

Seton Hall University

eRepository @ Seton Hall

---

Graduate Catalogues

Archives and Special Collections

---

1993

## Graduate Catalogue 1993-1994

Seton Hall University

Follow this and additional works at: [https://scholarship.shu.edu/graduate\\_catalogues](https://scholarship.shu.edu/graduate_catalogues)

---

### Recommended Citation

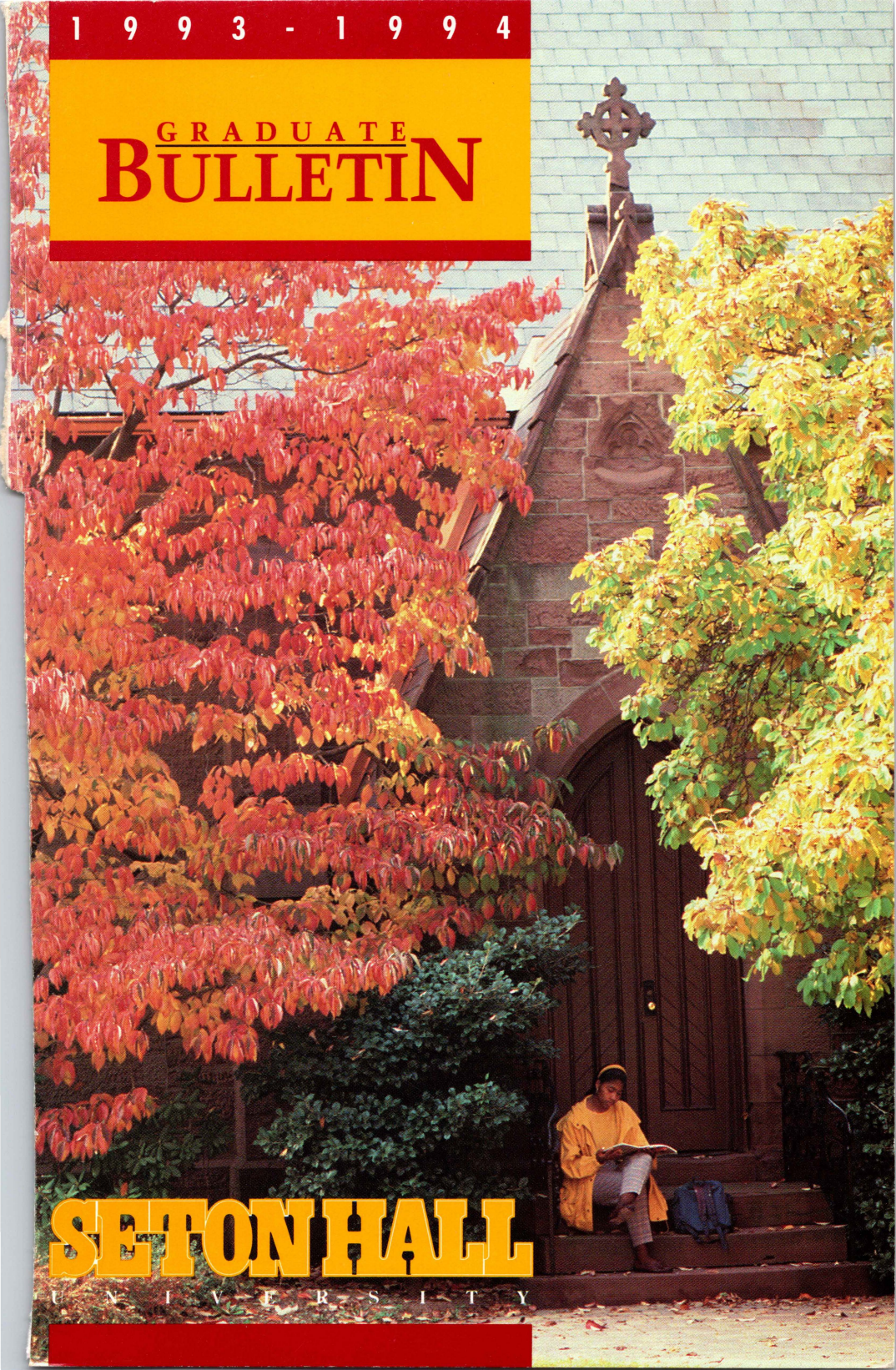
Seton Hall University, "Graduate Catalogue 1993-1994" (1993). *Graduate Catalogues*. 30.  
[https://scholarship.shu.edu/graduate\\_catalogues/30](https://scholarship.shu.edu/graduate_catalogues/30)

1 9 9 3 - 1 9 9 4

GRADUATE  
**BULLETIN**

**SETON HALL**

U N I V E R S I T Y



## A Letter from the Chancellor



Success at Seton Hall University requires that those who enroll here possess three characteristics. They must be students, they must be stargazers and they must cast a strong shadow wherever they walk.

True University life is meant to be an intellectual adventure in which those who participate are constantly challenged to ask "why" or "why not." Why am I of unique importance to my world? Is it correct that our present society can never be as great as the past? Why not? A good student is a person who searches for the fundamental reasons for the realities which surround us all. At Seton Hall you will be challenged to search out these truths. To put it more concisely, you will be encouraged to become a real student.

Stargazers stand on earth, look to the wonders of the heavens and try to discern the future. You too must walk daily

upon a planet that continues to be perplexed by many problems, particularly the problem of good and evil. Even a bad situation can be made better by a good person. All of us need to learn that whatever path we choose to our potentially bright future should be illuminated by a divine destiny, by a true set of values and by a genuine belief in our own self-worth. Stargazers keep their heads in the clouds for it is there that they find ultimate answers. The concerns of heaven and earth coalesce in the curriculum and the community that you will find at Seton Hall.

And lastly, how big is your shadow? Perhaps bigger than you think. As you travel along life's broad highways and back alleys, whom will your shadow touch? That's up to you to determine during your years here. If you continue to grow and to mature into a gracious and genuinely caring man or woman; if you share your love and laughter with those who are to be your new and life-long friends; if you become qualified professionally in the charted courses of your choosing, your shadow will touch many people. Because of this encounter, your lives and theirs will never again be the same and both of you will benefit.

Welcome to Seton Hall. We are delighted you are here. Work to be students. Strive to be stargazers. Cast a shining shadow as you pass by. With God's help, both of us can accomplish these goals together and even find enjoyment and fulfillment in the process.

Sincerely,

*Thomas R. Peterson, O. P.*

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



---

# Seton Hall University

---

## Graduate Bulletin 1993-1994

---

### Table of Contents

---

Academic Calendar, 1993-1994	3
The University	4
Schools and Divisions	7
School of Graduate Medical Education	8
School of Law	8
Immaculate Conception Seminary School of Theology	9
Academic Information	10
Registration	14
Financial Information	23
Student Services	29
Institutes and Centers for Learning and Research	33
College of Arts and Sciences	38
W. Paul Stillman School of Business	77
College of Education and Human Services	99
College of Nursing	151
University Buildings	169
Campus Map	171
University Directory	172
University Memberships	177
Faculty	178
Index	187

---

The information presented in this Bulletin was current as of June 3, 1993. The University reserves the right to make changes as circumstances require.

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

Compliance Officer for the Americans with Disabilities Act of 1991 and Section 504 of the Rehabilitation Act of 1973 is Francisco Morales, Presidents Hall, Seton Hall University, South Orange, New Jersey 07079, (201) 761-9212.



# 1993-1994 Academic Calendar

## Fall 1993

August 25, 26 (Wednesday, Thursday)  
**Registration**

August 29 (Sunday)  
**Freshman Convocation**

August 30 (Monday)  
**Classes Begin**

September 6 (Monday)  
**Labor Day**  
**Legal Holiday**  
*University Closed*

October 11, 12 (Monday, Tuesday)  
**Columbus Day Observance,**  
**Fall Break**  
*No Classes*

November 24, 25, 26, 27  
(Wednesday, Thursday, Friday, Saturday)  
**Thanksgiving Recess**  
*No classes Wednesday through Saturday. University closed Thursday, Friday and Saturday.*

December 8 (Wednesday)  
**Feast of Immaculate Conception**  
*No Classes*

December 16, 17, 18, 20, 21, 22  
(Thursday, Friday, Saturday, Monday, Tuesday, Wednesday)  
**Final Examinations**

December 24, 25  
(Friday, Saturday)  
**Christmas**  
*University Closed*

## Spring 1994

January 1 (Saturday)  
**New Year's Day**  
*University Closed*

January 3 - 19  
**Wintersession**

January 17 (Monday)  
**Martin Luther King Jr. Day**  
**Legal Holiday**  
*University Closed*

January 18 (Tuesday)  
**Registration**

January 20 (Thursday)  
**Classes Begin**

February 21 (Monday)  
**Presidents' Day**  
**Legal Holiday**  
*University Closed*

March 31, April 1, 2  
(Thursday, Friday, Saturday)  
**Holy Thursday, Good Friday,**  
**Holy Saturday**  
*University Closed*

March 31 - April 9  
**Easter Recess**  
*No Classes*

April 11 (Monday)  
**Classes Resume**

May 12, 13, 14, 16, 17, 18  
(Thursday, Friday, Saturday, Monday, Tuesday, Wednesday)  
**Final Examinations**

May 23 (Monday)  
**Commencement** (Tentative)

May 30 (Monday)  
**Memorial Day**  
**Legal Holiday**  
*University Closed*

## Summer Session 1994

June 1 - June 30  
**Session I**

July 6 - August 4  
**Session II**



## THE UNIVERSITY

Seton Hall University is the largest and oldest diocesan university in the United States. With a tradition of quality education founded on Christian values, the University takes pride in its concern for the ethical and spiritual, as well as intellectual development of its undergraduates and graduates. Teaching, scholarship, diversity and service to the community have built and shaped the goals of Seton Hall University. The University was founded in 1856 by Bishop James Roosevelt Bayley, the first bishop of Newark, who named it after his aunt, Mother Elizabeth Ann Seton, a pioneer in Catholic education and the first American-born saint.

Nestled on 58 acres in the suburban village of South Orange, New Jersey (just 14 miles from New York City), Seton Hall is home to eight schools: the College of Arts and Sciences, the W. Paul Stillman School of Business, the College of Education and Human

Services, the College of Nursing, University College, the School of Theology (Immaculate Conception Seminary) and the School of Graduate Medical Education. Seton Hall's School of Law is located in Newark.

The University's diverse academic program is characterized by a strong teaching faculty and a wide range of academic choices. Almost 350 faculty teach in more than 40 undergraduate majors and programs and 43 graduate programs. Students benefit from the personal attention generated by small classes (average: 25) and a low student-faculty ratio (17:1).

In addition to outstanding academic resources, Seton Hall provides opportunities for students to enhance their academic preparation through involvement in extracurricular activities such as student professional organizations; volunteer and cultural programs; ethnic organizations and many more.

The campus' close proximity to New York City also allows students to explore the best that the "Big Apple" has to offer—museums, plays, sporting events, etc. Seton Hall is in the midst of one of the world's most cosmopolitan centers of education, business, publishing, art and entertainment. Every day students use their initiative and imagination to take part in field trips, internships, cooperative education assignments, international study programs and community service activities.

At Seton Hall, students find people willing to listen, to offer support and to help them get to where they want to be. That's part of the tradition and spirit of Seton Hall. The University is strongly committed to lifelong learning, communication, civic interests and Catholic values.

## **The Mission of Seton Hall**

Seton Hall is part of a modern world markedly different in character, needs and opportunities from the world of its beginnings in the last century. Now, it moves ahead toward the 21st century with its original confidence and same sense of purpose and direction.

The reason is quite simple: Seton Hall University is founded on and defines itself and all its programs on a Christian understanding of the nature of the world and the human person. From its beginning Seton Hall has had a clear sense of its own educational mission, of what its graduates should know and what they should be.

First of all, Seton Hall is a University and Catholic. Each aspect complements the other. Religious beliefs and values are taken seriously. Besides being open to religious questions and to their bearing on all areas of the human quest, the University is deeply concerned about bringing ethics to bear on all aspects of human inquiry. Indeed, no subject is truly value free. The University sees intellectual understanding as inextricably bound to its fundamental commitments. With Roman Catholic teaching and tradition as a life-enhancing and enabling vision, the University calls its students to explore and appreciate all that is the best and most human in the world.

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

As a Catholic university, Seton Hall welcomes other Christians, those of other religious traditions and all people of good will. The University is committed to bringing together many people of different races, cultures and ethnic backgrounds into a community which is tolerant, respectful and supportive.

In a complex world, Seton Hall exists so that its students acquire knowledge and new skills, achieve wisdom and insight, and make religious values their own. The University strives to develop the intellectual, social and religious talents of its students toward the goal of their living life responsibly, generously and successfully.

## **The History of Seton Hall**

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

Seton Hall has always reflected the growing ethnic scope of its students and the increasing diversity of the Church and society it has served. In the 19th century, in spite of setbacks, major fires, lean times and the Civil War years, the College continued to expand. By 1937, Seton Hall established a University College. This marked the first matriculation of women at Seton Hall. The University became fully coed in 1968.

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



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

The '70s and '80s continued to be a time of growth and renewal. New business, nursing and classroom buildings, and an art center were opened. In 1984 the Immaculate Conception Seminary relocated back to Seton Hall, its original home until 1926, when it moved to Darlington. The Recreation Center was dedicated in 1987. With four new residence halls constructed between 1984-1988, Seton Hall now provides living space for approximately 2,000 students. Construction has begun on Seton Hall's newest project: the \$16.5 million Walsh Library which is scheduled for completion in 1994.

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

The 1956 centenary history of Seton Hall concludes with these words: "Seton Hall University's great boast and claim to fame is not predicated on expansion, buildings or even curriculum. It lies rather in the hearts and minds of a dedicated and devoted faculty."

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

## **Priest Community at Seton Hall**

From the beginnings of its existence as a diocesan college, Seton Hall has always had a close relationship with the priests of the Archdiocese of Newark.

At present, more than 50 priests of the Archdiocese serve the University community in a variety of ways. Some are in administration or on the staff, others teach on the University or Seminary faculties.

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

## **Directions to the University**

**From the Garden State Parkway:** Take the Parkway to Exit 145. Take 280 West to exit 11-B, Day Street/Essex Avenue, Orange. Follow the signs to Center Street. Make a left at the second light onto Freeway Drive West, a left onto Capuchin Way and a right onto Center Street. Once on Center Street, follow the same directions as from Interstate 280 East.

**From Interstate 280 East:** Take the Center Street, Orange Exit. Turn right onto Center Street (church on corner). The name of this street changes to South Center and to Centre. Follow this street for approximately two miles to the intersection of South Orange Avenue, Centre Street and Turrell Avenue. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

**From Interstate 280 West:** Take Exit 11-B, Day Street/Essex Avenue, Orange. Make a left at the second light onto Freeway Drive West. Make a left at the next light onto Capuchin Way. Turn right at the next light onto Center Street (church on the corner). The name of this street changes to South Center Street and to Centre Street. Follow it approximately 2 miles to the intersection of South Orange Avenue, Centre Street and Turrell Avenue. Enter the University through the Farinella Gate across the intersection on South Orange Avenue.

**From 78 East:** Take Exit 49B (Maplewood). Make the second right, which is a jug handle, and cross over Springfield Avenue onto Valley Street. Take this road approximately 3 miles to South Orange Avenue. Turn right and proceed 1 mile to the University. Enter through the Farinella Gate on the right.

**From Connecticut:** Take Route 84 West into New York State until Route 84 ends. Take 684 South towards White Plains/Tappan Zee Bridge. Take 287 West over Tappan Zee Bridge. Take Exit 14A, Garden State Parkway South, to Exit 145 and follow directions for Route 280 West.

**From New York City:** Go through either the Lincoln or Holland Tunnel. Take the New Jersey Turnpike South to Exit 15W. Follow the directions for Route 280 West.

**From Pennsylvania:** Take the Pennsylvania Turnpike East to the New Jersey Turnpike North. Get off the Turnpike at Exit 11 (Garden State Parkway North). Take the Parkway to Exit 145 and follow the directions for Route 280 West.

## **SCHOOLS AND DIVISIONS**

### **College of Arts and Sciences**

Established as Seton Hall College in 1856, the College of Arts and Sciences is the oldest school of the University. It comprises the Departments of African-American Studies, Art and Music, Asian Studies, Biology, Chemistry, Classical Studies, Communication, Criminal Justice, English, History, Jewish-Christian Studies, Mathematics and Computer Science, Modern Languages, Philosophy, Physics, Political Science, Psychology, Religious Studies, Social Work, and Sociology and Anthropology. It offers undergraduate major programs in all departments, as well as several special degree programs.

The College of Arts and Sciences also offers graduate programs leading to the degree Master of Arts in Asian studies with specialization in Chinese, Japanese, Asian Area studies, East Asian studies

and bilingual/bicultural education; Corporate and Public Communication; English; Jewish-Christian studies; and mathematics for teachers in secondary schools. The College also grants the degree Master of Science in biology, microbiology, chemistry and mathematics. The degree Master of Public Administration is offered by the Center for Public Service. Graduate students in chemistry can also earn the degree Doctor of Philosophy. Information about graduate programs in Arts and Sciences begins on page 38.

### **W. Paul Stillman School of Business**

The W. Paul Stillman School of Business, established in 1950, is a professional school which seeks to educate students for responsible roles in the business community. On the undergraduate level, it offers major fields of study in accounting, computer and decision sciences, economics, finance, management and marketing.

The School also offers graduate programs leading to the degree Master of Business Administration with specialization in accounting, economics, finance, information systems, management, marketing or quantitative analysis. It also offers a program leading to the degree Master of Science in Taxation, a joint M.B.A./J.D. program with the School of Law and a joint B.A./M.B.A. program with the College of Arts and Sciences. Information about graduate programs in business begins on page 77.

### **College of Education and Human Services**

The College of Education and Human Services, founded in 1950, comprises the Departments of Counseling Psychology, Educational Administration and Supervision, and Educational Studies.

On the undergraduate level, the College offers professional courses necessary to prepare students for careers as teachers for elementary and secondary school levels, in health and physical education, and of children with handicaps/developmental disorders.

Graduate programs that train educational professionals are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The programs are also approved by the State Department of Education in New Jersey under the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC).

The College of Education and Human Services offers a diversity of graduate courses leading to the degrees M.A. in Education, Ed.S., Ed.D. and Ph.D. Specializations on the master's level are available in counselor preparation, student personnel services (K-12), educational administration and supervision, elementary education, general professional education, psychological studies and secondary education. Programs of study for college graduates with academic backgrounds in liberal arts or science can lead to New Jersey state teacher certification as well as the master's degree. The College also offers certification and master's degree programs in teaching English as a second language and bilingual/bicultural education.

Students with a master's degree may earn an Educational Specialist degree in a variety of disciplines. They include sequences in Marriage and Family Counseling, School Psychology, Educational Administration and Supervision, and Educational Studies.

The Doctor of Education (Ed.D.) degree is offered in educational administration with specializations in general administration, school business administration and higher education administration. The Doctor of Philosophy (Ph.D.) degree is offered in child clinical psychology and counseling psychology. Information about graduate programs in Education and Human Services begins on page 99.

## School of Graduate Medical Education

The School of Graduate Medical Education offers a variety of programs for graduates of medical and dental schools.

The primary programs involve residency training for physicians and dentists in such specialty areas as anesthesia, family practice, internal medicine, obstetrics/gynecology, orthopaedics, pediatrics, dentistry, oral and maxillo-facial surgery. The training occurs at four participating institutions: Saint Michael's Medical Center in Newark, St. Joseph's Hospital and Medical Center in Paterson, St. Elizabeth Hospital in Elizabeth and Jersey City Medical Center in Jersey City. The hospitals and the University jointly attest to the successful completion of the residency training through the issuance of a certificate.

Research oriented physicians who have completed at least two years of post-graduate residency training, may pursue a Ph.D. degree in Molecular Biology. This three- to four-year program is offered jointly by Seton Hall University and the Roche Institute of Molecular Biology, the only basic research institute connected to a United States pharmaceutical company.

The University and the participating hospitals also offer a Continuing Medical Education Program in the form of conferences, courses and mini-residencies designed to provide updating of the most useful recent advances in the diagnosis and management of medical disorders as they are encountered by primary care physicians and practicing specialists. For a *School of Graduate Medical Education Bulletin* or more information, contact the School of Graduate Medical Education.

## School of Law

The School of Law opened as a unit of Seton Hall University in 1951. It is the only law school in the state operated by a private university and, in addition to its three-year program, has a part-time evening division. It also offers a law school summer session. Total enrollment is over 1,200, making it the largest law school in New Jersey and one of the largest in the nation.

In addition to basic courses required in preparation for admission to the bar



and professional practice in various states, the School offers advanced courses in contemporary legal trends of particular value to legislators, administrators, government officials and those engaged in private legal practice. Active participation in appellate and trial moot court provides training in the effective presentation of legal ideas. In the area of clinical legal education, the School has developed several full-service clinics plus other courses and programs that offer practical skill training. For a *School of Law Bulletin* or more information, contact the School of Law in Newark.

## **College of Nursing**

The College of Nursing, established in 1937, provides its students with a curriculum composed of science and liberal arts courses, professional nursing courses and clinical practice. Its graduates are prepared to practice nursing at various levels and to continue study on the graduate level. In 1975, the College inaugurated a program leading to a Master of Science degree in nursing.

The graduate programs in the College of Nursing are accredited by the National League for Nursing. The College offers programs in nursing administration and clinical specialization in critical care nursing and in primary health care of children, adults and the aged. It offers a Master of Arts in nursing education as well. Courses which lead to New Jersey certification as a school nurse are also offered. Information about graduate programs in nursing begins on page 151.

## **Immaculate Conception Seminary School of Theology**

Immaculate Conception Seminary was founded in 1861 at South Orange, New Jersey, by James Roosevelt Bayley, the first bishop of Newark. Located on the campus of Seton Hall College, the Seminary expanded rapidly. In 1926, in order to meet the growing needs of the Seminary and the college, the Seminary was relocated to Darlington, in Mahwah, New Jersey. The affiliation

with Seton Hall University was retained until 1972, when the Seminary was incorporated by the State of New Jersey as an educational institution with the purpose of "educating persons to serve in the ministry of the Roman Catholic Church, and to do all things deemed advisable to advance the cause of education generally."

In 1984, the Seminary re-affiliated with Seton Hall University and moved to a new residence and classroom facility on the South Orange campus. Through its academic faculty, which constitutes the School of Theology, it offers graduate programs leading to the degrees Master of Divinity in Pastoral Ministry, Master of Arts in Theology, Master of Arts in Pastoral Ministry and Master of Public Administration in Church Administration in conjunction with the Center for Public Service of Seton Hall University. Students interested in these programs should write to the School of Theology requesting the *School of Theology Bulletin*.

## **University College**

University College opened in Newark in 1937 and moved to the South Orange campus in 1968. University College provides an umbrella service for adult students with credit and non-credit programs in cooperation with the schools and colleges. In addition, it offers programs for writers, the New Jersey State Police, Insurance Institute, Project Acceleration, Seton Saturdays and selected off-campus courses.

The college develops and directs special conferences, workshops, seminars and in-service training programs in a broad variety of areas, both on and off campus. Contact University College for its current brochures.

## **Summer Session and Wintersession**

A large number of day and evening core courses and special workshops and institutes are offered by the various schools and colleges during the Summer Sessions that run from the end of May to early August. Wintersession

offers a select number of elective opportunities in January. Students can accelerate the completion of their programs during these periods. Courses span undergraduate through doctoral offerings, and range from required courses to electives. Contact Academic Services for more information.

## ACADEMIC INFORMATION

### Accreditation

Seton Hall University is fully accredited by the Middle States Association of Colleges and Secondary Schools. The quality of the programs of several schools has merited their accreditation by appropriate professional memberships as well. Further information on college and program accreditations can be found within the school/departmental section of this catalog and in the listing of University memberships, page 177.

Documents describing Seton Hall's accreditation are available for students to review either in the University's Office of the Provost or in the Seton Hall Library.

### Admissions

#### Classification of Students

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

**Special graduate students:** Such students usually fall into one of the following categories.

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

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

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

**Auditors:** Those who are admitted to specific courses taken without credit. Students may be admitted to auditor status by satisfying the department chairperson that they can profit from class discussion.

### Qualifications for Admission

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

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

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

#### College of Arts and Sciences and College of Nursing

- July 1 – for Fall Semester
- November 1 – for Spring Semester
- May 1 – for Summer Session

#### College of Education and Human Services

- May 1 – for Fall Semester (M.A., Ed.S.)
- November 1 – for Spring Semester (M.A., Ed.S., Ed.D.)
- March 15 – for Summer Session (M.A., Ed.S.)
- January 15 – for Fall Semester (Ph.D., Ed.D.)

#### School of Business

- April 1 – for Fall Semester (if space permits, applications may be processed beyond this date)
- August 1 – for Spring Semester
- February 1 – for Summer Session

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

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

### **Advanced Standing (Transfer Students)**

Graduate credits earned recently in another accredited college or university,

### **Admissions Information**

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

**General Graduate Information:** Office of Graduate Admissions  
Bayley Hall  
(201) 761-9343

#### **Specific Graduate Programs Information:**

<b>School/Program</b>	<b>Graduate Coordinator</b>	<b>Principal Phone Nos.</b>
• Business	Jeffrey W. Alstete Assistant Dean, Graduate Programs	761-9222
• Education	Dr. Robert Hurley Associate Dean	761-9668
• Nursing	Dr. Leona Kleinman Chairperson	761-9266
<b>Arts and Sciences</b>		
• Asian Studies (Chinese, Japanese, Asian Area Studies, East Asian, Bilingual/Bicultural Education)	Winston Y. Yang Chairperson	761-5158
• Biology, Microbiology	Dr. Eliot Krause Graduate Adviser	761-9532
• Chemistry	Dr. Richard Sheardy Graduate Adviser	761-9414
• Corporate and Public Communication	Dr. Dorothy Freeman Director	761-9490
• English	Dr. Alexander Butrym Chairperson	761-9388
• Jewish-Christian Studies	Rabbi Asher Finkel Chairperson	761-9469



School/Program	Graduate Coordinator	Principal Phone Nos.
• Mathematics (Pure Mathematics Operations Research)	Dr. Daniel J. Gross Chairperson	761-9466 or 761-9467
• Public Administration	Dr. Naomi Wish Director, Center for Public Service	761-9510

---

### Application Procedures

**Degree students:** Each student applying for admission to graduate courses leading to a degree must submit the following items to the Graduate Admissions Office, Bayley Hall (except for business or nursing applicants, who should file materials directly with the school to which admission is sought).

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

**Test scores:**

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

\*Some programs accept MAT, GRE, GMAT or LSAT scores; Corporate and Public Communication has no external testing requirement.

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

---

### Non-Matriculated Students

To enroll for graduate courses on a non-matriculated basis, the student must complete a Special Student Data Form at the time of his/her initial registration. Evidence of receipt of an undergraduate degree must be submitted to the office at that time; such evidence is usually a transcript. The maximum number of credits a special student may earn before matriculation is 12.

The School of Business does not allow students to enroll as non-matriculated unless they possess an M.B.A. or M.S. in Taxation degree or have permission to transfer to another M.B.A. program.

### International Student Applications

Seton Hall welcomes applications from international students for admission into full-time degree programs. The international student adviser assists international students in becoming

active members of the University and surrounding community. The Office of International Programs, located in Presidents Hall, offers a wide variety of services and social/cultural activities for this purpose. It also organizes student exchange programs and study tours. Contact the Office of International Programs for more information.

### International Admission Requirements:

- Completed application form and application fee.
- Original transcript of academic credentials. All credentials in languages other than English must be accompanied by certified English translations.
- Scores attained on the Test of English as a Foreign Language (TOEFL) given by the Education Testing Service, Princeton, New Jersey 08540 [(609) 921-9000] and

scores attained on the appropriate entrance examination required by the department.

- Three letters of reference.

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

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

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

International students desiring further information about courses of study should contact the Office of Graduate Admissions, Bayley Hall, Seton Hall University, 400 South Orange Avenue, South Orange, New Jersey 07079 or telephone (201) 761-9343.

Please adhere to the following deadlines in submitting an application:

**July 1** – for Fall Semester

**November 1** – for Spring Semester

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

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

### **Acceptance**

After the application has been processed, and if the qualifications are satisfactory, students will receive a letter of acceptance from the graduate office of the appropriate college/school. If a student is unable to attend during the term for which he/she is accepted, he/she must advise the Admissions Office of this fact. He/she may request in writing a deferment of his/her acceptance until the next semester.

### **Deferment of Application**

If an applicant for admission to a graduate program finds it impossible to submit all required documentation to the Graduate Admissions Office by the application deadline, he/she may request a deferment of his/her application to the next semester. This request for deferment must be submitted in writing. In no case may an applicant defer an application after receiving an unfavorable admission decision.

### **Uniqueness of Degree**

Students who have earned a graduate degree at Seton Hall will not be accepted into another program which culminates in the same degree. A student may earn a given degree only once. An eligible student may, however, earn a second master's degree provided that it is a different degree.

For example, a person who holds an M.A. in the College of Arts and Sciences may not earn another M.A. in that college, but is eligible to pursue a Master of Arts in Education or an M.B.A.

# ACADEMIC REGULATIONS

## Student Educational Records: Access and Privacy

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

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

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

The registrar answers all questions relating to right of access.

## Registration and Preregistration

### Registration for Newly Accepted Students

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

Students are expected to register on the published registration date.

## Graduate Adviser

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

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

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

## Preregistration

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

Generally, preregistration dates are scheduled during early November for spring semesters and during late March/early April for fall semesters. Preregistration for Wintersession and Summer Session is also available to allow students to plan their academic schedules in advance. Preregistration for Wintersession is scheduled for early December; summer preregistration takes place in March.

## Academic and Financial Responsibility

The University will reserve seats in classes for all students who preregister. The students incur both academic and financial responsibility for any preregistered course(s). Accordingly, students who preregister must pay their tuition



bills by the due date or officially drop their courses in the Registrar's office by that same date so that their reserved class seats may be reopened to other students. Official cancellation of course reservations by this deadline removes all semester tuition and fee charges.

Preregistered students who cancel course registrations after the payment due date but before the first day of class will be liable for registration fees but not tuition charges. Students who cancel course reservations after classes have begun will incur prorated charges according to the Total Withdrawal schedule on page 24. These charges will be assessed regardless of payment status or class attendance.

Students who register during the Registration or Late Registration periods incur academic and financial responsibility for their courses and must submit payment by the due date appearing on the bill. These students will be liable for tuition charges and fees, unless they officially drop their courses in the Office of the Registrar before the end of the add/drop period, in which case they are responsible for registration fees only. Withdrawal after the end of the add/drop period will result in the assessment of prorated charges as delineated on page 24.

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

### **Adjustments to Semester Schedule**

Adjustments to the semester schedule are permitted through the second Friday of the semester or by the day of the second class meeting for summer courses. To add or drop a course, the student under advisement must complete the Adjustment to Schedule Form available in the Office of the Registrar or in departmental offices. It is the responsibility of the student to submit this form with all required signatures by the add/drop deadline. When a student has properly dropped a course, the course is removed from the student's semester schedule.

In no case will a student be allowed to drop or add a course after the end of the add/drop period. Also, no refund or credit

will be granted for any course which is not officially dropped by the appropriate deadline. Non-attendance does not constitute a drop or a withdrawal. After the end of the add/drop period, students who do not wish to continue in a class may submit a Course Adjustment Form to withdraw from the course. This form must be submitted to the registrar with all required signatures by the appropriate deadline.

### **Semester Credit Load**

Full-time status at the graduate level is 9 credits. Normally, a full-time graduate student will not exceed 12 credits in a given semester. Half-time status is considered 5 credits. Students registered at the part-time level will be registered for fewer than 9 credits.

During the Summer Session, students may not enroll for more than 6 credits in any one session. The maximum for students enrolling in multiple sessions during a given summer is 12 credits. In Wintersession, the maximum is 3 graduate credits.

### **Refund Policy**

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

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

### **Change of Program**

After admission to a graduate program in one department, students who wish to change to another program in the same college must file a Curriculum Adjust-

ment Form. Forms may be obtained at the departmental office. Students who complete one graduate degree may not use the Curriculum Adjustment Form to enter another degree program; in this case, the student must file a new Application for Admission to Graduate Study and forward all required documentation to the Admissions Office. Students accepted into a degree program in one college must file a new application for graduate study to qualify for admission to a program in a different college. In all cases, applicants must satisfy all admission requirements before they qualify for admission.

**Specific Requirements**

Each department and school has specific requirements that must be met before a student is admitted as a degree candidate. In all cases the student will be expected to have fulfilled basic department course requirements and to have maintained an average not lower than "B."

**Deferred Examinations or Other Course Requirements**

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

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

**Leave of Absence**

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

ited to one year. Students who have been granted such leave must apply for reactivation by the following dates:

- July 1** – for Fall Semester
- December 1** – for Spring Semester
- May 1** – for Summer Session

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

**Graduate Grading System**

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

Letter Grade	Quality Point Weight
A Superior	4.0
B+ Good	3.5
B Good	3.0
C+ Satisfactory	2.5
C Satisfactory	2.0
D+ Poor but Passing	1.5
D Poor but Passing (School of Business Only)	1.0
F Failing	0.0
I Incomplete	0.0
AU Audit	0.0
NR No Record	0.0
IW Incomplete Withdrawal	0.0

**Some Graduate Seminars Only**

S Acceptable	0.0
U Unacceptable	0.0
IP In Progress	0.0

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

**I-Incomplete:** Indicates non-completion of assignment(s) or failure to take the examination for a course. Students must obtain written permission to receive an incomplete by submitting a Course Adjustment Form to the professor before the officially scheduled final examination. The professor will indicate on this form the amount of time allowed for completion of this work, up to a maximum of 12 months or by the

time the student has graduated (whichever comes first). If the missing course requirements are completed within this time period, the professor must submit a new Course Adjustment Form indicating the changed grade to the dean's office within 10 working days. If a grade of "I" is not resolved within the time allotted, this grade will be changed automatically and permanently to "IW." In extenuating circumstances a written request for a limited time extension to complete course requirements may be submitted in advance of the one year deadline by the student to the professor and dean of the college in which the course was offered, with a copy to the Office of the Registrar for approval. The grade "I" is not counted in determining class standing, eligibility or grade point average.

Although a student's grade point average is not affected by an "I" grade, the fact that the student receives no credit for the course may impact academic eligibility and, as a consequence, the student's eligibility for financial aid.

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

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

**WD—Withdrawal:** Withdrawal from a class with written permission incurs no

penalty. Appropriate forms must be submitted to the Office of the Registrar. Withdrawal will be allowed up to the end of the fourth week after the end of the add/drop period without faculty or dean signature during fall and spring terms. Withdrawal will be made at the registrar's office by the individual student using the Course Adjustment Form. After the end of this initial period, withdrawals will require signatures of the faculty member and dean. Under normal circumstances withdrawal will be allowed only through the Friday of the eighth week of each semester. Withdrawal after that date will be allowed by the respective deans' offices only under exceptional circumstances. Consult Summer Session and Wintersession schedules for withdrawal deadlines. A "WD" is not reversible; it is not counted in determining class standing, eligibility or grade point average.

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

**F—Failing:** When students receive an "F" grade in a course, no academic credit and no quality points are awarded for that course. Their grade point average is, of course, negatively impacted by a failing grade. The "F" grade is not counted in determining class standing, but its statistical effect is factored into the calculation of grade point average and, consequently, it also affects eligibility issues. When students fail a course for which they have elected a pass/fail option, the "F" grade has the same statistical effect as in a regularly graded course.

When students fail a course that is required in their program of study, they must successfully repeat that course in order to establish degree eligibility. When students fail a free elective they are not required to make up the course. When students successfully repeat a course at Seton Hall which they have failed, the original "F" grade remains on their transcript with the "repeated" des-

ignation but is no longer factored into the students' grade point average. If the student retakes the course at another institution for transfer to his or her Seton Hall record, no statistical adjustment is made. In this case, the "F" will continue to be calculated into the average. The student will earn credits, but no quality points, from a transferred course.

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

**AU—Audit Option** (no credit): Students who register as auditors are expected to attend class regularly but are not obliged to take tests or comply with any other course requirements.

There are two audit options available:

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

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

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

The designation of *AU* is noted on the transcript. *AU* is not used in determining class standing, eligibility or grade point average.

### Grade Point Average

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

### Repeated Courses

A student may repeat a course in order to earn a higher grade. The student **must** repeat the course at Seton Hall; no statistical adjustment is made when a student repeats a course at another institution. No credit is awarded when a student retakes at another institution a course for which he/she has earned credit at Seton Hall. When a course taken at Seton Hall is repeated at Seton Hall, only the higher grade is used in the calculation of the grade point average. In this case, the lower grade will remain on the transcript marked "repeated." Credit (if any) attached to the lower grade is rescinded; only the credit attached to

the higher grade is applied to the student's record. This statistical adjustment will be made only when the student repeats the exact course with the identical course number.

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

Students must inform their adviser and the registrar if they are repeating a course for a better grade. There is no limit to the number of times a student can repeat a course and have the credits counted toward determining financial aid eligibility.

### **Student Appeal for Grade Change**

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

### **Grade Changes and Graduation**

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

### **Student Policy and Procedure**

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

### **Identification Cards**

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

### **Special Services Program**

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

### **Degree Requirements**

To qualify for a graduate degree, the student must fulfill all course, examination and other requirements prescribed by the department. Only graduate course work may be applied to a graduate degree. In rare instances, an upper level undergraduate course may be counted toward a graduate degree on the recommendation of the department chair and dean.

Advanced degrees are not awarded automatically on completion of a required number of courses or credit. Such degrees are awarded for attainment in scholarship. A 3.0 grade point average is required for graduate degree eligibility.

### **Academic Good Standing**

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

## **Dismissal/Suspension**

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

## **Academic Integrity**

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

## **Comprehensive Examination**

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

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

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

## **Independent Study**

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

## **Class Attendance**

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

## **Transfer Credit Policy for Active Graduate Students**

Graduate students may not take graduate courses at any other institution without the prior written permission of their chairperson and dean and, in cases where the course involved is outside of the student's department, the chair of the course equivalent department. (Transfer policies may vary as to department/school.) This authorization is granted on execution of the Application to Study at Another Institution, which is available in the Registrar's Office. No credit for work completed at another school is granted unless the grade is "B" or higher and the course is at the graduate level. Grades for transferred courses are not used in computing the student's grade point average. Students should consult their department for any additional transfer regulations which may apply.

## **Thesis**

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

## **Continuity**

Students enrolled in a degree program are required to register each Fall and Spring Semester until all requirements for the degree are satisfied. Failure to register without being granted a leave of

absence is interpreted as a resignation, and the processing of a Change of Status application available from the Graduate Admissions Office will be required before a student may re-enter the program.

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

Students who have completed all degree requirements except the comprehensive examination or other required examination must register each Fall and Spring Semester in "Continuation" (RGCN 8000) status until the necessary examinations are passed.

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

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

### **Time Limit**

Candidates for the master's and Educational Specialist degrees are expected to fulfill all requirements for the degree within six years (five years in the School of Business) after they have been formally admitted.

