities of the professional nurse in the application of the nursing process will be explored. This course will focus on the theory and practice of health assessment skills, identification of deviations from the norm, and accurate documentation of findings. Emphasis is placed on the integration and application of these skills through the use of critical thinking. Prerequisites: NUTH 1101, 1102; BIOL 1122, 1123, 1133, 1134, 2141, 2142; CHEM 1301. Pre- or corequisites NUTC 2102; NUTH 2003. *3 credits*

### NUTC 2102 Nursing Therapeutics for Evidence-Based Nursing Practice

The course focuses on the development of quality and safety-related, evidence-based clinical skills for beginning nursing practice. Students will apply nursing principles and clinical evidence to the use of fundamental nursing interventions, in order to improve patient health across the lifespan. Students develop psychomotor, critical thinking, communication, documentation and related clinical decision-making skills for nursing practice. Prerequisites: BIOL 1122, 1123, 1133, 1134, 2141, 2142; CHEM 1301; NUTH 1101. *2 credits*

### NUTC 3113 Adult Nursing I

This course will provide the student with the knowledge base to assess a client's ability to function independently, intervene to maximize function, help the client to identify coping patterns and establish realistic outcomes. Clients with chronic disease states are examined. The nursing process is viewed as the framework to guide the students to think

critically when interacting with clients in need of assistance to maintain or improve their level of health. The beginning student will be provided with a method for learning how to apply nursing theory. Clinical experiences will be provided in a variety of settings which provide opportunities for the beginning student to initiate specific nursing skills and interventions for health promotion, risk reduction, disease prevention and illness and disease management. Pre-requisite: Completion of all 1000 and 2000 level nursing courses. MUST defer taking NUTH 3003 until completion of this course. BIOL 1122, 1123, 1133, 1134, 2141, 2142; CHEM 1301; NUTH 1101, 1102, 2003; NUTC 2011, 2102. Pre- or co-requisites: NUTH 2101, 3102, 3010. *5 credits*

#### **NUTC 3214 Adult Nursing II**

This course will provide the student with the knowledge base to apply and integrate nursing science to the care of adult clients with complex disease states. Clinical experiences in a variety of settings will allow students to build upon foundational concepts and nursing skills and provide opportunities to plan and implement interventions for health promotion and restoration, determinants of health and health disparities, risk reduction, disease prevention, illness and disease management.

Prerequisites: NUTC 3113; NUTH 3010, 3102. *5 credits*

#### **NUTC 3814 Maternal-Newborn Nursing**

This course focuses on providing the student with the theoretical knowledge and clinical experiences needed to provide care to the childbearing family. Concepts learned in previous courses will be built upon as the students design plans of care based upon theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial growth and development of the pregnant woman, fetus, newborn and family. Political, cultural, economic and ethical issues related to the childbearing family will be explored. Clinical experiences take place in a variety of settings. Prerequisites: NUTC 3113; NUTH 3010.

Corequisites: NUTC 3214, 3816. *4 credits*

#### **NUTC 3815 Dimensions of Psychosocial Nursing**

The major focus of this course is the development of an effective theoretical basis for nursing practice with clients with psychosocial alterations in the clinical setting. The major concepts of person, society, culture, nursing and health are amplified by way of specific emphasis upon psychosocial considerations. Students apply knowledge in select settings for focused clinical experiences. Prerequisites: NUTH 3010, 3113; NUTC 3214. Corequisite: NUTC 3917. *4 credits*

#### **NUTC 3816 Child and Family Nursing**

This course provides students with a didactic framework and clinical skills for evaluating developmental health care needs unique to children from birth through adolescence, with emphasis on the family context. The student will acquire the knowledge and clinical skills necessary to assess and provide safe and effective nursing care for diverse populations of infants, children, adolescents and their families who are experiencing episodic, acute or chronic illness. Selected clinical experiences in a variety of settings that emphasize

principles of family-centered care. Prerequisites: NUTC 3113, 3010. Corequisites: NUTC 3214, 3814. *4 credits*

#### **NUTC 3917 Acute Adult Nursing**

This course will provide the student with the knowledge base to assess the client's ability to function independently, intervene to maximize function, to help the client identify realistic outcomes and coping with altered function with acute disease states. The nursing process is viewed as the framework to guide the students to think critically when interacting with acute care clients. Clinical experiences are provided in a variety of settings which enhance opportunities for the student to initiate acute nursing skills and interventions for health promotion, risk reduction, disease prevention and illness and disease management.

Prerequisites: NUTH 2003, 3010, 3102; NUTC 2011, 2102, 3214. Corequisite: NUTC 3815. *5 credits*

#### **NUTC 4019 Synthesis Practicum**

This is a capstone clinical course for students in the Second Degree Accelerated Program and serves as a transition between the role of nursing student and the role of the professional nurse. The major purpose is to increase independence in providing nursing care to groups of individuals in an acute care setting under the direct supervision of a faculty member. Students continue to implement the nursing process while caring for groups of individuals; however, the focus in this course is on the organization, delegation and supervision of care given as well as evaluation of the outcomes of care. Prerequisites: Accepted in Accelerated Second Degree BSN program and NUTH 3010, 3102; NUTC 3814, 3815, 3816, 3917; CORE 3XXX.

Corequisites: NUTH 4001, NUTC 4118. *3 credits*

#### **NUTC 4020 Synthesis Practicum**

This is a capstone clinical course for students in the traditional and second degree BSN programs and serves as a transition between the role of nursing student and the role of the professional nurse, in combination with NUTC 4021. The major purpose is to increase independence in providing nursing care to groups of individuals in an acute care setting under the direct supervision of a faculty member. Students continue to implement the nursing process while caring for groups of individuals; however, the focus in this course is on the organization, delegation and supervision of care given as well as evaluation of the outcomes of care. Prerequisites: All 3000 level nursing courses; NUTH 3003; NUTC 3814, 3815, 3816, 3917. Corequisites: NUTC 4021. Pre- or corequisites: NUTH 4001; NUTC 4118. *3 credits*

#### **NUTC 4021 Synthesis Seminar**

This course is designed as a mandatory co-requisite to NUTC 4020 Synthesis Practicum and must be taken at the same time as NUTC 4020. Its focus is the synthesis of previously mastered nursing knowledge into a comprehensive, evidence-based foundation for the transition into professional nursing practice. A structured review of nursing concepts, along with test-taking strategies and standardized testing experiences is integrated into the seminar. Students additionally examine

principles of clinical decision-making, and regulatory, legal and ethical considerations for the transition to professional nursing practice. Corequisite: NUTC 4020 *2 credits*

**NUTC 4118 Community Health Perspectives**

Basic concepts of community health and public health are applied to identify actual and potential health problems of individuals, groups and communities. The focus will be on community-based health care, roles and functions of the community and public health nurse, developing partnerships with community organizations, healthcare delivery systems, levels of prevention and health promotion and risk models. Prerequisites: All 3000 level nursing courses; NUTH 3003; NUTC 3814, 3815, 3816, 3214, 3917. Pre- or corequisite: NUTH 4001. *5 credits*

**NUTH 1001 Group Dynamics**

This course is designed to assist students to apply psychological, cultural and behavioral concepts to the study of group interaction. Principles of dealing with small groups in a variety of sociocultural settings are examined in order to maximize students' ability to comprehend the interactive factors that influence group behaviors and to become effective group participants. RN-BSN program *.2 credits*

**NUTH 1003 Sociocultural Determinants of Health and Healthcare**

This course will introduce concepts and theories relevant to the care of diverse populations. Patterns of beliefs, values, behaviors and religious practices of major cultures of the world represented within our regional healthcare systems and their impact on health practices and healing behaviors of specific populations will be examined. Culture specific strategies for health promotion and disease management will be discussed. Social factors that influence perception of health and health behaviors will be reviewed. Health disparities experienced by specific populations in the U.S will be critically analyzed with an emphasis on cumulative effects of social determinants of health upon healthcare outcomes for these populations. This course aims to increase cultural awareness, cultural sensitivity and cultural competency and promote an understanding of strategies to improve outcomes for diverse patient populations. Pre- or corequisite: NUTH 1101. *3 credits*

**NUTH 1101 Introduction to Professional Nursing**

This course is designed to introduce the student to the art and science of nursing, as well as, the philosophy of the College of Nursing. The historical development of nursing and nursing education is discussed. Person, environment and health are examined as central concepts in nursing theories as well as the interrelationships between nursing theory, practice, research and education. Students are introduced to the nursing process as a means for designing and delivering nursing care. Selected ethical issues and trends will be discussed as they relate to current nursing practice. Students will explore QSEN (Quality and Safety Education for Nurses) competencies with emphasis on Teamwork and Collaboration. Information fluency concepts are presented,

discussed and applied within this course. *3 credits*

**NUTH 1102 Lifespan Context for Health of Diverse Individuals and Populations**

The focus of this course is human development, health promotion, and wellness in both an individual and population context. Introductory principles and theories of population health, health promotion, and behavior change for wellness are presented along with theoretical perspectives on lifespan and family development. Students will: develop an understanding of determinants of health as applied to individuals and populations, including health disparities; develop beginning skills for assessment of population health risks; and learn about strategies to reduce health risks and promote healthy lifestyles and environments in individuals and populations. A service-learning experience in a community-based setting is integrated into the course. The focus of this course is human development, health promotion and wellness for individuals across the lifespan. Theoretical perspectives of growth and development, family theories and family adaptation at different stages are explored. Students will learn strategies to promote healthy lifestyles and environments to reduce risk of injury and disease in individuals of all age groups. Pre- or corequisite: NUTH 1101. *3 credits*

**NUTH 1992-1994 Independent Study in Nursing**

Opportunity to study an area or problem in nursing in greater depth and to develop the ability for self-directed learning. Departmental permission required. *1/2/3 credits*

**NUTH 2002 Legal Aspects of Nursing**

This course reviews the rights, privileges and obligations of nurses in their relationship to each other, their employers, their patients, and all providers of health care. Emphasis is placed on developing the ability of the nurse to recognize and apply relevant legal concepts to insure his/her legal safety while providing optimal patient care. Prerequisite: NUTC 3113. *1 credit*

**NUTH 2003 Pathophysiology**

This course focuses on human response patterns, common to all ages, to internal and external stresses that result in physiological alterations. Subsequent nursing courses will focus upon nursing care component, integrating the student's knowledge of these physiological alterations. This theory course is based upon physiological alterations and thus permits intensive study of concepts that will act as advanced organizers to change generalizations into usable scientific knowledge applicable to nursing. Prerequisites: BIOL 1122, 1123, 1133, 1134, 2141, 2142; CHEM 1301. *3 credits*

**NUTH 2012 Health Promotion and Population Health**

The focus of this course is health promotion and wellness in both an individual and population context. Introductory principles and theories of population health, health promotion, and behavior change for wellness are presented. Students will: develop an understanding of determinants of health as applied to individuals and populations, including health disparities; develop beginning skills for assessment of

population health risks; and learn about strategies to reduce health risks and promote healthy lifestyles and environments in individuals and populations across the lifespan. The focus of this course is health promotion and wellness for individuals across the life span. Students will acquire knowledge of strategies to promote healthy lifestyles and prevent injury and disease in individuals at all stages of life. Content focuses on health needs throughout the lifespan, risk assessment and screening, and health promotion resources. RN-BSN program. *2 credits*

#### **NUTH 2101 Nutrition and Health**

This course introduces students to the role of promoting and supporting nutritional health. The course will examine the interrelationship between nutrition, food, and the environment as they impact health status. The role and function of nutrients and therapeutic diets in health promotion, and wellness throughout the lifespan will be discussed. Prerequisites: BIOL 1122, 1123, 1133, 1134, or by special permission. Pre- or corequisite: CHEM 1301. *2 credits*

#### **NUTH 3002 Gerontological Nursing**

This course will focus on the aging process from both biological and social perspectives. Discussions will include patterns of normal aging as well as common pathological conditions and health problems faced by the elderly. Health promotion, health maintenance, and restorative nursing are emphasized as well as adaptations in self-care required as a result of age-related changes and chronic illness. Prerequisite: admitted to RN-BSN program. *2 credits*

#### **NUTH 3003 Research in Nursing**

This course introduces the undergraduate nursing student to the research process and ethical issues related to nursing research. The student will acquire skills necessary to read, interpret, evaluate and critically analyze nursing research studies in view of their use in nursing practice. Prerequisites: MATH 1101 or 1203; NUTC 3113. *3 credits*

#### **NUTH 3004 The Business of Healthcare**

This course will introduce basic concepts of business, financial management and economics. Emphasis is on the interactions between management, financing, regulation, competition and organizational innovations of healthcare. RN-BSN program. Prerequisite: NUTC 3113. *3 credits*

#### **NUTH 3010 Pharmacological Therapies**

Focus on pharmacological therapy and the role of the nurse in drug management with consideration to social, economic and the technological changes in administering medications safely. Categories of drugs, including prototypes, related to each body system/drug function are studied. Emphasis is on developing the knowledge base and critical thinking abilities necessary to care for clients receiving medication therapy. Prerequisites: Completion of all lower division nursing courses; BIOL 2141, 2142; CHEM 1301; NUTH 1101, 1102, 1003, 2003; NUTC 2011, 2102. *3 credits*

#### **NUTH 3020 (CORE 3101) Engaging the World: Catholicism Intellectual Thought and Contemporary Health care Issues**

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

#### **NUTH 3102 Gerontological Nursing**

This course will focus on the older adult population and the aging process from the biological and psycho-social and functional health perspectives. Discussions will include age-related changes in all systems, risk factors, functional consequences, and common geriatric syndromes as well as common pathological conditions and health concerns faced by older adults. Health promotion, health maintenance, and restorative nursing are emphasized as well as adaptations in self-care required as a result of age-related changes and chronic illness. Selected field and simulation experiences are integrated. This course is applicable to the Gerontology Certificate Program in Social Work. Prerequisites: NUTH 1102, 1003, 2003; NUTC 2011, 2102. Pre- or corequisites: NUTH 2101, 3010; NUTC 3113. *3 credits*

#### **NUTH 4001 Leadership, Management and Trends in Nursing**

This course focuses on knowledge and skills derived from leadership and management as they are translated and integrated into professional nursing practice and are analyzed within the contemporary healthcare delivery system. Students will explore their role as healthcare providers in the current marketplace through a quality improvement lens. Concepts of business, financial management and economics and their impact on the delivery and practice of healthcare will be examined. Prerequisites: All 3000 level courses; NUTH 3003; NUTC 3814, 3815, 3816, 3214, 3917. *3 credits*

#### **NUTH 4440 (CORE 3912) Care of the Dying: Interventions for Body, Mind and Soul**

The focus of this CORE III course is to identify the role of the healthcare provider in the care of the terminally ill and dying patient. Students will develop an awareness of the dying process as a life transition and will discuss biological, psychological, spiritual and religious needs of dying patients and their families. This course will examine the papal doctrines and other religious literature regarding current day ethical issues and practices in the care of the dying patient. Additionally, religious/cultural aspects of the afterlife will be addressed in depth. This class has been approved as an Oral Proficiency course. Prerequisites: Core I and II. *3 credits*

# Immaculate Conception Seminary

## School of Theology



*The order of knowledge and the order of love are complementary. — St. John Paul II*

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Sister Maria Pascuzzi, C.S.J., S.S.L., S.T.D.

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

**Director of Formation:** Reverend Renato J. Bautista, M.Div.

**Director of the Institute for Christian Spirituality:**

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

**Director of the Center for Diaconal Formation:**

Deacon Andrew E. Sauders, M.A.

**Faculty:** Justin M. Anderson, Ph.D.; Rev. Renato J. Bautista, M.Div.; Rev. W. Jerome Bracken, C.P., Ph.D.; Rev. Hong-Ray Cho, S.T.L., Ph.D., S.T.D. (cand.); Rev. Christopher M. Ciccarino, S.S.L., S.T.D.; Timothy P. Fortin, Ph.D.; Rev. Pablo T. Gadenz, S.S.L., S.T.D.; Gregory Y. Glazov, D.Phil. (Oxon.); Monsignor Thomas G. Guarino, S.T.D.; Eric M. Johnston, Ph.D.; Patrick R. Manning, Ph.D.; Monsignor Gerard H. McCarren, S.T.D.; Rev. Douglas J. Milewski, S.T.D.; Jeffrey L. Morrow, Ph.D.; Rev. Roberto Ortiz, S.T.L., S.T.D. (cand.); Rev. James P. Platania, S.S.L., S.T.D. (cand.);

Rev. Lawrence B. Porter, Ph.D.; Joseph P. Rice, Ph.D.; Ellen R. Scully, Ph.D.; Dianne M. Traflet, J.D., S.T.D.; Víctor Velarde-Mayol, M.D., Ph.D.; Monsignor Robert J. Wister, Hist.Eccl.D.

**Faculty Emeriti:**

Zeni V. Fox, Ph.D.; Monsignor James C. Turro

Immaculate Conception Seminary was founded in 1860 at Seton Hall and remained part of the University until 1927, when it moved to separate facilities in Darlington, near Mahwah, NJ. In 1984, Immaculate Conception Seminary School of Theology (ICSST) re-affiliated with the University. In 2007, the School launched a Bachelor of Arts degree in Catholic Theology, available to the University's entire undergraduate population.

The Bachelor of Arts in Catholic Theology enables a student to engage his or her world from a rich theological and spiritual perspective that enhances any career or vocational path. Students participating in the program experience the profound intellectual heritage of Catholicism as a living faith that has laid the foundations for much of world civilization and that provides compelling spiritual and moral perspectives and guidelines for the modern age.

The program addresses the interests and needs of a wide range of students, following two basic directions of study. The first of these program options is designed to satisfy all undergraduate education requirements for religious order and

college seminarians planning to prepare for priesthood formation at the major seminary level following graduation. The content of this course of study explores intensely the interaction of faith and reason at the root of Catholic thought, and follows the academic requirements stipulated by the *Program of Priestly Formation* (Fifth Edition, 2005) mandated by the United States Conference of Catholic Bishops in June 2005. This option is open to any student; however, it is mandatory for all undergraduate seminarians.

The second program option allows a student to pursue a more focused study in particular fields of theology: sacred Scripture, moral theology, spiritual theology and systematic theology.

With this Bachelor of Arts in Catholic Theology, Seton Hall offers its students a unique opportunity to understand better Catholicism's traditions and place in contemporary thought and society, as has been called for by the Second Vatican Council and articulated throughout the pontificates of Popes John Paul II, Benedict XVI and Francis.

#### Accreditation

ICSST is accredited by the following organizations: Association of Theological Schools in the United States and Canada; Middle States Association of Colleges and Schools.

## Bachelor of Arts in Catholic Theology (B.A.)

All students are welcome in the Catholic Theology program, whether as a primary major, a secondary major, or as a program minor. Non-majors are also welcome to register for any course of interest to them. Courses engage the full range of Catholic thought concerning Scripture, doctrine, moral living, worship, and prayer, as well as the Church's contributions to philosophy and social-political life.

Students pursuing the bachelor's degree program may choose one of the two options described below.

Students majoring in Theology must also fulfill the University Core requirements as indicated below; fulfill the Core requirements of the School of Theology; maintain at least a 2.0 GPA; and complete 120 total credits along with the particular program option requirements of the bachelor's degree.

#### University Required Core

ENGL 1201/1202	Core English I & II
CORE 1001	University Life
CORE 1101	The Journey of Transformation
CORE 2101	Christianity and Culture in Dialogue
<b>Total University Core credits: 13</b>	

#### School of Theology Required Core

##### Aesthetics/Creativity – 3 credits from the following:

CAST 2011	Catholicism and Art
CAST 3015/CORE 3750	Catholicism and Literature

Or another course from the Department of English, or in the subject areas of art and music, chosen in consultation with the student's academic adviser.

##### Humanities – 6 credits from the following:

HIST 1201/1202	Western Civilization I and II <i>or</i>
HIST 1301/1302	American History I and II

##### Language – 6 credits from the following:

GREK 2205/2206	Intermediate Greek I and II <i>or</i>
BIBL 3106/3107	New Testament Greek I and II <i>or</i>
LATN 2101/2102	Intermediate Latin I and II

##### Philosophy – 6 credits from the following:

PLTL 3214	Philosophy of Person
PLTL 3416	Philosophy of God
PHIL 3950	Faith and Reason

Or other courses chosen in consultation with the student's academic adviser.

##### Rhetoric/Oral Communication - 3 credits

COST 1600	Oral Communication
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##### Science and Math – 6 credits

One math course and one science course with lab/without lab, chosen in consultation with the student's academic adviser.

##### Social Sciences – 3 credits from the following:

PSYC 1101	Introduction to Psychology
SOCI 1101	Introduction to Sociology
ANTH 1202	Introduction to Cultural Anthropology
POLS 1211	American Politics

**Total ICSST Core credits: 33**

#### Major Requirements

**Program Option I.** Students seeking to explore the interaction of faith and reason at the foundations of Catholic thought are required to fulfill the following course of study. N.B. This program is open to all students, but is mandatory for undergraduate seminarians, as stipulated by the *Program of Priestly Formation* (Fifth Edition, 2005).

##### Philosophical Theology – 30 credits

PLTL 1111	History of Philosophy I
PLTL 1112	History of Philosophy II
PLTL 1113	History of Philosophy III
PLTL 1242	Philosophical Logic
PLTL 2218	Philosophy of Being
PLTL 2223	Philosophy of Nature
PLTL 2241	Philosophical Ethics
PLTL 2243	Theory of Knowledge
PLTL 3214	Philosophy of Person
PLTL 3416	Philosophy of God

##### Foundational Theology – 15 credits

THEO 1102	The Bible: Word of God and Book of the Church
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THEO 1203	New Life in Christ: Introduction to Catholic Moral Theology
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions
THEO 1501	To Know God: Introduction to Roman Catholic Doctrine
THEO 1502	The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

**Advanced Level Theology – 12 credits**

Under normal circumstances, students also choose four advanced level theology courses in consultation with their academic adviser.

**Total Program Option I credits: 57**

**Program Option II.** Students seeking a more focused study in specific fields of Catholic Theology are required to fulfill the following course of study.

**Foundational Theology – 15 credits**

THEO 1102	The Bible: Word of God and Book of the Church
THEO 1203	New Life in Christ: Introduction to Roman Catholic Moral Theology
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions
THEO 1501	To Know God: Introduction to Roman Catholic Doctrine
THEO 1502	The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

**Advanced Level Theology – 21 credits**

Students are to choose seven courses (21 credits) from the following areas of Catholic Theology in consultation with their academic adviser.

- Sacred Scripture
- Moral Theology
- Spiritual Theology
- Systematic Theology

**Total Program Option II credits: 36**

## Minor in Catholic Theology

Students who wish to complete a Minor in Catholic Theology are required to fulfill the following course of study.

**Foundational Theology – 9 credits**

Three courses from the following:

THEO 1102	The Bible: Word of God and Book of the Church
THEO 1203	New Life in Christ: Introduction to Roman Catholic Moral Theology
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions
THEO 1501	To Know God: Introduction to Roman

THEO 1502	Catholic Doctrine The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments
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**Advanced Level Theology – 9 credits**

Any three advanced level theology courses, following from the chosen foundational courses, may apply.

**Total Minor in Catholic Theology credits: 18**

## Certificate in Philosophical Theology

Students who are not already enrolled in Program Option I of the major and who complete the following courses with a 3.00 average are eligible for the Certificate in Philosophical Theology.

PLTL 1111	History of Philosophy I
PLTL 1112	History of Philosophy II
PLTL 1113	History of Philosophy III
PLTL 1242	Philosophical Logic
PLTL 2218	Philosophy of Being
PLTL 2223	Philosophy of Nature
PLTL 2241	Philosophical Ethics
PLTL 2243	Theory of Knowledge
PLTL 3214	Philosophy of Person
PLTL 3416	Philosophy of God
THEO 1102	The Bible: Word of God and Book of the Church
THEO 1203	New Life in Christ: Introduction to Roman Catholic Moral Theology
THEO 1404	Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions
THEO 1501	To Know God: Introduction to Roman Catholic Doctrine
THEO 1502	The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments

**Total Certificate in Philosophical Theology credits: 45**

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



## Course Descriptions

### Philosophical Theology

#### PLTL 1111 History of Philosophy I

An initiation into philosophical thinking, focusing on ancient and medieval philosophy. Special attention to the influences of Greek philosophy and the Gospel on each other. Includes: pre-Socratics; Socrates; Plato; Aristotle; Stoicism; Epicureanism; Neoplatonism; Augustine; Boethius; Bonaventure; and Aquinas. *3 credits*

#### PLTL 1112 History of Philosophy II

An examination of four themes in modern and contemporary philosophy, starting with Ockham and Bacon through Descartes, Locke, the Empiricists, Enlightenment and contemporaries: the body-mind problem; success of the natural sciences; expansion of liberty and equality; the question of God. *3 credits*

#### PLTL 1113 History of Philosophy III

Beginning with the end of the 19th century through the end of the 20th century, an analysis of the development of three major schools of contemporary philosophy – phenomenology, existentialism, and analytic philosophy – and more recent philosophical developments, such as postmodernism. Special emphasis is given to Christian philosophers and the revival of Thomism. *3 credits*

#### PLTL 1242 Philosophical Logic

A study of the *ens rationis*, including: the nature of concept, judgment and inductive-deductive argument, basic notions of theory of language, theory of definitions, informal fallacies, syllogistic (Aristotelian) logic, propositional and predicate logic. The major emphasis is on the use of logic in philosophy and theology. *3 credits*