### **Application for Degree**

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

Commencement is held once a year in May. In July the graduate will receive a diploma reflecting completion of the appropriate graduate degree and the actual completion date. Transcripts will also reflect this information.

### **Eligibility for Degree**

A student must be formally accepted as a candidate for a specific degree with a declared major in order to be eligible for that degree. Only when the department chair/program director officially advises the Office of the Register that all requirements have been satisfied will the student's record be updated to reflect the award of the graduate degree.

### **Transcripts**

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

To send a transcript, the student must file a Transcript Request or alternate written request with the Office of the Registrar. Telephone requests cannot be honored. The transcript fee is \$3 per copy.

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

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



## Summary of Procedures for Graduate Programs

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

All forms may be obtained from the appropriate college/school.

See individual degree programs for procedure for doctoral degrees.

# Financial Information

## Tuition and Fees

The tuition and fees shown are in effect as of the date of publication of this catalog and are for the academic year 1993-

1994. The University reserves the right to make whatever changes are deemed necessary by the Board of Trustees before the beginning of any semester.

*Per graduate credit (nonbusiness).....	\$381.00
Per graduate credit (business).....	410.00
Application for admission to degree program. Application fees vary. (\$50 business; \$30 all others).....	30.00-50.00
**University fee per semester.....	85.00
Graduation fees for graduate students.....	75.00-100.00
Student teaching placement fee.....	35.00
Thesis binding fee (3 copies).....	40.00
Failure to preregister fee.....	65.00
***Late registration (minimum).....	35.00
Transcripts (each).....	3.00
Recreation Center fee (per semester; optional).....	100.00

\*Certain Roman Catholic religious receive a 50 percent tuition discount as do seminarians and teachers in Catholic schools. Senior citizens also receive a discount.

\*\*This charge covers a part of the cost of such items as registration, course counseling, library, computing facilities, placement bureau, Student Center, student activities, vocational guidance, laboratory fees.

\*\*\*This fee applies to any semester bill remaining unpaid after the last day of the registration period. The fee is not assessed for students who have arranged in advance for deferred payments. The fee is assessed when a check has not been honored for payment. An additional \$10 is assessed for each additional week after the first week of classes for late registration and/or payment.

## Estimates of Non-Tuition Costs

Books and Supplies .....	\$ 650.00
On-Campus Room and Board .....	\$ 6,254.00
Other Indirect Costs (resident).....	\$ 1,750.00
Other Indirect Costs (commuter).....	\$10,746.00

## User Fee Policy

In recognition of the higher costs associated with certain instructional services provided by the University, special course fees may be established and assessed to students enrolled in such courses. Fees may be established only with the prior approval of the chancellor upon the recommendation of the provost and the executive vice chancellor.

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

## Withdrawal from the University

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

## Payment

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

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

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

During Summer Sessions, 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 which must be attested to by a doctor's certificate to the effect that the illness is or was of such a nature as to require the 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 an honorable withdrawal from the University until all financial obligations have been met.

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

## Charges for Course Changes

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

Courses may be dropped without financial penalty through the second Friday of the Fall and Spring Semesters. Any tuition charges for courses officially dropped during this period will be adjusted in full. Any credit which appears on the student's financial account as a result of a dropped course may be applied toward charges for a subsequent semester or, if requested in writing, will be refunded to the student.

No financial adjustment will be made for courses dropped after the change in program period. (See information on academic regulations, page 14.)

## FINANCIAL AID

### University Assistance Programs

The University offers a limited number of assistantships and tuition grants for full-time students. The applicant must show evidence of a good scholastic record and potential by submitting undergraduate transcripts, scores attained on the Aptitude Test and the appropriate advanced section of either the Graduate Record Examination, the Graduate Management Admission Test or the Miller Analogies Test, and three letters of appraisal from persons acquainted with the student's academic performance and personality. The application for graduate study and transcripts in support of an application for an assistantship or tuition grant must be received in the department office by March 1 of the academic year preceding that for which the award is desired.

### Assistantships (Teaching, Research and Administrative)

Appointments carry a stipend for nine months (September through May) and include remission of tuition for a maximum of 12 credits per semester; Law School students receive a maximum of 9 credits. Assistants spend 20 hours weekly in teaching or some directed semi-professional work. Job descriptions outlining specific responsibilities are on file in the Office of Academic Services.

Each appointment is for one academic year and is renewable for the next year on the recommendation of the department concerned. All graduate assistant applications are processed through the Office of Academic Services, the central location for graduate assistant information.

The application deadline is March 31 for the Summer and Fall Semesters, and October 15 for the spring. The applica-

tion deadline for resident assistantships with the Department of Housing and Residence Life is March 1. Applicants for teaching positions in biology and chemistry must complete applications with the Office of Academic Services and then contact their respective departments.

Inquiries should be directed to the Office of Academic Services.

### **Tuition Grants**

A limited number of partial tuition grants are available for one year. These grants normally are not renewable. They do not include stipends or fees. Students are nominated for these awards by the school and department concerned and are approved by the dean of the school and the provost. Award notices must be accepted by the applicant within two weeks of their receipt.

### **Residence Hall Graduate Assistantships**

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

### **Educational Opportunity Fund (E.O.F.) Grants**

Graduate E.O.F. grants are available to eligible students in the amount of \$2,500. Students must be full-time, matriculated students and must document financial eligibility as determined by parents' or guardians' gross income, if dependent; if independent, the student's as well as the parents' or guardians' income is considered.

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

Applicants must complete and submit the *Data Sheet for Graduate and Law School Students* to the coordinator of Enrollment Services, located in the Educational Opportunity Office at the

South Orange campus. In addition, applicants must complete the *Free Application for Federal Student Aid* (FAFSA).

## **Federal Assistance Programs**

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

### **Veterans Benefits**

Educational benefits may be available to eligible veterans and children or spouses of deceased or permanently disabled veterans. Details of the program are available from any Veterans Administration Office or from Seton Hall University's Office of Financial Aid.

### **Student Loans**

The Financial Aid Office processes applications for the Stafford Loan, both subsidized and unsubsidized, the Supplemental Loan for Students (SLS) and the New Jersey Class Loan. Applications are available from banks and credit unions or from the New Jersey Department of Higher Education. Applicants must enroll at least half-time, and complete the Free Application for Federal Student Aid (FAFSA) to determine financial need for the loans. Students who do not qualify for the Stafford Loan may receive an unsubsidized loan. Loan limits are \$8,500 for the Stafford and unsubsidized combined, \$10,000 for the SLS and \$7,000 for the New Jersey Class loan. Students may contact the Financial Aid Office for more information.

## **Student Eligibility**

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

- Have financial need as determined by the FAFSA;
- Be a high school graduate;

- Be enrolled at least half-time at Seton Hall in a degree granting program;
- Be a U.S. citizen or eligible non-citizen;
- Be making satisfactory academic progress toward a degree (See explanation below.);
- Not be in default of a federal loan or owe a repayment of a federal grant;
- Comply with the terms of the Anti-Drug Abuse Act;
- Certify registration with selective service if required; and
- Certify that information reported on the Student Aid Report (SAR) is accurate.

## Requirements to Maintain Eligibility for Federal Aid

In addition to the requirements above, the Higher Education Amendments of 1976 and 1986 require colleges and universities to define and enforce standards of academic progress. Students receiving federal financial aid must conform to these requirements in order to be eligible for this financial assistance.

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

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

## Determining Award Amounts

To be considered for federal or state financial aid, a student must complete the Free Application for Federal Student Aid (FAFSA). The federal government will then process the information and

send it to the colleges indicated and to the appropriate state agencies. Students should make sure that Seton Hall University is listed on the FAFSA.

## Student Loans: Rights and Responsibilities

Different types of federal student loans are available to assist in financing a student's education. They are the Stafford Loan (both subsidized and unsubsidized), the Supplemental Loan for independent students (SLS) and the New Jersey Class loan. Before incurring any loan students should know the terms and conditions of the loan, as well as their rights and responsibilities as student borrowers.

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

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

## Rights

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

- Students must receive a copy of the promissory note which legally binds them to repay the loan.
- Students have the right to a "grace period" before the repayment period begins.
- Students must be given a list of deferment conditions.
- Students must be informed of the full amount of the loan, the interest rate and when repayment begins.
- Students must be informed of the effect borrowing will have on eligibility for other aid.
- Students must be aware of any charges to them by the lender.
- Students must know the maximum yearly and total loan amounts as well as the maximum and minimum repayment periods.
- Students must be informed of their expected total debt and what their monthly repayments will be.

- Students must be aware what default is and its consequences.
- Students must be informed of refinancing and consolidation options.
- Students must be notified if their lender sells or transfers a loan to a different holder.

## Responsibilities

- Students must notify their lenders if they: graduate, withdraw from school or drop below half-time; transfer to another school; change their name, address or social security number.
- Students must repay their loans in accordance with the repayment schedule given to them, even if a student does not receive a bill, or does not complete his/her education.
- Students must notify their lenders of anything that affects the ability to repay the loan or changes the student's eligibility for deferment or cancellation.
- Student borrowers must attend both an entrance and an exit interview.

## Estimated Stafford Loan Monthly Payments (8%)

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

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

## Student Employment

There are certain requirements that students must meet and maintain to be considered for on-campus employment. A comprehensive explanation of the terms and conditions of employment is listed in the *Seton Hall University Student Employment Handbook*, available in the Financial Aid Office. Generally a student must be enrolled

and matriculated at Seton Hall on a full-time basis (9 credits for graduate students), be making progress toward a degree as defined by the academic policy of the University, and not be receiving other work grants such as a graduate assistantship. Students must also file an application for employment with the Financial Aid Office, and be given an official work assignment before any work is performed.

Students eligible for a Federal Work Study Award must:

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

## Disbursement of Financial Aid

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

### Student Employment

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

### Student Loans

Stafford and SLS loans are disbursed in two equal checks from the lender, made payable to both the student and Seton Hall, and are applied to the student's account after the student endorses the check. Stafford and SLS loans cannot be signed and applied to a student's account more than 30 days prior to the start of the loan period for previous borrowers, and no sooner than 30 days after the start of the loan period for first-time borrowers. First-time borrowers must complete an entrance interview before endorsing their loan checks.

### New Jersey E.O.F. Grants

New Jersey E.O.F. Grants are disbursed through a state-generated computer tape which feeds through the computer system at Seton Hall, and updates each student's account with a

credit for the specific award in which he/she is eligible. Tapes are received on a monthly basis.

## Institutional Aid

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

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

## Campus Ministry/ The University Parish

Campus Ministry/University Parish (located in South Boland Hall) provides a Roman Catholic parish life on the University campus. A weekly Parish Bulletin publishes special observances, scheduled activities and educational material to deepen individual commitment to following in the way of Jesus Christ and to share that faith in service to others. Daily masses and opportunities for the sacrament of reconciliation highlight the ongoing schedule. The main Immaculate Conception Chapel is complemented by chapels in Boland and Xavier residence halls for private prayer, 10 p.m. Mass and other special uses. All are open daily.

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



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

## **RCIA**

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

# **STUDENT SERVICES**

The members of the Division of Student Affairs assist, direct and inform students concerning the various non-academic services and programs available to them. For information, call (201) 761-9075, or visit the Student Affairs Office on the second floor of the Bishop Dougherty Student Center.

## **Athletics**

The Department of Athletics and Recreational Services organizes, manages and promotes all intercollegiate and recreational sports activities at Seton Hall University, with the purpose of enriching the educational experience of every involved student.

On an intercollegiate level, the University competes in 18 sports, with nearly 300 student athletes participating. Seton Hall is a member of the prestigious BIG EAST Conference, recognized as one of the nation's top athletic leagues, and also competes on the NCAA Division I level in all sports.

Pirate athletics has enjoyed a rich tradition. In recent years, the men's basketball team advanced to the championship game of the NCAA Tournament (1989), won the BIG EAST Tournament (1991 and 1993) and the regular season BIG EAST title (1992 and 1993). The baseball, golf, track and soccer teams have all won BIG EAST team championships, and the track, swimming, wrestling and women's tennis squads have all produced individual Conference champions, some of whom have gone on to excel at the national level.

A number of Seton Hall student athletes have been recognized for their athletic and academic achievements by being named to All-America and Academic All-America teams. The BIG EAST's 1993 scholar-athlete and men's basketball scholar-athlete were both Seton Hall student athletes.

Seton Hall has also had a substantial impact in international athletic competition. Seton Hall was well represented in recent Olympic Games. A number of coaches and athletes from the University participated in the 1992 Summer Games, and were medalists. Six Seton Hall athletes competed in the 1988 Summer Olympics and secured medals, including the gold.

## **Recreational Services Program**

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

A comprehensive program of non-credit instructional courses in "lifetime" sports and fitness/wellness activities is offered in the center, including aerobics, dance, swimming and racquet sports.

The intramural program is open to all members of the Rec Center and offers recreational and leisure sports activities: leagues, tournaments and special events. Students can participate in flag football, basketball, volleyball, softball, soccer, tennis, racquetball, walleyball, pickleball, road races and more.

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

The offices of the Department of Athletics and Recreation are located in the Recreation Center. Information about programs may be obtained by calling (201) 761-9524. For information concerning intramurals, noncredit instruction or Recreation Center memberships, call (201) 761-9720.

## Career Services

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

**Career Development:** Career counseling and advisement on choice of major, occupational exploration and employer research are provided to all students. Regularly scheduled workshops are held on such topics as career decision making, career lecture series, resume writing, interviewing skills, videotaped interviewing skills, researching an employer and transition from college to career. More than 50 workshops are scheduled each semester and announced in the Career Services Newsletter. An annual

Career Day in October, Career Night in March and Job Fair in April host over 100 employers. Standardized tests, including the Strong Interest Inventory, as well as other instruments designed to enhance self-knowledge and career/life, are administered.

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

**Employment Recruiting:** Employment recruiting provides information and access to employment trends and specific job opportunities through a variety of services and programs. Job listings, employment recruiting interviews, individual advisement and referral, career fairs and career preparedness workshops are among the employment-oriented services. DISC RESUME, kiNexus, computerized job matching programs and National Employment Wire Service (NEWS), are available to students. Specific staff are assigned to serve the needs of students in each school and college of the University. A five-year credential file system is available to education majors.

## University Counseling Services

Professional counselors provide assistance to students relative to a full range of personal concerns, including those related to their own or others' alcohol or other drug use and abuse. Individual short-term counseling and ongoing group counseling allow students to explore any

concerns that may interfere with the development of a rewarding life. Referrals for longer term treatment can also be arranged. Office hours extend from 8:45 a.m. to 4:45 p.m., but evening hours can be scheduled as needed. All services are free and confidential. A counselor is on-call 24 hours a day and can be reached by telephone at (201) 761-9500.

## Health Services

The purpose of Health Services is to help students maintain and achieve optimal health, as well as assist them when they are ill. The staff provides a wide range of services: physical examinations and laboratory screening, management of acute illnesses, routine gynecological care and allergic desensitization. Health Services is staffed by registered nurses and nurse practitioners from 8 a.m. until 5 p.m. and by student health aides from 5 p.m. until 8 a.m. A physician is available daily, but appointments are recommended. Appointments or other information may be obtained by calling (201) 761-9175 or visiting Health Services on the first floor of South Boland Hall.

## Housing and Residence Life

Housing spaces are available for graduate students in Rose Plaza, 116 Irvington Avenue, South Orange. This apartment building is leased by the University and staffed with Housing and Residence Life personnel.

In addition, many South Orange residents rent space in their houses to Seton Hall students. Off-campus listings are available at Housing and Residence Life, 64 Duffy Hall, (201) 761-9172.

## Dining Facilities

The Galleon Room Food Court, located in the Bishop Dougherty Student Center, is open from 7 a.m. to 9 p.m., seven days per week. Recently renovated to include many different stations, the Galleon Room offers a large variety of international and American cuisine

cooked to order, as well as a bakery and ice cream stand. Meal plan points, flex points and cash may be used during all operating hours.

Aiello's Pizza Emporium, located in Duffy Hall, is open from 9 a.m. to 1 a.m. Monday through Friday; noon to 1 a.m. Saturday; and 1 p.m. to 1 a.m. on Sunday. Aiello's features Italian specialties, New York-style pizza and grill. Flex plan points and cash may be used at all times. Meal plan points will be accepted at Aiello's from 2 p.m. to 1 a.m. Monday through Friday and during all hours on Saturday and Sunday. These extended hours are provided for the convenience of residents and evening students.

Hours of operation in dining facilities may be adjusted during Summer Session and school vacation periods.

Seton Hall University has recently adopted the Declining Balance Program for meal plans. Instead of a fixed number of meals per week, the Declining Balance Meal Plan allows students to eat when they want. The student buys a certain number of "points." A point equals one cent. These points are deducted from the student's account whenever he or she makes a purchase. A cashier's display will show the amount being charged and the balance of points remaining. All resident students are required to purchase a meal plan, but meal plans may also be purchased by any student. (Note: Meal plans are good for one semester only. Any points remaining at the end of the semester are *not* refundable.) Meal plan points can be used at all dining locations. (Auxiliary dining locations may impose some time restrictions on point acceptance.)

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

## **Parking Facilities**

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

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

## **University Security**

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

## **Student Activities**

### **WSOU-FM**

WSOU, which transmits with 2,400 watts of power at 89.5 on the FM dial, is Seton Hall University's stereo radio station. Operated by Seton Hall students under the supervision of a professional director, it broadcasts to a potential listening audience of 15 million in the tri-state metropolitan area. One of the strengths of WSOU is its maintenance of a diversified program format while continuing to provide service to the University. WSOU was named "Best College and Non-Commercial Radio Station for 1991" by *CMJ magazine*. The station has received 10 platinum record awards for its role in the music industry. WSOU is operated under the supervision of the College of Arts and Sciences.

### **Seton Hall Theatre-in-the-Round**

The Seton Hall University theater program runs throughout the year and consists of two schedules of productions. Four shows are presented during the school year, September to May. The actors in these shows are primarily students directed by a faculty member. Shows vary from classical to modern.

The program strives to give students a practical and historical approach to the dramatic arts. All students are eligible to audition.

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

### **Poetry-in-the-Round Program**

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

## **Alumni Association**

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

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

The objectives of the Association are promulgation of the principles and the ideals of Seton Hall University by establishing the dialogue and environment that will encourage Seton Hall alumni to be proud proponents and competitive supporters of their alma mater and fellow alumni. Five committees assist in carrying out these objectives. They

include Admissions and Recruitment, Editorial, Career Services, Annual Fund and Activities.

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

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

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

## **Institutes and Centers for Learning and Research**

### **The Academic Computing Center**

The Computer Services Division of the University, through the Office of Academic Computing, provides all University students and faculty with free hands-on access to computers. A student computing center is maintained in Corrigan Hall and includes IBM, Apple and MacIntosh microcomputers, as well as mainframe terminals.

Regularly scheduled seminars build beginning and advanced user skills in mainframe and microcomputer skills. (Documentation, diskette and video tutorials are available in the library's reference section for LOTUS, Wordperfect, Wordstar, DBase III, DisplayWrite 4 and others.) Instruction is also provided in the use of mainframe computer systems, including SAS, SPSSX and BIT-NET, an international computer network which provides intra- and inter-campus electronic mail capability.

The Center includes computer equipped classrooms and makes them

available for faculty use. The Office of Academic Computing also administers IBM and Apple microcomputer resale programs with significant discounts available. The staff provides advice on computer selection and technical assistance after purchase.

**Thomas W. Burnett, Director**

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

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

Until 1984, the Center offered programs leading to the degree Bachelor of Arts and, with the College of Education and Human Services, the degree Master of Arts in Education, as well as an African-American studies minor certificate. An undergraduate program is now offered within the College of Arts and Sciences in the Department of African-American Studies.

### **The Archaeological Research Center for New Jersey**

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

**Herbert C. Kraft, Director**

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

The Center has a four-fold purpose: to serve as a resource for individual faculty members in supporting their teaching; to promote faculty discourse about their teaching roles and issues of learning-teaching at the University; to sponsor professional development opportunities for faculty; and to serve as an advocate of the interests of teaching and learning in the councils of the University. In addition to serving as a resource center for books, periodicals and magazines focusing on teaching strategies and various elements of teaching, the Center publishes "off-white" University papers as well as a newsletter on teaching and learning strategies. It sponsors seminars, workshops and other development activities with a teaching focus and is instrumental in developing grant proposals and other programmatic initiatives. **Albert B. Hakim, Director**

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

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

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

lishes the results of Division-supported research.

**Nicholas Beutell, Director**

**The Institute of International Business**, established in 1964, is involved in researching practical and theoretical international problems of the business community. The Institute offers a program of study leading to the Certificate in International Business. The program is interdisciplinary and consists of courses in the international aspects of accounting, economics, finance, management and marketing. The Certificate, offered as part of the M.B.A. program, is also available to qualified individuals from industry on a non-degree basis.

**Agnes Olszewski, Director**

**The Institute of Jewish-Christian Studies**, founded in 1953, is primarily a center for research and publication. Its area of study is the Church's rootedness in Judaism and the relationship between the Church and the Jewish people through the ages. The Institute was instrumental in preparing the statement by the Second Vatican Council on "The Church's Bond with the Jewish People." The Institute began a graduate program in Judaeo-Christian studies in the fall of 1975. In 1978 the program was incorporated into the College of Arts and Sciences; in 1979 it became a department of that College. Department and Institute are thus independent units, even though origin and goal bespeak an intimate relation. The requirements for admission to the program and a description of the course offerings may be found in this bulletin.

**Reverend Lawrence Frizzell, Acting Director**

### **Library Services**

Seton Hall University Library Services involve the McLaughlin Library, Immaculate Conception Seminary Library, Media Center and Archives on the South Orange campus, and the independently administered School of Law Library in Newark. The University offers a great variety of library services—including ready availability of extensive resources and current information tech-

nology, reference service by highly qualified librarians and convenient access to millions of books and other resources in other libraries worldwide.

**McLaughlin Library** houses most of the half-million book and periodical volumes on the main Seton Hall University campus; 2,600 current serials; several hundred thousand microforms (notably periodicals, newspapers and reports), curriculum materials, and U.S. and New Jersey government documents; and special collections on Asian Studies, the Civil War, Classical Studies and Irish Culture. A \$750,000 NEH Challenge Grant awarded in 1989 is being matched 3-to-1 for a \$3 million endowment for humanities acquisitions. The Library provides expert, comprehensive reference, database, bibliographic instruction and interlibrary loan services. Technology includes 33 microcomputers in a networked Computer-Assisted Instruction Center operated by the College of Arts and Sciences; the Education and Human Services Computer Lab (Macintosh); many CD-ROM databases (index and text); and Setoncat, a computerized catalog of the Library's holdings. Via the County of Essex Cooperating Libraries System (CECLS), Essex-Hudson Regional Library Cooperative, and New York Metropolitan Reference and Research Library Agency (METRO), Seton Hall students use nearby libraries and benefit from library delivery services.

**The Immaculate Conception Seminary School of Theology Library** (Lewis Hall, lower level) has substantial holdings on theology and church history, with emphasis on liturgy and scriptural studies. These are represented in Setoncat.

**The Media Center** (Alfieri Hall, lower level) provides a variety of audiovisual materials, classroom and production services, and opportunities for students to utilize media technology, including computer graphics. Facilities include video-equipped classrooms.

**The Special Collections Center** houses rare books and other special resources in McLaughlin Library and the Archives (Duffy Hall, lower level). Archival holdings document University, Archdiocese of Newark, and New Jersey history. These records exceed 11,000 cubic feet and are widely used by scholars. The New Jersey Catholic Historical Records Commission helps promote development and use of the Archives.

The new 155,000-square-foot Walsh Library, scheduled to open in early 1994, will house all resources and services now in these facilities. It will be located on Seton Drive, across from the Brennan Recreation Center.

**Robert A. Jones,**  
*Dean of University Libraries*

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

**Herbert C. Kraft,** *Director*

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

The center's first Near East archaeological expedition was to Tell Safut in Jordan in 1982 in a project jointly sponsored by Seton Hall University, the American Schools of Oriental Research and the Department of Antiquities of



Jordan. For this and subsequent digs, faculty and students have taken the opportunity to travel to the Near East, tour its archaeological sites and become active participants in archaeological fieldwork. Future trips are planned.

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

**Donald H. Wimmer**, *Director*

**The New Jersey Institute for Collegiate Teaching and Learning (NJICTL)**, established through a grant from the New Jersey Department of Higher Education in 1989, works with campuses statewide to expand the pool of faculty actively engaged in teaching and learning issues and to explore the challenges faculty confront in the classroom with special emphasis on the nontraditional student.

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

Faculty and campuses are linked to resources across the state and nationwide through the use of an electronic bulletin board, the National Fellow-in-Residence Program and the New Jersey Institute Faculty Fellows Program. NJICTL also provides grants to support campus-based faculty initiatives to better meet student learning needs.

**Martin Finkelstein**, *Director*

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

The master's program is accredited by the National Association of Schools of

Public Affairs and Administration and offers five concentrations:

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

Seton Hall University is among a handful of institutions in the country that offers the student interested in the management of nonprofit organizations a specifically designed concentration in that area. All concentrations stress the development of managerial and analytic skills, in addition to ethical and professional values. Courses are offered in the evenings and late afternoons during the Fall and Spring Semesters, and summer and Wintersession classes are also available. In fact, Seton Hall has a rolling admissions policy that considers applications year round.

**Naomi Wish**, *Director*

**The Puerto Rican Institute** was established in the fall of 1974 to reinforce the Puerto Rican identity on campus and to develop awareness of the culture among all peoples. Specifically the Institute aims to recruit Puerto Ricans and other Hispanics at all levels. Utilizing existing and outside sources, the Institute encourages courses and seminars exploring the island's sociological, economic, historical, political and cultural background.

To achieve the goal of recruiting and retaining Puerto Rican and other Hispanic students, the Institute has worked within established structures to improve needed support and assistance in this area.

Another purpose is to promote bilingual programs, staffed by tutor-counselors who assist students in learning and teaching English as a second language and improving their Spanish language competency and in offering other supportive services.

The Institute also seeks to involve the University in the surrounding Puerto Rican community by providing educational and cultural services, including movies, lectures, concerts and publications, which are relevant to that community.

**The Talent Search Project** is a federally funded career and college counseling program that aids minority students in gaining acceptance into colleges, technical schools and educational programs throughout the country. The main thrust of the program is to establish and develop unconventional ways for identifying minority low income youth who have the potential to overcome disadvantages and to provide the supportive services needed to succeed in college.

The primary target population served by this program encompasses Barringer, East Side, Our Lady of Good Counsel and Weequahic High Schools, Barringer Prep, Luis Munoz Marin Middle School and McKinley School, all located in Newark. Individuals may also be referred by community agencies and other sources.

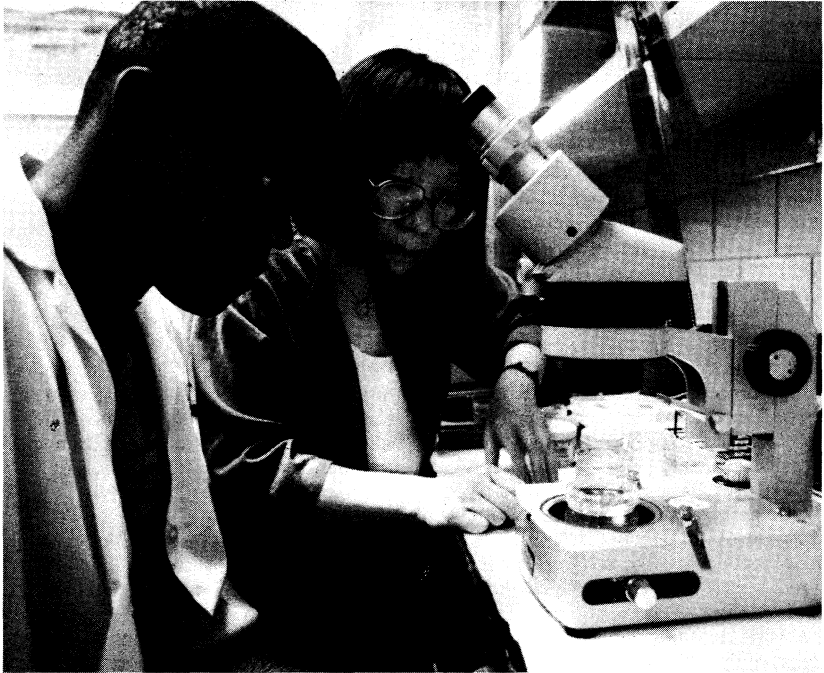
*Lillian Perez, Director*

**The Center for Urban Research and Environmental Studies** was established in 1966 and is now administered by the Department of Sociology and Anthropology. Its functions are to con-

duct basic and contract research regarding urban and regional problems; to disseminate the findings of basic research through reports, books, seminars and symposiums to urban practitioners and decision makers as well as professional and private investors; to enrich the educational programs in the University by making research findings available to disciplines concerned with urban problems; to afford research opportunities to both faculty and students interested in urban problems; and to provide a coordinating mechanism for disciplines and institutional activities dealing with urban problems. As an interdisciplinary unit within the University, the center can draw on the faculties of the Colleges of Arts and Sciences and Education and Human Services and the Schools of Business and Law.

**The Writing Center** facilities are available to all students, undergraduate and graduate, enrolled at Seton Hall University. Located in the academic wing of the Immaculate Conception Seminary, the center serves as a support system for the English department and provides a range of services, including free consultation and tutorials. For further information, contact the Writing Center. The center is open Monday through Thursday, 8 a.m. to 4 p.m., and Friday, 8 a.m. to 3 p.m.

*Norma Miller, Director*



# COLLEGE OF ARTS AND SCIENCES

**Dean:** Jerry A. Hirsch

**Associate Dean:** John J. Mitchell Jr.

**Associate Dean:** Daniel H. Huchital

**Assistant to the Dean:** Catherine Coll

## **Department Chairpersons - Graduate Programs**

**Asian Studies:** Winston Y. Yang

**Biology:** Roberta Moldow

**Chemistry:** Matthew Petersheim

**Communication:** Donald McKenna

**English:** Alexander J. Butrym

**Jewish-Christian Studies:** Asher Finkel

**Mathematics:** Daniel J. Gross

**Center for Public Service**

**Director:** Naomi Wish

The College of Arts and Sciences, the oldest school of the University, was established as Seton Hall College in 1856. The College comprises the Departments of African-American Studies, Art and Music, Asian Studies, Biology, Chemistry, Classical Studies, Communication, Criminal Justice, English, History, Jewish-Christian Studies, Mathematics and Computer Science, Modern Languages, Philosophy, Physics, Political Science, Psychology, Religious Studies, Social Work, and Sociology and Anthropology.

The College of Arts and Sciences offers graduate courses leading to the degree Master of Arts with specialization in Asian studies (Chinese, Japanese, Asian area studies and Asian bilingual/bicultural education), English, Jewish-Christian studies, mathematics, and corporate and public communication. The Master of Science degree is offered with specialization in biology, chemistry and mathematics. The Center for Public Service offers a Master of Public Administration degree. The Doctor of Philosophy degree is offered in chemistry. In support of these programs the Departments of Physics, Psychology, Religious Studies and Social Work offer selected graduate courses.

## **Application and Admission**

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

Department and program descriptions include specific admission requirements for the master's degree in a given field.

## **Degree Requirements**

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

- Complete department course and credit requirements and
- Pass the comprehensive and/or language examinations where required.

## **Foreign Language Requirement**

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

This requirement may be met by satisfactorily completing a special language course or by passing a reading proficiency examination. Contact the department for information about examination dates.

## **Comprehensive Examination**

The successful completion of a comprehensive examination is required in some departments of the College of Arts and Sciences. For University regulations concerning this examination, please see "The Comprehensive Examination" and "Continuity" on page 20.

# **DEPARTMENT OF ASIAN STUDIES**

**Professors:** Blakeley; Kikuoka, Leung; Podgorski; Yang (*Chairperson*)

**Assistant Professor:** Mattos; Shinjo

**Graduate Adviser:** Yang

---

The Department of Asian Studies offers graduate courses leading to the degree Master of Arts. The department also cooperates with the College of Education and Human Services in offering M.A., Ed.S., Ed.D. and Ph.D. degrees with a concentration in bilingual/bicultural education and with the W. Paul Stillman School of Business in offering a Certificate in International Business and a 5-year B.A./M.B.A. program.

The Department, in cooperation with the Asia Center, conducts research on East Asia, sponsors conferences, conducts summer institutes and carries on a program of publication.

The Department of Asian Studies offers a limited number of teaching assistantships in Chinese and Japanese languages.

## **General Admission**

In addition to the general University requirements for admission to graduate studies, candidates for admission to the M.A. program of the Department of Asian Studies should show a strong background in Asian Studies, or in one of the disciplines in which the department offers courses.

## Degree Requirements

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

I. Foundation Courses (18 credits)

China: ASIA 6140 Survey of Chinese Civilization and one of the following: ASIA 6141 Foundations of Chinese Civilization, ASIA 6142 Development of Chinese Civilization, ASIA 6143 Maturity of Chinese Civilization.

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

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

II. 9 credits, distributed as follows:

One course in each of the following categories:

Philosophy/Religion: ASIA 6112 Spiritual Quests of India, ASIA 6114 Chinese and Japanese Buddhism, ASIA 6113 Philosophical-Spiritual Probing of China.

Literature: ASIA 6115 Classical Chinese Literature, ASIA 6116 Modern Chinese Literature.

Politics/Modern Development: ASIA 6131 International Politics of the Far East, ASIA 6132 American Foreign Policy in Asia, ASIA 6129 History of Republican China, ASIA 6130 History of Contemporary China.

or

3 courses from among the following: Chinese or Japanese language (graduate level); Linguistics: ASIA 7111-7112 Introduction to Language and Communication I and II (or equivalent), ASIA 7113-7114 Chinese Linguistics I and II, ASIA 7116 Applied Linguistics (or equivalent); Teaching Methods: ASIA 7118 Supervised Teaching of Chinese and Japanese, ASIA 7124 Methods of Teaching Chinese and Japanese.

III. ASIA 9111 Research Methods in Asian Studies (3 credits).

IV. Electives (to constitute a coherent program, chosen in consultation with the graduate adviser), as follows:

Track A: 6 credits, plus thesis (see below)

Track B: 9 credits (no thesis)

The thesis requirement for track A may be fulfilled in one of the following ways: a formal thesis, a substantial seminar paper completed in ASIA 9112-9119 Selected Topics in Asian Studies or a significant teaching-related project. This option also requires demonstration of reading competence in one foreign language.

Track B results in a terminal M.A. degree. Track A is required for recommendation to advanced graduate studies.

Total credits required: 36 credits (with thesis)  
39 credits (without thesis)

## Course Descriptions

### Chinese Language

#### CHIN 6111-6114 GRADUATE CHINESE CONVERSATION AND COMPOSITION I-IV

Advanced conversation practice and an introduction to composition and translation with emphasis on practice and exercise.

*Mattos* 12 credits

**CHIN 6115-6116 GRADUATE READINGS IN CLASSICAL CHINESE I AND II**  
Introduction to classical Chinese through selected readings with emphasis on classical grammar and syntax.

*Blakeley* 6 credits

#### CHIN 6117-6118 GRADUATE READINGS IN MODERN CHINESE I AND II

Advanced readings in modern Chinese with emphasis on the social sciences and humanities.

*Mattos* 6 credits

#### CHIN 6120-6121 GRADUATE CHINESE NEWSPAPER READINGS I AND II

Selected readings in journalistic writings, including materials from newspapers and magazines.

*Mattos* 6 credits

#### CHIN 6125 READINGS IN 20TH-CENTURY CHINESE LITERATURE

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

*Yang* 3 credits

### Japanese Language

#### JAPN 6111-6112 GRADUATE MODERN JAPANESE I AND II

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

*Kikuoka* 6 credits

#### JAPN 6113-6114 JAPANESE NEWSPAPER READINGS I AND II

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

*Kikuoka* 6 credits

### Asian Affairs, History, Culture and Literature

#### ASIA 6111 ASIAN RELIGIONS AND ECUMENICAL DIALOGUE

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

*Podgorski* 3 credits

#### ASIA 6112 SPIRITUAL QUESTS OF INDIA

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

*Podgorski* 3 credits

#### ASIA 6113 PHILOSOPHICAL-SPIRITUAL PROBLEMS OF CHINA

The intellectual and spiritual foundations of China are explored. Confucius, Lao Tzu, Chuang Tzu, Chu Hsi and Wang Yang-ming are studied in depth.

*Podgorski* 3 credits

#### ASIA 6114 CHINESE AND JAPANESE BUDDHISM

The Mahayana experience, from its Indian origins through its development in China and Japan. The Ten Schools and the various Japanese forms, with emphasis on Ch'an-Zen and Amidism. Buddhist influence on art and culture.

*Podgorski* 3 credits

#### ASIA 6115 CLASSICAL CHINESE LITERATURE

Knowledge of Chinese is not required. Surveys the Chinese literary tradition in translation from the Confucian classics to the Sung dynasty.

*Yang* 3 credits

#### ASIA 6116 MODERN CHINESE LITERATURE

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

*Yang* 3 credits

#### ASIA 6121-6122 HISTORY AND CULTURE OF JAPAN I AND II

Examination of Japanese historical and cultural developments from ancient times to World War II.

*Kikuoka* 6 credits

#### ASIA 6123-6124 HISTORY AND CULTURE OF INDIA I AND II

Survey of the formation of India from prehistoric times up to the present day.

*Podgorski* 6 credits

#### ASIA 6129 HISTORY OF REPUBLICAN CHINA

History and political developments in China from the Republican Revolution of 1911 to 1949.

*Leung* 3 credits

#### ASIA 6130 HISTORY OF CONTEMPORARY CHINA

Traces the history of Communist China from the founding of the Chinese Communist Party to the present day.

*Leung* 3 credits

#### ASIA 6131 INTERNATIONAL POLITICS IN THE FAR EAST

Analysis of major events in the international politics of the Far East during the 20th century.

*Leung* 3 credits

#### ASIA 6132 AMERICAN FOREIGN POLICY IN ASIA

Historical development of American foreign policy in Asia; analysis of the institutions and

political and economic forces that shaped policy toward China, Japan, India and Southeast Asia.

*Leung* 3 credits

**ASIA 6133 HISTORY OF MODERN JAPAN**

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

*Kikuoka* 3 credits

**ASIA 6140 SURVEY OF CHINESE CIVILIZATION**

General overview of the major trends in the development of Chinese culture, from the beginning to 1800.

*Blakeley* 3 credits

**ASIA 6141 FOUNDATIONS OF CHINESE CIVILIZATION**

In-depth consideration, through lecture, reading and discussion, of the formulation of the central features of Chinese culture, from the Neolithic through the Han dynasty.

*Blakeley* 3 credits

**ASIA 6142 THE DEVELOPMENT OF CHINESE CIVILIZATION**

In-depth consideration of the changes in Chinese culture, from the Period of Disunion through the Sung period. Lecture, reading and discussion.