#### PLTL 2218 Philosophy of Being

A classical description of being in terms of essence of being; substance and accidents; transcendental characteristics of being; the laws of being, such as the four causes. Alternative metaphysical systems as related to theology. (Formerly PLTL 1218) *3 credits*

#### PLTL 2223 Philosophy of Nature

A study of *ens mobile*, including the analysis of movement and nature, the first division of being into substance and accidents, and the second division of being into matter and form in the Aristotelian-Thomistic tradition. Special analysis is given to Aristotle's physics and Aquinas' commentaries on Aristotle's books on nature. (Formerly PLTL 1223) *3 credits*

#### PLTL 2241 Philosophical Ethics

A study of *ens qua bonum*. The question of the moral nature of human action, what makes actions good and bad, and how this is knowable. Different ethical systems are examined along with the metaphysics they presuppose. Representative authors studied include Aristotle, Aquinas, Kant and Mill. Four areas are covered: the analysis of human action, natural law, moral conscience and theory of virtue. (Formerly PLTL 1241) *3 credits*

#### PLTL 2243 Theory of Knowledge

A study of *ens qua verum*, including a consideration of the ontological nature of human knowledge as knowledge, followed by an historical survey of epistemological theory, with special emphasis on the rise of critical philosophy in the modern period. Special emphasis is given to topics such as the notion of truth, certainty, evidence, the problem of skepticism, idealism and realism. (Formerly PLTL 1243) *3 credits*

#### PLTL 3214 Philosophy of Person

Basic issues of human reality and philosophical anthropology, including: fact of being; relation of body and soul; cognition; spirituality; relation of self to society; religion; and death. St. Thomas' realist metaphysics, contemporary existentialism and phenomenological methodology are employed to discuss the spirituality of the soul. The role of imagination and subconsciousness, the meaning of male and female and the role of the person in society. (Formerly PLTL 1214) *3 credits*

#### PLTL 3416 Philosophy of God

That part of metaphysics dealing with Being that is first absolutely. First principles and natural knowledge; arguments for the existence of God; ways to God, including the Thomistic approach; pantheism; Divine attributes. (Formerly PLTL 1416) *3 credits*

### Sacred Scripture

#### THEO 1102 The Bible: Word of God and Book of the Church

This course introduces students to the many ways Catholics have read and interpreted Sacred Scripture. Focusing on key Old Testament and New Testament passages, the course surveys historical-critical, narrative and canonical approaches, as well as methods grounded in liturgy and *lectio divina*, highlighting the advantages and challenges of each. *3 credits*

#### THEO 2111 Theology of the Old Testament

This course aims to clarify how and why the Hebrew Scriptures became the Old Testament of the Catholic Church. The course examines the various ways these Scriptures constitute the Word of God that is still normative for Catholic theology, worship and living. *3 credits*

#### THEO 2112 Theology of the New Testament

This course examines how the experience of Jesus Christ, especially in His death and resurrection, compelled His followers to interpret Him and the heritage of the Old Testament in a new light, how these insights opened new directions for Jesus' disciples beyond Judaism while also preserving the Old Testament as indispensable for comprehending God's revelation through the Paschal Mystery. *3 credits*

#### THEO 2113 The Apocryphal Bible

This course explores the wide range of Jewish and Christian writings that appeared c. 100 B.C. – 400 A.D., making claims to Scriptural status but ultimately rejected as such by each religious community. The origins and theology of these writings, their relation to Sacred Scripture and their impact on Christian thought and culture are considered. *3 credits*

**BIBL 3106 New Testament Greek I**

Introduction to New Testament Greek vocabulary and grammar, focusing on noun declensions and elementary verb tenses. Reading, translation, and analysis of short passages from the New Testament. *3 credits*

**BIBL 3107 New Testament Greek II**

Further study of New Testament Greek vocabulary and grammar, focusing on more advanced verb tenses and moods. Reading, translation, and analysis of passages from the New Testament. Prerequisite: BIBL 3106. *3 credits*

**Moral Theology****THEO 1203 New Life in Christ: Introduction to Roman Catholic Moral Theology**

This course examines the basic themes in Roman Catholic moral theology in light of the renewal of the discipline by the Second Vatican Council, *The Catechism of the Catholic Church*, the legacy of teachings from St. John Paul II and the integrating work of major Catholic theologians. *3 credits*

**THEO 2212 The Culture of Life**

This course examines how human personal life is fulfilled in social relationship; how the particular settings of family, nation and culture all receive a deeper understanding through the revelation of Jesus Christ; and how this reflection has led the Church to articulate a comprehensive body of teachings concerning social, legal, medical, political and economic institutions. *3 credits*

**THEO 3282 Morality through Fiction**

In accordance with Catholic Virtue Ethics, this course considers virtue within the framework of character formation and begins with the premise that we can learn how to be virtuous by watching other people's actions and decisions. Through readings of fiction, in dialogue with magisterial documents, this course addresses various ethical questions. (Cross-referenced to CORE 3940) *3 credits*

**Church History****THEO 2300 History of the Roman Catholic Church**

This course approaches Church history as a theological enquiry necessitated by the central Christian belief that God has entered time through the Incarnation. The course examines the history of the Catholic Church utilizing the methods and questions proper to the sciences of History and Theology. Recommended: HIST 1201 and 1202 taken previously. *3 credits*

**THEO 3321 Anti-Catholicism in the American Experience**

This course explores the complexity of anti-Catholicism as an aspect of American history and society. It critically examines the phenomenon from historical, sociological and theological perspectives and considers its implications for American culture and the Catholic Church in America. Recommended: HIST 1301 and 1302 taken previously. *3 credits*

**Spiritual Theology****THEO 1404 Life of the Soul: Introduction to Catholic Prayer and Spiritual Traditions**

This course considers the centrality in the Catholic tradition of: a spiritual life rooted in personal prayer; the Church's various traditions of prayer and spirituality (e.g. Benedictine, Dominican, Franciscan, Carmelite and Jesuit); and prayer as a basis of both radical personal transformation and modes of communal Christian life, (e.g. monasticism, religious life and ecclesial movements). *3 credits*

**THEO 3411 The Theology of Dante's Commedia**

This course entails a detailed reading of Dante's masterpiece *The Divine Comedy*. The poem's theological content will be uncovered, especially its doctrinal, spiritual, liturgical, biblical and historical layers as well as its artistic construction. *The Commedia* will be read in translation. *3 credits*

**Systematic Theology****THEO 1297 Catholic Liturgical Music I**

The course surveys the key elements of the development of sacred music as seen through the prism of 2000 years of musical development in the Roman Catholic Church. The course explores the music as it developed within the Mass and the Church's Liturgy of the Hours. It also chronicles the music as it developed along geographical, political and social contexts of the explored period. A core element of the class is the student's learning to sing Gregorian Chant. *3 credits*

**THEO 1501 To Know God: Introduction to Roman Catholic Doctrine**

This course explores the primary ways Catholicism believes God in Jesus Christ reveals Himself to humanity: through Sacred Scripture, tradition and magisterium; communal life and worship; personal prayer, moral development and spiritual growth; and the ongoing engagement of all these elements with human learning, reason and history. *3 credits*

**THEO 1502 The Church's Saving Mysteries: Introduction to Roman Catholic Liturgy and Sacraments**

This course considers the worship and sacraments of the Catholic Church as necessary expressions and celebrations of the presence of Jesus Christ's Incarnation and Paschal Mystery, how these encounters with Christ have shaped Catholic doctrine, and the role of liturgy and sacraments in human transformation to fulfillment in God. *3 credits*

**THEO 2512 Jesus Christ and the Mystery of the Church**

An exploration of how Christian reflection on the person and mission of Jesus Christ led to an understanding of His community of followers, whereby the Church becomes an object of faith; and how this Christological reflection is the basis of the Church's self-understanding, even in its concrete historical, cultural and institutional manifestations. *3 credits*

**THEO 2513 Apologetics**

This course examines how Christians have defended and proposed their faith from New Testament times to today. Emphasis is given to the various methods of apologetics that have developed as part of the Church's engagement of the

modern world's profoundly religious questions about humanity and society. *3 credits*

**THEO 2514 The Fathers of the Church**

This course introduces students to the writers and theologians of the Church's first seven centuries who laid the common foundations for Christianity's understanding of God, Jesus Christ, the Church, the Bible and the essentials of Christian living. Special attention is paid to the most pre-eminent of the Fathers and samples of their writings. *3 credits*

**THEO 2515 The Teachings of St. John Paul II**

The extensive legacy of teachings from St. John Paul II is examined, especially his emphasis on Jesus Christ as the basis for personal fulfillment, social responsibility and human culture. His contributions to a renewed sense of Christian mission following Vatican II and for the third millennium also are examined. *3 credits*

**THEO 2516 The Theology of Benedict XVI**

The rich theological enquiries of Joseph Ratzinger/Pope Benedict XVI as both a theologian and pontiff of the Vatican II Church form the basis of this course, in particular how his earlier academic contributions have related to his papal teachings and responsibilities. *3 credits*

**THEO 2520 Spiritual Transformation in Augustine's Confessions**

Augustine's Confessions contains several stories of spiritual transformation, not just an account of his own famous conversion. This course entails a close reading of the entire Confessions with a view toward how Augustine presents all these transformations. The course complements and augments what students encounter in the Core Curriculum Signature courses. *3 credits*

**THEO 3501 The Church's Marian Teaching**

This course provides a survey of the place of the Blessed Virgin Mary in the History of Salvation and, in particular, in the life of Christ and the Church. The main areas of concentration are Mary in the Scriptures; Mary in the writings of the Fathers of the Church; the Marian dogmas of the Church; the teaching of the contemporary Magisterium; Mary in the liturgy of the Church; the spiritual motherhood of Mary; the Marian orientation of Catholic spirituality; Mary in ecumenical and interreligious dialogue; and contemporary approaches, questions and controversies. *3 credits*

**THEO 3585 Creation and Science**

This course seeks to deepen a student's understanding of the relationship between the Catholic theology of creation and contemporary empirical science. Topics to be covered include the birth of science; the historical-philosophical environment of this birth; the interventions of recent Popes on the issue; the specificity of the cosmos as shown by current science; the unity of the cosmos and its beauty; the importance of philosophical realism; the doctrine of creation ex nihilo et cum tempore; the theory of the Big Bang; and the theory of evolution. Primary sources will be emphasized. (Cross-referenced to CAST 3003, CORE 3983 and STHO 6585) *3 credits*

**THEO 3591 Aquinas: Theologian of the Bible**

Thomas Aquinas gave up everything to join the Dominicans, an order of begging preachers. His primary job description was teacher of the Bible. This course explores Thomas Aquinas' project of faith seeking understanding. It examines his historical context and the various genres of his work, including his ample use of pagan philosophy, in order to understand how he tried to help preachers better understand and expound the theology of the Bible. *3 credits*

**THEO 4298 Catholic Liturgical Music**

This course is designed to introduce the student to the important liturgical documents of Vatican II which regulate sacred music in the Church. In addition to these documents, the course covers: the structure of the Mass, the Liturgical Year, knowledge of the Church Psalm tones, current music practices and resources, and more. *3 credits*

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# Division of Continuing Education and Professional Studies



Arts & Sciences Hall, Room 246  
1-888-227-2782

Website: [ceps.shu.edu](http://ceps.shu.edu)

E-mail: [CEPS@shu.edu](mailto:CEPS@shu.edu)

**Dean:** Karen A. Passaro, M.B.A., J.D.

**Assistant Dean:** Diane E. Russo, M.A.

The Division of Continuing Education and Professional Studies serves the personal and professional needs of a diverse community of learners through credit and non-credit courses, professional development programs, workshops, seminars, symposia, lecture series, and professional certification.

Uniquely positioned to respond to the needs of the adult learner, the Division of Continuing Education and Professional Studies provides the leadership in coordinating campus-wide academic partnerships to carry out the University's mission of educational outreach by offering a wide range of educational options through a full range of delivery methods and formats.

The Division of Continuing Education and Professional Studies also collaborates with academic departments to offer credit courses during summer and weekend semesters and works with faculty and administrative units to develop short-term travel-study programs supporting the development of traditional and non-traditional student populations.

Committed to maximizing the capacity to learn, whether it is on-campus, off-campus, or "anytime-anyplace," the

Division of Continuing Education and Professional Studies facilitates access to the outstanding academic and enrichment programs available through Seton Hall University.

The Division of Continuing Education and Professional Studies works with the colleges and schools to offer online degree and certificate programs as well as other online learning offerings that are designed for professionals who have the ability, desire and dedication to accept the rigors of a fast-paced, challenging curriculum.

Utilizing a web-based online delivery system, these programs provide a rich educational experience. Completing learning offerings online, students are able to earn the credential while continuing to meet professional and personal commitments.

The Division of Continuing Education and Professional Studies serves the educational aspirations and professional needs of students from the region and across the nation. CEPS works with outside organizations to customize learning opportunities for employees whether on campus, on online or on-site. CEPS also enjoys the Society for Human Resource Management Recertification Provider Status through 2019. Committed to utilizing the technological advantages that web-based delivery affords and the Seton Hall University high level of academic quality that students deserve, students can pursue their education "anytime-anyplace."

# Directory

## Contact Information

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Chair: Mark P. Holtzman

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Office of Graduate Admissions  
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Associate Provost: Chris Cuccia

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University Archivist: Alan B. Delozier

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Walsh Library  
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Secretary Designee to the Board of Regents: Robert J. Sloan

**Budget Office**

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 (973) 761-9369  
 Associate Vice President for Financial Planning and Budget:  
 David Rider

**Bursar/Student Accounts**

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 Bursar: Catherine Winterfield

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**Business Affairs, Office of**

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 Director: Peter Trunk

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 Dean: Joyce A. Strawser

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 Director: Ibiyemi Adesanya

**Campus Ministry**

Boland Hall  
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 Director: Reverend Colin Kay

**Campus Tours**

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 1-800-THE-HALL (843-4255)

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 Director: Reesa Greenwald

**Catholic School Leadership Program**

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 Director: Constance McCue

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Walsh Library  
 (973) 275-5845  
 Chair: Ines Murzaku

**Catholic Theology, Undergraduate Degree Program in**

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 Associate Dean for Undergraduate Studies:  
 Director: Sister Maria Pascuzzi

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Jubilee Hall Rm 518  
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 Director: Setrak K. Tanielyan

**Center for Catholic Studies**

Fahy Hall  
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 Director: Monsignor Richard Liddy

**Center for Computational Research**

Science and Technology Center (McNulty Hall)  
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 Director: Stephen Kelty

**Center for Diaconal Formation**

Lewis Hall  
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 Director: Deacon Andrew E. Saunders

**Center for Emerging Powers and Transnational Trends**

McQuaid Hall  
 (973) 275-2515  
 Director: Ann Marie Murphy

**Center for Entrepreneurial Studies**

Jubilee Hall  
 (973) 275-2251  
 Director: Susan Scherreik

**Center for Functional Materials**

Science and Technology Center (McNulty Hall)  
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 Director: Sergiu M. Gorun

**Center for Global Health Studies**

McQuaid Hall  
 (973) 275-2815  
 Director: Yanzhong Huang

**Center for Health and Pharmaceutical Law and Policy**

Seton Hall Law School  
(973) 642-8863  
Director: John V. Jacobi

**Center for Interprofessional Education in Sciences**

Interprofessional Health Sciences Campus  
(973) 275-2457  
Director: Genevieve Pinto Zipp

**Center for Mobile Research & Innovation**

Jubilee Hall  
(973) 275-2868  
Director: Michael A. Taylor

**Center for Peace and Conflict Studies**

McQuaid Hall  
(973) 275-2515  
Director: Zheng Wang

**Center for Public Service**

Jubilee Hall  
(973) 761-9501  
Director: Naomi Wish

**Center for Securities Trading and Analysis**

Jubilee Hall 559  
(973) 761-9125  
Director: Elven Riley

**Center for Sport Management**

Jubilee Hall  
(973) 761-9707  
Director: Charles Grantham

**Center for United Nations and Global Governance Studies**

McQuaid Hall  
(973) 275-2515  
Director: Reverend Brian Muzás

**Center for Vocation and Servant Leadership**

Presidents Hall  
(973) 313-6042  
Acting Director: Monsignor C. Anthony Ziccardi

**Certificate of Eligibility with Advanced Standing**

Jubilee Hall  
(973) 3131-6027  
Director: Lauren McFadden

**Charles and Joan Alberto Italian Studies Institute**

Walsh Library  
(973) 275-2926  
Director: Gabrielle Romani

**Chemistry and Biochemistry, Department of**

Science and Technology Center (McNulty Hall)  
(973) 761-9414  
Chair: Stephen Kelty

**Chemistry, Ph.D. and M.S. in**

Science and Technology Center (McNulty Hall)  
(973) 313-6359  
Director of Graduate Studies: David Sabatino

**Circulation Desk**

Walsh Library  
(973) 761-9435

**Classical Studies Program**

Fahy Hall  
(973) 761-9458  
Director: Frederick J. Booth

**Clinical Skills Lab, Nursing**

Interprofessional Health Sciences (IHS) Campus  
(973) 761-9315  
Coordinator: Kathryn Sanok

**College Seminary Program**

Marshall Hall  
(973) 761-9420  
Rector: Reverend John J. Chadwick

**Communication and The Arts, College of**

Arts and Sciences Hall  
(973) 275-4871  
Dean: Deirdre Yates

**Communication and the Arts, Department**

Arts and Sciences Hall  
(973) 275-4842  
Chair: Renee Robinson

**Communication and the Arts, Graduate Programs in**

Arts and Science Hall, Room 220  
(973) 761-9490  
Assistant Dean of Graduate Studies: Ryan Hudes

**Community Research and Engagement, Center for**

Jubilee Hall  
(973) 761-9683  
Executive Director: Roseanne Mirabella

**Compliance Office**

Presidents Hall  
(973) 313-6132  
Compliance Officer: Lori A. Brown

**Computer Science, Department of Mathematics and**  
 McQuaid Hall  
 (973) 761-9466  
 Chair: John T. Saccoman

**Computing and Decision Sciences, Department of**  
 Jubilee Hall  
 (973) 761-9250  
 Chair: David A. Rosenthal

**Continuing Education and Professional Studies, Division of**  
 Arts and Sciences Hall, Room 24  
 (973) 761-9250  
 Dean: Karen A. Passaro

**Controller**  
 Bayley Hall  
 (973) 761-9003  
 Controller: John Passaro

**Counseling and Psychological Services**  
 Mooney Hall  
 (973) 761-9500  
 Director: Dianne Aguero-Trotter

**Cybersecurity Program**  
 McQuaid Hall  
 (973) 761-9466  
 Director: Manfred Minimair

**Data Science, M.S. in**  
 McQuaid Hall  
 (973) 761-9466  
 Director: Manfred Minimair

**Data Visualization and Analysis Program**  
 McQuaid Hall  
 (973) 761-9466  
 Director: Manfred Minimair

**Dean of Students Office**  
 University Center  
 (973) 761-9076  
 Dean: Karen Van Norman

**Development, Department of**  
 Ring Building  
 (973) 378-2696  
 Associate Vice President: Sheila Wolfinger

**Developmental Math Center**  
 Arts and Sciences Hall  
 (973) 761-9765  
 Coordinator: Wendiann Sethi

**Diplomacy and International Relations, Department of**  
 McQuaid Hall  
 (973) 275-2507  
 Chair: Martin Edwards

**Diplomacy and International Relations, School of**  
 McQuaid Hall  
 (973) 275-2516  
 Dean: Andrea Bartoli

**Disability Support Services**  
 Duffy Hall  
 (973) 313-6003  
 Director: Angela Millman

**Economics and Legal Studies, Department of**  
 Jubilee Hall  
 (973) 761-7168  
 Chair: Henry Amoroso

**Education and Human Services, College of**  
 Jubilee Hall  
 (973) 761-9025  
 Dean: Maureen Gillette

**Education, Graduate Administrative Services**  
 Jubilee Hall  
 (973) 761-9668  
 Director: Diana Minakakis

**Education Leadership, Management and Policy, Department of**  
 Jubilee Hall  
 (973) 761-9397  
 Chair: Elaine Walker

**Educational Opportunity Program**  
 Alfieri Hall  
 (973) 761-9161  
 Associate Dean/Director: Majid Whitney

**Educational Studies, Department of**  
 Jubilee Hall  
 (973) 275-2724  
 Chair: Daniel Katz

**Elizabeth Ann Seton Center for Women's Studies**  
 Fahy Hall  
 (973) 761-9447  
 (973) 275-2176  
 Co-Directors: Vanessa May and Karen Gevirtz



**English, Department of**

Fahy Hall  
(973) 761-9387  
Chair: Angela Weisl

**English as a Second Language Program**

Jubilee Hall  
(973) 761-9254  
Director: William McCartan

**English, M.A. in**

Fahy Hall  
(973) 275-9388  
Director of Graduate Studies: Jonathan Farina

**Enrollment Services**

Bayley Hall  
1-800-THE-HALL (843-4255), (973) 761-9332  
Vice President for Enrollment Management: Alyssa McCloud

**Environmental Studies, B.A. in**

Fahy Hall  
(973) 761-2868  
Director: Michael Taylor

**Facilities Engineering and Office of Business Affairs**

Bayley Hall  
(973) 761-9615  
Associate Vice President: John Signorello

**Facilities Engineering**

Facilities Office  
(973) 761-9454  
Director: Leon Vandemeulebroeke

**Finance, Department of**

Jubilee Hall  
(973) 761-9127  
Chair: Anthony Loviscek

**Financial Affairs**

Bayley Hall  
(973) 761-9318, (973) 761-9011  
Vice President for Finance and Chief Financial Officer:  
Stephen A. Graham  
Associate Vice President: Robert McLaughlin

**Financial Systems**

Bayley Hall  
(973) 761-9687  
Director: Susanne Kunigelis

**Freshman Studies and Special Academic Programs**

Mooney Hall Room 11  
(973) 275-2286  
Dean: Robin Cunningham  
Coordinator: Maggie Hernandez

**G.K. Chesterton Institute for Faith and Culture**

Walsh Library  
(973) 275-2594  
Director: Reverend Ian Boyd

**General Counsel**

Presidents Hall  
(973) 761-9190  
Vice President and General Counsel: Catherine A. Kiernan

**Gerontology, Multidisciplinary Certificate in**

Arts and Sciences Hall  
(973) 761-9170  
Contact: Rhonda Quinn

**Gibbons Institute of Law, Science and Technology**

Seton Hall Law School  
(973) 642-8380  
Academic Director: David Operbeck

**Government and Community Relations, Department of**

Ring Building  
(973) 378-9847  
Interim Vice President: Matthew Borowick

**Graduate Nursing, Department of**

Interprofessional Health Sciences Campus  
(973) 761-9273  
Chair: Judith Lothian

**Graduate Special Education - College of Education and Human Services**

Jubilee Hall  
(973) 313-6207  
Director: Lauren McFadden

**Grants Accounting Office**

Bayley Hall  
(973) 761-9324  
Contact: Brenda Dunlop

**Grants and Research Services, Office of**

Presidents Hall  
(973) 275-4654  
Director: Michael LaFontaine

**Health Administration Program**

Alfieri Hall  
 (973) 275-2800  
 MHA Program: Anne Hewitt

**Health and Medical Sciences, School of**

Interprofessional Health Sciences (IHS) Campus,  
 Building 123  
 (973) 275-2800  
 Dean: Brian B. Shulman

**Health and Physical Education Programs**

Jubilee Hall  
 (973) 761-7498  
 Coordinator: Daniel Katz

**Health Law and Policy Program**

Seton Hall University School of Law  
 One Newark Center, Newark, NJ 07102  
 (973) 642-8871  
 Faculty Director: John V. Jacobi

**Health Professions Advisement**

Arts and Sciences Hall  
 (973) 761-9487  
 Director: Roberta Moldow

**Health Services**

303 Centre Street  
 (973) 761-9175  
 Director: Diane Lynch

**History, Department of**

Fahy Hall  
 (973) 275-2984  
 Chair: Thomas Rzeznek

**History, M.A. in**

Fahy Hall  
 (973) 275-2984  
 Director of Graduate Studies: Dermot Quinn

**Honors Program**

Fahy Hall  
 (973) 275-2011  
 Interim Director: Rev. John Ranieri

**Housing and Residence Life, Department of**

Duffy Hall, Room 68  
 (973) 761-9172  
 Director: Timothy Moran

**Human Resources, Department of**

Martin House  
 366 South Orange Avenue  
 South Orange, NJ 07079  
 (973) 761-9621  
 Director: Michael Silvestro

**Immaculate Conception Seminary Library**

Lewis Hall  
 (973) 761-9336  
 Director: Reverend Lawrence B. Porter

**Immaculate Conception Seminary School of Theology**

Lewis Hall  
 (973) 761-9575  
 Rector/Dean: Monsignor Joseph R. Reilly

**Information Technology, Department of**

Walsh Library  
 (973) 275-2929  
 Chief Information Officer: Stephen G. Landry

**Information Technology Services**

Corrigan Hall  
 (973) 275-2490  
 Executive Director: Bernd Walter

**Institute for Advanced Study of Rehabilitation and Sports Science**

Interprofessional Health Sciences (IHS) Campus  
 (973) 275-2918  
 Director: Michael LaFountaine

**Institute for Christian Spirituality**

Lewis Hall  
 (973) 761-9353  
 Director: Dianne M. Traflet

**Institute of Communication and Religion**

Arts and Sciences Hall  
 (973) 275-4844  
 Director: Jon Radwan

**Institute for International Business**

Jubilee Hall  
 (973) 275-2957  
 Director: Larry McCarthy

**Institute for International Schools**

Jubilee Hall  
 (973) 275-2854  
 Director: Charles P. Mitchel

**Institute of Judaeo-Christian Studies**

Fahy Hall  
(973) 761-9751  
Director: Reverend Lawrence E. Frizzell

**Institute of Museum Ethics**

Art Center  
(973) 275-2908  
Director: Gregory Stevens

**Institute of NeuroImmune Pharmacology**

Science and Technology Center (McNulty Hall)  
(973) 275-2340  
Director: Sulie L. Chang