*Blakeley* 3 credits

**ASIA 6143 THE MATURITY OF CHINESE CIVILIZATION**

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

*Blakeley* 3 credits

**ASIA 6211 MULTINATIONAL CORPORATIONS IN THE ASIAN MARKET**

This is an interdisciplinary course on international business concerned not only with marketing but also with other aspects of American business operations in the Asian market. It is designed to introduce the student to U.S.-Asia trade with emphasis on the operations of U.S. multinational corporations and their marketing strategies in Asia. Aspects of international economics and marketing and international politics affecting U.S.-Asia trade will be examined. Ethical, financial, social, economic, political, legal, and other issues and problems affecting U.S. operations in Asia will be analyzed. Foreign trade policies and regulations of the U.S. and Asian countries and the marketing of Asian and American products will be discussed. This course is concerned not only with theory and practice, but also problems, potential and prospects in U.S.-Asia trade.

*Yang* 3 credits

**ASIA 6212 MANAGEMENT OF FOREIGN OPERATIONS**

Concerned with the special circumstances under which an American firm operates

abroad: social customs, political environment, and linguistic and cultural problems, this course examines economic, financial, legal and management issues peculiar to foreign operations, and analyzes problems in foreign exchange, international finance and marketing, and human resources management. The management of foreign investment, joint ventures and foreign subsidiaries will be discussed. Technology transfer, foreign trade operations and protection of intellectual property abroad are covered. Attention is given to international economic policy, international corporate financial management and variations in the organizational structure of MNCs. Selected international business cases will be discussed.

*Yang* 3 credits

**Linguistics and Teaching Methods**

**ASIA 7111-7112 INTRODUCTION TO LANGUAGE AND COMMUNICATION I AND II**

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

*Mattos* 6 credits

**ASIA 7113-7114 CHINESE LINGUISTICS I AND II**

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

*Mattos* 6 credits

**ASIA 7116 APPLIED LINGUISTICS**

Application of discoveries from theoretical, psycho-, neuro- and socio-linguistics to first and second language learning and teaching, and to bilingual education.

*Mattos* 3 credits

**ASIA 7118 SUPERVISED TEACHING OF CHINESE AND JAPANESE**

Student teaching of Chinese or Japanese under faculty supervision. Emphasis on teaching methods and critical discussion of performance.

*Staff* 3 credits

**ASIA 7124 METHODS OF TEACHING CHINESE AND JAPANESE**

Trends in methodology, basic theories concerning language and its teaching. Aims to develop the skills and special techniques necessary for good teaching and the use of the language laboratory.

*Mattos* 3 credits

## Research and Directed Studies

### ASIA 9111 RESEARCH METHODS IN ASIAN STUDIES

Research methodology. Evaluation of sources and other problems involved in the preparation of the master's thesis.

Yang

3 credits

### ASIA 9112-9119 SELECTED TOPICS IN ASIAN STUDIES

Advanced research (seminar or pro-seminar) on focused topics in Asian Studies.

### ASIA 9190-9199 DIRECTED GRADUATE ASIAN STUDIES

Readings under faculty supervision.

Staff

3 credits each semester

### ASIA 9211 TOPICS: CHINA IN REVOLUTION

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

Leung

3 credits

# DEPARTMENT OF BIOLOGY

Associate Professors: Burke, Glenn; House; Moldow (*Chairperson*); Rawn

Assistant Professors: Ahmad; Guidon; Hsu; Krause (*Graduate Adviser*)

## Programs of Study

The Biology Department offers two graduate degrees: Master of Science in biology and Master of Science in microbiology. The master's degree in biology has three programs of study: Plan A, with thesis, and Plans B and C, without thesis. Plan A is recommended for students who intend to continue their studies at the doctoral level or pursue a career in research; Plan B is primarily a course work-oriented degree program; Plan C, with a minor in business administration, is for students who are inter-

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

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

When entering the program all students should obtain a copy of *Information and Regulations for Matriculating Graduate Students in Biology and Microbiology* from the graduate adviser. A brochure containing research interests of faculty members is also available.

## General Academic Requirements

Academic deficiencies must be made up during the first year of graduate study and before taking graduate courses for which the deficiency areas are prerequisites; these courses will not be credited toward the graduate degree. Admission as a special student may be granted pending the evaluation of an application submitted after the admission deadline.

## General Admission for Biology Program

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

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



## Degree Requirements in Biology Programs

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

### Plan A—with thesis

1. Complete a total of 31 credits  
10 credits in  
    BIOL 6113 Biostatistics  
    BIOL 9190 Biology Seminar  
    BIOL 9192-9193 Research for Master's Thesis  
6 credits in laboratory course work (may be separate courses or as part of a lecture/laboratory course)\*  
15 credits in graduate biology courses\*
2. Make an oral presentation of thesis to Biology Seminar
3. Submit an acceptable thesis based on laboratory research three months before the expected degree completion date with an oral defense two weeks before the expected degree completion date.

### Plan B—without thesis

1. Complete a total of 34 credits  
4 credits in  
    BIOL 6113 Biostatistics  
    BIOL 9190 Biology Seminar  
1 credit from any Selected Topics course  
6 credits in laboratory course work (may be separate courses or as part of a lecture/laboratory course)\*  
23 credits in graduate biology courses\*
2. Prepare a library research paper in conjunction with Selected Topics course. Selected Topics must be taken two semesters before expected completion of degree. Oral presentation of research results is to be made during the last semester.

### Plan C—without thesis (Minor in Business Administration)

1. Complete a total of 34 credits  
4 credits in  
    BIOL 6113 Biostatistics  
    BIOL 9190 Biology Seminar  
1 credit from any Selected Topics course  
6 credits in laboratory course work (may be separate courses or as part of a lecture/laboratory course)\*  
8 credits in graduate biology courses\*  
15 credits in  
    BMIS 6701 Management Information Systems  
    BLAW 6301 Legal and Social Environment of Business  
    BACC 6101 Financial Accounting  
    BMKT 6603 Marketing Strategies  
    BMGT 6503 Management and Organization Behavior
2. Prepare a library research paper in conjunction with Selected Topics course. Selected Topics must be taken two semesters before expected completion of degree. Oral presentation of research results is to be made during the last semester.

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

## General Admission for Microbiology Program

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

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

---

## Degree Requirements in Microbiology Program

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

### Plan D—with thesis

1. Complete a total of 31 credits:
  - 10 credits in
    - BIOL 6113 Biostatistics
    - BIOL 9190 Biology Seminar
    - BIOL 9192-9193 Research for Master's Thesis
  - 12 credits from the Microbiology Course Group
  - 4 credits in laboratory course work (may be as separate courses or as part of a lecture/laboratory course)
  - 3 credits from either BIOL 6231 Molecular Biology, BIOL 6233 Metabolic Pathways or CHEM 6501 General Biochemistry
  - 2 credits from either Microbiology Course Group or Biology Course Group
2. Make an oral presentation of thesis to Biology Seminar.
3. Submit an acceptable thesis based on laboratory research three months before the expected degree completion date with an oral defense two weeks before the expected completion date.

### Plan E—without thesis

1. Complete a total of 34 credits:
    - 4 credits in
      - BIOL 6113 Biostatistics
      - BIOL 9190 Biology Seminar
    - 15 credits from the Microbiology Course Group
    - 1 credit from either Selected Topics in BIOL 7491 Microbiology, BIOL 7492 Virology or BIOL 7292 Immunology.
    - 6 credits in laboratory course work (may be separate courses or as part of a lecture/laboratory course)
    - 3 credits from either BIOL 6231 Molecular Biology, BIOL 6233 Metabolic Pathways or CHEM 6501 General Biochemistry.
    - 5 credits from either Microbiology Course Group or Biology Course Group.
  2. Prepare a library research paper in conjunction with Selected Topics course. Selected Topics must be taken two semesters before the expected completion of degree. Oral presentation of research results is to be made during the last semester.
- 

## Seminar Requirements

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

## Course Descriptions

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

### **BIOL 6113 BIOSTATISTICS**

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

*Krause*

3 credits

### **BIOL 6214 CYTOGENETICS AND BIOCHEMICAL GENETICS**

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

*Krause*

4 credits

### **BIOL 6216 RECOMBINANT DNA TECHNOLOGY LABORATORY\*\***

Prerequisite: Molecular biology or microbial genetics or biochemistry

Basic techniques used in recombinant DNA studies. "Hands on" experience with vector DNA isolation, hybrid plasmid production, restriction mapping and clone selection.

*Burke*

3 credits

### **BIOL 6223 CELL CULTURE LECTURE\*\***

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

*Bollag*

3 credits

### **BIOL 6224 CELL CULTURE LABORATORY\*\***

Pre- or corequisites: BIOL 6223 and permission of instructor

Discussion and utilization of procedures demonstrating the physical and chemical factors underlying in vitro cultivation of animal cells. Experiments emphasize techniques used for monitoring cell nutritional and physical requirements and for analysis of physical, chemical and genetic changes associated with the transition to an in vitro cell state. Offered in alternate years.

*Bollag*

2 credits

### **BIOL 6233 METABOLIC PATHWAYS IN LIVING SYSTEMS**

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

*Rawn*

3 credits

### **BIOL 6234 MOLECULAR BIOLOGY**

Study of structure and function of macromolecules. Prokaryotic and eukaryotic genome. Bacterial and bacteriophage genetics, mutation and gene expression. Genetic code, transcription, translation and the regulatory systems. Replication of viruses, genetic programming and biotechnology. Review of research papers and discussion of current topics. A term paper is required. Laboratory experiments on significant topics to illustrate the basic concepts.

*Guidon*

4 credits

### **BIOL 6242 IMMUNOLOGY**

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

*Ahmad*

3 credits

### **BIOL 6243 IMMUNOLOGY LABORATORY\*\***

Pre- or corequisite: BIOL 6242

Laboratory exercises designed to illustrate the immunological principles of recognition and specificity, in vitro and in vivo antigen-antibody reactions; identification and quantitation of immunoglobulins; tests to illustrate the principles of immunochemistry and immunopathology; cell culture study; hybridoma technique and monoclonal antibodies.

*Ahmad*

2 credits

### **BIOL 6323 VERTEBRATE ENDOCRINOLOGY**

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

*Moldow*

3 credits

### **BIOL 6325 INTRODUCTION TO PHARMACOLOGY**

Fundamentals of drug distribution, biotransformation and excretion (pharmacokinetics),

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

*House*

3 credits

#### **BIOL 6326 VERTEBRATE PHYSIOLOGY**

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

*House*

4 credits

#### **BIOL 6334 DEVELOPMENTAL BIOLOGY**

Prerequisites: Genetics and cell biology; embryology is recommended

Examination of the mechanisms involved in the emergence of pattern, form and function during the life cycles of organisms. Topics include differential control of gene expression, nucleocytoplasmic interactions producing cell differences, factors and interactions responsible for determining pattern and cell fate, and cellular behaviors responsible for morphogenesis. Readings of original research papers supplemented by lectures on research methods and class discussion of experiments. Term paper required.

*Hsu*

3 credits

#### **BIOL 6351 PLANT MORPHOLOGY AND TAXONOMY**

Structure, development and reproduction of representatives of the major plant groups: algae, fungi, mosses, vascular plants. Includes principles of classification with emphasis on seed plants. Offered in alternate years.

*Rawn*

4 credits

#### **BIOL 6352 PLANT PHYSIOLOGY**

Prerequisites: Cell biology and organic chemistry or permission of instructor.

Normal and pathological aspects of plant growth and development including the areas of photosynthesis, hormone regulation, respiration, nutrition, flowering and cell wall chemistry. Applications in agriculture, forestry, gardening and greenhouse work. Offered in alternate years.

*Rawn*

4 credits

#### **BIOL 6412 ANIMAL VIROLOGY**

##### **LECTURE\*\***

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

*Guidon*

3 credits

#### **BIOL 6413 ANIMAL VIROLOGY**

##### **LABORATORY\*\***

Pre- or corequisite: BIOL 6412 and permission of instructor

Investigation of the biophysical and biochemical aspects of virology using techniques for virus identification and quantitation during the infectious cycle. Emphasis on correlating virus replication in mammalian cell culture systems with host cell internal and surface responses. Cell fractionation procedures used along with immunologic probes of the intact cell by fluorescent antibody and scanning electron microscopy. Offered in alternate years.

*Guidon*

2 credits

#### **BIOL 6415 MYCOLOGY\*\***

Prerequisite: Permission of instructor

Study of structure, development, physiology and taxonomy of fungi. Includes secondary metabolism and fungal nutrition as well as a consideration of the place of fungi in medicine, agriculture, ecology and research. Offered in alternate years.

*Rawn*

4 credits

#### **BIOL 6421 MICROBIAL PHYSIOLOGY**

##### **LECTURE\*\***

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

*Glenn*

3 credits

#### **BIOL 6422 MICROBIAL PHYSIOLOGY**

##### **LABORATORY\*\***

Pre- or corequisite: BIOL 6421

Experiments demonstrate the equipment and techniques used to study microbial metabolism; induction and repression of enzymes, action of antibiotics; enzyme purification, nutritional requirements. Students carry out experiments, collect data and analyze the results in a written report. Emphasis on accurate observation and careful interpretation of results.

*Glenn*

1 credit

#### **BIOL 6431 MICROBIAL GENETICS\*\***

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

*Burke*

3 credits

#### **BIOL 6432 MICROBIAL GENETICS**

##### **LABORATORY\*\***

Pre- or corequisites: BIOL 6431 or permission of instructor

Experiments emphasize techniques used for producing mutants and for studying genetic recombination in bacteria. Conjugation, transduction, transformation and recombinant techniques. Discussion will consider

SETON HALL UNIVERSITY

experimental design. Offered in alternate years.  
*Burke* 1 credit

**BIOL 6641 MICROBIAL ECOLOGY LABORATORY\*\***

Prerequisite: Microbiology and metabolic pathways or biochemistry

Emphasis on techniques for the enrichment, isolation and purification of microorganisms from natural environment. Use of Winogradsky enrichment and anaerobic culture technique. Offered in alternate years.  
*Burke* 2 credits

**BIOL 7226 MEMBRANES AND BIOENERGETICS**

Prerequisite: Metabolic pathways or molecular biology or biochemistry

Membrane structure and function with emphasis on energy production in microbial cells. Also includes temperature adaptation, membrane transport and action of antibiotics. Offered in alternate years.  
*Glenn* 3 credits

**BIOL 7244 CELLULAR IMMUNOLOGY\*\***

Prerequisites: BIOL 6242 or permission of instructor

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

**BIOL 7291 SELECTED TOPICS IN MOLECULAR BIOLOGY**

1 credit

**BIOL 7292 SELECTED TOPICS IN IMMUNOLOGY**

1 credit

**BIOL 7293 SELECTED TOPICS IN GENETICS**

1 credit

**BIOL 7391 SELECTED TOPICS IN PHYSIOLOGY**

1 credit

**BIOL 7392 SELECTED TOPICS IN ENDOCRINOLOGY**

1 credit

**BIOL 7393 SELECTED TOPICS IN DEVELOPMENTAL BIOLOGY**

1 credit

**BIOL 7394 SELECTED TOPICS IN PARASITOLOGY**

1 credit

**BIOL 7423 INDUSTRIAL MICROBIOLOGY\*\***

Prerequisites: Microbiology and biochemistry or metabolic pathways

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

**BIOL 7491 SELECTED TOPICS IN MICROBIOLOGY**

1 credit

**BIOL 7492 SELECTED TOPICS IN VIROLOGY**

1 credit

**BIOL 9190 (BI 380) BIOLOGY SEMINAR**

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

**BIOL 9191 SPECIAL PROBLEMS IN BIOLOGICAL RESEARCH**

Prerequisite: permission of department graduate adviser

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

**BIOL 9192-9193 RESEARCH FOR MASTER'S THESIS**

Credit given at completion of project.  
6 credits

# DEPARTMENT OF CHEMISTRY

**Professors:** Ander; Augustine; Cline  
Love; Hirsch; Huchital;  
McGuinness

**Associate Professors:** Grayeski; Maloy;  
Murphy; Petersheim (*Chairperson*);  
Sheardy

**Assistant Professors:** Cheng; Hanson;  
Zucker

---

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

## Programs of Study

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

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

## Admission

In addition to the general University requirements for admission to graduate

studies, the Department of Chemistry requires the following of all degree applicants:

- A minimum of 30 credits in chemistry including a two-semester course in physical chemistry;
- A one-year course in physics;
- Mathematics through differential and integral calculus; and
- Three letters of recommendation from individuals competent to evaluate the applicant's ability. These letters should be sent to the chairperson of the Department of Chemistry.

Dates for submission of completed applications to graduate programs are:

July 1 – Fall Semester

November 1 – Spring Semester

Late applicants may be admitted as special students pending evaluation.

## Financial Aid

The Chemistry Department offers a number of teaching assistantships for the academic year which are usually extended for the summer term to provide teaching and research support. A number of research fellowships are also available to students at the beginning of their second year of graduate study. For details see page 24 and contact the department.

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

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

## Distribution Requirement

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

Inorganic Chemistry: CHEM 6601

Analytical Chemistry: CHEM 6201, 6203, 6204, 6205, 6206

Organic Chemistry: CHEM 6301, 6303

Physical Chemistry: CHEM 6401, 6402, 6403

Biochemistry: CHEM 6501

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

## Evaluations

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

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

Students may be evaluated earlier if their records so warrant.

## Seminar Requirement

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

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

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

## Courses at Other Universities

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

## The Master of Science Degree

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

### Under Plan A—with thesis

Complete

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

1 credit in CHEM 6711

11 credits (maximum) in CHEM 8831-8840

30 credits total

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

Present a satisfactory oral defense of the thesis to the committee approved by the

Graduate Advisory Committee for this purpose.

or

### Under Plan B—without thesis (for Ph.D. candidates)

Complete

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

and other courses for the doctorate approved by the research mentor and the Graduate Advisory Committee. Any number of courses in the CHEM 8831-

8840 sequence may be included in these approved courses, provided that an acceptable written research report is filed with the research mentor at the conclusion of this work.

1 credit in CHEM 6711

30 credits total

Pass the matriculation examination for the Ph.D.

or

### Under Plan C—without thesis

Complete

12 credits in the distribution requirement

3 credits in an appropriate computer language

18 credits (minimum) in additional approved graduate level chemistry courses; up

to 6 credits in the CHEM 8831-8840 sequence may be included in these

approved courses provided that the Graduate Advisory Committee is notified of this intention before this research is initiated and that an acceptable written research report is filed with the research supervisor at the conclusion of this work.

1 credit in CHEM 6711

34 credits total

or

### Under Plan D—without thesis (Minor in Business Administration)

Complete

12 credits in the distribution requirement

6 credits (minimum) in additional approved graduate level chemistry courses

1 credit in CHEM 6711

15 credits in business administration\* (taken in sequence)

BMIS 6701 Management Information Systems

BLAW 6301 Legal and Social Environment of Business

BACC 6101 Financial Accounting

BMKT 6603 Marketing Strategies

BMGT 6503 Management and Organization Behavior

34 credits total

\*Substitutions may be made if the student presents evidence of recent satisfactory course work. For course descriptions see School of Business, page 88.



## The Doctoral Degree

### Matriculation

To become matriculated for the doctorate, the student must pass a matriculation examination. To take this examination, the student must secure the permission of the mentor and have at least a B average in course work. This examination is to be taken within 12 months of meeting the distribution requirement, unless an M.S. degree other than Plan B is first pursued. Should the examination not be passed, it may be repeated only once and within six months of the first examination.

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

### Cumulative Examinations

After matriculating for the doctoral degree, the student is required to demonstrate mastery of the current literature in the chosen area of study through a series of cumulative examinations. Requirements for these examinations have been established by each division of the Department of Chemistry.

### Seminar Requirements

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

## Additional Degree Requirements

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

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

Complete nine consecutive months of full-time enrollment after matriculation. This time should be used primarily to perform research. Part-time students must secure the approval of the Graduate Advisory Committee before beginning residency.

Petition the Dissertation Committee, which comprises the mentor and two members of the Matriculation Committee approved by the Graduate Advisory Committee, for permission to write a dissertation. Details concerning the granting of this permission are available from the department.

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

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

---

## Course Descriptions

### CHEM 6011 PHYSICO-CHEMICAL PRINCIPLES I

Presentation of the laws of thermodynamics as applied to ideal and non-ideal systems of chemical interest. 1 credit

### CHEM 6012 PHYSICO-CHEMICAL PRINCIPLES II

Presentation of quantum mechanical concepts that lead to the specification of the energy of atomic and molecular systems, followed by a description of the energy changes that result from the interaction of electromagnetic radiation as well as electric and magnetic fields with these systems. Energy

changes will be related to spectra of increasing complexity. Presentation includes illustrative problem solving. 1 credit

### CHEM 6013 PHYSICO-CHEMICAL PRINCIPLES III

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

### **CHEM 6111 INTRODUCTION TO CHEMICAL DATA ANALYSIS**

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

## **Analytical Chemistry**

### **CHEM 6201 SURVEY OF ANALYTICAL CHEMISTRY**

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

### **CHEM 6203 ELECTROCHEMICAL METHODS OF ANALYSIS**

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

### **CHEM 6204 SPECTROSCHEMICAL METHODS OF ANALYSIS**

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

### **CHEM 6205 MODERN SEPARATION TECHNIQUES**

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

### **CHEM 6206 CHEMICAL METHODS OF ANALYSIS**

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

### **CHEM 6212 STATISTICS AND APPLIED ANALYTICAL CHEMISTRY**

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

### **CHEM 6217 INSTRUMENTATION ELECTRONICS**

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

### **CHEM 7299 SPECIAL TOPICS IN ANALYTICAL CHEMISTRY**

Discussion of selected topics of current interest. 3 credits

## **Organic Chemistry**

### **CHEM 6301 THEORETICAL ORGANIC CHEMISTRY I**

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

### **CHEM 7312 THEORETICAL ORGANIC CHEMISTRY II**

Prerequisite: CHEM 6301

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

### **CHEM 6303 SYNTHETIC ORGANIC CHEMISTRY**

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

### **CHEM 7399 SELECTED TOPICS IN ORGANIC CHEMISTRY**

Discussion of selected topics of current interest. 3 credits

## **Physical Chemistry**

### **CHEM 6401 CHEMICAL THERMODYNAMICS**

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

### **CHEM 6402 CHEMICAL KINETICS**

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

### **CHEM 6403 ATOMIC AND MOLECULAR STRUCTURE**

Use of quantum theory in the study of the structure of atoms and molecules; theories of bonding in molecules; spectral and magnetic properties of atoms and molecules. 3 credits

**CHEM 6411 INTRODUCTION TO POLYMER CHEMISTRY**

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

**Biochemistry**

**CHEM 6501 GENERAL BIOCHEMISTRY I**

Prerequisites: CHEM 2312 and CHEM 3418 or equivalent

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

**CHEM 7512 GENERAL BIOCHEMISTRY II**

Prerequisite: CHEM 6501 or equivalent

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

**CHEM 7515 PROTEINS**

Prerequisite: CHEM 6501 or equivalent

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

**CHEM 7516 ENZYMES**

Prerequisite: CHEM 6501 or equivalent

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

**CHEM 7517 ASPECTS OF CELL CHEMISTRY**

Prerequisite: permission of instructor

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

**CHEM 7599 SPECIAL TOPICS IN BIOCHEMISTRY**

Prerequisite: CHEM 6501 or equivalent

Course is designed to provide in-depth cover-

age of one or a few restricted topics of current interest. 3 credits

**Inorganic Chemistry**

**CHEM 6601 ADVANCED INORGANIC CHEMISTRY I**

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

**CHEM 7614 KINETICS AND MECHANISMS IN INORGANIC CHEMISTRY**

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

**CHEM 7618 PHYSICAL METHODS IN INORGANIC CHEMISTRY**

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

**CHEM 7699 SPECIAL TOPICS IN INORGANIC CHEMISTRY**

Discussion of selected topics of current interest. 3 credits

**Interdisciplinary**

**CHEM 6711-6719 CHEMISTRY SEMINAR**

Discussion of current literature topics by staff and students. One credit for two semesters. 1-9 credits

**CHEM 8831-8840 INTRODUCTION TO RESEARCH**

Acceptable written research report or thesis on work performed in these courses must be filed with the research supervisor in order to count these credits toward the requirement for any graduate degree. 2-20 credits

**CHEM 9931-9940 RESEARCH FOR THE DOCTORATE**

3-30 credits

## Special Courses

### CHEM 1121-1122 ELEMENTS OF CHEMISTRY

For graduate students in the College of Education and Human Services. 6 credits

### CHEM 1123-1124 GENERAL CHEMISTRY

For graduate students in the College of Education and Human Services. 6 credits

### CHEM 2321-2322 or CHEM 2323-2324 ORGANIC CHEMISTRY

For graduate students in the College of Education and Human Services. 6 credits

# DEPARTMENT OF COMMUNICATION

## Master of Arts in Corporate and Public Communication

**Professors:** Allen, McGlone

**Associate Professors:** Freeman  
(*Director*); Hoffman; McKenna  
(*Chairperson*); Sharrett

**Assistant Professors:** Gottlieb; Mahon;  
Plummer; Zizik

**Faculty Associate:** Rosenblum

---

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

## Structure of the Program:

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

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

## Requirements:

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

- A minimum of 39 credits in course work, including at least 12 credits from the M.P.A. or M.B.A. track. Generally, communication majors in the private sector will elect the M.B.A. track, while public sector managers elect the M.P.A. track.

### M.P.A. Track:

Select 12 credits with advisement from the following:

- PSMA 6001: The Environment of Public Service Management
- PSMA 6002: Methods of Systematic Research and Analysis for Public Service Managers
- PSMA 6003: Public Policy Process, Analysis and Evaluation
- PSMA 6005: Financial Management and Control in Public Service Organizations
- PSMA 6006: Public Service Personnel Management
- PSMA 6007: Organization Theory and Behavior for Public Service Organizations
- PSMA 7111: Decision-Making and Planning in the Public Sector

- PSMA 7112: Federalism
- PSMA 7311: Introduction to the Non-profit Sector: Function, Law and Policy
- PSMA 7312: Leadership in Nonprofit Organizations
- PSMA 7511: Health Care Systems
- PSMA 7513: Health Care Management
- PSMA 7611: Criminal Justice Systems
- PSMA 7612: Civil Liberties: Rights of the Accused
- PHTO 6921: Theological Bases of Management
- PHTO 6937: Leadership Skills

**M.B.A. Track:**

Complete two required courses and two electives.

Required:

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

Electives:

- BACC 6102: Managerial Accounting and Finance
- BFIN 6203: Corporate Financial Management
- BLAW 6301: Legal and Social Environment of Business
- BMIS 6701: Management Information Systems
- BMKT 6603: Marketing Practices and Policies
- BQUA 6801: Statistical Inference in Decision Making
- BQUA 6802: Operations Management
- ECON 6402: The National Economy

- Three credits of work experience at the master's level either full-time for a minimum of one year or by a carefully selected and closely supervised graduate internship for three credits. (These three credits will be waived for extensive professional experience.)

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

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

**Application Procedures:**

Applicants for the program must have: a satisfactory undergraduate scholastic average in appropriate course work from an accredited college; three letters of recommendation; statement of career goals and proven commitment to communication management either through employment or letters of recommendation and application statement. Applicants without a communication background will be accepted, but may be required to take additional undergraduate courses.

Contact the Office of Graduate Admissions for additional information.

## Course Descriptions

### M.B.A. or M.P.A. Tracks

#### COGR 6323 PRESENTATION GRAPHICS

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

#### COGR 6324 ADVANCED DESKTOP PUBLISHING AND ELECTRONIC DESIGN

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

#### COGR 6325 COMPUTER GRAPHICS INSTITUTE

Course is designed to: familiarize the advanced publication design student with a wide range of sophisticated typographic and design applications of electronic publishing systems and software; introduce the student to the implementation and operation of electronic publishing systems; familiarize the student with electronic publishing systems, hardware and software compatibility, graphics file formats, type file formats, and integration/conversion of different systems formats (i.e. Apple/DOS); introduce the student to the most common professional-level software systems used in electronic design; familiarize the student with various output devices from low-end proof modes to high-end typographic-quality; and to introduce the student to electronic publishing resources and procedures, including service bureaus and electronic file exchange. 6 credits

#### COGR 7310 VISUAL THEORY AND TECHNIQUE FOR ORGANIZATIONAL COMMUNICATION

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

#### COGR 7320 DESIGN AND PRODUCTION OF CORPORATE PRINTING

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

#### COJR 7420 WRITING AND EDITING FOR ORGANIZATIONS

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

#### COMM 6000 MANAGERIAL WRITING

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

#### COMM 6110 MASTER'S-LEVEL EXPERIENCE IN CORPORATE OR PUBLIC COMMUNICATION

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

*(This will be waived for work experience.)*

3 credits

#### COMM 6300 PLANNING AND MANAGING COMMUNICATION FOR ORGANIZATIONAL GOALS

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

#### COMM 7777 TOPICS IN CORPORATE AND PUBLIC COMMUNICATION

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

#### COMM 8000 CORPORATE RELATIONS MANAGEMENT

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

**COMM 8190 MASTER'S PROJECT IN CORPORATE OR PUBLIC COMMUNICATION**

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

**COST 6200 HUMAN COMMUNICATION WITHIN ORGANIZATIONS**

Examines the psychological, cultural and social factors involved in the development of organizations and the effects these characteristics have on the interpersonal, intergroup and interorganizational communication dynamics. Focuses on improving interpersonal communication skills within organizations and identifying and resolving communication problems, including cultural, ethnic and gender-related communication breakdowns, in practical situations. 3 credits

**COST 7210 EFFECTIVE SMALL GROUP COMMUNICATION**

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

**COST 7220 EFFECTIVE SPEAKING IN PUBLIC**

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

**COST 7230 PERSUASION AND MOTIVATION**

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

**COTC 6100 INTRODUCTION TO ORGANIZATIONAL COMMUNICATION**  
Prerequisite for all other courses.

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

**COTC 7110 COMMUNICATION RESEARCH IN CORPORATE AND PUBLIC ORGANIZATIONS**

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

**COTC 7120 THE LAW OF COMMUNICATION**

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

**COTC 8110 SEMINAR IN THE ETHICS OF CORPORATE AND PUBLIC COMMUNICATION**

Seminar in the development of professional ethics for communications in the corporate and public sectors. Business and communication ethical systems will be compared and students will deal with actual case problems in business and corporate and public communication. 3 credits

*Students may take a maximum of two of the following advanced undergraduate courses for graduate credit. See the Undergraduate Bulletin for course descriptions.*

**COBF 3223 STUDIO TELEVISION PRODUCTION II**  
**COBF 4224 REMOTE TELEVISION PRODUCTION II**

# DEPARTMENT OF ENGLISH

**Professors:** Butrym (*Chairperson*);  
Byrnes; Lindroth; Rogers; Winser

**Associate Professors:** Duff, McCoy

**Assistant Professors:** Carpentier; Schur

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

John R. Harrington, *Director*

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

David Rogers, *Editor*

## Programs of Study

The Department of English offers graduate courses in English and American literature leading to the degree Master of Arts. There are two basic program options. The first, which requires a written thesis, prepares students for extended formal training in literary research and criticism beyond the master's degree. The second, without thesis, provides students with a means for developing broad cultural perspectives and for improving career potential in areas that will not require study beyond the master's degree. A concentration in writing is also available. Students should consult the graduate adviser for details of these programs and for guidance in selecting the programs and courses best suited to their needs. Not all courses are offered on a regular basis.

## Degree Requirements

In addition to the general University and College requirements, the Department of English requires a reading knowledge of French, German, Italian or Spanish as attested by the Department of Modern Languages. Subject to approval, Latin, Greek or some other language may be substituted if it bears on a student's program.

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

## Thesis Program

Students are expected to complete 30 credits in English and American literature and language or in courses offered by the Department of English and approved by the adviser.

The following are required courses:

3 credits in ENGL 6010 Introduction to Research.

3 credits in ENGL 7010 Thesis

## Non-Thesis Program

Students are expected to complete 30 credits in English and American literature and language or in courses offered by the Department of English and approved by the adviser. At least 6 of these credits must be in seminars, (courses numbered 7011 and higher). The following course is required:

3 credits in ENGL 6010 Introduction to Research

## Concentration in Writing

Students in the writing concentration will complete 30 credits with at least nine credits chosen from the following:

ENGL 6411 The Art and Craft of Writing

ENGL 6412 Modern Rhetoric and Writing

ENGL 6415 Composition Workshop

ENGL 6416 Writing for Editors



Eighteen credits in graduate English literature electives must be completed as well as ENGL 7010 Thesis for three credits.

The writing courses will be offered mostly on Saturdays and by adjunct faculty with expertise as practicing essayists, fiction writers and editors.

## General Admission

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

## Course Descriptions

### ENGL 6010 INTRODUCTION TO LITERARY RESEARCH

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

3 credits

### ENGL 6111 OLD ENGLISH LITERATURE

Old English literature with readings from selected texts. Emphasis on *Beowulf*.

3 credits

### ENGL 6112 CHAUCER AND THE MIDDLE AGES IN ENGLAND

Selected readings in Chaucer and writers from Layamon through Langland, Wycliff, Gower and the *Pearl* poet.

3 credits

### ENGL 6113 MEDIEVAL DRAMA

The English drama from its beginnings to the fusion of popular and classical elements in the Tudor period.

3 credits

### ENGL 6114 SHAKESPEARE TO 1600

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

3 credits

### ENGL 6115 SHAKESPEARE FROM 1600

Major tragedies, histories, problem comedies and romances.

3 credits

### ENGL 6116 RENAISSANCE LITERATURE

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

3 credits

### ENGL 6117 RENAISSANCE DRAMA

Elizabethan and Jacobean dramatists, excluding Shakespeare.

3 credits

### ENGL 6118 EARLY 17th CENTURY LITERATURE

Jonsonian, Metaphysical and Cavalier schools. Some attention to the prose of the period.

3 credits

### ENGL 6119 MILTON

Readings from his major poetry and prose.

3 credits

### ENGL 6121 DRYDEN, POPE AND SWIFT

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

3 credits

### ENGL 6122 ENGLISH DRAMA 1660-1800

Drama since the Restoration, with readings from Dryden, Congreve, Goldsmith, Sheridan and others.

3 credits

### ENGL 6123 THE AGE OF JOHNSON

Special attention to Samuel Johnson and James Boswell.

3 credits

### ENGL 6124 ROMANTICISM

Romantic movement in England—Wordsworth, Coleridge, Byron, Shelley and Keats.

3 credits

### ENGL 6125 VICTORIAN POETRY AND PROSE

Major Victorian poets and prose writers: Tennyson, Browning and Arnold, Carlyle, Pater and Newman.

3 credits

### ENGL 6126 MAJOR BRITISH WRITERS: 1900-1945

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

3 credits

### ENGL 6127 MAJOR BRITISH WRITERS FROM 1945

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

3 credits

### ENGL 6128 BRITISH POETRY OF THE 20th CENTURY

Chief poets and poetic movement of the 20th century from W.B. Yeats to Ted Hughes.

3 credits

### ENGL 6211 AMERICAN LITERATURE: BEGINNINGS THROUGH POE

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

3 credits

### ENGL 6212 THE AMERICAN RENAISSANCE

Emerson, Thoreau, Hawthorne, Melville and Whitman.

3 credits

### ENGL 6213 AMERICAN LITERATURE OF THE LATER 19th CENTURY

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

3 credits

**ENGL 6214 MAJOR AMERICAN WRITERS: 1900-1945**

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

**ENGL 6215 MAJOR AMERICAN WRITERS FROM 1945**

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

**ENGL 6216 CONTINUITY OF AMERICAN POETRY**

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

**ENGL 6217 AFRO-AMERICAN LITERARY EXPERIENCE**

An exploration of the Black experience as reflected in the poetry and fiction written by Afro-Americans during the sixties and seventies. 3 credits

**ENGL 6311 THE ENGLISH NOVEL: BEGINNINGS THROUGH THE 19th CENTURY**

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

**ENGL 6313 MODERN DRAMA**

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

**ENGL 6314 MODERN IRISH DRAMA**

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

**ENGL 6316 LITERARY THEORY**

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

**ENGL 6411 THE ART AND CRAFT OF WRITING**

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

**ENGL 6412 MODERN RHETORIC AND WRITING**

Exploration of writing as a theoretical and philosophical activity; helps students understand their own activity as writers, and suggests to prospective instructors of composition the complexities of the composing process. 3 credits

**ENGL 6416 WRITING FOR EDITORS**

Developing writing skills necessary for successful editorial practice. 3 credits

**ENGL 6420 LINGUISTIC HISTORY OF ENGLISH**

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

**ENGL 6511 APPROACHES TO THE TEACHING OF ENGLISH LITERATURE**

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

**ENGL 6512 APPROACHES TO THE TEACHING OF AMERICAN LITERATURE**

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

## Seminars

**ENGL 7010 THESIS**

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

**ENGL 7011 STUDIES IN CRITICISM**

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

**ENGL 7012 STUDIES IN MEDIEVAL LITERATURE**

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

**ENGL 7013 STUDIES IN RENAISSANCE LITERATURE**

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

**ENGL 7014 STUDIES IN NEOCLASSICISM**

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

**ENGL 7015 STUDIES IN ROMANTICISM**

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

**ENGL 7016 STUDIES IN VICTORIAN LITERATURE**

Prerequisite: a graduate course in the area or permission of adviser

Literature as a reflection of the social, political, religious and moral upheavals of the period. 3 credits

**ENGL 7017 STUDIES IN CONTEMPORARY BRITISH LITERATURE**

Prerequisite: a graduate course in the area or permission of adviser

Innovations in language and form in major 20th century British novelists and poets. 3 credits

**ENGL 7018 STUDIES IN AMERICAN LITERATURE**

Prerequisite: a graduate course in the area or permission of adviser

Investigation of some works of major writers seen in the context of the social and cultural currents of the American experience. 3 credits

**ENGL 7019-7021 SEMINAR: SPECIAL TOPICS**

Topics to be chosen by the instructor. 3 credits each

# DEPARTMENT OF JEWISH-CHRISTIAN STUDIES

**Professors:** Bossman, Finkel  
(*Chairperson*);

**Associate Professor:** Frizzell

---

The Graduate Department of Jewish-Christian Studies awards the Master of Arts degree (36 credits) and graduate certificate (12 credits) in Jewish-Christian Studies. The curriculum covers all aspects of the relationship between Jews and Christians—their respective values and traditions.

Studies build critical academic bases for understanding Christians and Jews historically and phenomenologically. A Jewish-Christian critical awareness will equip graduates for many facets of inter-religious and multi-cultural encounter.

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

The program is ideally suited for teachers in public, private and parochial schools; education and ecumenical administrators; clergy and seminarians; as well as generalists who seek a means to explore developmental Jewish and Christian studies.

## Admission

In addition to the general University requirements for admission, the department strongly recommends an interview or suitable correspondence with the department chair to determine the objectives of the student in relation to the resources of the department. Students working for a degree normally possess an elementary knowledge of Hebrew.

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

## Degree Requirements

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

## Thesis Program

Students in the thesis program are expected to complete 27 credits offered by the Department of Jewish-Christian Studies or cross-listed from other graduate departments, and six credits in the reading of Hebrew texts. Approval of the adviser must be obtained for all courses chosen. Three credits must be completed in JCST 9001 Thesis (with the topic approved by the Thesis Committee). The thesis must make a clear contribution to continuing research in some aspect of Jewish-Christian studies.