**Instructional Design and Technology Program**

Jubilee Hall  
(973) 275-2733  
Director: Joseph Martinelli

**Internal Audit**

Presidents Hall  
(973) 275-2036  
Executive Director: Alison MacMillan

**International Programs, Office of**

Presidents Hall  
(973) 761-9072  
Director: Maria V. Bouzas

**Internships**

Bayley Hall  
(973) 761-9355  
Director: Reesa Greenwald

**Interprofessional Health Sciences and Health Administration, Department of,**

Interprofessional Health Sciences (IHS) Campus  
(973) 275-2449  
Chair: Terrence Cahill

**Italian Studies Program**

Fahy Hall  
(973) 275-2718  
Director: David Bénéteau

**Jewish-Christian Studies, M.A. in**

Fahy Hall  
(973) 761-9751  
Director of Graduate Studies: Reverend Lawrence E. Frizzell

**Joseph A. Unanue Latino Institute**

Fahy Hall  
(973) 761-9422  
Executive Director: Stephanie Macias-Arlington

**LLC Global Learning Center**

Fahy Hall  
(973) 761-9457  
Director: Michael Stone

**Languages, Literatures and Cultures, Department of**

Fahy Hall  
(973) 761-5849  
Chair: Diana Alvarez-Amell

**Latin American and Latino/Latina Studies, B.A. in**

Fahy Hall  
(973) 275-2764  
Director: Matthew Escobar

**Law, School of**

One Newark Center  
Newark, NJ 07102  
(973) 642-8750 - Dean's Office  
(973) 642-8747 - Admissions  
Dean: Kathleen M. Boozang

**Legal Studies in Business, Minor in**

Jubilee Hall  
(973) 761-9511  
Adviser: Richard J. Hunter Jr.

**Liberal Studies, B.A. in**

Fahy Hall Room 314  
(973) 761-9000 Ext. 5183  
Director: Mark B. Couch

**Management, Department of**

Jubilee Hall  
(973) 761-9798  
Chair: Paula Alexander

**Marketing, Department of**

Jubilee Hall  
(973) 761-923  
Chair: Stephen Pirog

**Market Research Center**

Jubilee Hall  
(973) 761-9703  
Director: Adam Warner

**Mathematics and Computer Science, Department of**

McQuaid Hall  
(973) 761-9466  
Chair: John T. Saccoman

**Micah Institute for Business and Economics**

Presidents Hall  
(973) 275-2525  
Interim Director: Therese Liddy

**Micah Center for Business Ethics**

Jubilee Hall  
(973) 761 7168  
Director: Henry Amoroso

**Mission and Ministry, Office of**

Presidents Hall  
(973) 313-6187  
Vice President and Executive Director: Monsignor C. Anthony Ziccardi

**Modern Languages Programs**

Fahy Hall  
(973) 761-5849  
Chair: Diana Alvarez-Amell

**Museum Professions, M.A.**

Arts Center  
(973) 761-7966  
Director: Gregory Stevens

**Music Programs**

College of Communication and the Arts  
Corrigan Hall  
(973) 275-2450  
Chair: Dena Levine

**Networking and Telecommunications**

Corrigan Hall  
(973) 761-9214  
Director: Matthew J. Stevenson

**Nonprofit Sector Resource Institute**

Jubilee Hall  
(973) 761-9734  
Director: Audrey Winkler

**Nursing, College of**

Interprofessional Health Sciences (IHS) Campus  
340 Kingsland St.  
Nutley, NJ 07110  
(973) 761-9282  
Dean: Marie C. Foley

**Occupational Therapy, Department of**

Interprofessional Health Sciences (IHS) Campus  
(973) 761-7145  
Chair: Ruth Segal

**Parking Services**

Duffy Hall  
(973) 761-9329  
Manager: Ann Szipszky

**Patient Simulation Labs**

Interprofessional Health Sciences (IHS) Campus  
(973) 761-9299  
Director for Nursing: Robert Scoloveno, Ph.D.

**Payroll**

Bayley Hall  
(973) 761-9364  
Manager: Jenny Pu

**PC Support Services**

Corrigan Hall  
(973) 761-9551  
Director: John Fernandes

**Philosophy, Department of**

Fahy Hall  
(973) 275-2179  
Chair: Mark Couch (Fall 2019); Abe Zakhem (Spring 2020)

**Physical Therapy, Department of**

Interprofessional Health Sciences (IHS) Campus  
(973) 275-2051  
Chair: Doreen Stiskal

**Physician Assistant, Department of**

Interprofessional Health Sciences (IHS) Campus  
(973) 275-2596  
Chair: Christopher Hanifin

**Physics, Department of**

Science and Technology Center (McNulty Hall)  
(973) 761-9050  
Chair: Mehmet Alper Sahiner

**Pirate Blue Athletic Fund**

Richie Regan Recreation and Athletic Center  
(973) 378-2681  
Director: Bryan Felt

**Police Graduate Studies Program**

Jubilee Hall  
(973) 761-9223  
Director: Monsignor Christopher Hynes

**Political Science and Public Affairs, Department of**

Jubilee Hall  
(973) 761-9383  
Chair: W. King Mott

**Pre-Law Advisement, Office of**

Jubilee Hall  
(973) 761-9212  
Adviser: Geoffrey Upton

**Pre-Medical/Pre-Dental Plus Program**

Arts and Sciences Hall  
(973) 761-9648  
Director: Majid Whitney

**President, Office of the**

Presidents Hall  
(973) 761-9620  
President: Joseph Nyre

**Priest Community**

Presidents Hall  
(973) 761-9121  
Minister: Monsignor Robert F. Coleman

**Procurement**

Bayley Hall  
(973) 761-9782  
Director: Martin Koeller

**Professional Psychology and Family Therapy,  
Department of**

Jubilee Hall  
(973) 275-2734  
Chair: Sandra Lee  
Co-Chair: Thomas Massarelli

**Project Acceleration**

Fahy Hall  
(973) 761-9224  
Director: Francesca Phillippy, M.A.

**Provost and Executive Vice President, Office of the**

Presidents Hall  
(973) 761-9655  
Interim Provost and Executive Vice President: Karen Boroff

**Psychology, Department of**

Jubilee Hall  
(973) 761-9484  
Chair: Amy Silvestri Hunter

**Psychology, M.S. in Experimental**

Jubilee Hall  
(973) 275-2703  
Director of Graduate Studies: Amy Joh

**Public Administration, M.P.A.**

Jubilee Hall  
(973) 761-9510  
Director of Graduate Studies: Matthew Hale

**Public Relations and Marketing, Department of**

519 South Orange Avenue  
(973) 378-9856  
Associate Vice President: Dan Kalmanson

**Public Safety and Security, Department of**

Security Building  
(973) 761-9328  
Assistant Vice President: Patrick P. Linfante

**Public Service, Center for**

Jubilee Hall  
(973) 761-9501  
Director: Naomi Wish

**Radio Station WSOU-FM**

Richie Regan Recreation  
(973) 761-WSOU  
General Manager: Mark Maben

**Recreational Services**

Richie Regan Recreation and Athletic Center  
(973) 761-9722

**Registrar**

Bayley Hall  
(973) 761-9374  
University Registrar: Mary Ellen Farrell

**Religion, Department of**

Fahy Hall  
(973) 275-5847  
Chair: Ki Joo Choi

**Richie Regan Recreation and Athletic Center**

(973) 761-WSOU

**ROTC/Military Science**

Mooney Hall  
(973) 761-9446  
Chair: Lt. Col. Russell Lemler

**Russian and East European Studies Program**

Fahy Hall  
(973) 761-9386  
Director: Maxim Matusevich

**Ruth Sharkey Academic Resource Center**

Arts and Sciences Hall  
(973) 761-9108  
Director: Brandon Larmore

**School Library Media Specialist Certificate Program**

Jubilee Hall  
(973) 275-2733  
Director: Joseph J. Martinelli

**Seton Center for Community and Population Health**

Alfieri Hall  
(973) 275-2070  
Director: Anne M. Hewitt

**Seton Hall Sports Poll Conducted by the Sharkey Institute**

Jubilee Hall  
(973) 313-6201  
Director: Richard Gentile

**Setonian, The**

Bishop Dougherty University Center  
(973) 761-9083

**Sister Rose Thering Fund for Education in Jewish-Christian Studies**

Fahy Hall  
(973) 761-9006  
Administrator: Clare Giangreco

**Social and Behavioral Sciences Program**

Department of Sociology, Anthropology and Social Work  
Jubilee Hall  
(973) 275-4820  
Director: Mark Horowitz

**Social Work, B.A.**

Fahy Hall  
(973) 761-9470  
Director: Dawn Apgar

**Social Work, M.A.**

Arts and Sciences Hall  
(973) 761-9470  
Director: Matthew Corrigan

**Sociology, Anthropology and Social Work, Department of**

Jubilee Hall  
(973) 761-9170  
Chair: Rhonda Quinn

**Sophomore Center and Pre-Major Advising**

Mooney Hall room 14  
(973) 275-2105  
Adviser: Megan Gottlieb

**Speech-Language Pathology, Department of**  
Interprofessional Health Sciences (IHS) Campus  
(973) 275-2825  
Chair: Vikram N. Dayalu

**Stillman School of Business**

Jubilee Hall  
(973) 761-9222  
Dean: Joyce A. Strawser

**Student Financial Aid**

Bayley Hall  
(800) 222-7183  
Director: Javonda Asante

**Student Life, Department of**

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

**Student Services, Division of**

Bishop Dougherty University Center  
(973) 761-9075  
Interim Vice President: Robin L. Cunningham  
Associate Vice President and Dean of Students: Karen Van Norman  
Assistant Vice President: Monica Burnette

**Summer Session**

Arts and Sciences Hall, Room 24  
(973) 761-9250  
Dean of Continuing Ed. and Professional Studies: Karen Passaro

**Teaching, Learning and Technology Center**

Walsh Library  
(973) 275-2929  
Director and Associate CIO: Paul Fisher

**Technology Service Desk**

Corrigan Hall  
(973) 275-2222  
Manager: Vivek Ajvalia

**The Gerald P. Buccino '63 Center for Leadership Development**

Jubilee Hall  
(973) 275-2528  
Director: Michael M. Reuter

**Theatre**

College of Communication and The Arts  
Fahy Hall  
(973) 761-9474  
Program Coordinator: Peter Reader

**Ticket Office, Athletic**

Richie Regan Recreation and Athletic Center  
(973) 275-4255

**Transfer Student Center**

Mooney Hall room 15  
(973) 275-2387  
Director: Hezal Patel

**TRIO Program, Upward Bound**

Mooney Hall 24  
(973) 761-7161  
Director: Marva Cole-Friday

**Undergraduate Nursing, Department of**

Interprofessional Health Sciences Campus  
(973) 761-9303  
Chair: Kristi Stinson

**University Advancement, Office of**

Ring Building  
(973) 378-9801  
Interim Vice President: Matthew Borowick

**University Core**

Fahy Hall  
(973) 275-5847  
Director: Nancy Enright

**University Honors Program**

Fahy Hall  
(973) 275-2011  
Director: Rev. John Ranieri

**University Libraries**

Walsh Library  
(973) 761-9005  
Dean: John E. Buschman

**Upward Bound**

Mooney Hall 24  
(973) 761-7161  
TRIO Director: Marva Cole-Friday

**Walsh Gallery**

Walsh Library  
(973) 275-2033  
Director: Jeanne Brasile

**Women and Gender Studies Program**

Fahy Hall  
(973) 275-2176  
(973) 761-9447  
Co-Directors: Vanessa May and Karen Gevirtz

**Writing Center**

Arts and Sciences Hall, Room 206  
(973) 761-9000, Ext. 7501  
Director: Arundhati Sanyal

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# Directions to the University

## By Taxi

**From Newark Airport Terminal A, B or C:** Taxis are available 24/7 and feature flat rates to the University.

## By Bus

**From New York Port Authority.** Take NJ Transit bus #107 to Ward Place. Walk approximately 1/5 mile to the University.

**From Newark.** Please visit the following link for NJ Transit's bus schedule: [http://www.njtransit.com/sf/sf\\_servlet.srv?hdnPageAction=BusTo](http://www.njtransit.com/sf/sf_servlet.srv?hdnPageAction=BusTo)

**From Irvington Terminal.** Take NJ Transit bus #107 to Ward Place. Walk approximately 1/5 mile to the University.

**From Bloomfield Center.** Take NJ Transit bus #92 to South Orange. Walk approximately 3/5 mile on South Orange Avenue to the University.

**From Orange, East Orange Grove Street Area.** Take NJ Transit bus #90 to South Orange Avenue. Walk approximately 3/5 mile to the University.

**From Orange, East Orange Main Street and Day Street Area.** Take NJ Transit bus #92 along Scotland Road to South Orange. Walk approximately 3/5 mile on South Orange Avenue to the University.

**From Jersey City.** Take PATH train or NJ Transit bus #1 to Penn Station. Transfer to South Orange Avenue bus #31 Maplewood to the University. Or take PATH train to Hoboken, transfer to NJ Transit, Morris and Essex Lines, train to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

**From Springfield, Chatham, Morristown.** Take NJ Transit bus #70 to the Maplewood Loop (Millburn Avenue and Valley Street). Transfer to South Orange Avenue bus #31 at Valley Street to the University.

## By Car

**From 280 East.** Take Exit 11 (Center Street, Orange.) Turn right onto South Center Street. (South Center Street becomes Centre Street.) Follow it approximately 2 miles to the intersection of South Orange Avenue and Centre Street. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

**From 280 West.** Take Exit 11B. (Day Street/Essex Avenue, Orange.) Off-ramp becomes Freeway Drive West. Make a left at the second light onto South Day Street (Joyce Carnegie Place). Make a left at the next light onto Freeway Drive East. Turn right at the next light onto South Center Street. (South Center Street becomes Centre Street.) Follow it approximately 2 miles to the intersection of South Orange Avenue and Centre Street. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

**From 78 East (Local).** Take Exit 49B (Maplewood). Stay to the right off the exit. Make the second right, which is a jug

handle, and cross over Springfield Avenue onto Valley Street. Take this street approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter through the Farinella Gate on the right.

**From 78 West (Local).** Take Exit 50B (Millburn), and turn right onto Vauxhall Road. Go three lights and bear right onto Valley Street. Take this street approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter through the Farinella Gate on the right.

**From The Garden State Parkway (North or South).** Take the Garden State Parkway to Exit 145. Follow directions for 280 West.

**From The New Jersey Turnpike.** Take the New Jersey Turnpike to Exit 15W. Follow directions for 280 West.

**From Connecticut.** Take Route 84 West into New York State until 84 ends. Take 684 South toward White Plains/Tappan Zee Bridge. Take 287 West over Tappan Zee Bridge. Take Exit 14A (Garden State Parkway South) to Exit 145. Follow directions for 280 West.

**From New York City.** Go through either the Lincoln or Holland tunnel. From the Lincoln Tunnel, take the New Jersey Turnpike South to Exit 15W. From Holland Tunnel, take the New Jersey Turnpike North to Exit 15W. Follow directions for 280 West.

**From Pennsylvania.** Take the Pennsylvania Turnpike East to the New Jersey Turnpike North. Get off the Turnpike at Exit 11 (Garden State Parkway North). Take the Parkway to Exit 145. Follow directions for 280 West.

## By Train

**From Newark.** Take NJ Transit, Morris and Essex lines, to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

**From Bloomfield Center.** Take NJ Transit, Morris and Essex lines, to South Orange Station. Walk approximately 3/5 mile on South Orange Avenue to the University.

**519 South Orange Avenue.** As of June 2014, the Department of Public Relations and Marketing is located in this building.

**525 South Orange Avenue.** Enrollment Services offices and art studios are located in this building.

**Interprofessional Health Sciences (IHS) Campus at Nutley** Please see directions on the IHS Campus web site: <https://www.shu.edu/interprofessional-health-sciences-campus.cfm>



# University Buildings

**Alfieri Hall.** Alfieri Hall, completed in 1984, contains classrooms and faculty offices for the School of Theology, offices of the Educational Opportunity Program, and the Computer Training Center. The Department of Graduate Programs in Health Sciences is located on the lower level.

**Alumni Hall.** Alumni Hall was planned as a 25th anniversary gift to commemorate the opening of Seton Hall College in 1856. The needed funds were not raised in 1881, but the fund drive continued, and the building was dedicated in 1886 to commemorate the opening and first graduation in South Orange in 1861. Alumni Hall houses the Chapel of the Good Shepherd of Immaculate Conception Seminary School of Theology, as well as the School's administrative offices.

**Art Center.** Originally a carriage house built between 1890 and 1895, and now a registered national landmark, this red brick Victorian building has been preserved and renovated and was officially dedicated in May 1974 as the University's Art Center. It houses an art gallery, studios, classrooms and faculty offices.

**Arts and Sciences Hall.** Opened in 1973, the building houses the Ruth Sharkey Academic Resource Center, lecture halls, seminar rooms, conference rooms, classrooms, and offices for College of Arts and Sciences faculty and administrative personnel, the Dean's office for the College of Communication and the Arts and Graduate Studies for the College of Communication and the Arts.

**Bayley Hall.** Erected in 1913 and named for Bishop James Roosevelt Bayley, first Bishop of Newark and nephew of Elizabeth Seton, Bayley Hall is used for business and administrative purposes, and houses Enrollment Services.

**Bethany Hall.** Positioned at the main entrance to campus, Bethany Hall is named after the Biblical village where Mary, Martha and their brother Lazarus received Jesus into their home. Offering a welcoming first impression to prospective students and families, the three-story 68,000-square-foot building is the central location for all admissions activities. Bethany Hall features a below-level parking garage, an admissions suite, event and meeting rooms, pre-function/gallery space, and provides a home for University events. Bethany Hall was dedicated in June 2018 in honor of Monsignor Robert Sheeran '67, whose 30 years of priestly service to the University included 15 years as president.

**Bishop Dougherty University Center.** Named for Bishop John J. Dougherty, president of Seton Hall from 1960-70, the University Center contains meeting rooms, dining areas, lounges, an art gallery and Theatre-in-the-Round. It houses the offices of student government, the Department of Student Life and the the vice president for Student Affairs.

**Chapel of the Immaculate Conception.** The Chapel of the Immaculate Conception has been the center of campus religious life since 1863 and was renovated and restored in 2008. Open every day, the chapel serves as a place of meditation and prayer for all members of the University community. Several Masses are offered on weekdays and on Sundays.

**Corrigan Hall.** Named after Bishop Michael A. Corrigan and Reverend James H. Corrigan, brothers who served as second and third presidents of Seton Hall, this building contains offices, the facilities for Computing Services, classrooms, music studios, and labs.

**Duffy Hall.** Classrooms, offices, the Bookstore, Parking, Campus ID, Disability Support Services, and the Department of Housing and Residence Life, are located in this building.

**Fahy Hall.** Opened in 1968, this building houses many departments of the College of Arts and Sciences, as well as the dean of this College. In addition to classrooms and faculty offices, it contains communication laboratories, the LLC Global Learning Center, and a television studio.

**Jubilee Hall.** With six stories and more than 126,000 square feet of academic space, this structure provides a home for the Stillman School of Business, the College of Education and Human Services, the New Jersey Center for Civic and Law-Related Education and the Departments of Political Science, Psychology, Public and Healthcare Administration, and Sociology, Anthropology and Social Work. It contains 156 faculty and administrative offices and 30 teaching spaces, from seminar rooms that seat eight people to an auditorium seating 390. It also features a central, three-story skylit atrium where students and faculty can congregate informally. A major feature of the building is the technological capabilities it brings to the teaching and learning processes. These include fixed and flexible seating classrooms with the most contemporary information and distance-learning technologies that facilitate the transmission of lectures all over the world; laboratories with one-way observation mirrors; and classrooms with power for laptop computers at each seat.

**Lewis Hall/Immaculate Conception Seminary School of Theology.** Lewis Hall was completed in 1984 and houses Immaculate Conception Seminary School of Theology, including Seminary faculty and student residences, a dining hall, lounges, the Monsignor James C. Turro Theology Library and temporary faculty offices.

**Marshall Hall.** Built in the 1890s under the direction of Reverend William Marshall, this three-story building is situated to the east side of Presidents Hall. The building's main level contains a newly restored Regents Suite and Regents Board Room. Marshall Hall connects via a gallery passage and a stair tower with marble treads and wrought-iron railing serves the second floor level.

**Martin House.** The location of the Department of Human Resources, a private home for many years, was dedicated on November 3, 2006, the feast day of Saint Martin de Porres (1579-1639). The building, located at 366 South Orange Avenue, was named Martin House in honor of the Dominican brother, known for his many good works among the poor of Lima, Peru, and a model of servant leadership.

**McQuaid Hall.** Named after Bishop Bernard McQuaid, first president of Seton Hall, this building was constructed in the early 1900s. The School of Diplomacy and International Relations is located on a major section of the first floor of this building. The Department of Mathematics and Computer Science is located on the second floor.

**Mooney Hall.** Named for Monsignor James Mooney, president of Seton Hall from 1907-22, the building houses Freshman Studies, the Transfer Student Center, Sophomore Center and Pre-Major Advising, ROTC/Military Science, Special Academic Services, Counseling and Psychological Services, the Mailroom, the Print Shop, the University CORE, Upward Bound and classrooms and offices.

**Presidents Hall.** Visually the "centerpiece" of campus, Presidents Hall dates back to 1867. It houses administrative offices, including those of the president, provost and executive vice president, general counsel, planning, and the Office of International Programs.

**Residence Halls.** Seton Hall has housing capacity for approximately 2,400 students. The residence halls include Cabrini, Neumann, Serra, Xavier, Aquinas, and North and South Boland halls. Ora Manor Apartments, Turrell Manor and St. Andrew's Hall provide University housing off campus.

**Ring Building.** Located at 457 Centre Street, this building houses the Division of University Advancement, including the vice president's office and the departments of Alumni Relations, Advancement Services, Development, and Government and Community Relations.

**Science and Technology Center (McNulty Hall).**

This building contains newly updated classrooms, teaching and research laboratories, faculty offices, conference rooms and a 230 seat amphitheater. This building has undergone an extensive redesign and was reopened in August 2007. The Departments of Biological Sciences, Chemistry and Biochemistry, and Physics are located in this newly renovated Science and Technology Center.

**Seton Hall Law School Building.** Seton Hall Law School opened its doors to its first class on the old site of John Marshall Law School, located at 40 Journal Square, Jersey City, in 1951. Twenty years later, in 1971, the School relocated to 1111 Raymond Boulevard, Newark. Outgrowing its space, the Law School moved to its current location at One Newark Center, Newark, in 1992. The Law School entrance leads to a striking, five-story, glass-encased atrium. Offices, classrooms, a moot courtroom and library are interconnected by balconies overlooking the atrium. The School's location, just one block from Newark Penn Station, allows easy access to Manhattan and other destinations.

**Stafford Hall.** The building, which architects designed to complement Presidents Hall, features 12 technologically advanced classrooms. Nine of the rooms can accommodate 35 students each, while the remaining rooms include two large classrooms that can hold 70 and 50 students apiece and one smaller room for 25 students.

The building provides direct ADA-access to Marshall Hall on multiple floors, which visitors can then use to enter Presidents Hall. In a nod to the site's history, Stafford Hall's cornerstone (which was uncovered during its demolition) has been inlaid into the new building's lobby.

**Richie Regan Recreation and Athletic Center and Walsh Gymnasium.** A student-oriented, multipurpose facility that serves the recreation, physical education and intercollegiate needs of the University community. Features of this facility, which is scheduled to complete a multi-million dollar renovation process in 2014, include the Richard and Sheila Regan Field House – home to a newly-installed four-lane MONDO track and recently re-surfaced basketball courts – and a 25-yard pool. The facility also offers a variety of fitness options available to the entire University community with dedicated areas for dance and exercise classes, extensive free weight and aerobic equipment, in addition to saunas and locker rooms. Adjacent to the Richie Regan Recreation and Athletic Center, is Walsh Gymnasium, a 2,000-seat arena built in 1939 and named for Newark Archbishop Thomas Walsh. Walsh Gymnasium is the site of practice and competition for many intercollegiate teams. The state-of-the-art WSOU-FM facility is also located here. Outdoor facilities include Owen T. Carroll Field and Ivy Hill Park, 19 acres of practice and intramural fields adjacent to the campus.

**Walsh Library.** Seton Hall's Walsh Library was completed in spring 1994. Located opposite the Richie Regan Recreation and Athletic Center, the four-story, 155,000 square-foot structure is nearly three times the size of its predecessor, McLaughlin Library, and accommodates twice as many users at any given time. The library is named in honor of Board of Regents chairman and University benefactor Frank E. Walsh and his wife, Mary D. Walsh.

Walsh Library's first floor contains the Monsignor William Noé Field Archives and Special Collections Center, the Walsh Gallery, and the Teaching, Learning and Technology Center. The second floor contains the Information Commons, silent study room, Curriculum Resource Center, the reference collection and the reference and circulation desks. The third and fourth floors (designated as quiet floors) contain the print journals and print book collections, group study rooms, scholar study rooms, study carrels, the Bernard J. Lonergan Institute, the Center for Catholic Studies, the Valente Italian Library, the G.K. Chesterton Institute for Faith and Culture, and the Charles and Joan Alberto Italian Studies Institute.