After consultation with the faculty, students with a strong background in research may choose to do a more extensive investigation of an approved topic and produce a thesis for six credits (JCST 9002).

## Non-Thesis Program

Students in the non-thesis program will complete 36 credits in Jewish-Christian studies or inter-departmental graduate courses approved by the chair, selecting courses with the approval of the departmental adviser.

## Course Descriptions

### JCST 6001 CHRISTIAN-JEWISH ENCOUNTER

Historical review of Christian origins and Jewish-Christian relations. Heritage of Christian faith and practice draws upon Jewish sources. The Vatican II Declaration on Non-Christian Religions and other pertinent documents. Tasks and challenges for the coming decades.

*Frizzell*

3 credits

### JCST 6005-6006 BIBLICAL READINGS IN HEBREW BIBLE I AND II

Complementing JCST 6010, selections from different parts of the Hebrew Scriptures are studied grammatically, with an emphasis on their literary, historical and theological content. Examinations of the Hebrew world of thought as a vehicle for faith.

*Bossman, Finkel, Frizzell*

4 credits

### JCST 6007 READINGS IN QUMRAN LITERATURE

Investigation of the major Hebrew texts peculiar to the Qumran community. Comparison with the grammar and vocabulary of the Biblical period. Implications of these works for contemporary Jewish history and theology.

*Frizzell*

2 credits

### JCST 6008 RABBINIC READINGS IN HEBREW

Readings may be coordinated with JCST 6012 and JCST 7044. Examples of Mishnah and Midrashim.

*Finkel*

2 credits

### JCST 6010 BIBLICAL THOUGHT I: THE HEBREW SCRIPTURES

Course in three main parts: Hebrew thought contrasted with myths of the ancient Near East, evaluating the basic themes and their presentation form, nature and message of the Hebrew prophecy; comparative study of Old Testament theology, analyzing the models and experiential hermeneutics of Judaism and Christianity.

*Finkel*

3 credits

### JCST 6011 BIBLICAL THOUGHT II: PAUL AND JOHN

Early Christian understanding of the mystery of God's life as shared with the people He has chosen. Integration of election, covenant and Torah into new perspectives. Use of the Hebrew Bible and the Jewish liturgy by the writers in their reflection on the person of Jesus and the nature of the Church. Letters of Paul and the Gospel according to John studied in detail.

*Frizzell*

3 credits

### JCST 6012 THE JEWISH TEXTURE OF THE GOSPELS

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

*Finkel*

3 credits

### JCST 6015 CROSS-CULTURAL ANALYSIS FOR JEWISH-CHRISTIAN STUDIES

Examination of social science models for studying first century Mediterranean culture as the context for the origin of many Christian symbols in Judaism; cultural influences on values within Jewish and Christian communities; present-day cultural values in American Jewish-Christian relations.

*Bossman*

3 credits

### JCST 6020 JEWISH HISTORY I: BIBLE TO TALMUD

Survey of the dispersion of the Jewish people in the Mediterranean world with accompanying socio-cultural developments: the biblical Exile and return to the Land; Jews in the Hellenistic world; discriminatory practices in the ancient world; the political effects of the rise of Christianity; the growth of rabbinic Judaism and the emergence of the Talmud.

*Bossman*

3 credits

**JCST 6021 JEWISH HISTORY II: MEDIEVAL TO MODERN**

Investigation of selected post-Talmudic developments and variations within Judaism: the Jews in Muslim lands; political and economic circumstances of Jews in Medieval, Renaissance and Enlightenment Europe; the rise of Hassidism and Zionism in Eastern Europe; the Holocaust; the State of Israel; Jews in pluralistic America.

*Bossman* 3 credits

**JCST 6022 JUDAISM IN THE SECOND TEMPLE PERIOD**

Development of Jewish spirituality and theology from 300 B.C. until the destruction of Jerusalem. Various interpretations of the Hebrew Scriptures. Deuterocanonical (apocryphal), pseudogeographical works and Qumran scrolls assessed for their contribution to Judaism of the time.

*Frizzell* 3 credits

**JCST 6024 MEDIEVAL JEWISH THINKERS**

Review of Jewish religious philosophy, beginning with Philo and the rabbis and continued with the appearance of the major medieval works. Comparative study with neoplatonism, Aristotelianism and Kalam. Contribution of Jewish thinkers like Saadia Gaon, Bahya Ibn Paquda, Judah Halevi, Abraham Ibn Daud and Moses ben Maimon.

*Finkel* 3 credits

**JCST 6025 SPINOZA**

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

*Herrera* 3 credits

**JCST 6027 THE MIDDLE EAST IN THE 20TH CENTURY**

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

*Finkel* 3 credits

**JCST 6028 MODERN JEWISH THINKERS**

Evaluates the works of Moses Mendelssohn, Samson Raphael Hirsch, Hermann Cohen, Leo Baeck, Franz Rosenzweig, Martin Buber, Achad Haam, Aaron David Gordon, Abraham Isaac Kook, Kaufman Kohler, Mordecai Kaplan, Abraham H. Heschel, Joseph Soloveitchik.

*Finkel* 3 credits

**JCST 6029 THE HOLOCAUST: HISTORY AND THEOLOGY**

Uniqueness of the tragedy. Historical background of anti-Semitism and racism (Gobineau and H.S Chamberlain). Manner and method of genocide: boycott, burning of synagogues, concentration camps and gas

chambers. Those involved and the "onlookers." Jewish and Christian reactions to the moral and theological issues. Literature concerning the Holocaust. Implications for Jewish-Christian dialogue.

*Frizzell* 3 credits

**JCST 7030 LAW AND ETHICS: JEWISH AND CHRISTIAN PERSPECTIVES**

Covenant and Torah in ancient Israel; Law and ethics in the wisdom tradition; Torah and commandments in the literature of the Second Temple period. Sadducees and the Qumran community; the Pharisaic teaching concerning written and oral Torah. Approaches of the New Testament writers and the Rabbis to Covenant, law and ethics. Great legal codes of Medieval Jewry; canon law; law versus Gospel in Luther's thought; Calvin's reverence for law. Ethics concerning the family and sanctity of life in modern thought. Structures in society as opposed to nihilism and terrorism.

*Frizzell* 3 credits

**JCST 7031 JEWISH MYSTICISM**

Course traces the major themes of the Jewish mystical tradition from Biblical through Rabbinic, Kabbalistic and Hasidic epochs, using translations of classical sources. Approach is more existential than historic, with comparison between Jewish mystical thought and other mystical systems explored.

*Finkel* 3 credits

**JCST 7032 CHRISTIAN MYSTICISM**

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

*Herrera* 3 credits

**JCST 7033 BIBLICAL AND JEWISH ESCATOLOGY**

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

*Finkel, Frizzell* 3 credits

**JCST 7034 BIBLICAL INTERPRETATION AND THE RELIGIOUS EXPERIENCE**

Explores the modes of interpretation as related to religious experience through a study of the phenomena and the literary expression, paradigms and models, symbols and myth. Relates the biblical tradition as canonical scriptures for a worshipping community to the ongoing dialogue with the word of God in Midrash and Targum. Struc-

ture and meaning, guiding principles and hermeneutical systems; the dynamics of interpretation on ever-changing times.  
*Finkel* 3 credits

#### JCST 7035 JEWISH PHILOSOPHY OF EDUCATION

Important contributions of Jews to every area of western culture, studied in the context of the integrated approach to education from the biblical and Rabbinic periods. Themes in ancient literature followed into medieval and modern times.  
*Frizzell, Finkel* 3 credits

#### JCST 7036 PEACE AND WAR IN BIBLE AND JEWISH TRADITION

Review of biblical tradition (including New Testament) and rabbinic literature (such as *Pereq Hashalom*) on the dynamic meaning and application of peace in the transpersonal and interpersonal realms. Study of war and violence and the vision of universal peace in Jewish thought, from early times to the modern period.  
*Finkel, Frizzell* 3 credits

#### JCST 7043 JEWISH AND EARLY CHRISTIAN PRAYER

Jewish prayer and worship in their intrinsic worth and as matrix of the Christian liturgy. Structure and meaning of the early tradition of prayer with reference to Temple, synagogue and home, as well as to calendar and celebration. Particular attention to early Christian prayers and symbols.  
*Finkel* 3 credits

#### JCST 7044 RABBINIC THOUGHT

Introduction to criticisms, structure and literary history of rabbinic material. Evaluation of the legal and value concepts of the rabbinic mind in light of various examples of the tradition. Current developments in the study of rabbinic Judaism.  
*Finkel* 3 credits

#### JCST 7045 JERUSALEM'S FALL: JEWISH AND CHRISTIAN INTERPRETATIONS

Themes of land, Jerusalem and Temple as related to God and His people in the Hebrew Bible as part of both Jewish and Christian thought. Assesses the interpretative development of the destruction of Jerusalem and the Temple through the different strata of early tradition, focusing on specific prophetic motifs for evaluation.  
*Finkel, Frizzell* 3 credits

#### JCST 7046 TEACHINGS OF JESUS

Critical and exegetical introduction to selected texts and themes illustrating the principal characteristics of the teachings of Jesus. Explanation of their significance in the Jewish context of that time and their impact on the disciples and the early Church, with a view of the socio-religious and experiential settings.  
*Finkel* 3 credits

#### JCST 7511 SPECIAL TOPICS

3 credits

JCST 7520, 7525 INDEPENDENT STUDY 3, 4 credits

JCST 9001-9002 THESIS 3-6 credits

## DEPARTMENT OF MATHEMATICS

**Professors:** Marlowe; Saccoman; Williams; Wong

**Associate Professors:** Burke; Costa; Gross (*Chairperson*); Guerin; Guetti; Kim; Masterson; Washburn

**Assistant Professors:** Landry; Schoppman; Wachsmuth

---

The Department of Mathematics offers graduate courses leading to the degree, Master of Science, with concentration in operations research or the degree, Master of Arts.

Small classes make it possible for the faculty to give individual attention to students and their particular needs. Special programs will be designed for applicants who are not prepared to begin graduate study. Special creative projects can be arranged for students for whom such programs are appropriate.

Prospective students are encouraged to contact the department chairperson for information and/or appointments.

### Programs of Study

The Master of Science degree with concentration in operations research is designed for the student who plans a career in business or industry. It is an appropriate program for the student who plans to pursue a Ph.D. program in operations research.

The Master of Arts degree program is designed primarily for teachers of mathematics in secondary schools.

## Courses at Other Universities

Students who wish to take graduate courses at other accredited colleges or

universities must apply for advance permission from the chair and dean. The Application to Study at Another Institution is used for this purpose.

## The Master of Science Degree

### General Admission

In addition to the general University requirements for admission to graduate studies, the Department of Mathematics requires the following:

- 30 undergraduate credits in mathematics including
  - 6 credits in advanced calculus (full-year course) or the equivalent and
  - 3 credits in linear algebra

### Degree Requirements

Degree candidates in the Department of Mathematics must also do the following:

Fulfill the language requirement in French, German, Russian or an approved computer programming language.

Complete 24 credits\* in

- MATH 6611-6612 Mathematical Methods of Operations Research I and II
- MATH 6711-6712 Introduction to Statistics I and II
- MATH 6613 Discrete Mathematical Models I
- MATH 6615 Introduction to Game Theory
- MATH 7691-7692 Advanced Topics in Operations Research I and II

6 credits in approved graduate or advanced undergraduate courses

30 credits total

Successfully complete a final comprehensive examination.

## The Master of Arts Degree

### General Admission

In addition to the general University requirements for admission to graduate studies, the Department of Mathematics requires at least 18 undergraduate credits in mathematics. Courses below the calculus level are not credited.

### Degree Requirements

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

Complete 33 credits\* in Mathematics

6 credits in MATH 3511-3512 Advanced Calculus I and II

18 credits in approved graduate mathematics courses

9 credits in approved graduate or advanced undergraduate mathematics courses

33 credits total

Successfully complete a final comprehensive examination.

\*These requirements may be altered at the discretion of the department.

# Course Descriptions

## **MATH 6511-6512 REAL ANALYSIS I AND II**

Set theory. Real number system. Lebesgue measure and integral. Differentiation and integration. General measure and integration theory. Extension of measures. Product measures. 6 credits

## **MATH 6513-6514 COMPLEX ANALYSIS I AND II**

Complex numbers. Continuity and differentiability. Integral theorems and their consequences. Series and expansions of analytic functions. Singularities. The Residue Theorem. Entire functions. Meromorphic functions. Properties of analytic functions. Conformal mapping. 6 credits

## **MATH 6515-6516 DIFFERENTIAL EQUATIONS I AND II**

Existence and uniqueness theorems, linear and non-linear differential equations, the adjoint operator, Green's function, algebra of differential operators. Sturm-Liouville theory, distribution theory, stability theory of linear and non-linear systems, geometric theory of differential equations in the plane. 6 credits

## **MATH 6517-6518 NUMERICAL ANALYSIS I AND II**

Prerequisite: MATH 4511 or equivalent  
Mathematical analysis of interpolation procedures, polynomial approximations, numerical differentiation and integration, and methods for solving equations. Careful attention to types and magnitude of error. The solution of ordinary differential equations, least squares approximation, orthogonal polynomials, Gaussian quadrature. 6 credits

## **MATH 6611-6612 MATHEMATICAL METHODS OF OPERATIONS RESEARCH I AND II**

Optimization of functions of one and several variables, constrained problems; Lagrange multipliers; Kuhn-Tucker conditions; iterative techniques; linear programming; the simplex method. Applications to business and economics. Solutions of applied problems. 6 credits

## **MATH 6613-6614 DISCRETE MATHEMATICAL MODELS I AND II**

Mathematical models in psychology, political science, sociology, environmental science, and other areas. The application of graph theory, Markov chains and game theory to these models. Measurement theory. 6 credits

## **MATH 6615 INTRODUCTION TO GAME THEORY**

Games in extensive form, games in normal or matrix form and games in characteristic function form; various solution concepts such as stable sets, the core and the min-max theorem, pure and mixed strategies. Relations between linear programming and game theory. Applications of game theory to decision problems. 3 credits

## **MATH 6711-6712 INTRODUCTION TO STATISTICS I AND II**

Discrete and continuous distributions. Moment generating functions. Sampling. Point estimation. The multivariate normal distribution. Sampling distributions. Interval estimation. Hypothesis testing. Regression and correlation. Experimental design and analysis. 6 credits

## **MATH 6811 LINEAR ALGEBRA**

Vector spaces. Linear transformations and matrices. Eigenvalues and similarity transformations. Canonical forms. Bilinear forms. Quadratic forms. Orthogonal and unitary transformations. Applications. 3 credits

## **MATH 6812-6813 ABSTRACT ALGEBRA I AND II**

Survey of abstract algebra including the Jordan-Holder theorem, Sylow theorems, free groups, finitely generated Abelian groups, principal ideal domains, unique factorization domains, Noetherian rings, the Hilbert basis theorem. Galois theory and an introduction to categorical methods. 6 credits

## **MATH 6911-6912 TOPOLOGY I AND II**

Definitions of topologies, connectedness, compactness. Separation axioms. Continuity. Metrizable and completeness. Homotopy theory and the fundamental group. Covering spaces. Simplicial complexes. Topics from algebraic or advanced point set topology. 6 credits

## **MATH 7091-7092 SELECTED TOPICS IN APPLIED MATHEMATICS I AND II**

Topics chosen by the instructor from such areas as applied differential equations, mathematical models in biology, numerical analysis, measurement theory. 6 credits

## **MATH 7093-7099 INDEPENDENT STUDY** each 3 credits

## **MATH 7511 FUNCTIONAL ANALYSIS**

Metric spaces. Banach spaces. Hilbert spaces. Linear functionals. Linear operators (bounded and unbounded). Spectral theory. 3 credits

## **MATH 7691-7692 ADVANCED TOPICS IN OPERATIONS RESEARCH I AND II**

Topics to be chosen from among Markov chains and Markov decision processes, dynamic programming, queuing theory, network theory, classical optimization techniques with applications to inventory control. Simulation theory and various applications to problem-solving in business and investing. 6 credits

## **MATH 8011-8012 SEMINAR**

Various topics in mathematics. Acquaints students with research methods in mathematics. 6 credits



**MATH 9011-9012 RESEARCH FOR THE MASTER'S THESIS** 6 credits

Courses open to graduate and advanced undergraduate students subject to departmental approval. For course descriptions, refer to the *Undergraduate Bulletin*.

**MATH 3911 GEOMETRY**

**MATH 3711-3712 STATISTICAL ANALYSIS I AND II**

**MATH 3813 NUMBER THEORY**

**MATH 4091-4092 TOPICS IN APPLIED MATHEMATICS I AND II**

**MATH 4512 INTRODUCTION TO COMPLEX ANALYSIS**

**MATH 4911 INTRODUCTION TO TOPOLOGY**

## CENTER FOR PUBLIC SERVICE

### Master in Public Administration Program

**Professors:** Boutillier; Brandon; Palenski, Wish (*Director*)

**Associate Professors:** DiSalvio; Garafola; Launer

**Assistant Professors:** Auguste; Swaminathan

**University Professor of Public Administration:** Worthley

Faculty from other departments and schools of the University, as well as adjuncts from the professional world, teach for the Center as the need arises.

The Center for Public Service offers a Master of Public Administration (M.P.A.) degree and certificate programs for those employed by or seeking management careers in the public and non-profit sectors. This includes people interested in all levels of government,

and the administration of hospitals, health-related agencies, criminal justice, religious and other nonprofit organizations. The program, professional in nature, stresses development of managerial and analytical skills, as well as ethical and professional values. All courses are scheduled for the convenience of working students, and the program is offered throughout the year, including summers and weekends.

There are five areas of concentration:

1. Public Service Administration and Policy for students primarily interested in a generalist program dealing with administration on all governmental levels.
2. Health Policy and Management, intended to provide an understanding of the American health care system and policies, including planning and delivery mechanisms and policy-making processes and forces in hospitals and other healthcare agencies. Through electives, a student has the opportunity to develop an in-depth knowledge of specific aspects of the field.
3. Criminal Justice/Court Administration for those seeking a broad understanding of justice and judicial systems, providing a perspective on the institutions and interrelationships involved in the field.
4. The Management of Nonprofit Organizations for those seeking an understanding of and skill development in areas such as board-staff relations, fundraising, volunteer management, etc.
5. Church/Religious Organization Management

(The School of Theology also offers a Certificate Program in Church Management.)

In addition, a special concentration program can be designed for students seeking a particular area of knowledge outside the five main concentrations, provided there is faculty expertise in the special area. In all cases of special concentration area interest, students must

design a program of concentration with a faculty adviser and submit a request to the M.P.A. Committee of the Center for Public Service, whose approval is required.

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

## Admissions Requirements for M.P.A. Program

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

Admissions criteria for applicants are as follows:

- an undergraduate GPA of 3.0 (or the equivalent);
- At least 24 undergraduate credits in the social, behavioral and/or management sciences;
- three strong letters of recommendation from academic and/or professional references;
- a well-written letter of intent; and
- test scores from the GRE (aptitude only), GMAT or LSAT.

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

Applicants having an undergraduate grade point average between 2.5 and 2.99 or who have fewer than 24 credits in social, behavioral and/or management sciences may be admitted subject to conditions set by the Admissions Committee.

In-service applicants (those currently employed in a management position) who do not meet all the criteria noted above may be admitted if they have professional experience that is judged by

the Admissions Committee to be a clear indication of strong academic capability. For these applicants, a personal interview may be required.

## Application Procedures

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

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

## Graduate Assistantships and Financial Assistance

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

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

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

## Program of Study and Degree Requirements

The M.P.A. program consists of 45 credit hours of course work, with 24 credits in required core courses, 15

credits in elective tracks with at least 9 credits in the area of concentration, 3 credits in an internship experience (an additional elective may be substituted for the internship by in-service students) and 3 credits in a research seminar.

**Core Courses**

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

**Concentration Electives**

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

**Research Seminar**

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

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

**Internship**

An internship, normally related to the area of concentration selected by each student, must be completed by all pre-service enrollees. The 3-credit internship is supervised by a faculty member. An internship may be elected by interested in-service students desiring exposure to a different professional area.

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

**Free Electives**

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

**Course Descriptions**

**Core Courses**

**PSMA 6001 THE ENVIRONMENT OF PUBLIC SERVICE MANAGEMENT**

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

**PSMA 6002 METHODS OF SYSTEMATIC RESEARCH AND ANALYSIS FOR PUBLIC SERVICE MANAGERS**

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

**PSMA 6003 PUBLIC POLICY PROCESS, ANALYSIS AND EVALUATION**

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

**PSMA 6004 THE ECONOMIC ENVIRONMENT OF PUBLIC SERVICE MANAGEMENT**

Economic system as the setting within which governments and public service organizations function. Introduction to fiscal, monetary and regulatory policies. Public goods and problems of market failure. Economic concepts and tools as they relate to the management of public service organizations. 3 credits

**PSMA 6005 FINANCIAL MANAGEMENT AND CONTROL IN PUBLIC SERVICE ORGANIZATIONS**

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

**PSMA 6006 PUBLIC SERVICE PERSONNEL MANAGEMENT**

Practice, philosophy and evolution of public service personnel systems with special attention to the merit principle. Selection, classification and compensation methods. Performance appraisal, staff development and affirmative action. Unionization and collective bargaining. Management of volunteers and other aspects of human resource management. 3 credits

**PSMA 6007 (PTHO 6933) ORGANIZATION THEORY AND BEHAVIOR FOR PUBLIC SERVICE ORGANIZATIONS**

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

**PSMA 6008 INFORMATION AND COMPUTERS IN PUBLIC SERVICE MANAGEMENT**

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

**Concentration Electives**

**Public Service Administration and Policy**

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

**PSMA 7111 DECISION MAKING AND PLANNING IN THE PUBLIC SECTOR\***

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

**PSMA 7112 FEDERALISM\***

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

**PSMA 7113 LONG RANGE AND MASTER PLANNING**

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

**PSMA 7114 PUBLIC FINANCE**

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

**PSMA 7115 ADMINISTRATIVE LAW**

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

**PSMA 8111 TOPICS IN STATE AND LOCAL ADMINISTRATION**

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

**Health Policy and Management**

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

**PSMA 7511 INTRODUCTION TO THE HEALTH CARE SYSTEM\***

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

**PSMA 7512 HEALTH CARE POLICY**

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

**PSMA 7513 HEALTH CARE MANAGEMENT\***

Exploration of the role of the contemporary health care manager with emphasis on identi-

fying the basic managerial skills that contribute to effective health care management. Extensive use of case studies and experiential situations. 3 credits

**PSMA 7514 FINANCIAL MANAGEMENT OF HEALTH ORGANIZATIONS**

Financial realities special to the health field, particularly rate-setting, reimbursement plans and mechanisms, cost containment, capital financing, third-party funding, fund accounting, asset management and investments. 3 credits

**PSMA 7515 INTRODUCTION TO EPIDEMIOLOGY AND SOCIAL MEDICINE**

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

**PSMA 7516 MEDICAL SOCIOLOGY**

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

**PSMA 7517 SOCIAL POLICY, LAW AND THE AGING**

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

**PSMA 7518 DIMENSIONS OF COMMUNITY HEALTH**

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

**PSMA 8511 TOPICS IN HEALTH MANAGEMENT AND POLICY**

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

**PSMA 8512 ETHICS IN HEALTH CARE: CLINICAL, LEGAL, POLICY AND THE PROFESSIONS**

This interdisciplinary opportunity introduces participants to a variety of issues in medical and health care ethics, including clinical practice, legal dimensions, public policy and pro-

fessional practice. The course is scheduled for the convenience of working professionals and students with a participatory structure. It is designed to enhance the substantive knowledge and analytical skills of the participants, which will enable them to examine specific issues in medical and health care ethics involving clinical, legal, professional and administrative responsibilities and decision making. Faculty are drawn from the College of Arts and Sciences, the Center for Public Service, the College of Education and Human Services, the School of Law and the College of Nursing. 3 credits

**Criminal Justice/  
Court Administration**

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

**PSMA 7611 CRIMINAL JUSTICE SYSTEMS\***

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

**PSMA 7612 CIVIL LIBERTIES: THE RIGHTS OF THE ACCUSED\***

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

**PSMA 7613 THE AMERICAN JUDICIAL SYSTEM**

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

**PSMA 7614 MANAGEMENT OF CASE FLOW AND JURY UTILIZATION IN COURTS**

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

**PSMA 8611 TOPICS IN CRIMINAL JUSTICE**

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

**PSMA 8612 TOPICS IN COURT ADMINISTRATION**

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

## Management of Nonprofit Organizations

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

### PSMA 7311 INTRODUCTION TO THE NONPROFIT SECTOR: FUNCTION, LAW AND POLICY\*

The purpose of this course is to help managers of nonprofit organizations understand the complex and varied phenomena that are grouped under the category nonprofit, independent or "third" sector. Understanding the nonprofit sector necessarily involves contrasts with the for-profit or business sector and with government and its activities. Thus, this introductory course seeks to promote a thorough understanding of the nature of nonprofit organizations and their activities and the environments in which they must operate. Legal implications of nonprofit status also are highlighted. 3 credits

### PSMA 7312 LEADERSHIP IN THE NONPROFIT ORGANIZATION\*

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

### PSMA 7313 RESOURCE DEVELOPMENT IN NONPROFIT ORGANIZATIONS

This course is designed to introduce students to the basic resource development issues involving private, nonprofit organizations. Topics include corporate and individual giving, fundraising, grantsmanship/development of funding proposals, public and private reimbursement, contractsmanship, commercial enterprise development, resource development planning, and assessment of current resource development potential. 3 credits

### PSMA 7314 MANAGEMENT OF FISCAL RESOURCES IN NONPROFIT ORGANIZATIONS

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

### PSMA 7315 HUMAN RESOURCE MANAGEMENT IN NONPROFIT ORGANIZATIONS

This course introduces graduate students to human resource management in nonprofit

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

### PSMA 8311-8319 TOPICS IN NONPROFIT MANAGEMENT

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

## Church/Religious Organizations Management

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

### PTHO 6921 THEOLOGICAL BASES OF ADMINISTRATION\*

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

### PTHO 6925 MINISTRY OF ADMINISTRATION

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

### PTHO 6929 SPIRITUALITY OF ADMINISTRATION

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

### PTHO 6937 LEADERSHIP SKILLS\*

Meaning of planning and management, commonalities of leadership skills and planning will be explored. Examines the universal theory of management and the application of theory on a day-to-day basis. Organization of people, working with volunteers, time management, decision making, environment and planning, and change dynamics will also be explored. 3 credits

### PTHO 6953 LEGAL/CANONICAL ISSUES\*

The church, as an integral element of American society, contacts civil and criminal law at municipal, county, state and federal

governmental levels. Exploration of the location and implication of these legal contacts both institutionally and individually. Examination of church law and its canonical impact on church management. Intended to equip a church manager with a clear understanding of personal legal strengths, responsibilities and potential liabilities. 3 credits

For more information, see the *School of Theology Bulletin*.

**Additional Electives**

**PSMA 7711 ADMINISTRATIVE MANAGEMENT TECHNIQUES**

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

**PSMA 7712 PROGRAM EVALUATION METHODS**

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

**PSMA 7714 OPERATIONS RESEARCH FOR PUBLIC SERVICE MANAGEMENT**

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

**PSMA 7715 ETHICS IN THE PUBLIC SERVICE**

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

**PSMA 7716 POLICY MANAGEMENT IN THE MULTI-LEVEL GLOBAL SYSTEM**

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

**PSMA 7717 PUBLIC SERVICE ACCOUNTING AND CONTROL**

Public Service Accounting and Control will focus on that segment of management control that measures and reports an organization's financial position and results of operations. It will examine the role of financial information in the decision making processes of managers with responsibilities inside the organization and in the expectations of parties external to the organization,

such as clients, boards of trustees, creditors and the general public. 3 credits

**PSMA 7718 STATISTICAL INFERENCE IN DECISION MAKING**

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

**PSMA 8711 TOPICS IN MANAGEMENT AND POLICY SCIENCE**

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

**Internship**

**PSMA 7991 INTERNSHIP IN PUBLIC SERVICE MANAGEMENT**

Practical, professional experience. Internship designed and conducted under the supervision of both a faculty adviser and an agency professional and requires at least 120 hours of in-agency work. 3 credits

**Research Seminar**

**PSMA 9111 SEMINAR IN PUBLIC SERVICE MANAGEMENT**

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

**ADDITIONAL GRADUATE ELECTIVE COURSES DEPARTMENT OF ECONOMICS**

**Professors:** Dall, Jordan; Tinari, Tzannetakis (*Chairperson*)

**Associate Professors:** Ikpoh, Ketkar

The Department of Economics offers a representative variety of graduate courses to the students who elect to include economics in their graduate studies

while working toward their M.A. or M.S. degrees and to those students who major in economics towards their M.B.A. degrees. Course descriptions start on page 98.

---

## DEPARTMENT OF PHYSICS

**Distinguished University Professor:** Jaki

**Professors:** Ashworth, Stamer  
(*Chairperson*)

**Associate Professors:** Ansari; Kim; Schleifer

**Assistant Professor:** Guerrero

---

### PHYS 6311-6312 THE PHILOSOPHICAL AND CULTURAL FOUNDATIONS OF PHYSICS I AND II

Open to graduate students and seniors with a major in the sciences, history, philosophy or education.

Seminar based on selected writings on ancient and modern physics. Limitations and patterns of scientific thought are discussed. Analysis of the motivations of scientific theories. Survey of the limits of applicability of scientific knowledge to such non-science areas as ethics, metaphysics and theology.

6 credits

### PHYS 6313-6314 CULTURE AND SCIENCE I AND II

Open to graduate students and seniors with a major in the sciences, history, philosophy or education.

Seminar on the interaction of culture and science. Principle topics: the stillbirths of science in all major ancient cultures (India, China, Pre-Columbian America, Babylon, Egypt); the specific problem of the failure of science to become a self-sustaining enterprise in Classical Greece and among medieval Arabs; the birth of science in the medieval Christian West; the cultural roots of Newtonian science; the counter-science of 19th-century German idealism; the 20th-century scene and the cultural presuppositions of science.

6 credits

### PHYS 6315 SCIENTIFIC COSMOLOGY

Open to graduate students and seniors with a major in the sciences, history, philosophy or education.

Seminar on past and present trends in cosmology. Discussion of original texts in English translation. Topics: cosmological concepts of the ancient Orient and classical antiquity; the Copernican universe; the infinite universe of Descartes and Newton; the universe of Herschel; cosmology in the 20th century.

6 credits

## DEPARTMENT OF PSYCHOLOGY

**Professor:** Lombardi

**Associate Professor:** Levy (*Chairperson*)

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

### PSYC 6211 PRINCIPLES OF LEARNING AND BEHAVIOR MODIFICATION

Basic and applied research from which current behavior modification techniques have been derived. Theoretical and ethical issues that have been raised by their application. Topics include positive control, aversive control, extinction, desensitization, stimulus control and symbolic control of behavior change.

3 credits

### PSYC 6212 SEMINAR: CASE STUDIES IN PSYCHOLOGY

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

3 credits

## DEPARTMENT OF RELIGIOUS STUDIES

**Professor:** Wimmer

---

### RELS 6612 ARCHAEOLOGY AND THE BIBLE

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

3 credits



**RELS 6691 PRACTICUM ON BIBLICAL  
ARCHAEOLOGY**

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

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

**DEPARTMENT  
OF SOCIAL  
WORK**

**Associate Professor:** Quartaro  
(*Chairperson*)

---

In addition to a graduate child welfare course, the Department of Social Work offers, on an undergraduate level, a Multidisciplinary Certificate Program in Gerontology. This concentration of studies is designed for those who wish

to understand and advance the quality of life for older persons. Although most courses are offered at the baccalaureate level, the certificate program is open to post-baccalaureate students also. Three graduate level courses are available: SOWK 6411, SOWK 6911 and SOWK 6912.

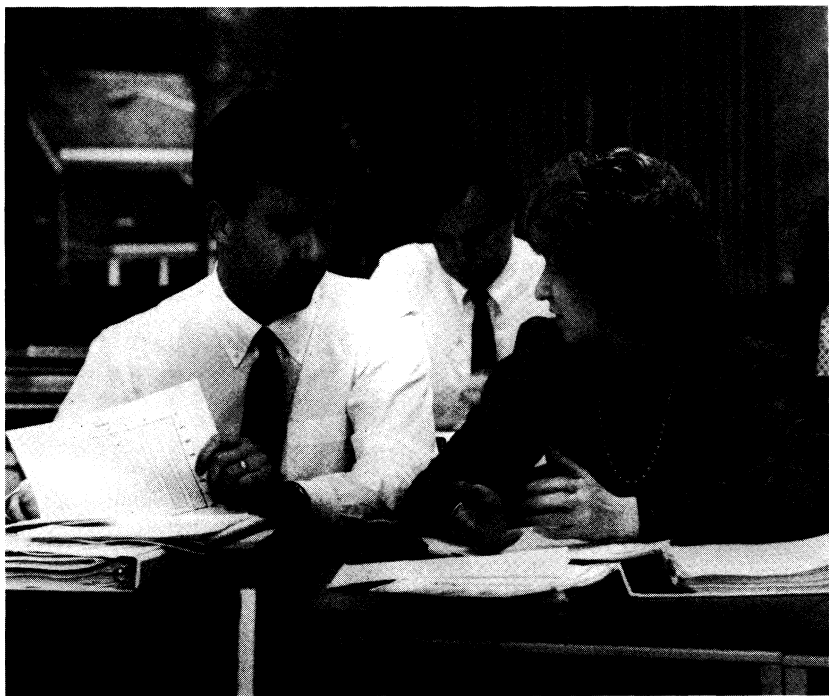
For further information about course offerings, see the *Undergraduate Bulletin* and/or contact the Gerontology Program coordinator, Dr. Emma Quartaro.

**SOWK 6911 INTRODUCTION TO  
GERONTOLOGY**

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

**SOWK 6912 PSYCHO-SOCIAL ASPECTS OF  
AGING**

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



# W. PAUL STILLMAN SCHOOL OF BUSINESS

**Acting Dean:** Nicholas Beutell

**Associate Deans:** Jeffrey W. Alstete;  
Cheryl A. Notari

The W. Paul Stillman School of Business is a professional school that educates students for responsible roles in the business community.

Established in 1950, the School offers courses of graduate study leading to the degrees Master of Business Administration and Master of Science in Taxation. The graduate program of the W. Paul Stillman School of Business has professional accreditation from the American Assembly of Collegiate Schools of

Business. Seton Hall is the only private university in the state of New Jersey to have this accreditation, which recognizes that the programs are meeting the highest academic and professional standards on both the undergraduate and graduate levels.

Research and continuing education are essential components of the Business School.

The Division of Research conducts research and publishes the *Mid-Atlantic Journal of Business*, a semi-annual journal emphasizing subjects of interest to the business community. In addition, a faculty working paper series provides a forum for faculty research.

The School of Business is responsible for operating a Planning Skills Center. The facility contains computer software available to support classroom and research facilities of the faculty. The school monitors hardware and software developments, tests different computer applications and makes recommendations to the faculty on their findings. Division personnel also conduct demonstrations for other units on campus and outside constituencies.

## DEPARTMENT OF ACCOUNTING AND TAXATION

**Professors:** Deehan (*Chairperson*);  
Raihall; Sih

**Associate Professors:** Abdallah,  
Greenstein; McGee; Murtuza; Shapiro

**Assistant Professors:** Easton; Hrechak

## DEPARTMENT OF COMPUTING AND DECISION SCIENCES

**Professors:** Epstein; Wilamowsky  
(*Chairperson*)

**Associate Professors:** Babu; Jategaonkar;  
Rosenthal; Shah; Weitz

**Assistant Professors:** Bakun; Chandra;  
Roche; Xiao

## DEPARTMENT OF ECONOMICS

**Professors:** Dall; Jordan; Ketkar; Tinari;  
Tzannetakis (*Chairperson*)

**Associate Professors:** Ikpoh; Kant

**Assistant Professor:** Grivoyannis;  
Loviscek; Noulas

## DEPARTMENT OF FINANCE AND LEGAL STUDIES

**Professors:** Harrington; Hunter; Kelly;  
Phillips (*Chairperson*)

**Associate Professors:** Nesbitt; Shannon;  
Wagner; Yoon

**Assistant Professor:** Pasmantier;

**Faculty Associate:** Arnold

## DEPARTMENT OF MANAGEMENT

**Professors:** Amar; Beutell; Stoever

**Associate Professors:** Alexander; Coll  
(*Chairperson*); Stelzer

**Assistant Professors:** Boroff; Lam;  
Mason; Parthasarthy; Yin

## DEPARTMENT OF MARKETING

**Associate Professors:** Coughlin;  
Greenberg; Olszewski; Wisenblit  
(*Chairperson*)

**Assistant Professors:** Pirog; Schneider

# GRADUATE PROGRAMS

## Philosophy and Objectives of the Masters' Programs

The Master of Business Administration (M.B.A.) program is designed to fulfill the following goals: to impart knowledge of the techniques of analysis and measurement of the sources of business information and results; to develop an understanding of the intricacies of societal and business inter-relationships, including their ethical content; and, to develop an understanding of organizational structure and behavior.

The Master of Science in Taxation is designed for professionals in the field of taxation who want to expand their knowledge and for accountants and lawyers who want to increase their expertise in taxation.

The program is offered in the evening and provides for an intensive approach to the study of taxation. It is designed to develop a comprehensive background for professional careers in the field of taxation, primarily in industry and public accounting. In addition, it provides in-depth exposure to basic areas of taxation in a flexible structure that permits students to accommodate individual areas of interest.

The School welcomes those who have completed their undergraduate work in the humanities, social sciences, natural sciences, education, engineering and nursing, as well as those who have majored in business. It appreciates the importance of a broad liberal arts education for all students, whatever their professional goals.

## Admission Requirements

Admission to the programs is open to holders of baccalaureate degrees from accredited colleges or universities. The Committee on Admission evaluates each applicant's grade-point average

(GPA), Graduate Management Admission Test (GMAT) score and such non-quantifiable indicators as work experience, references, community activities and a personal essay.

For the Fall 1992 Semester, the Committee on Admission accepted 43 percent of the students who applied for graduate study. Of those students admitted, the average GMAT score was 560 and the average cumulative grade point average was 3.2/4.0. An applicant's GPA is computed on a cumulative basis, using all academic work constituting the applicant's baccalaureate degree as a basis. Post-baccalaureate and graduate work will be evaluated and weighted accordingly where substantial improvement in academic performance is shown. The GMAT may be waived for applicants to the M.S. in Taxation with Professional Certification and at least two years of relevant work experience.

## Graduate Management Admission Test

In order to be considered for admission, all applicants must take the Graduate Management Admission Test (GMAT) given by the Educational Testing Service. The test may be taken before application is made for admission to the School of Business. Application to take the test must be sent directly to the Educational Testing Service, Box 944, Princeton, New Jersey 08540. Tests are given in October, January, March and June at centers throughout the United States.

## Application Procedure

Each applicant must forward the following to the W. Paul Stillman School of Business:

- A completed application (with an application fee of \$50);
- One copy of each official transcript from all colleges and universities attended, undergraduate, graduate and professional;
- Score on the Graduate Management Admission Test (GMAT); and
- A personal essay.