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

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

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# Index

<b>A</b>	
Academic Advisement .....	46
Academic Calendar .....	6
Academic Integrity .....	48
Academic Officers .....	415
Academic Policies and Procedures .....	46
Academic Records, Access and Privacy .....	56
Academic Resource Center, Ruth Sharkey .....	26, 68
Academic Success Center and Pre-Major Advising.....	68
Academy for Urban Transformation .....	18
Accounting and Taxation, Department of .....	259
Accounting, Concentration in .....	259
Accounting, Minor in .....	265
Accreditation and Memberships .....	11
Adjunct Faculty .....	406
Admission .....	30, 31
Africana Studies, Center for .....	19
Africana Studies, B.A. in.....	145
Africana Studies, Minor in .....	146
Alumni Relations .....	17
Anthropology, B.A. and Minor in .....	208
Application for Graduation .....	49
Application Procedures for First-Year Students	
Full-Time Students .....	31
Home Schooled Students .....	32
International Students .....	33
Transfer Students .....	33
Applied Catalysis and Green Chemistry, Center for .....	19
Applied Scientific Mathematics, Minor in .....	170
Archbishop Peter L. Gerety Lecture Series .....	28
Archaeology, Minor in .....	242
Archives and Special Collections Center,	
Monsignor William Noé Field .....	16
Art and Design .....	288
Art and Design, B.A. in.....	288
Art and Design, Minor in .....	289
Art History, B.A. in .....	290
Art History, Minor in .....	290
Arts and Sciences, College of .....	93
Arts Council .....	28
Asian Studies, B.A. and Minor in .....	146, 147
Athletics and Recreational Services .....	62
Athletic Training Dual Degree Program .....	112
Audit Options .....	52
<b>B</b>	
Bernard J. Lonergan Institute .....	18
Biochemistry, B.S. in .....	120
Biology, B.A. in .....	105
Biology, B.S. in .....	103
Biological Sciences, Department of .....	102
Board of Regents .....	417
Board of Trustees .....	416
Business Administration, B.A. in .....	256
Business Administration, B.S. in .....	254
Business Administration, Minor in .....	265
Business Analytics, Certificate in .....	268
Business, Certificate in .....	268
Business, Stillman School of .....	251
<b>C</b>	
Campus ID Office .....	60
Identification Cards/Card Access .....	60
Pirate’s Gold .....	60
Campus Map.....	7
Campus Ministry .....	60
Campus Network .....	13
Campus Tours .....	36
Career Center .....	61
Career Counseling and Assessment.....	62
Catholic Studies, B.A. in .....	77
Catholic Studies, Center for .....	19
Catholic Studies, Minor in .....	79
Catholic Theology, B.A. in .....	358
Catholic Theology, Minor in .....	359
Centers .....	18
Certificate Programs	
Business .....	268
Business Analytics .....	268
Catholic Studies .....	79
Cybersecurity .....	240
Data Visualization and Analysis .....	241
Entrepreneurial Studies .....	269
Gerontology, Multidisciplinary .....	244
Information Technologies .....	333
Information Technology Management .....	269
Market Research .....	269
Online Course Development and Management .....	333
Pastoral Music Ministry .....	79, 295
Philosophical Theology.....	359
Supply Chain Management .....	270
Russian and East European Studies .....	245
Change of Major .....	47
Chemistry (ACS), B.S. in and (Non-ACS), B.S. in .....	120
Chemistry and Biochemistry, Department of .....	120
Chemistry, Minor in.....	122
Chesterton, G.K. Institute .....	22
Choir, Seton Hall University .....	29
Christian Spirituality, Institute for .....	23
Class Attendance .....	47
Class Standing .....	49
Classical Concert Series .....	28
Classical Studies, B.A. in and Minor in .....	147
College of Arts and Sciences .....	93
College of Education and Human Services .....	322
College of Nursing .....	347
College Seminary Program .....	67
Communication and The Arts, College of .....	282, 288
Communication, B.A. in .....	291
Communication, Minor in .....	291

Community and Population Health, Seton Center for .....	26	ENGL .....	128
Community Research and Engagement, Center for .....	19	ENVL .....	236
Community Standards .....	63	ERTH .....	185
Computational Research, Center for .....	20	FREN .....	159
Computer Labs, Public .....	14	GEO .....	144
Computer Science, B.S. in .....	169	GERM .....	161
Computer Science, Minor in .....	170	GMSL .....	343
Computing and Decision Sciences, Department of .....	260	GREK .....	161
Continuing Education and Professional Studies, Division of .....	363	HIST .....	137
Cooperative Education/Experiential Education/ Internships .....	62, 97, 284	HONS .....	90
Core, University .....	80	HPER .....	338
Counseling and Psychological Services (CAPS).....	64	IDIS .....	247
Course Change Charges .....	45	ISCI .....	240
Course Descriptions		ITAL .....	161
ADIM .....	298	JAPN .....	162
AFAM .....	151	LALS .....	163
ANTH .....	222	LATN .....	164
ARAB .....	155	MATH .....	173
ARTH .....	301	MOLG .....	164, 167
ASIA .....	155	MUAP .....	308
ATFY .....	341	MUHI .....	310
BACC .....	271	MUTH .....	310
BFIN .....	271	NURN .....	353
BIBL .....	361	NUTC .....	353
BIOL .....	116	NUTH .....	355
BITM .....	273	OTFY .....	343
BLAW .....	276	PAFY .....	344
BMGT .....	277	PHIL .....	179
BMIE .....	334	PHYS .....	183
BMKT .....	278	PLTL .....	360
BPOL .....	281	POLS .....	186
BQUA .....	274	PSYC .....	196
BSPM .....	280	PTFY .....	345
BUSI .....	281	RELS .....	201
CAST .....	228	ROTC .....	72
CHEM .....	122	RUSS .....	165
CHIN .....	157	SOBS .....	227
CLAS .....	157	SOCI .....	219
COBF .....	311	SOWK .....	225
COJR .....	303	SPAN .....	165
COMM .....	304	THEO .....	361, 360
COPR .....	306	WMST .....	247
CORE.....	81	Course Numbering System .....	56
COST .....	305	Course Transfer Policies.....	48
COTC .....	305	Creative Writing, Major in .....	125
COTR .....	307	Credit by Examination .....	35
CPSY .....	334	Criminal Justice Program .....	231
CRIM .....	232	Criminal Justice, Major and Minor in .....	232
CSAS .....	170	Crisis Services .....	64
DAVA .....	241	Cultural and Community Programs .....	28
DIPL .....	317	Cybersecurity, Certificate in .....	240
ECON .....	275		
EDST .....	335	<b>D</b>	
		Data Visualization and Analysis, Certificate in .....	241
		Dean's List .....	54

- Declaration of Minor ..... 48  
 Declaration of Second Major ..... 47  
 Degree Requirements ..... 46  
 Department of Athletics and Recreational Services ..... 62  
     Athletics ..... 63  
     Recreation Center Hours ..... 63  
     Recreational Services ..... 63  
 Designated Consumer Officials  
     and Student Complaint Procedure ..... 66  
 Dining on Campus ..... 59  
 Diploma Policy ..... 49  
 Diplomacy and International Relations, School of ..... 314  
 Diplomacy and International Relations, B.S. in ..... 315  
 Diplomacy and International Relations Program,  
     B.S./M.A. in ..... 316  
 Diplomacy and International Relations Program,  
     B.S./J.D. in ..... 316  
 Diplomacy and International Relations Program,  
     Minor in ..... 316  
 Directions to the University ..... 375  
 Directory ..... 364  
 Disability Support Services ..... 65  
 Division of Continuing Education and  
     Professional Studies ..... 363  
 Dual/Joint Degree Programs  
     B.A./M.A. in English ..... 127  
     B.A./M.A. in History ..... 136  
     B.A./M.A. in Museum Professions ..... 290  
     B.A./M.A.E. in Psychological Studies ..... 196, 249  
     B.A./M.P.A. .... 249  
     B.A. in Political Science/M.P.A. .... 249  
     B.A. in Psychology/  
         M.S. in Experimental Psychology ..... 196, 250  
     B.A. in Sociology/M.P.A. .... 208  
     B.A. in Social and Behavioral Sciences/  
         M.S. in Athletic Training ..... 216, 248  
     B.A. in Social and Behavioral Sciences/  
         M.S. in Occupational Therapy ..... 213, 248  
     B.A. or B.S./M.B.A. .... 249  
     B.S. in Biology/Doctor of Physical Therapy ..... 106, 248  
     B.S. in Biology/M.S. in Athletic Training ..... 112, 248  
     B.S. in Biology/M.S. in Physician Assistant ..... 109, 248  
     B.S. in Chemistry/B.Eng. from NJIT ..... 122, 250  
     B.S. in Physics/B.Eng. from NJIT ..... 181, 250  
     B.S.B./M.S.P.A. .... 258  
     B.S./M.A. in Diplomacy and International Relations .... 316  
     B.S./J.D. in Diplomacy and International Relations ..... 316  
     B.S.B. or B.A.B.A./M.B.A. Program ..... 256  
     B.S.B./M.S. in Professional Accounting ..... 259  
     B.A. or B.S./M.B.A. Program ..... 257  
     B.S./J.D. Business Program ..... 257
- E**
- eCareer Resources ..... 62  
 Economics, B.A. in ..... 234  
 Economics and Legal Studies, Department of ..... 261  
 Economics, Concentration in ..... 261  
 Economics, Minor in ..... 234, 261, 266  
 Education and Human Services, College of ..... 322  
 Educational Opportunity Program ..... 69  
 Educational Studies, Department of ..... 325  
 Elementary Education, and Special Education Programs .. 326  
 Employer/Alumni Networking Events ..... 62  
 Endowed and Restricted Scholarships ..... 40  
 Engineering Degree Program in Collaboration  
     with NJIT ..... 122, 181, 250  
 English as a Second Language (ESL) Program ..... 325  
 English, Department of ..... 124  
 English, B.A. in Literature ..... 124  
 English, Major in Creative Writing ..... 125  
 English, Minor in Literature ..... 126  
 English, Minor in Writing ..... 126  
 English, Minor in Creative Writing ..... 126  
 Enrollment Services ..... 30  
 Entrepreneurial Studies, Center for ..... 20, 253  
 Entrepreneurial Studies, Certificate in ..... 269  
 Entrepreneurship, Concentration in ..... 263  
 Environmental Sciences, Minor in ..... 106, 253  
 Environmental Studies, B.A. in ..... 235  
 Executive Cabinet ..... 415  
 Experiential Education/Cooperative Education/  
     Internships ..... 62, 97, 284
- F**
- Faculty ..... 379  
 Failure ..... 51  
 Failure – Stopped Attending ..... 52  
 Finance, Department of and Concentration in ..... 261  
 Financial Aid ..... 30, 36  
     Determination of Award Amounts ..... 40  
     Disbursement of Financial Aid ..... 42  
     Endowed and Restricted Scholarships ..... 40  
     Federal Financial Aid Programs ..... 36  
     New Jersey State Grants ..... 37  
     Repayment Policy ..... 42  
     Requirements to Maintain Eligibility for ..... 40  
     Student Loans ..... 37  
     University-Funded Programs ..... 38  
 Financial Mathematics, B.A. in ..... 168  
 French, Major in ..... 150  
 French, Minor in ..... 151  
 Freshman Studies Program ..... 68
- G**
- Gerety, Archbishop Peter L., Lecture Series ..... 28  
 Gerontology, Multidisciplinary Certificate in ..... 244  
 G.K. Chesterton Institute ..... 22  
 Gospel Choir, Seton Hall University ..... 29  
 Grade Change Policy ..... 53

Grade Point Average .....	53
Grade Reports.....	53
Grading System .....	50
Graduate Courses, Registration for .....	52
Graduation, Application for .....	49
Graduation Eligibility.....	49
Graduation Honors .....	54

**H**

Health and Medical Sciences, School of .....	334
Health Professions/Pre-Medical and Pre-Dental Advisory Committee .....	95
Health Services .....	64
Mandatory Health Insurance .....	65
Required Immunizations .....	65
History, B.A./M.A. in.....	136
History, Department of and B.A. in .....	135
History, Minor in.....	136
History of Seton Hall .....	9
Home Schooled Students .....	32
Honors .....	54
Honors Program, University .....	92
Housing and Residence Life, Department of .....	58