Each applicant's file should be complete before the following dates:

Fall admission: April 1  
 Spring admission: September 1  
 Summer admission: February 1

For an application package, please call the Office of Student Advisement, (201) 761-9222.

## Academic Information

### Academic Standing

In order to be admitted into Business Policy and certified for graduation, students must have a cumulative grade point average (GPA) of 3.0. Those individuals whose GPA falls below 3.0 after the completion of 12 credits will be placed on probation. Each student's academic progress will be reviewed after the completion of 12 additional credits. At that time, if a student's GPA does not meet the 3.0 requirement, the student will be subject to dismissal from the program.

### Leave of Absence

Students unable to register for a regular semester because of illness, extraordinary job requirements, military service or other reasons may be granted a leave of absence without penalty. A leave of absence ordinarily is limited to one year. Requests for a leave of absence must be made in writing to the registrar and the director of graduate programs.

Students who have been granted such leave must apply for reactivation not less than eight weeks prior to the start of the semester.

### Advanced Standing

Graduate credits earned in an AACSB accredited business program within the last five years may be accepted in partial satisfaction of degree requirements by the School of Business. A total of 6 credits may be accepted where the student has received a grade not lower than "B." Students requesting such transfer should write to the director of graduate pro-

grams. Evaluations and transfer of credits are made on the basis of specific courses having substantial similarity of content to courses offered in the M.B.A. Program. All students must complete at least 36 credit hours of course work at the School of Business.

### Visiting Students

Graduate students in good standing at other universities may be granted permission to register for up to four courses at the School of Business by filing an application and submitting a letter of authorization from the dean of the graduate school in which they are enrolled.

### Time Limit

Candidates for the degree of Master of Business Administration or Master of Science in Taxation are expected to fulfill all requirements for the degree within five years after they have commenced their studies.

### Graduate Assistantships

The School of Business awards graduate assistantships each year to full-time students exhibiting high academic potential. Graduate assistants are normally assigned 20 hours of work per week in support of faculty and institutional research as well as administrative support. The award consists of a nine-month appointment with a stipend of \$4,000 and remission of tuition for 12 credits per semester. Graduate assistantships are also available in the summer and consist of a three-month appointment with stipend and remission of tuition for six credit hours.

Applications for these assistantships may be obtained in Room 103 in the School of Business. The applications should be sent directly to the director of graduate programs by the following deadline dates:

Fall Semester: June 1  
 Spring Semester: October 1  
 Summer Semester: March 1

# MASTER OF BUSINESS ADMINISTRATION PROGRAM

## Degree Requirements

The M.B.A. curriculum is designed to provide a strong foundation in accounting, economics, the behavioral and quantitative sciences, and the functional areas of business. The first three levels provide the base from which each student can select a specialization. Individuals may receive credit for these courses with successful completion of challenge examinations administered by the School of Business during their first semester.

Currently, the specializations include accounting, economics, finance, information systems, management, marketing and quantitative analysis. Students are required to complete 12 credits in their chosen specialization. The remaining 15 credits are electives selected from a field in the M.B.A. curriculum other than each student's field of specialization. Electives are limited to 6 credits in any single field. A thesis (optional) can be used to satisfy 6 hours of elective credit. As the capstone of the program, BPOL 9000 Business Policy integrates the knowledge gained in previous courses.

The five levels in the M.B.A. program allow students to follow a logical, orderly approach to graduate study. By progressing through the levels consecutively, students acquire the necessary background to integrate concepts and techniques from various business disciplines.

---

## M.B.A. Program Curriculum

### Level I (12 credits)

BMIS 6701	Management Information Systems
BLAW 6301	Legal and Social Environment of Business
BQUA 6801	Statistical Inference in Decision Making
BACC 6101	Financial Accounting

### Level II (9 credits)

BACC 6102	Managerial Accounting
BQUA 6802	Operations Management
ECON 6402	The National Economy

## Course Waivers

Waiver of courses in Level I and Level II are granted on the basis of acceptable graduate course work.

Waivers based on previous course work are generally granted if:

1. the graduate course was completed within five years preceding the student's first semester in the M.B.A. Program;
2. a grade of "B" or better was earned; and
3. it has been determined that the course or courses taken are sufficiently similar in depth and breadth of pertinent subject matter.
4. Additionally, any student holding a C.P.A. will automatically receive a waiver for Financial Accounting.

Waived credits are eliminated from the student's total credit requirement for the degree with the stipulation that a minimum of 36 credit hours be taken at Seton Hall.

## Challenge Examinations

All core courses in Level I, Level II, and Level III may also be waived by challenge examinations which allow the student the opportunity to demonstrate knowledge of course material.

New students must take all challenge examinations prior to the completion of their first semester in the M.B.A. Program. Students will be notified of all challenge examination dates.

Credits waived through challenge examinations are eliminated from each student's total credit requirement for the degree as long as the 36 credit hour minimum is achieved.

**Level III (9 credits)**

- BMKT 6603 Marketing Strategies
- BMGT 6503 Management and Organizational Behavior
- BFIN 6203 Corporate Financial Management

**Level IV (27 credits)**

Specialization and Electives†

**Specialization**

12 credit hours in a single discipline selected from information systems\*, economics, finance, management, marketing, quantitative analysis.

15 credit hours in accounting

**Electives**

15 credit hours with a maximum of 6 hours in any single discipline outside the area of specialization.

**Level V (3 credits)**

- BPOL 9000 Business Policy

†Students beginning the M.B.A. program in September 1992 are required to complete at least one international course and ECON 7420. An international elective in a student's area of specialization counts as a required course in that specialization. An international course outside a student's area of specialization counts as a general elective; provided the student does not complete more than 6-credit hours in a discipline.

\*Programming ability in at least one procedural high-level language is required of all students specializing in information systems. Those students lacking programming proficiency must first complete BMIS 7712. Students specializing in information systems must complete BMIS 7711, BMIS 7723, and an additional 6 credit hours in information systems, excluding BMIS 7712.

## **MASTER OF SCIENCE IN TAXATION PROGRAM**

### **Degree Requirements**

The M.S. in Taxation curriculum allows students to have in-depth exposure to the basic areas of taxation while permitting them to take courses designed to accommodate particular specializations.

### **Prerequisite Knowledge**

Students must have successfully completed academic course work in basic business administration subjects as a prerequisite for taking any courses in the program. In general, this includes an understanding of economics, computer science, statistics, business law, and the functional areas of business, such as accounting, finance, management and marketing.

### **General Requirements**

Completion of the Master of Science in Taxation degree requires 30 semester hours of course work composed of 15

credit hours of required courses and 15 credit hours of elective courses.

As a general rule, students must successfully complete 10 tax courses; however, up to 6 credit hours of course work earned in an accredited graduate taxation program may be accepted in partial satisfaction of degree requirements by the School of Business. This is subject to two restrictions: no course may be used to meet the requirements of two separate degrees, and every student must have a minimum of 24 credit hours of tax courses taken in the W. Paul Stillman School of Business.

### **Course Sequence and Program Length**

Students will arrange their program so that prerequisite knowledge requirements are met first, required courses second and elective courses third. In accordance with present policy, candidates for the master's degree are expected to fulfill all requirements for the degree within five years after they have begun their studies. The program can be completed in two years.

## **M.S./Taxation Program Curriculum**

### **Required courses**

The following five courses are required of all students enrolled in the M.S. in Taxation program:

BTAX 6001	Concepts of Income Determination
BTAX 6003	Tax Research
BTAX 6005	Taxation of Corporations and Shareholders
BTAX 6007	Federal Estate and Gift Taxation
BTAX 6009	Tax Accounting

### **Elective courses (Prerequisites: Required Courses)**

BTAX 7011	Advanced Concepts of Taxation
BTAX 7012	Federal Income Tax Practices and Procedures
BTAX 7014	"S" Corporations
BTAX 7015	Consolidated Returns
BTAX 7016	Corporate Reorganizations
BTAX 7018	Executive Compensation, Pension and Profit Sharing Plans
BTAX 7020	Federal Income Taxation of Fiduciaries
BTAX 7025	Estate Planning
BTAX 7030	Tax Problems of Partnerships and Partners
BTAX 7033	Multinational Tax Considerations
BTAX 7034	Business Planning
BTAX 7037	State and Local Taxation
BTAX 7039	Multinational Tax Seminar

---

## **Certificate of Advanced Study**

The Certificate of Advanced Study consists of a five-course program of post-M.B.A. or post-M.S. taxation graduate education for business professionals. Students may choose five courses from one of the seven M.B.A. areas of concentration or taxation, provided the courses are not a repeat of those taken in their M.B.A. or M.S. in taxation program. Certificate of Advanced Study students may also develop an individual study plan with the director of graduate programs in consultation with a faculty member. This individual study plan may center on a theme such as portfolio management, small business management or international management. Students with an M.B.A. or M.S. in taxation older than five years may be required to take additional core graduate business courses as a prerequisite to the advanced courses.

The certificate is awarded when the student completes five approved courses within three years, and maintains a 3.0 grade point average. Since the certificate is not a degree, graduates from the certificate program do not participate in University commencement exercises. The certificate program is open to all holders of an M.B.A. degree or M.S. in taxation. Applicants must submit a completed application form, an official transcript from their completed M.B.A. or M.S. in taxation program, and the application fee to the director of graduate programs in Room 103 at the W. Paul Stillman School of Business.

---

## **Certificate in International Business**

(Refer to the footnote on the M.B.A. Program Curriculum on page 82.)

Offered as part of the Master of Business Administration Program, this certificate consists of interdepartmental course offerings. In addition to providing an opportunity



for graduate students to study international business, the certificate is available on a non-degree basis to qualified individuals from industry holding graduate degrees.

Candidates who wish to qualify for a certificate in international business must complete 12 credit hours in courses such as the following:

BACC 7117	International Accounting
ECON 7440	International Economics
BFIN 7216	International Finance
BFIN 7235	Global Financial Markets
BMKT 7993	Multinational Corporations in the Asian Market
BMKT 7615	Comparative Marketing Systems
BMKT 7617	International Marketing
BLAW 7323	International Law
BMGT 7527	International Management in Developing Countries
BMGT 7930	International Business Management
BMGT 7991	Management of Foreign Operations

## **B.A./M.B.A. PROGRAM**

The College of Arts and Sciences and the W. Paul Stillman School of Business offer a joint program that leads to two degrees:

1. A bachelor's degree in an area of the liberal arts.
2. A Master of Business Administration degree from a professionally accredited School of Business.

The unique feature of this program is that both degrees can be earned in five years. By carefully selecting courses, the student can complete the requirements for both degrees in as few as 150 credit hours. Basically, the student spends the first three years taking arts and sciences courses. At the end of the third year, the student applies for the M.B.A. program. If accepted, the student takes a mixture of arts and sciences and business courses during the fourth year. The fifth year is reserved exclusively for graduate business courses. When the student has completed all arts and sciences requirements and 130 credit hours, the student receives a bachelor's degree. After completing the M.B.A. requirements and 150 total credit hours, the student also receives an M.B.A.

### **Purpose**

The purpose of the program is two fold:

1. Students receive a broad-based undergraduate education. Students major in an arts and sciences discipline to gain a broad perspective in the humanities and social and physical sciences and a comprehensive grasp of one arts and sciences major.
2. Students who also seek an M.B.A. can reduce the total time commitment to five years. With a planned course of study, students can build the foundation for the M.B.A. as they complete the requirements for the undergraduate degree. The School of Business accepts a specified course of study in lieu of specified prerequisites and graduate courses.

### **Basic Principles and Requirements**

In offering this program, Seton Hall operates on three basic principles.

1. Students complete their undergraduate arts and sciences courses and meet the requirements for an undergraduate major.
2. Students must apply for the M.B.A. program and take the Graduate Management Admission Test (GMAT) after the completion of a minimum of 75 credit hours in the arts and sciences.

- The joint program requires a minimum of 150 credit hours. Within this number, a student completes specified arts and sciences requirements, an undergraduate arts and sciences major field, and the specified M.B.A. curriculum.

The breakdown of the minimum 150 credit hours is as follows

- Students complete the core curriculum of the College of Arts and Sciences and major field requirements. The total credits vary depending upon the requirements of the major field. M.B.A. courses serve as electives to complete the 130 credits required for the baccalaureate degree.
- Arts and Sciences undergraduate credits with a grade of "B" or better waive M.B.A. requirements as follows:
  - MATH 1101 Statistical Concepts and Methods and MATH 1302 Calculus for Liberal Arts, waive BQUA 6801 Statistical Inference in Decision Making.
  - ECON 1402 and ECON 1403 Principles of Economics I and II, waive ECON 6402 The National Economy.
  - POLS 3210 Constitutional Law or POLS 1212, Introduction to American Law, waive BLAW 6301 Legal and Social Environment of Business.

### Time Frame

A typical timetable for a full-time student based on a 45-credit hour major in the College of Arts and Sciences would be as follows:

Year	Semester	Credit Hours Taken
Freshman	Fall	15 A&S
	Spring	15 A&S
Sophomore	Fall	15 A&S
	Spring	15 A&S
Junior	Fall	18 A&S
	Spring	15 A&S

Senior	Fall	3 A&S 12 M.B.A.
	Spring	3 A&S 12 M.B.A.
	Summer	3 M.B.A.
Fifth	Fall	12 M.B.A.
	Spring	12 M.B.A.

The total credit hours represented in this timetable consist of 99 from the College of Arts and Sciences and 51 from the School of Business. Some undergraduate Arts and Sciences majors require more than 99 credit hours. Students must consult their Arts and Sciences major adviser for specific information.

### B.A./M.B.A. Program Curriculum

- Arts and Science Core Requirements
- Major Field
  - Anthropology
  - Art History
  - Classical Studies
  - Communication
  - Economics
  - English
  - Fine Arts
  - History
  - Modern Languages
  - Music History
  - Political Science
  - Psychology
  - Religious Studies
  - Sociology
- M.B.A. Courses
  - Business Policy
  - Corporate Financial Management
  - Financial Accounting
  - Management and Organizational Behavior
  - Management Information Systems
  - Managerial Accounting
  - Marketing Strategies
  - Operations Management
  - Specialization Credits
  - 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 150 minimum credit hours.

# M.B.A./J.D. PROGRAM

The W. Paul Stillman School of Business and the School of Law offer a four-year program leading to the degrees of Master of Business Administration (M.B.A.) and Juris Doctor (J.D.). This joint program provides students with an excellent opportunity to expand their career horizons. The curriculum can be completed in four years rather than the normal five years through the use of courses acceptable as joint credit.

## Requirements for Admission

Admission to the joint program is open to holders of baccalaureate degrees from accredited colleges or universities, and any full-time students who are enrolled in either the School of Business or the School of Law. The School of Law bases admission on grade-point average (GPA), Law School Admission Test (LSAT) scores and other non-quantifiable indicators. The basis of evaluation for the School of Business has been previously outlined. Students interested in entering the joint program must follow the separate application procedures of each school. Applications should be submitted to both schools simultaneously in order to facilitate the decision making process.

## Application Procedure

Students must complete separate applications for each school, according to the following procedure.

For the M.B.A. Program, see page 81.

For the School of Law, complete an application available from the Office of Admissions, Seton Hall University School of Law, 1111 Raymond Boulevard, Newark, NJ 07102. Deadline for submission of applications is May 1.

Take the Law School Admission Test (LSAT).

Send official transcripts from all colleges and universities attended to the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 2000, Newtown, PA 18940. The LSDAS report containing the LSAT scores should be forwarded to the School of Law at the above address.

## Curriculum Requirements

The M.B.A. degree consists of 57 credits and the J.D. of 84 credits. A maximum of 12 credits may be used as cross-credits between the two schools (credits applied to both degree requirements).

The business curriculum consists of three levels of core courses, covering a common body of knowledge in business, 12 credits in a concentration and 15 credits in electives.

The courses in the first three levels may be waived through prior course work or challenge examinations.

For the first year of study, students are required to complete the normal first-year curriculum at the School of Law. In the second year, credits are divided between the School of Business and the School of Law. In the third year, the student completes the remainder of the requirements for the M.B.A. and begins the electives required by both schools. Any outstanding requirements in either the School of Business or the School of Law are completed in the fourth year.

---

## M.B.A./J.D. Program Curriculum

### FIRST YEAR

Fall Semester		Credits
LAW 6001	Civil Procedure I	2
LAW 6003	Legal Research and Writing I	1

LAW 6006	Contracts I	3
LAW 6008	Torts I	4
LAW 6010	Property I	2
LAW 6012	Constitutional Law I	<u>2</u>
		14

**Spring Semester**

LAW 6002	Civil Procedure II	3
LAW 6004	Legal Research and Writing II	2
LAW 6007	Contracts II	2
LAW 6014	Criminal Law	3
LAW 6011	Property II	3
LAW 6013	Constitutional Law II	<u>3</u>
		16

**SECOND YEAR**

**Fall Semester**

		<b>Credits</b>
CORP 7131	Business Associations	4
MTCT 7151	Appellate Advocacy	1
BMIS 6701	Management Information Systems	3
BQUA 6801	Statistical Inference in Decision Making	3
BACC 6101	Financial Accounting	<u>3</u>
		14

**Spring Semester**

COML 7121	Commercial Law I	3
PRMD 7201	Evidence	3
BACC 6102	Managerial Accounting	3
ECON 6402	The National Economy	3
BQUA 6802	Operations Management	<u>3</u>
		15

**Summer Semester**

BMKT 6603	Marketing Strategies	3
BMGT 6503	Management and Organizational Behavior	<u>3</u>
		6

**THIRD YEAR**

**Fall Semester**

TAXN 7112	Taxation I	3
BFIN 6203	Corporate Financial Management	3
	Electives	<u>9</u>
		15

**Spring Semester**

M.B.A. Concentration	6
Electives	<u>9</u>
	15

**Summer Semester**

M.B.A. Concentration	3
Electives	<u>3</u>
	6

SETON HALL UNIVERSITY

FOURTH YEAR

Fall Semester

PRFM 7003	Professional Responsibility	2
	M.B.A. Concentration	3
	Electives	10

15

Spring Semester

BPOL 9000	Business Policy	3
	Electives	11

14

Note: in addition to the required courses listed above, students must register for a designated seminar or an independent research project to meet the Law School's "Advanced Writing Requirement." Students must also register for Trial Moot Court, Civil Trial Practice or a clinic to satisfy the "Trial Practice Requirement."

Course Descriptions

M.B.A. Core

Level I

**BACC 6101 FINANCIAL ACCOUNTING**  
Basic theory of accounts, types of books and forms. Principles of accounting as applied to proprietorships, partnerships and corporations. Elements of cost accounting. 3 credits

**BLAW 6301 LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS**  
Review of the legal, social and ethical restraints of the business environment. Examines the business relationship within the regulatory environment, judicial process and constitution and covers the law and its effect on consumers, investors and the environment, as well as regulation of competition, labor and employment. 3 credits

**BMIS 6701 MANAGEMENT INFORMATION SYSTEMS**  
Role of computers in management information systems. Emphasis on management concerns in the construction, modification and use of computer systems. Topics include hardware, software, programming and system specification, and design techniques. 3 credits

**BQUA 6801 STATISTICAL INFERENCE IN DECISION MAKING**  
Demonstration of the tools and logic of inferential statistics and illustration of their use in decision making. Emphasis on applications and understanding of statistical concepts. Illustrative examples of problems from all fields of business, such as accounting, finance, marketing, management. Use of computerized statistical packages when appropriate. 3 credits

Level II

**BACC 6102 MANAGERIAL ACCOUNTING**  
Prerequisite: BACC 6101

Use of accounting as a management tool. Development of an understanding of manufacturing accounting control systems. Use of business data for financial planning and decision making. 3 credits

**BQUA 6802 OPERATIONS MANAGEMENT**  
Prerequisites: BMIS 6701, BQUA 6801

Analysis of problems faced by decision makers in production management. Emphasis on the role management science can play in the resolution of these problems. Organizing, planning and control aspects of production/operations; functions of an organization emphasizing quantitative/analytical and computer techniques to design production inputs and outputs. 3 credits

**ECON 6402 THE NATIONAL ECONOMY**  
Development of the basic determinants of national income, employment and economic growth. Analysis of national economic problems in the context of economic theory, government practices and social macroeconomic objectives. Role of monetary and fiscal policies in light of current practices. 3 credits

Level III

**BMGT 6503 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR**  
Overview of theories and behavioral science approaches to more effective management of complex organizations. Lecture, case study and small group exercises to internalize conceptual material necessary for management excellence. 3 credits

### **BMKT 6603 MARKETING STRATEGIES**

An overview of the marketing management process which consists of identifying marketing opportunities, researching and selecting target markets, designing the marketing mix (product or service, price, distribution and promotional strategies) and planning, organizing, implementing and controlling the marketing effort. The focus is on strategic managerial decision making which harmonizes the firm's objectives and resources with the needs and opportunities in the marketplace. Emphasis is placed on ethics and the enhancement of the well-being of consumers and society. 3 credits

### **BFIN 6203 CORPORATE FINANCIAL MANAGEMENT**

Prerequisite: BACC 6102

Survey of the aspects of corporate financial management: risk and required return, working capital, management, capital budgeting and sources of financing. 3 credits

## **Level V**

### **BPOL 9000 BUSINESS POLICY AND STRATEGY**

This capstone course addresses the strategic issues in a competitive business environment, integrates functional and tool courses in a comprehensive framework for managing an organization; and uses computerized simulation which provides student teams with an opportunity to coordinate production, marketing and financial objectives and decisions in strategic and operating plans. 3 credits

## **Department of Accounting and Taxation**

### **Accounting**

#### **BACC 7111-7112 ACCOUNTING THEORY I AND II**

Development of generally accepted accounting principles. Financial statements for going concerns: cost allocation principles, price level changes and other problems of financial reporting. 6 credits

#### **BACC 7114 COST ACCOUNTING PRINCIPLES**

Cost systems used in business organizations. Valuation of assets and distribution costs, effective methods of cost analysis and control. Standard costs. 3 credits

#### **BACC 7117 INTERNATIONAL ACCOUNTING**

Diverse accounting practices employed by different countries, their causes—rooted in custom, law, tax practices and economics—

and their effect on the interpretation of financial statements. Problems of consolidation. Role of accounting in controlled economies. 3 credits

#### **BACC 7121 FEDERAL INCOME TAXATION-CONCEPTS**

#### **BACC 7122 FEDERAL INCOME TAXATION-APPLICATIONS**

Case study of federal income tax legislation with special attention to preparation of corporate and individual returns. Study of estate, gift and excise taxes. 6 credits

#### **BACC 7123 AUDITING STANDARDS AND PROBLEMS**

Case study of effective auditing procedures. Detection of fraud by analysis of accounts. Current finds of the American Institute of Certified Public Accountants and the Securities and Exchange Commission. 3 credits

#### **BACC 7124 COMPREHENSIVE ACCOUNTING PROBLEMS**

Intensive study of such problem areas as partnership, home office and branch office accounting, consolidated financial statements and corporate combinations. A substantial amount of the work is taken from C.P.A. examinations. 3 credits

#### **BACC 7125 ADVANCED ACCOUNTING THEORY**

Partnership formation and liquidation problems, consolidated corporate financial statements, accounting for fiduciaries and reporting to the Securities and Exchange Commission. Opinions of the Accounting Principles Board, the Financial Accounting Standards Board and other significant pronouncements on accounting principles. 3 credits

### **Taxation (Required Courses)**

#### **BTAX 6001 CONCEPTS OF INCOME DETERMINATION**

Understanding the provisions of the Internal Revenue Code which affect determination of income, exclusions, deductions and other elements to arrive at taxable income. The emphasis of this course is on learning to recognize issues and arrive at conclusions. 3 credits

#### **BTAX 6003 TAX RESEARCH**

Study of successful methodology of research in federal taxation applied to the solution of both routine and complex tax problems. Topics include research sources, materials and tools, including court reporters, government documents, IRS rulings, professional periodicals, tax services and citators, and computerized tax research. 3 credits

**BTAX 6005 TAXATION OF CORPORATIONS AND SHAREHOLDERS**

Tax treatment of events in the life of a corporation, with emphasis on problems and relationships between corporations and shareholders. Subject matter includes transfers on organizing a corporation, dividend distributions, stock redemptions partial liquidations and corporate liquidations.

3 credits

**BTAX 6007 FEDERAL ESTATE AND GIFT TAXATION**

Study of the provisions of the federal estate tax and gift tax, including taxable transfers, gross estate, allowable deductions and credits.

3 credits

**BTAX 6009 TAX ACCOUNTING**

This course deals with federal income tax consequences and planning with respect to adoption of and change in accounting methods; income recognition and deduction allowance under the cash and accrual methods and installment reporting. Also covered is inventory accounting, including LIFO; adoption of and change in accounting periods; time value of money; transactional concepts, including the annual accounting concept, the claim of right doctrine, and the tax benefit rule; and income tax allocations for financial reporting.

3 credits

**Elective Courses**

**BTAX 7011 ADVANCED CONCEPTS OF TAXATION**

Prerequisites: BTAX 6001, BTAX 6003, BTAX6005

Concepts and problems in selected areas of taxation (i.e., the interrelationship of different taxes; tax minimization principles; characteristics of taxable entities, such as collapsible corporations, personal holding companies; accumulated earnings tax; assignment of transfer or income; sales and exchanges of property; tax accounting principles and valuation problems.

3 credits

**BTAX 7012 FEDERAL INCOME TAX PRACTICES AND PROCEDURES**

Prerequisites: BTAX 6001, BTAX 6003

The organization and functions of the Internal Revenue Service, the role and regulation of the tax practitioner, administrative appeals and settlement opportunities and appeals to the courts. Provisions of the Internal Revenue Code involving assessment, collections, waivers, claims, civil and criminal penalties, statute of limitations and transferee liability. Requests for rulings and the application of the Freedom of Information and Privacy Acts in tax cases.

3 credits

**BTAX 7014 "S" CORPORATIONS**

Prerequisite: BTAX 6005

This course will deal in depth with the provisions of Subchapter S of the Internal Revenue Code, covering such material as uses of S Corporations, eligibility to elect S Corporation status, termination of S Corporation status, taxation of income, losses and deduc-

tions, distributions, basis of S Corporation stock and pitfalls.

3 credits

**BTAX 7015 CONSOLIDATED RETURNS**

Prerequisites: BTAX 6001, BTAX 6005

Intensive study in determining if an affiliated group of corporations should elect to file a consolidated return. Among the topics covered are eligibility, consolidated return election, deferred intercompany transactions, annual investment adjustments, basis and disposition of stock of subsidiaries, excess loss account, deemed dividend election and rules for separate return limitation year. Also covered are consolidated investment credit, foreign tax credit, apportionment of unused credits, allocation of consolidated tax liability, the effect on earnings and profits, tax advantages and disadvantages of filing a consolidated return.

3 credits

**BTAX 7016 CORPORATE REORGANIZATIONS**

Prerequisites: BTAX 6001, BTAX 6005

The tax implications of transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations along with the impact of these transactions on tax liabilities and personal planning of the individual owners are presented. Acquisitive and divisive reorganizations; and carry over and limitations of tax attributes are also covered.

3 credits

**BTAX 7018 EXECUTIVE COMPENSATION, PENSION AND PROFIT SHARING PLANS**

Prerequisite: BTAX 6001

Deferred compensation plans for executives and employees are discussed. Topics covered include qualification and operation of pension and profit sharing plans, including eligibility of coverage; vesting; funding; terminations; stock options. The course also looks at employee stock ownership plans; plans of self-employed individuals; Individual Retirement Accounts and Section 401(k) plans

3 credits

**BTAX 7020 FEDERAL INCOME TAXATION OF FIDUCIARIES**

Prerequisite: BTAX 6001

Taxation of income to fiduciaries, beneficiaries, grantors and other parties are discussed, along with income in respect to decedent; taxation of simple and complex trusts; operation of the throwback rule; and income and deductions included in the decedent's final return.

3 credits

**BTAX 7025 ESTATE PLANNING**

Prerequisites: BTAX 6001, BTAX 6007

Course includes an intensive consideration of the techniques of estate planning through lifetime and testamentary transfers and the use of post-mortem options. Items considered include valuation problems, recapitalization methods, buy-sell agreements, private annuities, apportionment of the tax burden and other techniques available to the planning of estates.

3 credits

**BTAX 7030 TAX PROBLEMS OF PARTNERSHIPS AND PARTNERS**

Prerequisite: BTAX 6001

An in-depth analysis of the federal tax rules governing partners and partnerships contained in Subchapter R of the Internal Revenue Code. Subjects covered include the aggregate and entity theories; partnership formation, operation, and reorganization; distributions; liquidations; sale or other dispositions of a partnership interest (including retirement or death of a partner); tax effects of the admission of new partners; transactions involving unrealized receivables and substantially appreciated inventory items and special basis adjustments. Recognition is given to the human relations element predominant in partnership arrangements, conflicts and dissolutions. Consideration of the utilization of limited partnerships in tax shelter situations. 3 credits

**BTAX 7033 MULTINATIONAL TAX CONSIDERATIONS**

Prerequisites: BTAX 6001, BTAX 6005

U.S. jurisdiction to tax on the basis of citizenship, source of income and other conflicts are examined. Includes taxation of U.S. citizens abroad; resident and non-resident alien individuals and corporations; the concept of income which is effectively connected with U.S. business. Also covered are taxation of domestic entities doing business abroad and controlled foreign corporations; foreign tax credits; inter-company pricing and allocation; and foreign sales corporations. 3 credits

**BTAX 7034 BUSINESS PLANNING**

Prerequisites: BTAX 6001, BTAX 6003, BTAX 6005

Study of the interaction of business profitability and the federal income tax laws. Techniques of planning for optimal tax results for business operations are studied. 3 credits

**BTAX 7037 STATE AND LOCAL TAXATION**

Prerequisites: BTAX 6001, BTAX 6005

Includes the common types of taxes imposed by state and local governments, including franchise, net income, gross receipts, and sales and use taxes; and the taxation of multi-state businesses. Taxation by the States of New Jersey and New York and emphasis on the taxation of businesses are examined. 3 credits

**BTAX 7039 MULTINATIONAL TAX SEMINAR**

Prerequisite: BTAX 7033 or permission of instructor

An advanced seminar covering various tax problems involved with international business transactions, including citizenship; source of income, and other contacts; taxation of U.S. citizens abroad, resident and non-resident alien individuals and corporations; the concept of income that is effectively connected with U.S. business; taxation of domes-

tic entities doing business abroad; controlled foreign corporations; foreign tax credits; inter-company pricing; allocation and apportionment of domestic expenses; and special purpose corporations such as foreign sales corporations and domestic international sales corporations. 3 credits

**BTAX 7050 ETHICAL STANDARDS IN TAX PRACTICE**

This course addresses problems of professional responsibility encountered in tax practice. Ethical issues confronting the tax practitioner in audit and litigation proceedings, as well as professional responsibilities in the tax planning area are covered. (Experimental Course) 3 credits

## **Department of Finance and Legal Studies**

### **Finance**

**BFIN 7211 WORKING CAPITAL MANAGEMENT**

Analysis of cash flows. Short-term investment of funds. Receivables and credit policies. Inventory management. Trade credit and other short-term sources of funds. 3 credits

**BFIN 7212 MANAGEMENT OF LONG-TERM FINANCING**

Capital budgeting and the marginal efficiency of capital. The cost of capital: external vs. internal equity. Contractual and imputed cost of debt capital. Optimum capital structure. Influence of the Securities Acts of 1933 and 1934 on financial administration. 3 credits

**BFIN 7215 CAPITAL AND MONEY MARKETS**

Structure and functions of the capital and money markets. Effect on those markets of monetary and fiscal policies of the federal government; relation of these markets to the level of general business activity. 3 credits

**BFIN 7216 INTERNATIONAL FINANCE**

Analysis of problems affecting the flow of funds of the multinational firm. Capital budgeting and asset structure of the firm in the international environment. Financial operations in multinational markets. 3 credits

**BFIN 7219 SECURITY ANALYSIS**

Analysis of investment value of securities of private business corporations, federal, state and local governments, and government agencies. 3 credits

**BFIN 7221 RISK MANAGEMENT**

Economic theory of risk and the methods of risk bearing. Basic insurance contracts; life, property, casualty and surety. Claim control and loss prevention. Noninsurable risks. Social insurance. 3 credits



**BFIN 7225 MERGERS AND ACQUISITIONS**

Financial aspects of mergers and acquisitions. Development of a sound business and financial rationale for growth through acquisition; establishing the purchase price; measuring the financial impacts imposed by accounting, tax and legal considerations; developing a program to integrate the acquired business successfully. 3 credits

**BFIN 7227 STRATEGIC PLANNING**

Financial planning taught through case studies and computer techniques in order to simulate real-life situations. Study of the important questions of long-term finance. 3 credits

**BFIN 7229 MORTGAGE BANKING**

Fundamentals of mortgage loan investment policies and decision making, especially by financial institutions. An introduction to mortgage banking, modern trends in financing residential and non-residential real estate and the role of government agencies. 3 credits

**BFIN 7231 SECURITIES AND COMMODITIES MARKETS**

A comprehensive overview of fundamental concepts associated with the domestic commodities and futures markets. Topics include: the basic characteristics of commodities and futures markets; the fundamentals of securities traded in such markets; and appropriate trading strategies. 3 credits

**BFIN 7234 FOREIGN EXCHANGE MANAGEMENT**

Prerequisite: BFIN 6203

Explores the foundations of foreign exchange and includes use of all tools available to a financial manager in order to control a company's exposure to foreign exchange risk. [Experimental Course] 3 credits

**BFIN 7235 GLOBAL FINANCIAL MARKETS**

The characteristics and comparative advantages of the major capital and money markets outside of the United States. The principles of financing MNC's operations and the optimal use of internal vs. external markets for this purpose. 3 credits

**BFIN 9291 SEMINAR IN FINANCE**

Special topics and current ideas in the fields of corporate financial management or investment management. 3 credits

**Legal Studies**

**BLAW 7311 LEGAL ASPECTS OF BUSINESS**

Nature of legal rules and the process of adjudicating the rights and obligations of parties in controversial business situations. Major aspects of substantive business law of concern to business men and women. 3 credits

**BLAW 7313 UNIFORM COMMERCIAL CODE**

Treatment of commercial paper, sales and secured transactions with respect to personal property under the Uniform Commercial Code. 3 credits

**BLAW 7315 WILLS, ESTATES AND TRUSTS**

Law relating to personal property, real property, conveyances, mortgages, landlords and tenants. The law of decedent's estates. The duties of executors, administrators and trustees. 3 credits

**BLAW 7317 ADMINISTRATIVE AND LABOR LAW**

Examination and evaluation of the legal aspects of administrative agencies, including the Federal Trade Commission, the Interstate Commerce Commission, the Securities and Exchange Commission, the Federal Drug Administration, the Federal Power Commission and state public utilities commissions. 3 credits

**BLAW 7319 PRODUCTS LIABILITY**

Intensive review of this specialized area of tort law. Particular emphasis is on the development of products liability and its impact on the business environment. Topics covered include negligence, warranties and strict liability. An analysis of the historical development of the common law and statutory responses to product liability. 3 credits

**BLAW 7321 COMPUTERS AND THE LAW**

Examination of a developing area of the law. Analysis of the impact which technological advances have on traditional common law theories such as contract and tort law, as well as the Uniform Commercial Code. 3 credits

**BLAW 7323 INTERNATIONAL LAW**

An examination of the relationship of multinational enterprises and the nation states which make up the contemporary world. A discussion of the economic, political and cultural considerations which affect those relationships. International rule-making systems, regional and international organizations. Act of State and Sovereign Immunity doctrines; movement of goods, persons, money and information across national borders and transnational reach of economic regulations are examined. 3 credits

**BLAW 7343 SECURITIES REGULATION**

Examines and evaluates The Securities Act of 1933 and its implication on the financing of corporate activities through the distribution of securities. Emphasis is on the registration requirements and exemptions therefrom, and the liabilities and anti-fraud provisions of the act. Analysis of The Securities Exchange Act of 1934, proxy solicitation, tender offers, insider trading and registration and regulation of brokers and dealers. Also reviews The Investment Advisers Act of 1940 and The Securities Investor Protection Act of 1970. 3 credits

## Department of Management

### **BMGT 7511 PHILOSOPHIES AND TECHNIQUES OF AMERICAN LABOR**

Intellectual and economic framework within which American labor has developed. Theories of labor unionism in the United States from their emergence in the mid-19th century to the present. 3 credits

### **BMGT 7513 JOB ANALYSIS AND WAGE DETERMINATION**

Analysis and evaluation of jobs of all types and systematic determination and administration of wages and salaries. Preparation of job descriptions, specifications and manuals. 3 credits

### **BMGT 7515 COLLECTIVE BARGAINING**

Prerequisite: BMGT 7511

Collective bargaining as an ideal and in actual practice. Techniques of arbitration and mediation. Conduct of bargaining sessions. Wages, grievances, seniority and other issues. 3 credits

### **BMGT 7517 MANAGEMENT AND SOCIAL RESPONSIBILITY**

Examination of the interrelationships between the business sector and other societal institutions with the view of clarifying to whom and for what the corporation is responsible. 3 credits

### **BMGT 7519 DEVELOPMENT OF LABOR LEGISLATION**

Prerequisite: BMGT 7511

Current status of major labor legislation critically evaluated in light of the historical, political and economic framework within which it developed. 3 credits

### **BMGT 7521 PROBLEMS IN HUMAN RESOURCE MANAGEMENT**

Case study of supervisory decisions relating to motivation of employees; use of authority and the work environment. Examines problems of performance and reward systems. Analysis of individual and group relations. 3 credits

### **BMGT 7523 ORGANIZATION THEORY**

Complex organization viewed in an open psycho-socio-technical system functioning in an environmental context. Integrated view of theory, research and managerial practice with special emphasis on organization design. 3 credits

### **BMGT 7525 MANAGEMENT OF HEALTH CARE SERVICES**

Introduction to the management of health care organizations and the delivery of health care services. Special emphasis on management of institutional providers and management of health care professionals. 3 credits

### **BMGT 7527 INTERNATIONAL MANAGEMENT IN DEVELOPING COUNTRIES**

Examines characteristics of less-developed countries. Problems arising when multinational corporations make direct investments in manufacturing and other facilities in the Third World. The effect of government policies on foreign investors. Interpreting government regulations. Entry strategies and negotiations, joint ventures, licensing, technology transfer and appropriate technology. Includes extensive discussion of cases on business in developing countries. 3 credits

### **BMGT 7917 THE ECONOMICS OF LABOR**

Analytical approach to the labor force. Emphasis on labor productivity, its sources, effects and trends; labor markets; comparative wages; criteria and labor deployment evaluated by means of contemporary models and trends. Impact of labor on the national and international economies. 3 credits

### **BMGT 7930 INTERNATIONAL BUSINESS MANAGEMENT**

Introduces many international aspects of business: trade, foreign exchange, international finance and banking, evaluating foreign environments, cross-cultural interactions, relations between multinational corporations and host governments, international marketing and human resource management, management problems in multinational corporations. Includes extensive discussion of international business cases in class. 3 credits

### **BMGT 7940 SEMINAR IN CURRENT LABOR PROBLEMS**

Prerequisite: BMGT 7511

Analysis of important current labor problems. Emphasis on economic and social aspects. 3 credits

### **BMGT 7950 SEMINAR IN THE MANAGEMENT OF CHANGE**

Exploration of the literature on organizational development. Through the use of experiential simulations, opportunity to gain insight into the consequences of behavior in a situational context. Theory, experience and application of concepts integrated through change analysis. 3 credits

### **BMGT 7961 SPECIAL TOPICS: INVENTORY AND MATERIALS MANAGEMENT**

Covers planning, acquisition, storage, movement, and control aspects of materials and final products in all types of organizations, service and production. It will build theory essential to get the right goods at the right price at the right time to maintain desired service levels at minimum cost, and the necessary applications to make the theory transferable. The course highlights recent international developments in the field, for example MRP, MRP2 and JIT, etc. Use of computers in maintenance and control of inventory is covered. Previous knowledge of computers is not a requirement. (Experimental Course) 3 credits

**BMGT 7963 COMPETITIVENESS**

An integrative study of the bi-partisan competitiveness debate about the structural, organizational and infrastructural problems faced by the American economy in the 1990s. Multidisciplinary and global in its approach, this course integrates findings from many disciplines and nations. (Experimental Course)

3 credits

**BMGT 7964 SPECIAL TOPICS: MANAGEMENT CHANGES, CHALLENGES AND OPPORTUNITIES IN FORMER EASTERN EUROPE**

Offered in Fall 1993 as Special Topics

Discusses recent changes and new trends in management strategies in former Eastern Europe. Emerging organizational structures are presented and the challenges of transition—including issues of privatization, management of innovation, technology transfer and optimization are presented. The implications of the changing managerial environment for international (foreign) operations seeking business opportunities in Eastern/Central Europe are discussed and analyzed. The course is offered in the format of a seminar. (Experimental Course) 3 credits

**BMGT 7991 MANAGEMENT OF FOREIGN OPERATIONS**

The special circumstances under which an American firm operates abroad, including social customs, political environment, language and cultural problems, international relations. Economic and management problems peculiar to foreign operations. 3 credits

**Department of Marketing**

**BMKT 7611 MARKETING RESEARCH**

Prerequisite: BMKT 6603

An examination of the marketing research procedure which consists of the systematic collection, analysis, interpretation and reporting of data which enable marketing executives to make better decisions. Includes training in the techniques of marketing research, including problem definition, research design, sampling, measurement and questionnaire construction, data collection and analysis, and report preparation. The course also examines the ethical considerations in collecting data from consumers, including respondents' rights of anonymity, privacy and access to information about the study. 3 credits

**BMKT 7615 COMPARATIVE MARKETING SYSTEMS**

Prerequisite: BMKT 6603

The course proceeds on the premise that comparative marketing is a methodological necessity for the effective management of international marketing. Conceptual elements of the methodology are discussed in the context of comparative marketing systems. Particular attention is paid to the issue of equivalence. Operationalization of the methodology is developed from the perspective of multinational enterprise. 3 credit

**BMKT 7617 INTERNATIONAL MARKETING**

Prerequisite: BMKT 6603

Analysis of the economic, legal, political and social environment in which international marketing is conducted. Their implications for operational decisions in product, pricing, distribution and promotion are examined. Foreign-market entry strategies and factors allowing political and business risk assessment of such entries are also discussed. Globalization of marketing practices from the perspective of organizations' opportunities and constraints is also analyzed. 3 credits

**BMKT 7619 SALES MANAGEMENT**

Prerequisite: BMKT 6603

A managerial approach to the planning, organization and operation of the company's sales force. Topics covered include sales personnel recruitment, training, motivation, evaluation and compensation, account and territory development, and sales ethics. Emphasis is given to the sales manager's role in forecasting and planning, developing sales budgets and quotas, controlling and measuring sales performance, and integrating sales with the firm's promotional and distribution strategies. 3 credits

**BMKT 7620 NEW PRODUCT PLANNING AND DEVELOPMENT**

Prerequisite: BMKT 6603

A comprehensive overview of the product (or service) planning and development process. It examines the organization of product planning committees, departments and venture teams, product idea generation, technical and economic screening of product ideas, product concept testing, product development, and prototype and field testing. These techniques are examined against the background of corporate entrepreneurship and social responsibility. 3 credits

**BMKT 7621 MARKETING CHANNELS AND LOGISTICS**

Prerequisite: BMKT 6603

A study of the channels of distribution which facilitate the flow of goods from the manufacturer to the consumer, including such marketing intermediaries as retailers, wholesalers, brokers, manufacturers' representatives, sales agents and transportation companies. The focus is on channel design objectives and alternatives, the development of integrated distribution systems, and the effects of channel decisions on pricing, promotion and targeting strategies. 3 credits

**BMKT 7623 RETAIL OPERATIONS AND STRATEGIES**

Prerequisite: BMKT 6603

Examines the retail structure in the U.S. in relation to manufacturers, and the management, organization and operating problems of retail firms. Areas covered include the legal, cultural and social retailing environment, analysis of American shoppers and retail trends, store location determination, buying and merchandising functions, and store

design, service, operating and personnel training in the context of expense and profitability management. 3 credits

#### **BMKT 7625 INDUSTRIAL MARKETING**

Prerequisite: BMKT 6603

An overview of the strategies used in business-to-business transactions and the distinctions and similarities between industrial and consumer marketing. The course highlights the importance of the industrial buyer, examines the major techniques of industrial marketing research, and analyzes the management of the procurement process in terms of both the purchasing department and the entire company with emphasis on interdepartmental relationships and corporate resources and objectives. 3 credits

#### **BMKT 7627 CONSUMER BEHAVIOR AND THE MARKETING MIX**

Prerequisite: BMKT 6603

The behavior that consumers display in searching for, purchasing and using products and services is applied to market segmentation and targeting, product (or service) positioning, and implementing pricing, distribution and promotional strategies. The focus is on using psychological, social, cultural and demographic factors to uncover consumer needs and marketing opportunities. The course also examines the application of consumer behavior to international markets, not-for-profit services, and to consumer protection and public policy issues. 3 credits

#### **BMKT 7629 ADVERTISING STRATEGY**

Prerequisite: BMKT 6603

The role of advertising in the firm's marketing mix and the planning and execution of advertising strategies are covered. The methods of developing alternative advertising campaigns, the selection and purchase of media, copy and layout approaches, print and broadcast production, and the evaluation of advertising effectiveness are examined in the context of the typical agency-client relationship and the regulatory, societal and ethical environment in which advertisers operate. 3 credits

#### **BMKT 7993 MULTINATIONAL CORPORATIONS IN THE ASIAN MARKET**

Prerequisite: BMKT 6603

This is an interdisciplinary course on international business concerned not only with marketing but also with other aspects of American business operations in the Asian market. It is designed to introduce the student to U.S.-Asia trade with emphasis on the operations of U.S. multinational corporations and their marketing strategies in Asia. Aspects of international economics and marketing and international politics affecting U.S.-Asia trade will be examined. Ethical, financial, social, economic, political, legal, and other issues and problems affecting U.S. operations in Asia will be analyzed. Foreign trade policies and regulations of the U.S. and Asian countries and marketing of Asian and

American products will be discussed. This course is concerned not only with theory and practice but also problems, potential and prospects in U.S.-Asia trade. 3 credits

#### **BMKT 9591 ADVANCED MARKETING RESEARCH**

Prerequisites: BMKT 6603 and BMKT 7611 or equivalent

Applying marketing research techniques to solve real-world marketing problems is examined. The focus is on applications which typify the practice of marketing research, including market segmentation and positioning studies, competitive market structure studies, concept and product testing, name and package testing, print ad and television commercial tests, using test markets, demand measurement and sales forecasting, and the growth of computerized marketing decision support systems. 3 credits

#### **BMKT 9600 SERVICES MARKETING SYMPOSIUM**

Prerequisite: BMKT 6603 and permission of chairman

The course focuses on improving service quality through a better understanding and monitoring of customers' needs and satisfaction. Topics covered include implementing a corporate service culture, understanding how customers evaluate service quality, developing service quality standards and integrating them into the firm's operations, managing the service encounter, customer retention measures, promotional strategies, and managing service demand to achieve operational efficiency and lower costs. 3 credits

### **International Business**

(Refer to the footnote on the M.B.A. Program Curriculum on page 82.)

#### **BACC 7117 INTERNATIONAL ACCOUNTING**

Examines diverse accounting practices employed by different countries, their causes—rooted in custom, law, tax practices and economics—and their effect on the interpretation of financial statements. Problems of consolidation and the role of accounting in controlled economies are also studied. 3 credits

#### **BFIN 7216 INTERNATIONAL FINANCE**

Analysis of problems affecting the flow of funds of the multinational firm. Capital budgeting and asset structure of the firm in the international environment are examined as well as financial operations in multinational markets. 3 credits

#### **BFIN 7235 GLOBAL FINANCIAL MARKETS**

The characteristics and comparative advantages of the major capital and money markets outside of the United States. The principles of financing MNC's operations and the optimal use of internal vs. external markets for this purpose. 3 credits

**BLAW 7323 INTERNATIONAL LAW**

An examination of the relationship of multinational enterprises and the nation states which make up the contemporary world, including discussion of the economic, political and cultural considerations which affect those relationships. The course examines international rule-making systems, regional and international organizations. Act of State and Sovereign Immunity doctrines; movement of goods, persons, money and information across national borders; and transnational reach of economic regulation are also covered. 3 credits

**BMGT 7527 INTERNATIONAL MANAGEMENT IN DEVELOPING COUNTRIES**

Examines characteristics of less-developed countries. Problems arising when multinational corporations make direct investments in manufacturing and other facilities in the Third World. The effect of government policies on foreign investors. Interpreting government regulations. Entry strategies and negotiations, joint ventures, licensing, technology transfer and appropriate technology. Includes extensive discussion of cases on business in developing countries. 3 credits

**BMGT 7930 INTERNATIONAL BUSINESS MANAGEMENT**

Introduces many international aspects of business: trade, foreign exchange, international finance and banking, evaluating foreign environments, cross-cultural interactions, relations between multinational corporations and host governments, international marketing and human resource management, management problems in multinational corporations. Includes extensive discussion of international business cases in class. 3 credits

**BMGT 7991 MANAGEMENT OF FOREIGN OPERATIONS**

Includes the special circumstances under which an American firm operates abroad: social customs, political environment, language and cultural problems, and international relations. Economic and management problems peculiar to foreign operations are also examined. 3 credits

**BMKT 7615 COMPARATIVE MARKETING SYSTEMS**

Prerequisite: BMKT 6603

Analysis of the exchange systems in various countries and regions in terms of participants, processes, structures and functions as related to the environments in which they operate. The objectives and organization of regional trade blocks and common markets, the special problems of marketing in such entities, and the adaptation of marketing philosophies and strategies to fit conditions in various nations are examined. 3 credits

**BMKT 7617 INTERNATIONAL MARKETING**

Prerequisite: BMKT 6603

Analysis of the economic, legal, political and social environment of international marketing is conducted and their implications for operational decisions in product, pricing, distribution and promotion are examined. The foreign-market entry strategies and factors allowing political and business risk assessment of such entries are discussed. Globalization of marketing practices from the perspective of organizations' opportunities and constraints is analyzed. 3 credits

**BMKT 7993 MULTINATIONAL CORPORATIONS IN THE ASIAN MARKET**  
Prerequisite: BMKT 6603

This course is designed to introduce the student to U.S.-Asian trade with emphasis on the trading activities of multinational corporations. Aspects of international economics and marketing and international relations and politics affecting U.S.-Asia trade will be examined. Financial, economic, political, legal and other factors affecting U.S.-Asia trade will be analyzed. Foreign trade policies and the marketing of Asian and American products will be discussed. This course is concerned with not only theory and practices but also problems, potential and prospects in U.S.-Asia trade. 3 credits

**ECON 7440 INTERNATIONAL ECONOMICS**

An examination of the theoretical and empirical basis for world trade and finance. Studies short- and long-term trends affecting the external accounts and liquidity of the major economies of the world. An evaluation of world economic problems and international commercial policies is included. 3 credits

**Department of Computing and Decision Sciences\***

\*Programming ability in at least one procedural high-level language is required of all students specializing in information systems. Those students lacking programming proficiency must first complete BMIS 7712 as part of their specialization requirements. Students specializing in information systems must complete BMIS 7711, BMIS 7723 and an additional 6 credit hours in information systems, excluding BMIS 7712.

**Information Systems**

**BMIS 7711 DATA BASE SYSTEMS**

Prerequisite: Programming ability in at least one procedural high-level language, such as Pascal, PL/1, ALGOL.

Introduction to the concepts of data base technology. The student is provided with a broad understanding of data base systems, their use by management and the major considerations in their design and implementation. Offered in the Fall Semester. 3 credits

**BMIS 7712 COMPUTER PROGRAMMING**

Introduction to computer programming and simple data structures. Students are exposed to algorithms and programming techniques through the use of the C language.

3 credits

**BMIS 7715 OFFICE AUTOMATION**

Survey of the changing environment of the business office brought about by evolving computer technology. The student is exposed to office automation systems, typical office management operations and office communications.

3 credits

**BMIS 7717 ADVANCED PROGRAMMING AND DATA STRUCTURES**

Prerequisite: Programming ability in at least one procedural high-level language such as Pascal, PL/I, C.

Theoretical and experiential understanding of advanced algorithms and data structures. Includes both theoretical presentations and computer programming assignments to assist the student in developing competency in all aspects of software design and documentation. Programs are written in C and C++.

3 credits

**BMIS 7719 COMPUTER SYSTEMS**

Prerequisite: BMIS 7723

Concepts in the design, logic and architecture of computer hardware, as well as the fundamental concepts of operating system and hardware-software interaction. Introduction to the fundamentals of the acquisition and effective management of computer hardware and software systems.

3 credits

**BMIS 7721 MODELING AND SIMULATION**

(May be used toward the quantitative analysis specialization).

Study of model formulation and solution procedures. Emphasis is placed on designing and planning computer analysis for complex business problems. The student, at the conclusion of the course, should have a good grasp of what constitutes a well-defined algorithm or model, and know how to present clear directives to technical support staffs involved in model development. In some cases, design will be coupled with computer coding.

3 credits

**BMIS 7723 SYSTEM ANALYSIS AND DESIGN**

Prerequisite: BMIS 7711

Introduction to the fundamentals of systems analysis and design. Emphasis both on the development aspect of computer-based information systems as well as on the study of some common business on-line and batch application systems. Offered in the Spring Semester.

3 credits

**BMIS 7725 MANAGEMENT INFORMATION SYSTEMS DESIGN**

Prerequisite: BMIS 7723

Integration of the areas of computer technology, systems analysis and design, database systems, decision support systems and orga-

nizational behavior to aid the student in designing a management information system. Students are assigned team projects in which they identify problem areas in decision making and formulate appropriate information system solutions.

3 credits

**BMIS 7740 MULTINATIONAL CORPORATIONS AND TECHNOLOGY MANAGEMENT**

Course is for international business majors who have an interest in control systems for multinational corporations, as well as for MIS majors who wish to obtain an international perspective regarding utilization of information technology.

Examines the role of information technology in today's multinational corporation. It covers both theoretical perspectives, as well as real case studies which have been custom-developed. Students are exposed to the theoretical literature from both international business and MIS and in addition actively discuss major cases. (Experimental Course)

3 credits

**Quantitative Analysis****BQUA 7811 QUANTITATIVE METHODS**

A practical as well as intuitive understanding of mathematical fundamentals. Emphasis on those quantitative tools that the modern manager must comprehend in order to more effectively incorporate into the decision making process available data, business models and sophisticated computerized problem solving routines.

3 credits

**BQUA 7812 MULTIVARIATE STATISTICAL METHODS**

Prerequisite: BQUA 7811 is suggested

Introduction to a wide range of multivariate statistical techniques and demonstration of their applications in all functional areas of business. Students become acquainted with the use of computer packages for the analysis of multivariate data.

3 credits

**BQUA 7813 INTRODUCTION TO OPERATIONS RESEARCH**

Prerequisite: BQUA 7811 is suggested

Provides the foundation and stresses the insights necessary for analytical managerial decision making. Emphasis on problem modeling and particularly on the significant role of the manager in the model building process.

3 credits

**BQUA 7814 PRODUCTION MANAGEMENT SYSTEMS**

Follows BQUA 6802 and provides a more comprehensive view of Production Management (PM). Integration of both qualitative and quantitative models in solving production problems. International aspects of production.

3 credits

**BQUA 7817 EXPERIMENTAL DESIGN**

Fundamentals of statistical investigation covering the proper gathering of data, choice of methods of experimental analysis and the application of efficient computational procedures (using computers). Demonstrations of

these methods to the functional areas of business decision making. 3 credits

**BQUA 7819 BUSINESS FORECASTING**

An introduction exposing the student to a variety of forecasting techniques. How to choose the most appropriate model for particular situations. Emphasis also on the interpretation of results in the decision making process. 3 credits

**Department of Economics**

**ECON 7410 THE MANAGEMENT OF ECONOMIC DEVELOPMENT**

Some of the policy responses to the challenge of development. Use of the case method to probe such problems as population control, labor force training, modern production methods and changing cultural practices. 3 credits

**ECON 7417 ECONOMIC AND FINANCIAL GROWTH OF THE UNITED STATES**

Theoretical and cleometric analysis of the United States historical growth to the present. Analysis of micro- and macro-economic trends as guides to the future. 3 credits

**ECON 7419 ECONOMIC ANALYSIS**

The microeconomics of consumer and business behavior in markets and the production process are examined. Classical and contemporary models are discussed in light of empirical trends. Analysis and problem solving are emphasized. 3 credits

**ECON 7420 MANAGERIAL ECONOMICS**

Economics of optimal managerial decision making. Application of a wide number of micro-economic principles and methods for the solution of typical managerial problems. Tested practices and cases used to demonstrate the optimal paths of decision making. 3 credits

**ECON 7422 INDUSTRIAL ORGANIZATION**

Analysis of contemporary market structures and market practices. Trends in corporate growth, and public policies affecting them. The economic trends affecting the market structures of industries. Analytical content of the course enables the student to acquire the tools necessary for the evaluation of industrial growth potential. 3 credits

**ECON 7424 GOVERNMENT REGULATION OF BUSINESS**

Review and critical examination of government policies toward business. Examination of various regulatory practices in light of economic effectiveness and impact. Criteria used are drawn from economic analysis, and policy results are evaluated by means of empirical studies. 3 credits

**ECON 7426 BUSINESS CYCLES AND ECONOMIC GROWTH**

National income production and employment theory. Economic instability and the business cycle. Monetary and fiscal policies evaluated in the context of macro theory. Macro dynamics examined for modeling, anti-inflationary economic growth. 3 credits

**ECON 7440 INTERNATIONAL ECONOMICS**

Examination of the theoretical and empirical basis for world trade and finance. Short- and long-term trends affecting the external accounts and liquidity of the major economies of the world. An evaluation of world economic problems and international commercial policies. 3 credits

**ECON 7451 ECONOMICS OF MONEY, CREDIT AND BANKING**

Examines the roles of money and the credit system in the national economy. Reviews and evaluates the various approaches in monetary analysis. Evaluation of the instruments and conduct of monetary policy in light of present trends in economic activity. 3 credits

**ECON 7465 CONTEMPORARY ECONOMETRIC MODELS**

Static and dynamic modeling of the key processes and sectors of the economy. Model design and interpretation. Forecasting applications. Students are expected to have a working knowledge of algebra and statistics. 3 credits

**ECON 7498 ECONOMIC RESEARCH**

Prerequisite: Permission of department  
A research project is undertaken under the direction of a mentor. An adequate background in economics is a major part of the project approval process. 3 credits

**ECON 7915 THE ECONOMICS OF LABOR**

Analytical approach to the labor force. Emphasis on labor productivity, its sources, effects and trends; labor markets; comparative wages; criteria and labor deployment evaluated by means of contemporary models and trends. Impact of labor on the national and international economies. 3 credits

**ECON 7950 PUBLIC FINANCE**

Functions of the public sector in a market economy. Nature and economic effects of government activities, expenditures and sources of finance at the federal, state and local levels. Nature of budgeting. Income, consumption and wealth as bases of taxation. Federal budget and tax reform. Fiscal policy and public debt. Intergovernmental fiscal relations. Policy issues of the public sector. 3 credits



# COLLEGE OF EDUCATION AND HUMAN SERVICES

**Acting Dean:** Joseph V. DePierro

**Associate Dean for Academic Affairs:**  
Robert B. Hurley

**Assistant to the Dean for Student  
Affairs:** Manina Urgolo Dunn

## **Department Chairpersons- Graduate Programs**

**Counseling Psychology:** Sandra Lee

**Educational Administration and  
Supervision:** George C. Lindemer

**Educational Studies:** Richard Ognibene

The College of Education and Human Services offers programs of study leading to the degrees Bachelor of Science in Education, Master of Arts in Education, Educational Specialist, Doctor of Education and Doctor of Philosophy. Candidates may prepare for careers in teaching, broaden their knowledge and understanding of the process of education, improve their professional techniques or prepare for leadership positions or careers in the human services professions.



## General Information

Students and applicants should be familiar with the academic and financial information provided on pages 10-24 of this bulletin.

Master's degree students are expected to maintain a cumulative GPA of 3.0. Doctoral and Ed.S. candidates must maintain a cumulative GPA of 3.25. Students who fall below these levels are subject to departmental review and action.

Adequate academic performance is necessary but not sufficient for continuation and completion of College of Education and Human Services programs. The College is concerned that the professionals it prepares to work with others in helping relationships, demonstrate technical, ethical and interpersonal competency in their chosen field, particularly through field experiences. Despite adequate academic performance, as measured by the GPA, students may be denied a recommendation for certification and/or for graduation, if, in the judgement of the faculty, they do not demonstrate acceptable ethical, technical and professional behavior. Where possible, the faculty will assist students in remedying deficiencies.

## Master of Arts in Education

The College of Education and Human Services offers graduate courses leading to the Master of Arts (M.A. in Education) degree in the following areas:

- Student Personnel Services (K-12)
- Psychological Studies
- Counselor Preparation
- Educational Administration and Supervision
- Elementary Education
- General Professional Education
- Secondary Education
- Health Professions Education

Students should consult the appropriate department for specific programs and requirements.

## Application and Admission

Applicants to graduate study in the College of Education and Human Services are expected to meet the general University qualitative requirements for admission and to comply with its admission procedures. Department and program descriptions include specific admission requirements.

## Admissions Examination

Applicants for admission to graduate study in the College of Education and Human Services must take a standardized qualifying examination. Most programs require the Miller Analogies Test. Consult the catalog listing for test requirements for specific programs.

For information concerning the Miller Analogies Test or the Graduate Record Examination and the dates on which they will be administered, students should contact the Career Services Office. Test results must be no more than three years old.

## Degree Requirements

In addition to the general University requirements for the degree, the College of Education and Human Services requires the candidate to:

- Complete the required foundation courses in some programs;
- Complete department course and credit requirements;
- Pass the comprehensive examination where required; and
- Complete all required course work within six years of initial registration.

The M.A. programs require a minimum of 36 graduate credits. Some programs require more than this number. Six graduate credits for graduate courses taken at other accredited institutions may be transferred depending on the currency and relevancy of the courses to the program being pursued. The credits may not have been applied toward another master's degree.

## Foundation Courses for Master of Arts in Education

The College of Education and Human Services requires degree candidates in most programs to complete the following courses for 9 credits:

EDST 6002	Graduate Research Methods
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society

Degree candidates in certain programs are required to complete one of the following courses:

CPSY 7101	Seminar in Research Methodology
or	
EDST 6554	Advanced Psychology of Human Development
EDST 7310	Ethical Foundations of Helping Relationships
EDST 7312	Current Issues in School and Society

---

### Comprehensive Examination

Successful completion of a written examination is required in most departments of the College. The examination will reflect both foundation courses and application of specialization course work. The decision of the readers concerning the quality of the examination is final and not subject to appeal.

### Graduate Teaching Internships

Students whose program of study includes teaching internship are required to apply for student placement by the first week of the Spring Semester for placement in the fall or the following Spring Semester. However, they will be assigned only with approval of their department chairpersons. Transfer students must complete a minimum of 12 credits at Seton Hall before they will be assigned as student teachers. They should adhere to the following procedure:

- Secure an application form from the assistant to the dean for student affairs;
- Return the completed application and a nonrefundable \$35 placement fee to the assistant to the dean for student affairs by March 1 for fall and October 1 for spring.

Teaching internships require full-time daily participation in a school situation for a full semester. Each student teacher is assigned to an approved school and is

guided by a college supervisor and a cooperating teacher who has been appointed by the principal of the school. The student teacher is required to register for and attend the weekly seminars which begin the first week of classes.

### Certification Programs

The College of Education and Human Services has graduate programs leading to professional certification in a wide variety of areas and specializations. In many, degree and certification requirements can be met at the same time. Students should consult the appropriate department for specific programs and requirements.

### Bilingual/Bicultural Education

The College of Education and Human Services has a concentration in bilingual/bicultural education leading to an undergraduate or graduate specialization in that field in Spanish, Chinese, Haitian, Japanese and Korean, and to New Jersey state teacher certification. The Chinese, Japanese and Korean programs are offered in cooperation with the Department of Asian Studies. For information, contact the Center for Bilingual Education, College of Education and Human Services.

## Educational Specialist

The College offers the Educational Specialist (Ed.S.) degree in several areas of concentration within the following departments:

### Counseling Psychology

- Marriage and family counseling
- School and community psychology

### Educational Administration and Supervision

### General Professional Education

- Cultural, humanistic and professional studies

## Secondary Education

### General Objectives

The Ed.S. degree is intended for professional educators and those in the helping professions who need preparation beyond the master's degree. The purpose of the degree is to advance and update skills and competencies and to meet the changing certification requirements. The degree is humanistic and professional as well as flexible and comprehensive, and enables graduates to qualify for positions of leadership. The Ed.S. program is of particular interest to school administrators, educational researchers, teachers, department chairpersons, supervisors, counselors, school psychologists, management and training consultants, specialists in learning disabilities, marriage and family counselors, and specialists in pupil personnel services.

### Program Objectives

The Ed.S. program provides a firm foundation in theory and practice and stimulates leadership and sensitivity by:

- Deepening and broadening the student's knowledge of current philosophical developments as these affect present professional practice;
- Stimulating a personal response to universal human values to elevate

the quality of life and bring about harmonious relationships in an ever-shrinking world;

- Emphasizing interdisciplinary as well as interdepartmental studies to give a balanced view of humans and society;
- Fostering a professionalism which is efficient, humane and contemporary;
- Developing specializations needed for research and practice in the '90s and beyond; and
- Providing qualifications for placement in the public schools, colleges, universities and service-oriented agencies.

### Application and Admission

Formal admission to graduate studies is necessary to enter the Ed.S. program. Requests for applications may be directed to the Graduate Admissions Office.

These are the admission requirements for the Ed.S.:

- A master's degree in an appropriate field from an accredited college or university;
- Public school teaching certification, if appropriate;
- Acceptable scores on the Miller Analogies Test, or the Graduate Record Examination;
- Statement of professional goals, including indices of special accomplishments such as leadership roles in the candidate's field;
- Academic competence with a graduate level cumulative average of 3.5 or better;
- Three letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles;
- An interview with the admission committee; and
- At least one course in research on the graduate level.

Individual programs may have additional requirements.

## **Degree Requirements**

The Ed.S. programs require a minimum of 36 graduate credits beyond the master's degree. Students must meet the requirements set by each department in each of the four component areas. These components are departmental course requirements, interdisciplinary/interdepartmental studies, supervised field experience/internship, and culminating experience (a project chaired by a faculty adviser and graded by a faculty committee). Graduate credits earned in other accredited colleges or universities may be accepted in partial satisfaction of degree requirements, provided they have not been used to fulfill requirements for a previous degree. The exact number credited depends on the currency and relevancy of the courses to the program pursued. A maximum of 6 credits can be accepted in transfer. The time limit is six years from first registration.

## **Doctoral Programs**

The College of Education and Human Services offers graduate programs leading to the Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) degrees with concentrations in a number of areas and programs:

### **Educational Administration and Supervision (Ed.D.)**

- General Administration
- School Business Administration
- Higher Education Administration

### **Counseling Psychology (Ph.D.)**

- Clinical Psychology
- Counseling Psychology

## **General Objective**

The doctoral degree is granted upon completion of a program of study at Seton Hall University by which the student achieves mastery in a specialty field and demonstrates the ability to pursue and complete an independent, scholarly investigation. The degree is not awarded automatically after a period of time or on the accumulation of a prescribed number of semester hours.

Rather, the granting of the degree signifies that the individual has the competency to fill a leadership role in his or her area of specialization and that the College of Education and Human Services and the University attest to this.

## **Program Objectives**

As stated above, the successful graduates will be prepared to fill professional roles in their areas of specialization. This will include a demonstration of the following:

- Breadth and depth of knowledge in the area of specialization;
- Familiarity with and ability to apply theory and research findings to educational, psychological and/or family situations and problems;
- Cognizance of psychological, philosophical and sociological concepts and principles as they apply to professional practice;
- Appreciation and understanding of the background and political setting in which professionals practice;
- Appropriate professional, technical and human skills; and
- Acceptance of social responsibility and a respect for cultural and individual differences, as well as the ethical principles that undergird one's practice.

## **Course of Study**

In consultation with an adviser, each doctoral student develops an individualized program consisting of courses and other educational experiences, taking into consideration prior education and experiences, so as to best achieve appropriate professional and personal goals. A minimum of 90 graduate semester hours is required, although some programs may require more. Up to 45 graduate hours may be accepted as transfer credit. The exact number credited depends on the currency and relevancy of the work to the program pursued.

## **Application and Admission**

Formal admission to graduate studies is necessary to enter the Ed.D. and Ph.D. programs. Requests for applications may

be directed to the Graduate Admissions Office, College of Education and Human Services (McQuaid Hall).

Admission requirements for the Ed.D. and Ph.D. are as follows:

- Master's degree in an appropriate field;
- Superior academic record (submit two official transcripts of all graduate and undergraduate course work);
- Submission of a recent score (within three years) on either the Miller Analogies Test or the Graduate Record Examination;
- Resume of professional background;
- Statement of personal professional goals, with indication of specialization to be pursued;
- Three letters of recommendation for doctoral study; and
- A personal interview.

Individual departments may have additional requirements.

### **Completion Requirements**

Doctoral students must apply for permanent matriculation during the semester in which 12-15 credits of doctoral course work are completed at Seton Hall.

Satisfactory completion of a program of at least 90 graduate semester hours (at least 45 of which must be taken at Seton Hall) is required. Many programs require more than 90 total credits to meet specific program requirements. Each doctoral candidate must demonstrate competency in statistics and computer science. This may be accomplished through course work and/or by examination.

A residency or period of intensive study is required. The specific conditions are determined in consultation with an adviser.

Doctoral students must take a comprehensive written examination to test their command of integrated knowledge in their field upon completion of all or most of the required course work. When they have passed this examination and have the positive recommendation of the department concerned, they will be advanced to candidacy for the doctorate.

Preparation and successful defense (oral examination) of an acceptable dissertation are required.

Candidates must complete all remaining requirements for the degree, including the oral examination on the dissertation and the approval and filing of final copies of the dissertation within four years after being advanced to candidacy or within eight years of their first enrollment, whichever comes first. Time extensions may be granted in unusual cases upon written application. Requests must have the support of the candidate's adviser and department chairperson and receive the concurrence of the associate dean for academic affairs. The total of all extensions(s) shall not exceed two years.

These time limits will be honored for all Ph.D. candidates in Marriage and Family Counseling admitted through the 1992 Fall Semester.

Students who have been advanced to candidacy must register continuously for dissertation advisement in their major department. Dissertation advisement does not apply to the 90-credit requirement. If continuous matriculation is not maintained, students must re-apply for admission.

## **DEPARTMENT OF COUNSELING PSYCHOLOGY**

**Professors:** Hartman; Lee (*Chairperson*); Ruzicka

**Associate Professors:** DeRosa; Hurley; Korner; O'Connor; Tamburri; Thompson

**Assistant Professors:** Craig; Eigen; Schreitmueller; Smith

### **Master of Arts Programs**

The Department of Counseling Psychology offers graduate courses leading to the degree Master of Arts in Education with the following specializations

Counselor Preparation  
Psychological Studies  
Student Personnel Services K-12

## **Degree and Certification Programs**

Some of the degree programs offered by the department also are approved for New Jersey State Department of Education certification. They include the programs in School Psychology (Ed. S.) and Student Personnel Services, K-12 (M.A.).

## **Ed.S. Programs**

The Department of Counseling Psychology offers courses leading to the degree Educational Specialist with the following specializations:

Marriage and Family Counseling  
School and Community Psychology

## **Ph.D. Programs**

The Department of Counseling Psychology offers courses leading to the degree Doctor of Philosophy with the following specializations:

Clinical Psychology  
Counseling Psychology

## **General Admission**

In addition to the general University requirements for admission to graduate studies, the Department of Counseling Psychology requires submission of scores on the Miller Analogies Test, the Graduate Record Exam or other department assessment techniques, as well as the following:

## **Application Deadline (M.A. and Ed.S.)**

Only complete applications are processed by the screening committee. Those completed after the deadline date for a given semester will be considered as possible alternates for that semester or for the following semester. Deadline dates:

May 1 — Fall Semester  
November 1 — Spring Semester  
March 15 — Summer Session

## **Admission (M.A. and Ed.S.)**

Students selecting a degree program must satisfy all University requirements for admission to graduate studies as well as the requirements of the department and the individual program.

Each applicant for admission to degree is required to do the following:

- Present evidence of a minimum of eight undergraduate credits in psychology, sociology or education;
- Submit a statement relating relevant experience, motivation and career objectives;
- Submit three letters of reference attesting to academic potential and personal qualifications for the area of intended specialization; and
- Be interviewed by the program committee.

Additional admission requirements are listed in the appropriate program descriptions.

## **Academic and Competency Standards**

Adequate academic performance is necessary for continuation in programs within the Department of Counseling Psychology. Students must show continued evidence of academic achievement by maintaining a 3.0 grade point average at the master's level and a 3.25 grade point average at the Ed.S. and Ph.D. levels. Students who drop below these averages, as measured at semester intervals, will be given a warning by the Academic Standards Committee and may not register until a final decision has been rendered by the committee.

Adequate academic performance is necessary but not sufficient for continuation in a program. Students must demonstrate technical, ethical, interpersonal and effective competency in their chosen field, particularly through internship experiences. Despite adequate academic performance, as measured by the GPA, students may be denied a recommendation for certification or prevented from graduating if, in the judgment of the faculty, they have not demonstrated particular competencies. The faculty will assist students in remedying deficiencies.

## Doctoral Programs Departmental Requirements

### Admission

Admission to doctoral programs is competitive and is based on a thorough evaluation of each applicant by an admissions committee. Based on committee ratings, selected applicants are interviewed, and final decisions are then made.

In addition to the general admission requirements, each applicant must submit the following to the Graduate Admissions Office:

- Two transcripts of all undergraduate course work;
- Recent (within three years) scores on either the Miller Analogies Test or the Graduate Record Examination;
- A detailed statement of all relevant professional work experience;
- A statement of career goals;
- Three letters of recommendation, including at least one from a former professor and one from a present or former supervisor; and
- Other supporting data, such as copies of publications, research reports, newspaper articles or other documentation supporting the candidate's qualifications and accomplishments.

### Deadline

Doctoral students are admitted for the fall term only. Applications and all supporting material must be submitted no later than January 15. Admission decisions are normally made by April 15.

### Development of Tentative Plan

Admitted students are assigned a doctoral adviser and meet with this individual to develop a tentative program based on prior course work and college and program requirements. Students who have not completed this plan prior to the end of the first semester will not be allowed to enroll for courses in the subsequent semester.

### Program Plan Finalization

Students, in consultation with faculty advisers, must develop a final program plan. Prior education and experience, personal and professional goals, and degree requirements are considered in this process. The plan includes objectives, time plan, courses, activities, internships and the intended method of meeting the requirements for the period of intensive study.

### Residency/Intensive Study

The requirements of intensive study vary according to each Ph.D. program's requisites.

### Comprehensive Examination

The passing of Parts I and II of the comprehensive examination is considered a prerequisite for doctoral internships and the dissertation seminar. The examination is normally taken after the candidate has completed at least 60 credits of graduate work, including all course work in the core and research areas.

Part I of the comprehensive examination is a multiple choice format covering the psychological core and the research/statistics parts of the curriculum.

Part II of the comprehensive examination is designed and administered by the faculty within the student's area of program specialization (counseling psychology or child clinical psychology).

Students who fail either Part I or II are required to take that part over. A second failure of either Part I or II results in dismissal from the program. Students should check individual program requirements, as these policies may vary by program.

### Dissertation Process

The following types of research are acceptable in this department:

- Analogue or naturalistic studies
- Experimental, correlation or mixed designs
- Intensive research (n=1)
- Empirical-integrative research
- Qualitative research

It is the goal of CPSY 9091 Thesis Seminar II for students to develop a research problem, review the literature, investigate relevant theories and develop hypotheses and a design for their dissertation proposal. At this point each student selects a mentor.

**Continuous Registration.** Students who have completed the thesis seminars must register continuously for CPSY 9991-99. Dissertation Advisement, until the thesis is completed and the final oral examination is passed. Students who have completed course work up to Parts I and II of the comprehensives and who are not taking courses or those who have failed the comprehensives must register for additional research study. Students should refer also to the general catalog statements on continuity with regard to leaves of absence and continuation.

## **Ph.D. Programs**

The Department of Counseling Psychology offers doctoral programs in two specialty areas: clinical psychology and counseling psychology.

Following American Psychological Association recommendations for preparation in professional psychology, the programs have similar requirements in the foundation, psychological core and research components. Specific professional focus occurs in specialization and applied components, listed under each program.

The programs integrate science and practice. Accordingly, research is considered a significant component of the doctoral programs. The development and demonstration of research competency culminating in original research is expected of every candidate. Applicants should have both an aptitude for research and a willingness to pursue the rigors of research requirements in courses, independent study and in the conduct of research. Doctoral candidates in the department's Ph.D. programs must complete their program within eight years of their acceptance date. Time extensions may be granted in unusual cases upon written application. See the completion requirements section under Doctoral Programs. Requests must originate with the program, and

receive the final approval of the associate dean for academic affairs.

## **Final Oral Examination**

Following completion of the dissertation, a final dissertation defense is conducted. The examining committee is composed of each student's dissertation committee plus two additional faculty members. The final oral examination focuses upon, but is not necessarily limited to, the dissertation.

Students who fail this examination may request another examination but not earlier than three months from the time of the original. Students should check deadlines for submission of final copies and defense dates.

## **Student Responsibility**

It is each student's responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the doctoral programs. It is also each student's responsibility to maintain contact with the adviser and dissertation mentor.

## **General Doctoral Course Requirements**

### **Foundations (12 credits)**

The foundations component of the doctoral programs is understood as social and cultural foundations.

Of 12 graduate credits allotted to this component, a maximum of 6 credits may be transferred from previous graduate level courses and a minimum of 6 credits must be taken as part of each student's doctoral program.