**I**

Identification Cards/Card Access .....	60
Identification Number (SHU ID) .....	57
Immaculate Conception Seminary School of Theology ....	357
Incomplete Withdrawal .....	51
Independent Study.....	57
Information Technologies, Certificate in .....	333
Information Technology.....	13
Information Technology Management, Concentration in ..	260
Institutes and Centers .....	18
Academy for Urban School Transformation .....	18
Bernard J. Lonergan Institute .....	18
Business Leadership Center.....	17, 75, 253
Center for Africana Studies .....	19
Center for Applied Catalysis and Green Chemistry .....	19
Center for Catholic Studies .....	19
Center for College Readiness .....	19
Center for Community Research and Engagement .....	19
Center for Computational Research .....	20
Center for Diaconal Formation .....	20
Center for Emerging Powers & Transnational Trends.....	20
Center for Entrepreneurial Studies .....	20, 253
Center for Global Health Studies .....	20
Center for Interprofessional Education in Health Sciences ..	20
Center for Mobile Research and Innovation .....	21
Center for Peace & Conflict Studies.....	21
Center for Public Service .....	21
Center for Securities Trading and Analysis .....	21, 254
Center for Sport Management .....	21
Center for United Nation & Global Governance Studies ..	22

Center for Vocation and Servant Leadership .....	22
Charles and Joan Alberto Italian Studies Institute .....	22
G.K. Chesterton Institute .....	22
Institute for Advanced Study of Rehabilitation & Sport Science .....	23
Institute for Christian Spirituality .....	23
Institute for Communication and Religion.....	23
Institute for International Business .....	23, 253
Institute for International Schools .....	23
Institute of Interdisciplinary Studies .....	24
Catholic Studies.....	24, 77, 228
University Core .....	24, 80
Institute of Judaeo-Christian Studies .....	24
Institute of Museum Ethics .....	24
Institute of NeuroImmune Pharmacology .....	24
Joseph A. Unanue Latino Institute .....	25
LLC Global Learning Center .....	25, 145
Market Research Center.....	25, 253
Micah Institute for Business and Economics .....	26, 254
Nonprofit Sector Resource Institute .....	26
Ruth Sharkey Academic Resource Center .....	26, 68
Seton Center for Community and Population Health .....	26
Sister Rose Thering Fund for Education in Jewish-Christian Studies .....	27
Sophomore Center and Pre-Major Advising Office....	22, 69
Transfer Student Center .....	27, 69
Women's Studies, Elizabeth Ann Seton Center for .....	22
Writing Center .....	27, 128
Interdisciplinary Minor and Certificate Programs .....	240
International Business, Institute for .....	23
International Business, Minor in.....	266
International Programs, Office of .....	17
International Relations, School of Diplomacy and .....	314
International Students .....	33
English as a Second Language .....	34
Student Visa .....	34
Internships .....	62, 97, 284
Irish Literature, Minor in .....	127
Italian, Major in .....	150
Italian, Minor in .....	151
Italian Studies Institute, Charles and Joan Alberto .....	22
Italian Studies Program .....	243
Italian Studies, Minor in .....	243

**J**

Jazz 'n the Hall .....	28
Joseph A. Unanue Latino Institute .....	25
Journalism, B.A. in .....	291
Judaeo-Christian Studies, Institute of .....	24
Bernard J. Lonergan Institute .....	18

**L**

Languages, Literatures and Cultures, Department of .....	144
Late Fees and Collection Costs .....	43
Latin American and Latino/Latina Studies, B.A. in .....	148

- Latin American and Latino/Latina Studies, Minor in ..... 149
- Latino Institute, Joseph A. Unanue ..... 25
- Leadership Development, Center for ..... 75
- Leadership Development Honors Program ..... 270
- Legal Studies in Business, Minor in ..... 261, 268
- Liberal Studies, B.A. and Minor in ..... 239
- Library Services ..... 14
- LLC Global Learning Center ..... 25, 145
- M**
- Management, Department of and Concentration in ..... 263
- Market Research Center ..... 25
- Market Research, Certificate in ..... 269
- Marketing, Department of and Concentration in ..... 264
- Mathematical Finance, Concentration in ..... 262
- Mathematics and Computer Science, Department of ..... 167
- Mathematics, B.S. in ..... 168
- Mathematics, Minor in ..... 170
- Matriculated Students ..... 31
- Meal Plan Program ..... 59
- Medical Humanities, Minor in ..... 237
- Medieval and Renaissance Studies, Minor in ..... 238
- Memberships ..... 11
- Micah Institute for Business and Economics ..... 26
- Middle Eastern Studies, Minor in ..... 238
- Military Science, Army ROTC ..... 70
- Mission Statement ..... 8
- Mobile Computing Program ..... 13
- Modern Languages, B.A. in ..... 150
- Modern Languages, Minor in ..... 151
- Monsignor John M. Oesterreicher Lecture ..... 28
- Museum Ethics, Institute of ..... 24
- Museum Professions, Dual Degree Program in ..... 290
- Music, B.A. in ..... 293
- Music, Minor in ..... 294
- Music Education, Major in ..... 294
- N**
- Name and Address Changes ..... 57
- National Honor Societies ..... 54
- NeuroImmune Pharmacology, Institute of ..... 24
- Never Attended/Never Participated ..... 52
- New Jersey Catholic Historical Commission ..... 16
- New Jersey State Grants ..... 37
- Nonmatriculated Students ..... 31
- Nonprofit Studies, Minor in ..... 186
- Nursing, College of ..... 346
- Nursing, B.S.N. .... 350
- Nursing for R.N.s, B.S.N. in ..... 352
- Nursing for Second Degree, Accelerated Program ..... 351
- O**
- Occupational Therapy, B.A./M.S. in ..... 213, 248
- Oesterreicher, Monsignor John M. Lecture ..... 28
- Office of International Programs ..... 17
- Office of Federal TRIO/Upward Bound Programs ..... 74
- Online Course Development and Management,  
Certificate in ..... 333
- P**
- Parents' Association, Seton Hall ..... 18
- Parking Services ..... 59
- Pass/Fail Option ..... 51
- Personal Identification Number (PIN) ..... 57
- Philosophical Theology, Certificate in ..... 359
- Philosophy, Department of ..... 178
- Philosophy, B.A. and Minor in ..... 178, 179
- Philosophy, Minor in Ethics and Applied Ethics ..... 179
- Physical Therapy Dual Degree Program ..... 106
- Physician Assistant Dual Degree Program ..... 109
- Physics, B.A. and B.S. in ..... 181, 182
- Physics, Department of ..... 181
- Physics, Minor in ..... 183
- Pirate's Gold ..... 60
- Placement Tests for First-Year and Transfer Students ..... 35
- Poetry-in-the-Round ..... 28
- Political Science and Public Affairs, Department of ..... 185
- Political Science, B.A. in ..... 188
- Political Science, Minor in ..... 186
- Political Science, Minor in Nonprofit Studies ..... 186
- Pre-Law Advising ..... 96
- Pre-Medical/Pre-Dental Plus Program ..... 96
- President's Message ..... 3
- Prestigious Fellowships ..... 17
- Priest Community ..... 10
- Probation Policy, Full-Time Students ..... 55
- Probation Policy, Part-Time Students ..... 55
- Project Acceleration ..... 97, 283
- Provost and Executive Vice President's Message ..... 4
- Psychological Studies, Dual Degree Program in ..... 196, 249
- Psychology, B.A. .... 191, 194
- Psychology, B.A./M.S. Dual Degree Program ..... 196
- Psychology, B.S. in ..... 192, 195
- Psychology, Department of, and B.A. in ..... 191
- Psychology Honors Program ..... 192
- Psychology, Minor in ..... 193
- Public Relations, B.A. in ..... 292
- Public Relations, Minor in ..... 292
- Public Safety and Security ..... 59
- Public Service, Center for ..... 21
- Q**
- Qualifications for Admission ..... 31
- Quantitative Analysis ..... 260
- R**
- Radio Station WSOU-FM ..... 65
- Readmission ..... 35



- Recreational Services, Department of Athletics and ..... 62  
 Regents, Board of ..... 417  
 Registration Regulations ..... 49  
 Religion, Department of and B.A. in ..... 199, 200  
 Religion, Minor in ..... 200  
 Repeated Courses ..... 54  
 Reserve Officer Training Corps (ROTC) Program ..... 70  
 Residency Requirement ..... 48  
 Russian and East European Studies Program and Minor ... 244  
 Russian and East European Studies Certificate ..... 245  
 Russian, Minor in ..... 244  
 Ruth Sharkey Academic Resource Center ..... 26, 68
- S**
- Satisfactory Academic Progress Guidelines ..... 40  
 Schedule Changes ..... 50  
 School of Health and Medical Sciences ..... 339  
 School of Theology, Immaculate Conception Seminary ... 357  
 Secondary Education ..... 331  
 Secondary Education and Special Education, Major in ..... 331  
 Securities Trading and Analysis, Center for ..... 21  
 Security, Public Safety and ..... 59  
 Semester Credit Load ..... 50  
 Seton Center for Community and Population Health ..... 26  
 Seton Hall Sports Poll ..... 26  
 Seton Hall Student Identification Number (SHU ID) ..... 57  
 Seton Hall Theatre ..... 29  
 SHU Safe Ride ..... 59  
 SHUFLY Shuttle ..... 59  
 Sister Rose Thering Fund for  
   Education in Jewish-Christian Studies ..... 27  
 Social and Behavioral Sciences, B.A. in ..... 211  
 Social and Behavioral Sciences Joint Degree Programs ... 213  
 Social Work, B.A. in ..... 207  
 Social Work, Minor in ..... 208  
 Sociology, Anthropology and Social Work, Department of 206  
 Sociology, B.A. in ..... 207  
 Sociology, B.A./M.P.A. .... 208  
 Sociology, Minor in ..... 208  
 Sophomore Center ..... 27, 69  
 Spanish, Major in ..... 150  
 Spanish, Minor in ..... 151  
 Special Academic Programs ..... 67  
 Special Programs ..... 227  
 Speech-Language Pathology, Department of ..... 340  
 Speech-Language Pathology, Dual Degree Program in ... 341  
 Sport Management, Center for ..... 265  
 Sport Management, Concentration in ..... 265  
 Sports Media, Minor in ..... 295  
 Sports Poll, Conducted by the Sharkey Institute ..... 26  
 Stillman School of Business ..... 251  
 Student Academic Records ..... 56  
   Access and Privacy ..... 56  
   Transcripts ..... 56  
 Student Activities Board ..... 64  
 Student Classification ..... 31  
 Student Complaint Procedure and  
   Designated Consumer Officials ..... 66  
 Student Employment ..... 42  
 Student Government Association ..... 64  
 Student Life ..... 58, 63  
 Student Loans ..... 37  
 Student Loans: Rights and Responsibilities ..... 41  
 Student Technology Assistant Program ..... 13  
 Student Visa ..... 34  
 Supply Chain Management, Certificate in ..... 270
- T**
- Teaching, Learning and Technology Center (TLTC) ..... 13  
 Technology Fee ..... 44  
 Technology Services ..... 14  
 Theatre, Seton Hall ..... 29  
 Theatre, B.A. in ..... 296  
 Theatre, Minor in ..... 296  
 Theology, B.A. in Catholic Theology ..... 358  
 Theology, Immaculate Conception Seminary School of ... 357  
 Theology Library, Monsignor James C. Turro ..... 15  
 Theology, Minor in Catholic Theology ..... 359  
 Time Limit for Completion of Degree Requirements ..... 48  
 Tours, Campus ..... 36  
 Tracking a Major ..... 47  
 Transcripts ..... 56  
 Transfer Between Schools ..... 47  
 Transfer Credit for Freshmen ..... 36  
 Transfer Students ..... 33  
 Transfer Student Center ..... 27, 69  
 Transfer Student Honors ..... 54  
 TRIO Programs ..... 74  
 Trustees, Board of ..... 416  
 Tuition and Fees ..... 43  
 Tuition, Room and Board ..... 43  
 Non-Tuition Cost Estimates ..... 44
- U**
- Undergraduate Grading System ..... 50  
 Undergraduate Programs of Study in the College of Arts  
   and Sciences ..... 95  
 University Buildings ..... 376  
 University Choir ..... 29  
 University Core ..... 80  
 University Faculty ..... 379  
 University Fee ..... 44  
 University History ..... 9  
 University Honors Program ..... 92  
 University Libraries ..... 14  
   Interprofessional Health Sciences Library ..... 15  
   Monsignor William Noé Field University Archives  
   and Special Collections Center ..... 16  
   Monsignor James C. Turro Theology Library ..... 15  
   New Jersey Catholic Historical Commission ..... 16

Records Management .....	16
Walsh Gallery .....	16, 27
University Map .....	7
University Overview .....	9
University-Funded Programs .....	38
Upward Bound Program .....	74

**V**

Veterans' Benefits .....	37
Visa .....	34
Visiting Students .....	31
Visual and Sound Media, B.A. in.....	296
Visual and Sound Media, Minor in .....	298
Vocation and Career Workshops.....	62
Vocation and Servant Leadership, Center for .....	22

**W**

Walsh Library Gallery .....	16, 29
Withdrawal .....	51, 53
Withdrawal from Residence Halls .....	45
Withdrawal from the University .....	43, 44
Women and Gender Studies, Minor in .....	246
Women's Studies, Elizabeth Ann Seton Center for .....	22
Writing Center .....	27, 128
Writing, Minor in .....	126
WSOU-FM Radio Station .....	65

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# Notes