Foundations courses are chosen under faculty advisement in light of each student's previous educational and professional background and future career goals. Graduate courses in the History and Systems of Psychology (CPSY 7100) and Cross Cultural Psychology (CPSY 8100) are required.

Courses may be chosen from appropriate graduate level offerings of the College of Arts and Sciences, the School of Business, the College of Nursing, as well as the College of Education and Human Services.



**Research and Statistics (24 credits, including prerequisites)**

CPSY 7002	Computers in Research
CPSY 8616	Intermediate Statistical Methods
CPSY 9001	Univariate Experimental Design
CPSY 9002	Seminar in Applied Multivariate Statistics
CPSY 9090	Thesis Seminar I
CPSY 9091	Thesis Seminar II

**Psychological Core (30 credits)**

**Biological Bases of Human Behavior (3)**

CPSY 6105	Physiological Psychology
*CPSY 8521	Neuropsychological Assessment (Prerequisite CPSY 6105)

**Cognitive-Affective Bases of Behavior (6)**

CPSY 6104	Theories of Cognition
CPSY 6505	Principles of Learning and Behavior Modification

**Socio-Cultural Bases of Behavior (6)**

CPSY 6000	Group Dynamics
CPSY 6601	Family Interaction and Counseling
*CPSY 7510	Social and Community Psychology
CPSY 7515	Social Psychology

**Psychological Bases of Behavior (9)**

*CPSY 6101	Personality Theory
or	
CPSY 6002	Counseling Theory
CPSY 6102	Psychology of Human Development
CPSY 8520	Seminar in Psychopathology

**Applied Professional Development (6)**

CPSY 6501	Professional Consultation/School Practice
or	
CPSY 6003	Counseling Skills
CPSY 7102	Seminar in Professional Consultation in Psychology
CPSY 8010	Seminar: Ethical and Legal Issues in Professional Psychology

\*Clinical Psychology students must take these courses.

## **Clinical Psychology**

### **(Ph.D.)**

The doctoral program in Clinical Psychology is designed to provide knowledge and skills to the psychologist who will be working with children, adolescents and adults in all of the social systems which promote their welfare in our society. These social systems may include families, schools and community agencies. The Clinical Psychology program builds on clinical skills, but

branches out to focus on research, supervision, leadership roles and in-depth diagnostic and intervention skills. Although specific attention is given to psychopathology, there is also a strong emphasis on maintenance and promotion of mental health. Primary prevention is viewed as a significant factor in the work of the psychologist/clinician in society.

Students who intend a career of service to children, families and communities through the knowledge and skills provided by a study of the discipline of clinical psychology are invited to apply to this program. The program stresses

that each individual must be encountered within the context of the given environment, such as a specific family, social status and culture. The school is seen as the second nurturing agent beyond the family and, as such, is intimately involved in the growth and development of society's youngest members. Since no member can be viewed in isolation, the program looks at the ways people affect one another, in particular, children and the institutions and agencies which affect them.

Graduates may function professionally in hospitals, mental health clinics, schools, juvenile and family courts, and other psychological service settings. The program encourages the role of professional leadership and stresses critical thinking, using a systems approach that is dynamic and goal-oriented. The program emphasizes cultural diversity as well as a broad framework of ethical values.

Students must be intellectually able to master the major concepts in psychology, professionally motivated to enhance the human experience through a commitment to values which promote

human welfare, and emotionally and socially mature. They must be motivated to sustain a career of scientific pursuits in psychology, show evidence of effective interpersonal skills, and maintain an active and close working relationship with faculty, as well as participate actively in refining their own goals, broadening their experiences, and evaluating themselves, the training program and the faculty.

The program is designed to meet the education and training standards of the American Psychological Association, and the program is listed as a Designated Doctoral Program in Psychology by the National Register of Health Service Providers in Psychology. The program meets the standards of the New Jersey Board of Examiners for doctoral training in psychology.

In addition to course work and practica, a full year's internship and a dissertation are required. Practice placements require at least one day per week for two years prior to internship.

Applicants must have attained a master's degree.

## **Degree Requirements**

In addition to the general requirements curriculum, requirements are as follows:

### **Required Foundations (6 credits)**

CPSY 7100	History and Systems of Psychology
CPSY 8100	Cross-Cultural Psychology

### **Applied (18 credits)**

CPSY 8901	Practicum in Clinical Psychology I
CPSY 8902	Practicum in Clinical Psychology II
CPSY 8903	Practicum in Clinical Psychology III
CPSY 8904	Practicum in Clinical Psychology IV
CPSY 9980-9981	Internship in Clinical Psychology

### **Specialization (21 credits)**

CPSY 7000	Psychotherapeutic Processes
CPSY 7501	Introduction to Clinical Skills
CPSY 7502	Individual Cognitive Assessment
CPSY 7503	Introduction to Projective Techniques
CPSY 7504	Introduction to Rorschach Techniques
CPSY 7505	Seminar: Case Studies Psychology

#### **Recommended**

#### **Electives:**

CPSY 8000-8003	Chosen in consultation with an adviser.
CPSY 8519	Independent Study
CPSY 8540-8541	Seminar in Child and Adolescent Psychopathology
	Special Topics in Clinical Psychology

CPSY 9095  
CPSY 9985  
EDST 8225

Supervised Teaching in Counseling and Psychology  
Introduction to Child and Adolescent Therapy  
Children's Rights: Legal and Psychological Implications

## Counseling Psychology

(Ph.D.)

This program is designed to prepare counseling psychologists to specialize in working with adults and adolescents in the prevention and remediation of difficulty with developmental tasks imposed by the life cycle (for example,

career development, loss, parenting, disability, stress management). The program emphasizes the development of a comprehensive knowledge of human behavior and development, advanced counseling and intervention skills, and expertise in conducting meaningful research in the field. Emphasis is also placed upon experiences which enable the practitioner to enhance the helping skills of others.

---

### Degree Requirements

In addition to the general requirements curriculum, requirements are as follows:

#### Applied (12 credits)

CPSY 9080	Practicum in Supervision
CPSY 9780	Practicum in Counseling Psychology
CPSY 9781-9782	Internship in Counseling Psychology

#### Specialization (15 credits)

CPSY 8701	Techniques of Group Counseling
CPSY 8702	Adult Development and Aging
CPSY 8704	Psychology of Life Skills Training I (Prerequisite CPSY 6301)
CPSY 8705	Psychology of Life Skills Training II
CPSY 8706	Seminar in Clinical Assessment Techniques (Prerequisite CPSY 6001)

#### Specialization-Recommended Electives (9 credits)

Chosen in consultation with adviser.

These courses should be intra- and inter-related with program and career goals, rather than randomly chosen.

---

## Marriage and Family Counseling

(Ed.S.)

This program is intended for those persons who have completed a master's degree in counseling, psychology, social work, pastoral counseling or an allied field, and who wish to pursue a career in marriage and family counseling.

All students must complete a minimum of 36 credits at Seton Hall

University. If students lack any prerequisite, they may be required to complete additional credits beyond the 36-credit minimum.

The purpose of this program is to provide students with theoretical background and experiential training necessary to develop professional qualifications as a marital and family counselor. The program must be completed within five years. It meets the educational requirements for licensure within the State of New Jersey.

## Admission

In addition to University admissions regulations which start on page 10, candidates in this program are required to submit the following:

- An official transcript reflecting a master's degree in counseling psychology, social work, pastoral counseling or an allied field;
- Transcripts of all graduate and undergraduate courses;
- Proof of three years of counseling experience;
- Recent (within three years) Miller Analogies Test score/Graduate Record Examination (MAT preferred);
- Three letters of recommendation, including at least one from a former professor and one from a counseling supervisor;
- Statement of goals; and
- Appear for a personal interview.

## Degree Requirements

CPSY 6102	Psychology of Human Development
CPSY 7101	Seminar in Research Methodology
CPSY 7510	Social and Community Psychology
CPSY 7610	Human Sexuality I
CPSY 7620	Advanced Seminar in Marriage and Family Counseling
CPSY 7621	Psychotherapeutic Techniques in Marriage and Family Counseling
CPSY 7622	Advanced Group Techniques in Marriage and Family Counseling
CPSY 8010	Seminar: Ethical and Legal Issues in Professional Psychology
CPSY 8520	Seminar in Psychopathology
CPSY 8801	Practicum in Marriage and Family Counseling
CPSY 9880-1	Internship in Marriage and Family Counseling
	Total Credits: 36 minimum

## School and Community Psychology

### (Ed.S.)

This is a 42-credit degree program, beyond the master's degree, leading to New Jersey certification in School Psychology. The theoretical model is an integration of dynamic and systems thinking, which allows students to understand both individual children and the context (i.e., school, family, community) in which they live. The program is recommended as (1) a terminal degree for practitioners in schools and child and adolescent clinics; and (2) preparation for doctoral study.

An internship of 1200 hours is required. In addition, applicants who have already earned master's degrees must meet prerequisite requirements (i.e., Master's Program in Psychological Studies plus EDST 7312, Current Issues in School and Society and CPSY 6001, Tests and Measurements) in the areas of psychology and education. (See Master's Program in Psychological Studies on page 112 as an example.)

The following is a typical course of study meeting degree and certification requirements including courses accepted for advanced standing. (Only six credits will be accepted for advanced standing.)

CPSY 7501	Introduction to Clinical Skills
EDST 6001	Comprehensive Approach to the Exceptional Learner
ESAD 6601	Organization and Administration of Public Education
CPSY 6003	Counseling Skills
or	
CPSY 6501	Professional Consultation/School Practice
CPSY 7502	Individual Cognitive Assessment

CPSY 7503	Introduction to Projective Techniques
CPSY 7504	Introduction to Rorschach Techniques
CPSY 7505	Seminar: Case Studies in Psychology
CPSY 8010	Seminar: Ethical and Legal Issues in Professional Psychology
CPSY 8511	Practicum in School Psychology
CPSY 8580-8581	Internship in School and Community Psychology
EDST 6108	Psycho-Educational Foundations of Learning Disabilities
ESAD 6665	Curriculum Development and Evaluation
	Total Credits: 42

## **Counselor Preparation (M.A. in Ed.)**

This curriculum is designed as a generic program, providing students with a general background and preparation in counseling. The program is flexibly conceived, permitting students to acquire knowledge of and skills related to both dyadic and group counseling. Each stu-

dent's program emanates from a core of required counseling courses and an elective sequence from specified categories. Elective sequences are arranged collaboratively by the student and assigned adviser. The major goal of this program is to provide students with sufficient background in counseling to enable effective functioning in a variety of settings. Successful completion of a comprehensive examination is required.

### **Professional Core (27 credits)**

CPSY 6001	Tests and Measurements
CPSY 6002	Counseling Theory
CPSY 6003	Counseling Skills
CPSY 6301	Career Development and Information
CPSY 6302	Orientation to Counseling: Theory and Observation
CPSY 6315	Problems and Techniques of Counseling
CPSY 7101	Seminar in Research Methodology
EDST 6002	Graduate Research Methods
CPSY 7380	Internship in Counseling

### **Psychological Core (9 credits in consultation with adviser)**

CPSY 6102	Psychology of Human Development
CPSY 6103	Abnormal Psychology
CPSY 6104	Theories of Cognition
CPSY 6316	Group Counseling
CPSY 6505	Principles of Learning and Behavior Modification

### **Sociological Core (6 credits in consultation with adviser)**

CPSY 6000	Group Dynamics
CPSY 6310	Psychology and Sociology of Alcoholism
CPSY 6601	Family Interaction and Counseling
CPSY 7510	Social and Community Psychology
CPSY 7515	Social Psychology
SOCI 6211	Sociology of the Family
	Total Credits: 42

## **Psychological Studies (M.A. in Ed.)**

This 36-credit program in basic theory and methods in psychology is recom-

mended for (1) preparation for the doctoral degree in professional psychology, (2) endorsement in teaching of psychology or (3) exploration of the field. A comprehensive examination is required.

CPSY 6004	Statistical Methods
CPSY 6101	Personality Theory
CPSY 6102	Psychology of Human Development
CPSY 6103	Abnormal Psychology
CPSY 6105	Physiological Psychology
CPSY 6505	Principles of Learning and Behavior Modification
CPSY 6601	Family Interaction and Counseling
CPSY 7101	Seminar in Research Methodology
CPSY 7510	Social and Community Psychology
EDST 6002	Graduate Research Methods
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society
Total Credits: 36	

## **Student Personnel Services in Elementary and Secondary School Guidance and Counseling**

### **(M.A. in Ed.-Certification)**

This program is for counselors who will function in an educational setting, such as the elementary, secondary or post-secondary institution. Each of the following programs shares these common themes:

- Self-understanding derived from interpersonal interaction as this relates to the understanding and development of the helping relationship and to the eventual formulation of one's own approach to counseling;
- Acquisition of essential knowledge and skills related to the performance

of a variety of tasks in actual job settings;

- Awareness of the developmental aspects of human growth and the programmatic implications of these aspects; and
- Emphasis on practical experience within the program to familiarize students with the tasks of the counselor and to give them the opportunity to demonstrate their competency in the performance of these tasks.

### **Admission**

In addition to the general University and department requirements for admission to graduate studies, the applicant must present evidence of a New Jersey teaching certificate and one year of approved teaching experience or secure approval from the program adviser(s). An interview may be required of some applicants.

## **Degree and Certification Requirements**

Complete 6 credits in foundation courses: EDST 6336 and EDST 7312.

Complete 33 credits in concentration courses:

CPSY 6000	Group Dynamics
CPSY 6001	Tests and Measurements
CPSY 6002	Counseling Theory
CPSY 6003	Counseling Skills
CPSY 6102	Psychology of Human Development
CPSY 6301	Career Development and Information
CPSY 6302	Orientation to Counseling: Theory and Observation
CPSY 6501	Professional Consultation/School Practice
CPSY 7101	Seminar in Research Methodology
CPSY 7380	Internship in Counseling
CPSY 7510	Social and Community Psychology
Total Credits: 39	

Successful completion of a comprehensive examination is also required.

## Course Descriptions

### CPSY 6000 GROUP DYNAMICS

Prerequisite: department permission

Combining theory with application through observation of a group setting, a focus on the dynamics of various types of groups. Study of the small group as a microcosm of the larger society. Requires field observation of groups.

3 credits

### CPSY 6001 TESTS AND MEASUREMENT

Rationale and assumptions underlying psychological tests. Consideration and evaluation of the types of tests commonly used in education and psychology. Introduction to theoretical foundations for assessing psychological constructs including methods for estimating reliability/validity and techniques for scale construction.

3 credits

### CPSY 6002 COUNSELING THEORY

Prerequisite: department permission

Examines in depth the function of theory in counseling; major theories and their contributions to the practice of counseling. Affords opportunity to begin the development of students' own theories of counseling.

3 credits

### CPSY 6003 COUNSELING SKILLS

Skill-building experience in facilitative behaviors (empathy, genuineness, extending client communication) using such techniques as modeling, role-playing, videotape feedback, as well as other training methodologies. Extensive research has indicated that certain basic skills, interpersonal in nature, are essential to all helping relationships.

3 credits

### CPSY 6004 STATISTICAL METHODS

Introduction to statistical methods needed for basic data analysis in education and psychology. Included frequency distribution, graphic presentation of data, measures of central tendency, variability and linear regression/correlation. (Formerly RESH 6004)

3 credits

### CPSY 6101 PERSONALITY THEORY

Overview of major theories of personality, including psychoanalytic, ego psychology, humanistic, learning existential/phenomenological. Emphasis on structure and dynamics of personality, and implications for understanding behavior. Some primary source readings required. Current issues, such as gender identity, included.

3 credits

### CPSY 6102 PSYCHOLOGY OF HUMAN DEVELOPMENT

Overview of current theories of human development: biological, psychological, social, emotional and cognitive aspects of maturation and growth through the life cycle. Implications for child rearing, education, mental health. Theorists include Werner, Piaget, Erikson, Maslow.

3 credits

### CPSY 6103 ABNORMAL PSYCHOLOGY

Survey of maladaptations in light of current theory and research, including socio-cultural factors, defense mechanisms, coping with stress. Etiology, diagnosis, treatment of classical syndromes. Understanding the individual; epidemiological and community approaches to treatment and prevention.

3 credits

### CPSY 6104 THEORIES OF COGNITION

Selected current theories of perception and cognition. Integration and development of perception and cognition in child and adult; issues in assessment and psychological testing; psychopathology. Neisser and Piaget. Includes Gestalt, phenomenological and psychoanalytic perspectives.

3 credits

### CPSY 6105 PHYSIOLOGICAL PSYCHOLOGY

Essentials of neurology and endocrinology; sensation and perception; brain waves; sleep and arousal; physical aspects of emotions; genetic influences; special topics, such as MBD, aphasia, psychochemistry, disorders affecting the learning and cognitive processes, biofeedback, split brain.

3 credits

### CPSY 6301 CAREER DEVELOPMENT AND INFORMATION

Study of the sociology and psychology of career development and occupational choice. The collection, evaluation and use of various sources of educational and occupational information.

3 credits

### CPSY 6302 ORIENTATION TO COUNSELING: THEORY AND OBSERVATION

General introduction to the various roles, functions and issues in the area of counseling. Five hours observation per week of a counseling program required. Student personnel services candidates must do their observations in an elementary or secondary school guidance office and will be provided with relevant bibliographies and assignments.

3 credits

### CPSY 6303 COMMUNITY AGENCIES: THE REFERRAL PROCESS

This course exposes the student to the process of referral and is divided into two parts. The first consists of a review of the literature of community organization, cross-cultural counseling and empowerment of minority groups. The second is practical and requires the preparation of a portfolio consisting of a mini-directory of community agencies in the area, interviewing of at least two clients and two community agency administrators using ethnographic techniques and standards. Interviewing will require a minimum of eight hours per interviewee, the preparation of a log, selected transcriptions of the interview and an ethnographic report. A writing project

based on a case study of the agency selected and the problem-solving strategies applied to the case will be part of the final grade.

3 credits

### **CPSY 6310 PSYCHOLOGY AND SOCIOLOGY OF ALCOHOLISM**

Prerequisite: department permission

Psychological and sociological determinants of alcoholism, with attention to etiology as it relates to ethnic and socioeconomic factors. Role of the counselor. Criteria and methods for diagnosing alcoholism and for exposing and dealing with the problem of relapse. Field experience may be required.

3 credits

### **CPSY 6311 PHYSIOLOGY AND PHARMACOLOGY OF ALCOHOLISM AND CARE MANAGEMENT**

Prerequisite: department permission

Focuses on the chemical alcohol and how it affects some of the major systems of the body. Considers the scope, philosophy and mechanics involved in working as a member of a multidisciplinary, harmonious team in care management of alcoholics. Field experience may be required.

3 credits

### **CPSY 6315 PROBLEMS AND TECHNIQUES OF COUNSELING**

Prerequisites: CPSY 6002, CPSY 6003 and department permission

Issues in counseling such as rapport, readiness, resistance, transference and counter transference. Counselor variables such as values, needs, interpersonal orientation, and their relationship to the counseling model. Presentation and review of counseling techniques. Use of the case study method to expand students' awareness and sensitivity, the complexity of the individual. Focus on skill development through the use of audio tapes and role playing.

3 credits

### **CPSY 6316 GROUP COUNSELING**

Prerequisites: CPSY 6002 and department permission

Requires active participation in training group setting. Students learn group process through participation. Factors such as resistance, transference, group climate, norms and stages of development will be observed, experienced and studied. The format of this course will be experiential, not lecture-discussion.

3 credits

### **CPSY 6317 GROUP PROCESS: ASSESSMENT**

Prerequisite: CPSY 6000 or department permission

Concepts basic to measurement, such as reliability, validity and norms. Emphasis on review of instruments used to measure group process. Development of sociometric questionnaires. Students required to administer appropriate instrument(s) to ongoing groups and to provide interpretation to class. Purchase of assessment materials required.

3 credits

### **CPSY 6403 OCCUPATIONS II: EDUCATIONAL INFORMATION AND COLLEGE PLACEMENT**

Opportunities for secondary school counselors to sharpen skills and increase knowledge in the area of pre-college achievement and placement. "Hands-on" activities, discussions and guest speakers from college admissions and financial aid offices, testing services, and other professionals in college counseling. Issues include: the role of the counselor in college selection; managing stress in college applicants and their parents; ethical dilemmas in college admissions, counseling for special populations, and use of computers in college counseling.

3 credits

### **CPSY 6501 PROFESSIONAL CONSULTATION/SCHOOL PRACTICE**

A study of the school psychologist's and the guidance counselor's consultant role in the schools as they interact with other professionals, administrators, curriculum coordinators and child study teams. Consultation with parents and referral sources will also be studied.

3 credits

### **CPSY 6505 PRINCIPLES OF LEARNING AND BEHAVIOR MODIFICATION**

Advanced course in learning theory and its application in the classroom and in therapeutic interventions. Theories of Pavlov, Skinner, and Bandura, recent research in behavior therapy, modeling and observational learning. Application and development of skill in behavior modification techniques, including observation of behavior, use of reinforcement, feed-back, modeling, shaping and imagery.

3 credits

### **CPSY 6601 FAMILY INTERACTION AND COUNSELING**

Prerequisite: department permission

Study of patterns in family communication including marital relationships. Applications of counseling techniques for enhancing communication in the marriage and family.

3 credits

### **CPSY 7000 PSYCHOTHERAPEUTIC PROCESS**

Prerequisite: permission of instructor

This course is required for child clinical Ph.D. students prior to the practicum sequence. The focus is on psychodynamic principles and object relations theory, integrating theory and technique. Theorists covered may include Freud, Mahler, Kernberg, Spitz and Pine.

3 credits

### **CPSY 7002 COMPUTERS IN RESEARCH**

Prerequisite: CPSY 6004, 8616

Major emphasis on using SPSSX, Music, and time sharing campus facilities to facilitate data analysis in psychological research. (Formerly RESH 7002)

3 credits



**CPSY 7100 HISTORY AND SYSTEMS OF PSYCHOLOGY**

Develops an understanding of the history and systems of psychology with which the student can make critical judgements in his/her own research, place his/her own areas of interest in an integrated and homogenous history of development, communicate with colleagues outside of his/her own area of interest and identify himself/herself within the discipline of psychology. [Formerly RESH 7101] 3 credits

**CPSY 7101 SEMINAR IN RESEARCH METHODOLOGY**

Systematic analysis and clarification of research problems, explanation of relationships between research hypothesis and research procedures and appropriate techniques for analyzing data and evaluating evidence. [Formerly RESH 7101] 3 credits

**CPSY 7102 SEMINAR IN PROFESSIONAL CONSULTATION IN PSYCHOLOGY**

Theoretical and "hands on" study of consultation services in psychological service settings. Emphasis on the role of the consultant and interpersonal aspects of multidisciplinary relations. Registration is limited to Ph.D. students. 3 credits

**CPSY 7203-7206 PRACTICUM: APTITUDE, INTEREST, AND PERSONALITY TESTING**

Prerequisite: department permission  
Supervised practice in administering, scoring and evaluating aptitude, interest and personality tests. Experience in organizing group testing programs for schools and agencies. 3 credits each

**CPSY 7301 GROUP DEVELOPMENT: THEORY AND OBSERVATION**

Prerequisites: CPSY 6000, CPSY 6315, CPSY 6316 and department permission  
Theories of small group development as applied to sensitivity, counseling and therapy groups. Implications for leader. Use and construction of observational instruments. Requires one didactic period and one period of supervised observation for the semester. Culminates in case study of observed group. 6 credits

**CPSY 7302 PSYCHOLOGY OF CHANGE IN SMALL GROUPS**

Prerequisite: CPSY 6000 or permission of the instructor  
Theories of planned change relevant for vis-a-vis, problem solving groups. Techniques for the leader of conferences, committees, religious communities. Requires active participation in off-campus programs. 3 credits

**CPSY 7310 PRACTICUM IN INDIVIDUAL COUNSELING**

Prerequisites: acceptance into counselor education program; usually final course in degree and certification work; CPSY 6003  
Supervised work in case study, diagnosis, specific program planning and team conferences. Use of audio and video tape. Students in counselor education are required to submit exposition of their own counseling theory. Some field work experience may be required. Minimum experience: 25 hours per credit. Additional credits (maximum of 6) with department permission. 3-6 credits

**CPSY 7380-7381 INTERNSHIP IN COUNSELING**

Prerequisite: department permission or co-requisite of all other course work.  
Supervised fieldwork placement for student personnel services workers or other counselors. Setting appropriate to area of concentration, including higher education, secondary or elementary education, and public or private agencies. A total of 225 hours is required. 3 credits each

**CPSY 7501 INTRODUCTION TO CLINICAL SKILLS**

Prerequisites: CPSY 6101, CPSY 6102, CPSY 6103, CPSY 6104; acceptance into child clinical or school psychology program; permission of instructor  
Theory and practice of clinical skills required for effective diagnosis and intervention, observation of behavior and interpretations. Developing rapport; diagnostic interviewing; mental status examination; biosocial history. 3 credits

**CPSY 7502 INDIVIDUAL COGNITIVE ASSESSMENT**

Prerequisite: CPSY 7501; permission of instructor  
Measurement and evaluation of intelligence. Students learn to administer and evaluate the various Wechsler scales, and other selected measures of intelligence. Report writing and oral presentation techniques are stressed. Intelligence is viewed as a construct, an important component of the total personality, and influenced by significant external factors. Current issues such as adaptive behavior considered. 3 credits

**CPSY 7503 INTRODUCTION TO PROJECTIVE TECHNIQUES**

Prerequisites: CPSY 7501, CPSY 7502; permission of instructor  
Theory of projective techniques. Administration and interpretation of selected projective techniques, such as H-T-P, TAT, kinetic family drawings. Ego psychology as a theoretical framework. Observational skills and report writing. 3 credits

**CPSY 7504 INTRODUCTION TO RORSCHACH TECHNIQUES**

Prerequisites: CPSY 7501, CPSY 7502, CPSY 7503; permission of instructor

Theory, administration, scoring and interpretation of the Rorschach, with special reference to children and adolescents. Discussion of its place in the total diagnostic battery. 3 credits

**CPSY 7505 SEMINAR: CASE STUDIES IN PSYCHOLOGY**

Prerequisite: CPSY 7503

Review of current literature and research on the use and selection of diagnostic techniques; selection of appropriate techniques for developing a case study; emphasis on the continuous interaction between person and environment and the contextual nature of human behavior; oral and written communication and findings and recommendations; use of consultants and collateral services. 3 credits

**CPSY 7510 SOCIAL AND COMMUNITY PSYCHOLOGY**

History of social welfare and the mental health movement in the U.S. Selected topics from social psychology research applied to community mental health. Strategies for social change which promote human welfare. Critical evaluation of research, legislation and mental health programs. An ecological and systems perspective. Requires a field investigation project. 3 credits

**CPSY 7515 SOCIAL PSYCHOLOGY**

The study of this discipline provides the basic theoretical framework for therapeutic interactions and for understanding the behavior of others as it is influenced by social groups. Also addressed are issues in race, ethnicity, sex, sexual orientation, culture, etc. 3 credits

**CPSY 7610 HUMAN SEXUALITY I**

Study of the development of male and female traits. Influence of society, culture and ethnicity in assuming masculinity and femininity. Investigation of issues within this area. 3 credits

**CPSY 7611 HUMAN SEXUALITY II**

Prerequisites: CPSY 7610, CPSY 6601, CPSY 6103

Designed to prepare doctoral and post master's students in the methods, strategies and techniques for diagnosis and intervention into problems of human social function. Primary emphasis on use of various proven methods as well as the techniques necessary for intervening into areas where clients have suffered physical and emotional illness. 3 credits

**CPSY 7620 ADVANCED SEMINAR IN MARRIAGE AND FAMILY COUNSELING**

Prerequisites: CPSY 6601

In-depth examination and discussion of current theoretical trends in marriage and family counseling. Comparison of models and formulation of one's own theoretical model. 3 credits

**CPSY 7621 PSYCHOTHERAPEUTIC TECHNIQUES IN MARRIAGE AND FAMILY COUNSELING**

Analysis of specific techniques associated with major theoretical approaches; strategic, structural, Bowenian. Attention given to skill development through use of role play, feedback and case review. 3 credits

**CPSY 7622 ADVANCED GROUP TECHNIQUES IN MARRIAGE AND FAMILY COUNSELING**

Corequisite: CPSY 7621

Supervised practice in group techniques as applicable to couples' group and family group. Classroom used as laboratory for enhancing skill development. 3 credits

**CPSY 7910 PRACTICUM IN INDIVIDUAL TECHNIQUES IN PSYCHOTHERAPY**

Co or prerequisites: CPSY 6102, CPSY 6103, CPSY 6104, CPSY 7501; permission of instructor

Close supervision with student who works with client. Setting goals, developing a treatment plan, engaging in effective interaction, critiquing and reporting progress. Ego psychology framework. 3 credits

**CPSY 8000-8003 INDEPENDENT STUDY IN COUNSELING PSYCHOLOGY**

Prerequisite: department permission one semester in advance of anticipated enrollment

For students who wish to design and conduct an individual research study. CPSY 8000 3 credits  
CPSY 8001 and CPSY 8003 1 credit each

**CPSY 8010 SEMINAR: ETHICAL AND LEGAL ISSUES IN PROFESSIONAL PSYCHOLOGY**

Codes of ethics and their application to professional issues. Current laws and court decisions affecting professional psychologists. Discussion of ethical dilemmas and the process of individual decision making. 3 credits

**CPSY 8100 CROSS-CULTURAL PSYCHOLOGY**

Prerequisites: CPSY 6104, CPSY 6102, CPSY 8520

Investigates the theoretical backgrounds of all major cultures around the world and applies that knowledge to the psychological functioning of different client populations. Examines in depth different methodologies, issues and research in cross-cultural psychology. 3 credits

**CPSY 8511 PRACTICUM IN SCHOOL PSYCHOLOGY**

Supervised work in public schools and/or other mental health settings, including observations and interviewing, psychological assessment, consultation and counseling. Emphasis on preparing students for internship experience. 3 credits

**CPSY 8519 SEMINAR IN CHILD AND ADOLESCENT PSYCHOPATHOLOGY**

Prerequisite: Permission of instructor  
Course gives an in-depth understanding of the etiology, symptomatology, assessment, and treatment of child and adolescent psychopathology. The matrix of factors (i.e., constitutional, environmental, cultural) which may lead to the derailment of child's/adolescent's progressive maturational trajectory will be explored. Preventative and therapeutic approaches which provide an overall environment that is accurately responsive to the maturational needs of children/adolescents with varying clinical disorders will be presented. 3 credits

**CPSY 8520 SEMINAR IN PSYCHOPATHOLOGY**

Prerequisites: CPSY 6103 or department permission  
In-depth study of the etiology, symptomatology and treatment of the schizophrenias. Depression as a symptom and as a psychosis. Special topics, such as shame, guilt, suicide. Primary source readings. 3 credits

**CPSY 8521 NEUROPSYCHOLOGICAL ASSESSMENT**

Prerequisite: CPSY 6105  
Brain function correlates in cognition and behavior, basic concepts in neurology and psychology. Examination procedures and diagnostic issues. Specific functions, such as verbal, perceptual, practice, memory, concept formation, attention. 3 credits

**CPSY 8522 PRACTICUM IN ASSESSMENT AND INTERVENTION**

Prerequisites: CPSY 7501, CPSY 7502, CPSY 7503, CPSY 7504, CPSY 7509  
Personality assessment as a therapeutic technique. Using the assessment battery and case study to generate meaningful recommendations based on understanding the person in context. Field placement. 3 credits

**CPSY 8530 PRACTICUM IN FAMILY THERAPY**

Prerequisite: permission of instructor  
Supervised work in case study, diagnosis and intervention strategies from a family systems perspective. Presentation of cases for critique and review. Use of audiovisual aids. Emphasis on developing a framework for observing and facilitating growth using a systems model. Field placement. 3 credits

**CPSY 8540-8541 SEMINAR: SPECIAL TOPICS IN CLINICAL PSYCHOLOGY I-II**

Prerequisite: Permission of instructor  
Provides students and faculty with the opportunity to work collaboratively in studying in-depth a current or special topic in the area of clinical psychology. 3 credits

**CPSY 8580-8581 INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY**

Prerequisite: completion of program course requirements  
Supervised field experience designed to meet professional standards. Joint supervision University faculty and field psychologist. 3-6 credits

**CPSY 8616 INTERMEDIATE STATISTICAL METHODS**

Prerequisite: CPSY 6004  
Extension of correlation techniques including, multiple correlation and regression, exploration of various complex analysis of variance procedures. Emphasis on application to problems faced by researchers in education and psychology. (Formerly RESH 8003) 3 credits

**CPSY 8701 TECHNIQUES OF GROUP COUNSELING**

Prerequisite: 3 credits in group course  
The essential focus of this course will be students' actual participation in a training group. Primarily through that vehicle the course will identify the principles of group process and dynamics toward the application of facilitative group counseling techniques. Focus on the rationale and use of appropriate group intervention strategies. 3 credits

**CPSY 8702 ADULT DEVELOPMENT AND AGING**

Investigates the critical life stages of men and women in a variety of lifestyles from marriage to cohabitation and single life. Changing roles experienced by adults as they reach their peak experiences as well as when they face older age viewed through psychological, sociological, physiological and economic factors. 3 credits

**CPSY 8704 PSYCHOLOGY OF LIFE SKILLS TRAINING I**

Prerequisites: CPSY 6301  
Helps students acquire expertise in training clients to develop needed skills for effectively coping in a modern world. Focuses on the skills related to the world of work such as decision making, values clarification, career planning and development, program development and retirement planning. 3 credits

**CPSY 8705 PSYCHOLOGY OF LIFE SKILLS TRAINING II**

Prerequisite: CPSY 8704  
Extending the life skills approach, an emphasis on interpersonal and self-control skills such as assertiveness training, diet control, parenting, crises management, conflict resolution and stress management. 3 credits

**CPSY 8706 SEMINAR IN CLINICAL ASSESSMENT TECHNIQUES**

Prerequisites: CPSY 6001, CPSY 6103, 3 additional credits in testing

Attempt to develop a model for understanding and identifying psychopathology and other psychological traits that may interfere with adjustment to daily living. Effective use of the psychological interview, the case history, and such instruments as the MCMI, the MMPI and the CPI in assessing personality.

3 credits

**CPSY 8800 SEMINAR: CONTEMPORARY ISSUES IN MARRIAGE AND FAMILY THERAPY**

Analysis of recent trends in professional issues of marriage and family therapy: pre and post divorce therapy; blended and reconstituted families; divorce mediation; marriage enrichment programs. Presumes a working knowledge of systems thought.

3 credits

**CPSY 8801 PRACTICUM IN MARRIAGE AND FAMILY COUNSELING**

Supervised experience in the development and refinement of systems intervention in the treatment of couples and families.

3 credits

**CPSY 8901 CLINICAL PSYCHOLOGY PRACTICUM I**

Prerequisite: Permission of instructor

The first in a sequence of four practica courses for clinical psychology students. Students meet weekly on campus to discuss cases and integration of theory and practice. Full-day field placement in an approved psychological service setting is required.

3 credits

**CPSY 8902 CLINICAL PSYCHOLOGY PRACTICUM II**

Prerequisite: CPSY 8901

The second course in the practicum sequence. Field placement continues.

3 credits

**CPSY 8903 CLINICAL PSYCHOLOGY PRACTICUM III**

Prerequisite: CPSY 8901; CPSY 8902

The third course in the practicum sequence. A new field placement is required.

3 credits

**CPSY 8904 CLINICAL PSYCHOLOGY PRACTICUM IV**

Prerequisite: CPSY 8901, CPSY 8902, CPSY 8903

Continuation of the practicum sequence. Field placement continues.

3 credits

**CPSY 9001 UNIVARIATE EXPERIMENTAL DESIGN**

Prerequisite: CPSY 8616

Design of experiments and related statistical analysis in education and psychology.

Analysis of variance for factorial designs, randomized block, hierarchical and split plot factorial designs, as well as the general linear approach to ANOVA. (Formerly RESH 9001)

3 credits

**CPSY 9002 SEMINAR IN APPLIED MULTIVARIATE STATISTICS**

Prerequisite: CPSY 8616

Provides a working familiarity with a variety of multivariate statistical techniques as they apply to education and psychology. Techniques include multiple regression, path analysis, factor analysis, analysis of covariance, multivariate analysis of variance, discriminate functioning analysis and canonical correlation. (Formerly RESH 9002)

3 credits

**CPSY 9080 PRACTICUM IN SUPERVISION**

Prerequisite: permission of instructor

Models and methods of professional consultation and supervision in a variety of clinical settings. Topics include role and function of supervision in counseling, the effective supervisor, facilitating professional development in those supervised and accountability. Students critique their own methods of supervision. Field placement may be required.

3 credits

**CPSY 9090 THESIS SEMINAR I**

Prerequisites: CPSY 7002, CPSY 9001, CPSY 9002; successful completion of Part I of Comprehensives

Focuses on the completion of a tentative research proposal for the doctoral dissertation, including selection of topic, literature search, investigation of relevant theories, and development of hypotheses relevant to the research proposal.

3 credits

**CPSY 9091 THESIS SEMINAR II**

Focuses on the design of the proposed study. Provides the mechanism for presentation of the dissertation proposal, defense of the proposal and its ultimate acceptance.

3 credits

**CPSY 9095 SUPERVISED TEACHING IN COUNSELING AND PSYCHOLOGY**

Arrangements to take this course must be made six weeks prior to the semester of intended enrollment. Supervised teaching experience in content area under mentorship of an experienced professor. Study of instructional methods. Students must demonstrate competence in the content area to be taught.

3 credits

**CPSY 9780 PRACTICUM IN COUNSELING PSYCHOLOGY**

Departmental permission is required.

Supervised experience in the development and refinement of advanced counseling strategies emanating from various theoretical perspectives.

3 credits

**CPSY 9781-9782 INTERNSHIP IN COUNSELING PSYCHOLOGY**

Prerequisite: successful completion of all doctoral course work and comprehensive examination. Apply one year in advance.

Places student interns in a field setting such as a community mental health center, or hospital, rehabilitation or a setting appropriate to the counseling psychologist for one year. Supervision supplied by appropriate agency, staff personnel and faculty. 3 credits each

**CPSY 9880-9881 INTERNSHIP IN MARRIAGE AND FAMILY COUNSELING (Ed.S.)**

Prerequisite: completion of all required course work

A 6-credit internship experience that generally follows the marital and family counseling course work, but is largely free of other educational and professional demand. Placement in approved agencies is arranged through the faculty clinical coordinator. 450 clinical hours are required. 3 credits each

**CPSY 9882-9883 INTERNSHIP IN MARRIAGE AND FAMILY COUNSELING (Ph.D.)**

Prerequisite: completion of all course work and comprehensive examinations

A 6-credit internship in marriage and family counseling; a full-time, two-semester, on-site placement in an agency, clinic or appropriate treatment faculty which provides students with supervised experience in family counseling. Placement is approved by the full-time faculty clinical coordinator. The internship should be arranged only after all other curricular requirements have been satisfied. 3 credits each

**CPSY 9980-9981 INTERNSHIP IN CLINICAL PSYCHOLOGY**

A full-year, full-time (2,000 hours) internship in an APIC- or APA-approved internship setting, including hospitals and clinics. Ph.D. students must submit applications to program faculty one full year prior to the beginning of the proposed internship. All course work and comprehensive examinations must be successfully completed. Documentation required by program faculty must be submitted. Permission of faculty is required. 3 credits each

**CPSY 9985 INTRODUCTION TO CHILD AND ADOLESCENT THERAPY**

Individual techniques in childhood psychotherapy used in conjunction with family and community systems therapy. Experience in family therapy and knowledge of child developmental psychology assumed. Exploration of both verbal and non-verbal techniques appropriate for use in early childhood and adolescence. 3 credits

**CPSY 9986 PRACTICUM IN TREATING SEXUAL DISORDERS**

Prerequisites: CPSY 7610, CPSY 7611, CPSY 6601, CPSY 6103 or department permission

Designed to provide students with faculty supervision in the treatment of sexual dysfunction. Students are required to present case studies and tapes for presentation in a small group seminar. 3 credits

**CPSY 9991-9999 DISSERTATION ADVISEMENT**

Students in the dissertation phase must register continuously for this course until completion of the thesis. Students must maintain contact with their mentor and be involved in the research and writing process. no credit

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION**

**Professors:** Lindemer (*Chairperson*); Stetar

**Associate Professors:** Colella; Finkelstein; Shay

**Assistant Professor:** Branch

The Department of Educational Administration and Supervision offers graduate courses leading to the degree Master of Arts in Education with specializations qualifying graduates to serve in the following capacities:

- School Administrator K-12
- Principal/Supervisor K-12
- Supervisor K-12
- School Business Administrator K-12

The department also offers the degrees Educational Specialist (Ed.S.) and Doctor of Education (Ed.D.) for those who wish preparation beyond the master's degree to update skills and competencies and to meet changing certification requirements.

In general, the department prepares persons to qualify for administrative positions in elementary and secondary

schools, higher education, state and federal organizations, and in other public and private schools and institutions.

## Doctor of Education

The department offers the Doctor of Education degree (Ed.D.) in several areas of concentration, including general administration, school business administration and administration of higher education.

The doctoral degree is designed to provide administrative and supervisory skills for potential and practicing administrators in elementary, secondary, higher education and State Department of Education settings. The program focuses on training informed leadership through the utilization of scholarly research and of theoretical models which are applied to experiential situations.

### Admission Requirements

All application materials must be received by February 1 for the Fall Semester, and by October 1, for the Spring Semester.

The requirements include:

- A master's degree in an appropriate field;
- A superior academic record (submit two official transcripts of all undergraduate and graduate course work);
- Recent (within three years) scores on the Miller Analogies Test which indicate the potential for success in doctoral-level work;
- Resume of professional background;
- Statement of personal and professional goals, with an indication of the specialization to be pursued;
- Three letters of recommendation regarding one's potential for doctoral study; and
- A personal interview.

### Completion Requirements

These requirements include:

- Admission to the program;
- Achievement of matriculation;
- Advancement to candidacy, as a result of successful completion of a comprehensive examination;
- Successful completion of a minimum of 90 graduate credits in consultation with one's adviser. Forty-five (45) of these credits must be taken at Seton Hall University, following admission to the program;
- Successful completion of an internship experience, where required; and
- Successful oral defense of a doctoral-level dissertation.

### Matriculation

Doctoral students will be considered for matriculation after completing 15-18 credits. Students must demonstrate competence in statistics upon completion of these credits. The statistics requirement is usually accomplished by taking CPSY 6004 Statistical Methods for 3 credits (provided a statistics course on the master's level has not been completed), and CPSY 8616 Intermediate Statistical Methods (3 credits). CPSY 6004 or equivalent is prerequisite to CPSY 8616.

### Advancement to Candidacy

Doctoral students must pass a comprehensive written examination in administration and the area of specialization upon completion of most of the required course work. Students are advised to take the comprehensive examination as soon as major components of the program plan are satisfied. Only one retake of the comprehensive examination is permitted.

---

## Doctoral Program in Educational Administration and Supervision

### I. Foundations/Interdisciplinary Studies (18 graduate credits)

All students

*Section A (6 credits)*

3 credits in one of the following is required:

SETON HALL UNIVERSITY

- EDST 9301 History of Education in America  
or  
EDST 9302 Socio-Psychological Domain of Education  
or  
EDST 9304 Philosophical Perspective in Society

Required: 3 credits

- EDAS 8801 Interdisciplinary Studies for Administrators: Issues and Theories

*Section B (12 credits)*

Graduate courses taken in other departments and schools at Seton Hall University and other colleges and universities will be given consideration. These courses may deal with history, sociology, literature, art, music, philosophy, political science, psychology, science or communication.

**II. Professional Core (minimum 45 credits)**

**A. Basic/Fundamental Core (minimum 18 credits)**

All students

Master's degree courses in school administration and supervision on the elementary, secondary and higher education level may be utilized in this component. Graduate courses in other departments and schools at Seton Hall University and other colleges and universities will be considered.

**B1. Professional Core: K-12 (minimum 27 credits)**

- EDAS 6764 Principles of Public Sector Bargaining  
EDAS 7761 Management of Fiscal Affairs in the Educational Setting  
EDAS 7762 Clinical Studies and Problem Solving in Educational Administration  
EDAS 7765 Educational Policy Analysis: The Political and Economics Aspects  
EDAS 7766 Administration of Bilingual Education: Policy and Practice  
EDAS 7768 Microcomputers for Administrators  
EDAS 7769 Computers for School Business and Financial Administrators  
EDAS 7772 Leadership Dynamics: Analysis of Supervisory Behavior  
EDAS 7773 Organizational Structure and Processes in Educational Administration  
EDAS 7774 Comparative Study of Educational Systems on an International Basis  
EDAS 7775 Current Legal Issues of Public Policies at Local, State and Federal Level or ESAD 6664 School Law  
EDAS 8984 Workshop for Educational Administrators and Supervisors  
ESAD 6861 School Building Planning and Plant Management  
ESAD 7667 Advanced Study in Personnel Administration  
ESAD 7762 Advanced Study in Public Relations in School Administration  
ESAD 7771 Administration and Supervision of Child Care Centers  
ESAD 7775 Curriculum: Design and Engineering  
ESAD 7862 School Business Administration: Skills and Techniques  
ESAD 7971 School Accounting

**B2. Professional Core: Administration of Higher Education (33 credits)**

Students in Higher Education Administration only

*Section I (6 credits)*

- HRED 9981 Organization and Governance of Higher Education  
HRED 9985 Historical Development of American Higher Education

*Section II (27 credits)*

- EDAS 6764 Principles of Public Sector Bargaining  
EDAS 7762 Clinical Studies and Problem Solving in School Administration

- EDAS 7765 Educational Policy Analysis: The Political and Economic Aspects
- EDAS 7772 Leadership Dynamics: Analysis of Supervisory Behavior
- EDAS 7773 Organizational Structure and Processes in Educational Administration
- EDAS 7774 Comparative Study of Educational Systems on an International Basis
- EDAS 7775 Current Legal Issues of Public Policies at Local, State and Federal Level or ESAD 6664 School Law
- HRED 9982 Faculty Personnel Policies of Higher Education
- HRED 9983 Financial Administration of Higher Education Institutions
- HRED 9984 Organization and Administration of Junior/Community Colleges
- HRED 9986 Curriculum and Instruction in Higher Education

**III. Research Requirement (minimum 21 credits)**

All Students

- CPSY 6004 Statistical Methods (or equivalent)
- CPSY 7002 Computers in Research
- CPSY 8616 Intermediate Statistical Methods
- CPSY 9001 Univariate Experimental Design
- EDAS 8891 Directed Research in Administration and Supervision (K-12 or Higher Education)
- EDAS 8892 Independent Study in Administration
- EDAS 8986 Qualitative Research Seminar in Administration
- ESAD 9987 -9988 Dissertation Seminar in Educational Administration (K-12)
- HRED 9987 -9988 Dissertation Seminar in Administration of Higher Education

**IV. Administrative Internship Requirement (6 credits)**

All students in the doctoral program who have not held an administrative position for at least one year are required to serve an administrative internship.

- EDAS 8981 Administrative Internship, Part I
- EDAS 8982 Administrative Internship, Part II

**Continuous Registration in EDAS 9981-9988 Dissertation Advisement is required after completing Dissertation Seminars.**

**New Jersey School Administrator Certificate**

The New Jersey School Administrator certificate may be obtained by completing credits beyond a master's degree in administration or completing these credits in the context of the Educational Specialist degree (Ed.S.) or the doctoral degree (Ed.D.).

The New Jersey State Department of Education recently revised requirements for the School Administrator certificate. The Department of Educational Administration and Supervision is presently revising its program to comply with the new state requirements. Interested students should consult with the depart-

ment chair, (201) 761-9398, for further information.

**Educational Specialist Degree**

The department offers the Educational Specialist (Ed.S.) degree in several areas of concentration. See page 102 for general information on the Ed.S. program objectives. The program of study may be arranged to lead to New Jersey state supervisory or administrative certification.

Each area of concentration consists of basic components for a required mini-



mum of 36 credits: interdisciplinary studies; concentration studies; administrative internship or workshop for school administrators; statistics; and a culminating experience.

- Submission of recent (within three years) Miller Analogies Test score;
- Statement of professional goals;
- Superior academic record;
- Three letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles;
- Interview with the admission committee; and
- At least one course in research on the graduate level.

### Admission

Admission requirements for Ed.S. are as follows:

- Master's degree in an appropriate field from an accredited college or university;
- Public school teaching certification, if appropriate;

## Ed.S. Degree Requirements

### Interdepartmental/Interdisciplinary Studies:

(Select one course in this group)

EDST 9301	History of Education in America
EDST 9302	Socio-Psychological Domain of Education
EDST 9304	Philosophical Perspective in Society

### Concentration Studies

With advisement, select 30 credits from the courses listed under Sections A, B and/or C.

#### Section A. Required courses (6 credits)

EDAS 7772	Leadership Dynamics: Analysis of Supervisory Behavior
EDAS 7773	Organizational Structure and Process in Educational Administration

#### Section B. (Select a minimum of 15 credits)

CPSY 7002	Computers in Research
EDAS 6764	Principles of Public Sector Bargaining
EDAS 7762	Clinical Studies and Problem Solving in Educational Administration
EDAS 7765	Educational Policy Analysis: The Political and Economic Aspects
EDAS 7769	Computers for School Business and Financial Administrators
EDAS 7774	Comparative Study of Educational Systems on an International Basis
EDAS 7775	Current Legal Issues of Public Policies at Local, State and Federal Level or ESAD 6664 School Law
EDAS 8984	Workshops for School Administrators
ESAD 6861	School Building Planning and Plant Management
ESAD 7667	Advanced Study in Personnel Administration
ESAD 7761	Management of Fiscal Affairs in the Educational Setting
ESAD 7762	Advanced Study in Public Relations in School Administration
ESAD 7771	Administration and Supervision of Child Care Centers
ESAD 7775	Curriculum: Design and Engineering
ESAD 7862	School Business Administration: Skills and Techniques
ESAD 7971	School Accounting

(With approval of the department chairperson or advisers, students may take graduate courses—up to a maximum of 9 credits—in the College of Arts and Sciences, School of Business, and other departments in the College of Education and Human Services.)

#### Section C. (Select 3 or 6 credits)

EDAS 8981	Administrative Internship, Part I
-----------	-----------------------------------

EDAS 8982 Administrative Internship, Part II  
An administrative internship is required of students seeking an administrative certificate.

or

EDAS 8984 Workshop for School Administrators

Section D. Required (3 credits)

CSPY 6004 Statistical Methods

### **Culminating Experience-Required (3 credits)**

EDST 9306 Culminating Research Seminar/Project

Candidates for the Ed.S. degree complete a project under advisement which is reviewed by a faculty panel. The project should reflect the educational and professional experiences provided in the Ed.S. program.

---

## **Programs of Study— M.A. in Ed.**

These programs of study may lead to New Jersey state supervisory or administrative certification. In addition, graduates meet requirements for the Master of Arts in Education degree.

If students are not seeking certification, their programs can be individually tailored to meet their needs and interests by permitting an option of a variety of administration electives.

### **Admission/Degree Requirements for Groups I-II**

In addition to the general University requirements for the degree, candidates in this program must do the following:

- Fulfill matriculation requirements
- Submit recent (within three years) satisfactory scores on the Miller Analogies Test. This requirement must be satisfied prior to admission;
- Give evidence of sound communication and research skills;

- Submit evidence of three years of teaching experience and state teacher certification (*required for applicants to Group 1 program in general supervision certification sequence only*);
- Successfully complete the departmental comprehensive examination; and
- Complete
  - 9 or 12 credits in foundation courses such as EDAS 8891, EDST 6002, EDST 6336, EDST 6337, EDST 7310 or EDST 9304
  - 3 credits in ESAD 6601 Organization and Administration of Public Education Group I and II
  - 21 to 24 credits in concentration courses selected to meet certification requirements, for a total of 36 credits.

Programs are tailored to the needs of individual students and to the State Department of Education regulations. Concentration and elective courses are selected in consultation with a department adviser.

### **Group I—General Supervision (Elementary and Secondary)**

(*New Jersey Supervisor Certificate*)

Three years teaching experience is currently required for supervisor.

Required (15 credits)

EDAS 7772 Leadership Dynamics: Analysis of Supervisory Behavior  
ESAD 6664 School Law  
ESAD 6665 Curriculum Development and Evaluation  
ESAD 6666 Supervision of Instruction and Evaluation  
ESAD 7775 Curriculum: Design and Engineering

Elective (6 credits) from the following:

EDAS 6764, EDAS 6765, EDAS 7768, EDST 7501, ESAD 6667, ESAD 6761, ESAD 6762, ESAD 6861, ESAD 6862, ESAD 7771 or others with approval of the

department chairperson. (Students with a master's degree who are only interested in certification should consult the department chairman for 12 credit requirements.)

or

**Group II—School Business Administrator**

*(New Jersey School Business Administrator Certificate)*

- EDAS 6764 Principles of Public Sector Bargaining
- EDAS 7769 Computers for School Business and Financial Administrators
- EDAS 7775 Current Legal Issues of Public Policies at State and Federal Level or  
ESAD 6664 School Law: State of New Jersey
- EDAS 8981 Administrative Internship
- ESAD 6861 School Building Planning and Plant Management
- ESAD 7761 Management of Fiscal Affairs in the Educational Setting or  
ESAD 6761 School Finance
- ESAD 7862 School Business Administration: Skills and Techniques or  
ESAD 6862 School Business Administration
- ESAD 7971 School Accounting

(Students who only want certification should consult the department chairperson for the 27 credit requirement.)

**Group III—(New Jersey Principal/Supervisor Certificate)**

*(Three years teaching experience is currently required for supervisor.)*

The master's degree offered by the Department of Educational Administration and Supervision addresses the changing New Jersey State Department of Education requirements for certification as principal. Ethical, psychological and sociological foundations, microcomputers for administrators, and leadership/management assessment and internship are new requirements for the master's degree.

**Admission Requirements**

In addition to the general University requirements for admission to graduate studies, the applicant to this program must present:

- Official transcripts reflecting a bachelor's degree from an accredited institution
- Three letters of recommendation
- Miller Analogies Test score
- Writing sample (at time of interview)
- Departmental interview

**Degree Requirements**

Complete 36 credits in the following components:

A. *Foundations* (12 credits)

Ethical/Psychological/Sociological Foundations (6 credits)

In this module students will be exposed to a variety of philosophical and ethical problems as they relate to organizations and will examine human behavior and its impact on organizational functioning.

- EDST 6336 Psychological Issues/Implications
- EDST 7310 Ethical Foundations for the Helping Professions

*Research and Microcomputers for Administrators* (6 credits)

In this module students will focus on classroom and supervisory/management/leadership action research and will explore data base management systems.

- EDAS 7768 Microcomputers for Administrators
- EDAS 8891 Directed Research in Administration and Supervision

B. *Leadership/Management* (12 credits)

Interdisciplinary Leadership/Management Institute

In this module students will focus on generic areas of leadership and management skills in cooperation with the faculty from the Master of Public Administration Program and the Department of Administrative Science.

EDAS 8983 Leadership and Management Assessment

ESAD 6601 Organization and Administration of Public Education

ESAD 6761 School Finance

*Electives* — Select one course (3 credits)

EDAS 6764 Principles of Public Sector Bargaining

or

EDAS 6765 Educational Policy Analysis

or

ESAD 6667 Personnel Administration

or

ESAD 6762 Public Relations in School Administration

or

other courses approved by the Department of Educational Administration chairperson in consultation with advisers from the Master of Public Administration or the Department of Administrative Science.

C. *Curriculum and Program Supervision* (6 credits)

In this module students will focus on curriculum development and the assessment process as it relates to instructional supervision.

These two courses must be taken concurrently.

ESAD 6665 Curriculum Development and Evaluation

ESAD 6666 Supervision of Instruction and Evaluation

D. *New Jersey School Law* (3 credits)

ESAD 6664 School Law

E. *Internship* (3 credits)

EDAS 8981 Administrative Internship

## Course Descriptions

### ESAD 6601 ORGANIZATION AND ADMINISTRATION OF PUBLIC EDUCATION

Comprehensive principles, historical background and future perspectives. Innovative curricula, individualization and other new organizational patterns; general and clinical supervisory techniques and practices; human, technological and conceptual skills for effective school administrators; leadership patterns and pitfalls; generalist's view of school finances, school law, school business administration; human and public relations.

3 credits

### ESAD 6664 SCHOOL LAW: STATE OF NEW JERSEY

Designed to help teachers and school administrators understand their legal status in the school. School laws of New Jersey. Emphasis on legislation and school decisions regarding contemporary problems, such as students' rights, teachers' rights, academic freedom.

3 credits

### ESAD 6665 CURRICULUM DEVELOPMENT AND EVALUATION

Evolving concepts of the curriculum. Philosophy of curriculum development, principles and procedures, essential tools, preparation, approaches, direct and indirect influences. Survey of current practices and trends.

3 credits

### ESAD 6666 SUPERVISION OF INSTRUCTION AND EVALUATION

Study of theories, principles and practices that determine effectiveness, efficiency and humane supervision at all levels of education. Emphasis on clinical supervision, general supervision, new research in the field, and better techniques for observation, evaluation, and in-service programs. Role play, case study, lecture with large and small group interaction employed to promote improved supervision.

3 credits

### ESAD 6667 PERSONNEL ADMINISTRATION

Analysis of current perspectives of the personnel administration function, including recruitment, selection, job orientation, appraisal and development processes. Personnel security matters covering employee and administrative compensation, collective bargaining and job continuity extended from the initial selection and development aspects.

3 credits

### ESAD 6761 SCHOOL FINANCE

Development of problems of school finance in the United States: sources of revenue, expenditures and indebtedness, fiscal problems, existing and proposed plans for school support.

3 credits

### ESAD 6762 PUBLIC RELATIONS IN SCHOOL ADMINISTRATION

Establishment and maintenance of good relationships with other agencies and forces in the community. Analysis and understanding of the agencies, the varied forces and diverse institutions in the community affecting the educational program.

3 credits

### ESAD 6861 SCHOOL BUILDING PLANNING AND PLANT MANAGEMENT

Methods of determining school plant needs. School plant survey, educational planning and specifications, site selection and development.

3 credits

### ESAD 6862 SCHOOL BUSINESS ADMINISTRATION

Basic principles of administering school systems and problems related to the operation of schools: business management, office organization, budget planning, accounting, insurance, debt service, transportation.

3 credits

### ESAD 7761 MANAGEMENT OF FISCAL AFFAIRS IN THE EDUCATIONAL SETTING

Review of fiscal affairs pertaining to education on a national, state and local level. Problems dealing with sources of revenue, expenditures, indebtedness and existing and proposed plans for school support.

3 credits

### ESAD 7762 ADVANCED PUBLIC STUDY IN PUBLIC RELATIONS IN SCHOOL ADMINISTRATION

Analysis and understanding through research and study of the agencies, the varied forces and diverse institutions in the community affecting the educational program. Evaluation of trends in public relations in regard to educational administration and supervision.

3 credits

### ESAD 7667 ADVANCED STUDY IN PERSONNEL ADMINISTRATION

Total systems approach to the personnel administration function incorporating recruitment and selection techniques; employee orientation, appraisal and development considerations; job security matters such as compensation, collective bargaining and employment continuity. Concentrated study in one topical area as well as a broad spectrum of personnel functions.

3 credits

### ESAD 7771 ADMINISTRATION AND SUPERVISION OF CHILD CARE CENTERS

Investigation of the sociological, psychological and philosophical influences affecting the creation and operation of day care/nursery centers. Emphasis on administrative and supervisory practices followed in developing and operating an effective day care model based upon the regulations of the New Jersey State Department of Education.

3 credits

**ESAD 7775 CURRICULUM: DESIGN AND ENGINEERING**

Advanced course designed to provide program-engineering capability for elementary, secondary, and central office managers. Specific strategies for recasting curricula in light of the societal demands for accountability-based education. Innovative organizational patterns that foster learning, instructional interventions, individualization, personalization and mastery learning.

3 credits

**ESAD 7862 SCHOOL BUSINESS ADMINISTRATION: SKILLS AND TECHNIQUES**

Business management including office organization, budget planning, accounting, insurance, debt service, transportation and other problems related to the operation of schools.

3 credits

**ESAD 7971 SCHOOL ACCOUNTING**

Current practices, including advanced budgeting, P.P.B.S., operational planning systems, maintenance of legal records, state and federal regulations, and auditing procedures.

3 credits

**ESAD 9987-9988 DISSERTATION SEMINAR IN EDUCATIONAL ADMINISTRATION**

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal.

3 credits each semester

**EDAS 6764 PRINCIPLES OF PUBLIC SECTOR BARGAINING**

Introduction to the phenomenon of collective bargaining in the public sector. Broad overview of the fundamentals of the process.

3 credits

**EDAS 6765 EDUCATIONAL POLICY ANALYSIS**

Prerequisite: instructor permission

Emphasis on the process of educational policy analysis, decision making and implementation. Analysis of alternative explanations of the process of decision making at the local, state and federal levels. Political and economic theory; other core areas incorporated into a multidisciplinary approach to policy analysis.

3 credits

**EDAS 6766 or 7766 ADMINISTRATION OF BILINGUAL EDUCATION: POLICY AND PRACTICE**

Examination of the administration of bilingual education movements in the United States, including an in-depth analysis of the legal and socio-political impact. Critical analysis of the research and program design in the administration of bilingual education.

3 credits

**EDAS 7762 CLINICAL STUDIES AND PROBLEM SOLVING IN SCHOOL ADMINISTRATION**

Administrative team approach, using such techniques as clinical studies, brainstorming, role-playing, in problem-solving seminars dealing with current administrative problems such as declining enrollment alternatives, community involvement and support, energy management, discipline problems and policies and evaluation of pupils, teachers and curriculum.

3 credits

**EDAS 7765 EDUCATIONAL POLICY ANALYSIS: THE POLITICAL AND ECONOMIC ASPECTS**

Examination of the interaction between political/economic theory and the educational policy-making arena. Focus on the process of policy analysis and formulation with antecedent attention to political and economic theory. Various decision-making models studied as a means of offering alternative explanations to local, state and federal policy decisions.

3 credits

**EDAS 7768 MICROCOMPUTERS FOR ADMINISTRATORS**

Introduction to use of microcomputers in school administration. Topics include computer literacy, computers in the curriculum, managing instruction, budgeting, scheduling, data base management systems and word processing. Opportunities to work directly with different programs in campus microcomputer labs.

3 credits

**EDAS 7769 COMPUTERS FOR SCHOOL BUSINESS AND FINANCIAL ADMINISTRATORS**

This course is intended, specifically, for those who will serve the functions of the office of school business administrator. They will learn mainframe applications which school districts arrange contractually, on-site and network minicomputer-assisted accounting and payroll functions, bank-assisted payroll services, and the many business operations which are increasingly processed with microcomputers, including database and spreadsheet programs. The course will be hands-on and will use actual finance documents from the State Department of Education operations and local education associations.

3 credits

**EDAS 7772 LEADERSHIP DYNAMICS: ANALYSIS OF SUPERVISORY BEHAVIOR**

Study of leadership traits, strategies and techniques used by administrators and supervisors to implement changes in our system of observation and evaluation. Examination of theories, research results, clinical supervisory techniques and methods for humanely observing teaching practice, monitoring supervisory performance and evaluating in-service, internships and field experiences to improve instruction and reduce grievances.

3 credits

**EDAS 7773 ORGANIZATIONAL STRUCTURE AND PROCESS IN EDUCATIONAL ADMINISTRATION**

Study of insights into organizational behavior including classical theory, social system theory, open system theory, theory Z and situational leadership theory. Application of these theories in educational settings. 3 credits

**EDAS 7774 COMPARATIVE STUDY OF EDUCATIONAL SYSTEMS OF AN INTERNATIONAL BASIS**

Inquiry into contemporary educational theory and practice, focusing on international similarities, differences and purposes in educational systems. 3 credits

**EDAS 7775 CURRENT LEGAL ISSUES OF PUBLIC POLICIES AT LOCAL, STATE AND FEDERAL LEVEL**

Analysis of current trends in public bargaining; a review of discrimination for reasons of sex, age, disabilities and more; current issues in funding of public education; teacher, student and parental rights; Sunshine Law issues; insurance issues, and other current legal issues in publication. 3 credits

**EDAS 8801 INTERDISCIPLINARY STUDIES FOR ADMINISTRATORS: ISSUES AND THEORIES**

Need for general educational backgrounds of present and future educational administrators is emphasized. Insights into the arts, economics, sociology and futures with implications for educational administration and supervision. 3 credits

**EDAS 8891 DIRECTED RESEARCH IN ADMINISTRATION AND SUPERVISION**

Presents research methodology and procedures in educational administration and supervision. Students develop a research project with the guidance of the professor. 3 credits

**EDAS 8892 INDEPENDENT STUDY IN ADMINISTRATION**

For doctoral students who wish to study selected topics in depth and conduct research. Approval by chairperson and dean is necessary. 3 credits

**EDAS 8981-8982 ADMINISTRATIVE INTERNSHIP**

Administrative internship K-12 or higher education with permission of administrator and Department of Education administration and supervision chairperson. each course 3 credits

**EDAS 8983 LEADERSHIP AND MANAGEMENT ASSESSMENT**

Diagnostic and prescriptive teaching model covering 12 critical skill areas of leadership and management. 3 credits

**EDAS 8984 WORKSHOP FOR EDUCATIONAL ADMINISTRATORS AND SUPERVISORS**

Three-credit workshops at all levels of education, including college and university. Through a series of techniques including case studies, role play, debate, panel discussions, audiovisual presentations, and large and small group interactions, expert consultants involve participants actively in the use of effective methods and skills to solve contemporary problems of leadership. Discussion of innovative approaches to curriculum design, supervisory practice, business and financial problems, administrative relationships with the Board, the general public, the government and outside agencies. Participants are encouraged to question theories, techniques and methods employed in their specific situations. Stress reduction, discipline, the media and other generalized topics are also subjects of discussion and case study. 3 credits

**EDAS 8986 QUALITATIVE RESEARCH SEMINAR IN ADMINISTRATION**

For doctoral students who wish to review the content, techniques and findings of research in administration and supervision with emphasis on evaluative studies in the field. 3 credits

**EDAS 9981-9988 DISSERTATION ADVISEMENT (K-12)**

Doctoral students who have advanced to candidacy and completed ESAD 9987 and ESAD 9988 must register continuously for advancement until the dissertation is completed. No credit

**HRED 8986 HIGHER EDUCATION LEADERSHIP STRATEGIES**

Summer institute at which 10 prominent higher education administrators discuss specific position responsibilities, challenges and problems and demonstrate how simple and sophisticated theory, research and statistics have been fruitfully applied. Workshop approach in an informal atmosphere, presenting a myriad of leadership styles. 3 credits

**HRED 9981 ORGANIZATION AND GOVERNANCE OF HIGHER EDUCATION**

Discussion of administrative philosophies and approaches in higher education settings, highlighting the roles of each office, the philosophical questions and options available to institutions; the policy issues that need to be addressed by university administrators. 3 credits

**HRED 9987-9988 DISSERTATION SEMINAR IN ADMINISTRATION OF HIGHER EDUCATION**

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal. each course 3 credits

**HRED 9982 FACULTY PERSONNEL  
POLICIES OF HIGHER EDUCATION**

Personnel problems in colleges, including faculty and staff evaluation, recruitment, affirmative action, promotion, tenure, development and leadership management.

3 credits

**HRED 9983 FINANCIAL  
ADMINISTRATION OF HIGHER  
EDUCATION INSTITUTIONS**

Business principles and their importance for decision making in higher education including budgeting, financial reporting and planning.

3 credits

**HRED 9984 ORGANIZATION AND  
ADMINISTRATION OF  
JUNIOR/COMMUNITY COLLEGES**

Topics include organizational and administrative problems, curriculum instruction, student personnel programs and their relationship to the community.

3 credits

**HRED 9985 HISTORICAL DEVELOPMENT  
OF AMERICAN HIGHER EDUCATION**

Study focusing on the period from 1865-1915, when many of the institutions and practices

of contemporary higher education were shaped. Secondary sources extensively supplemented by readings of primary documents. Surveys of the national scene supplemented by case studies at specific instructions.

3 credits

**HRED 9986 CURRICULUM AND  
INSTRUCTION IN HIGHER EDUCATION**

Current status of the undergraduate curriculum and approaches to instruction in American colleges and universities, including reform efforts. Principal factors/forces that shape, or at least ought to shape, undergraduate curriculum and instruction including epistemology and the sociology of knowledge, psychology and developmental status/needs of the contemporary college student, both traditional and nontraditional; socio-cultural, economic and political factors.

3 credits

---

## Department of Educational Studies

**Chairperson:** Richard Ognibene

The Department of Educational Studies offers graduate courses in the following areas:

Elementary Education  
General Professional Education  
Secondary Education  
Bilingual/Bicultural Education

Specific requirements for admission, the objectives of each program, courses in each program relative to the degree sought and other regulations appropriate to individual programs are described under the heading for each area.

### Programs in Elementary Education

**Professors:** Kaplan; Raimo; Rondinella

**Associate Professor:** DePierro

Programs in elementary education at the graduate level include:

- Master of Arts in Education with a concentration in elementary classroom teaching;
- Non-degree program leading to a certificate of eligibility as an elementary classroom teacher in accordance with the State of New Jersey administrative code; and
- Master of Arts in Education with a concentration in teaching the gifted and talented.

### Admission

In addition to the general University requirements for admission to graduate studies, the applicant must:

- Submit two copies of all transcripts;
- Show evidence of having received a baccalaureate degree;
- Possess an undergraduate cumulative GPA of 2.5 or higher;
- Show evidence of a liberal arts background;
- Submit a statement of career goals and professional interests;
- Submit an acceptable MAT or GRE score;
- Submit three letters of academic and personal reference;



- Schedule an interview with the appropriate program personnel; and
- Submit a completed application form.

### **Academic Standards**

Students must maintain at least a "B" in all courses. Students who receive a "C" will be referred to the Academic Standards Committee of the department which will recommend appropriate action to the chairperson.

## **Master of Arts Degree in Education with a Concentration in Elementary Classroom Teaching**

This program is designed for college graduates who possess a liberal arts background and who wish to enter the teaching profession. Upon completion of the following course of study, the student is eligible for the M.A. in Ed. degree and for the certificate of eligibility as an elementary classroom teacher.

After completing the relevant course of study, students are eligible for recommendation to the State of New Jersey for the certificate of eligibility as an elementary classroom teacher. A passing score on appropriate section(s) of the NTE is also required for this certificate of eligibility. Under current New Jersey state regulations, the student must then successfully serve one year as a provision-

ally certified teacher before the state will grant standard, permanent certification.

Although there are reciprocal certification agreements among many states, these are subject to change. Students from states other than New Jersey should check with their states' Department of Teacher Certification for specific requirements.

### **Student Teaching**

Students seeking New Jersey state teacher certification must complete a sequence in supervised student teaching. They should consult with their program adviser for specific requirements.

Students must apply ahead of time for these experiences, at which time they will receive a comprehensive review of their academic and experiential record.

The application fee is \$35. Completed applications must be received by the chairperson before March 1 for assignment during the following Fall Semester, and by October 1 for assignment during the following Spring Semester.

### **Foundations**

EDST 6002	Graduate Research Methods
Select any two (6 credits)	
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society
EDST 7312	Current Issues in School and Society
Select one (3 credits)	
EDST 7310	Ethical Foundations of Professional Helping Relationships
EDST 9304	Philosophic Perspective in Society

### **Concentration Courses**

EDST 6407	Introduction to Education
EDST 6408	Child Development and Curriculum
EDST 6409	Styles of Teaching and Learning
EDST 6410	Social Issues and Social Studies
EDST 6411	Topics in Science Education
EDST 6412	Topics in Mathematics Education
EDST 6413	Language Arts and Literature
and	
EDST 6203	Computer Literacy

### Approved Electives

Students with prior computer literacy should select three credits from the following:

EDST 6205	Using Computers
EDST 6223	Advanced Psychology of Childhood
EDST 7204	The Gifted Child
EDST 8201	Creative Approaches in Education
EDST 8221	Evaluation of Gifted and Talented Programs
EDST 8222	Creating and Maintaining an Environment for the Gifted and Talented

(Other courses require adviser approval)

### Required Supervised Field Experience (6 credits)

Students must complete either EDST 6221-6222 (if they are currently teaching) or EDST 6228-6229.

		Credits
EDST 6221-6222	Graduate Supervised Teaching Seminar I-II	6
	or	
EDST 6228	Graduate Field Experience	3
	and	
EDST 6229	Graduate Student Teaching	3
	Total Credits:	42

---

### Certificate of Eligibility as an Elementary Classroom Teacher

This program is designed for college graduates who possess a liberal arts background and who wish to enter the teaching profession without receiving an

M.A. degree. After completing the following course of study, the student is a candidate for the Certificate of Eligibility as an Elementary Classroom Teacher.

### Concentration Courses (30 credits)

EDST 6407	Introduction to Education
EDST 6408	Child Development and Curriculum
EDST 6409	Styles of Teaching and Learning
EDST 6410	Social Issues and Social Studies
EDST 6411	Topics in Science Education
EDST 6412	Topics in Mathematics Education
EDST 6413	Language Arts and Literature
and	
EDST 6203	Computer Literacy

Either EDST 6221-6222 for those currently teaching or EDST 6228-6229 for all other graduate students.

		Credits
EDST 6221-6222	Graduate Supervised Teaching Seminar I-II	6
	or	
EDST 6228	Graduate Field Experience	3
	and	
EDST 6229	Graduate Student Teaching	3
	Total Credits:	30

## Master of Arts Degree in Teaching the Gifted and Talented

This program is designed for students who possess New Jersey standard certification as an elementary classroom

teacher. After completing the following course of study, the student is eligible for the M.A. degree.

### Master of Arts in Teaching the Gifted and Talented (36 credits)

#### I. Graduate Foundation Courses (12 credits)

EDST 6002 Graduate Research Methods

Select two (6 credits)

EDST 6336 Psychological Issues and Implications

EDST 6337 Western Tradition in Society

EDST 7312 Current Issues in School and Society

Select one (3 credits)

EDST 7310 Ethical Foundations of Professional Helping Relationships

EDST 9304 Philosophic Perspective in Society

#### II. Gifted/Talented Concentration (12 credits)

EDST 7204 The Gifted Child

EDST 8201 Creative Approaches in Education

EDST 8221 Evaluation of Gifted and Talented Programs

EDST 8222 Creating an Environment for the Gifted and Talented

#### III. Individual Research (3 credits)

EDST 8217 Implementation of Research in the School Setting

#### IV. Selected Electives (9 credits)

Select nine credits in electives under advisement. Recommended electives include:

EDST 6205 Using Computers

EDST 6223 Advanced Psychology of Childhood

Instructional Design and Technology  
Health Professions Education

## Programs in General Professional Education

**Professor:** Ognibene

**Associate Professors:** Barrett;  
Cunningham

**Assistant Professor:** Skeele

### Master of Arts in Education (M.A. in Ed.)

General Professional Education offers the following programs which lead to the degree Master of Arts in Education:

Humanistic and Behavioral Studies

### General Admission

In addition to the general University requirements for the degree Master of Arts, applicants for all programs must submit the following:

- Two copies of undergraduate transcripts showing completion of a degree program with a minimum cumulative GPA of 2.5;
- Satisfactory scores on the Graduate Record Examination or the Miller Analogies Test;
- Three letters of reference attesting to the candidate's academic ability and personal qualifications; and
- A statement of goals and professional interests.

## Degree and Curriculum Requirements

Students admitted to a master's degree program must satisfy all University, College and program requirements for admission and for graduation. Each master's degree program requires a minimum of 36 credits, a graduate academic record of 3.0 and successful performance on the comprehensive examination. The 36 credits for each master's program consists of foundation courses and concentration courses.

## Humanistic and Behavioral Studies

The Humanistic and Behavioral Studies master's program is both liberal and professional and sufficiently flexible to meet varying needs in contemporary education. The chief purpose of the program is to

help graduate students deepen appropriate professional values, strengthen professional knowledge and skills, and increase the capacity for leadership within the helping professions. Students are advised to select specific concentration courses that are relevant to the developing world of teaching and learning and to individual needs and interests.

Concentration credits may be selected from any academic unit within Seton Hall University and should flow from the goals and objectives identified during the admissions process. Upon admission, the student must construct a program plan with an appointed College of Education and Human Services adviser. The program plan will identify the courses to be taken as well as a projected graduation date.

The candidate for this program is required to complete 12 foundations credits and 24 concentration credits for a total of 36 credits as follows:

<b>Foundations</b>	<b>Credits</b>
EDST 6002	12
	<i>Graduate Research Methods</i>
	<i>Select two of the following three:</i>
EDST 6336	<i>Psychological Issues and Implications</i>
EDST 6337	<i>Western Tradition in Society</i>
EDST 7312	<i>Current Issues in School and Society</i>
	<i>Select one of the following three:</i>
EDST 6554	<i>Advanced Psychology of Human Development</i>
EDST 7310	<i>Ethical Foundations of Professional Helping Relationships</i>
EDST 9304	<i>Philosophic Perspective in Society</i>
<b>Concentration</b>	<b>24</b>
	<b>Total Credits: 36</b>

## Instructional Design and Technology

The Instructional Design and Technology master's program assists teachers and trainers from a variety of settings to improve their professional performance and to assume leadership roles. Students are accepted from corporate, government, nonprofit and educational environments. The program emphasizes the evolution of a theoretical base for curriculum development and exposure to a broad array of current instructional methods and materials.

The Instructional Design and Technology program is interdisciplinary, allowing acquisition of knowledge in a wide range of subjects. Each student's program is unique. Concentration credits may be selected from such areas as computing, instructional design, psychology, business and communication, and should flow from the goals and objectives identified during the admissions process. Upon admission, the student must construct a program plan with an appointed College of Education and Human Services adviser. The program plan will identify the courses to be taken as well as a projected graduation date.

SETON HALL UNIVERSITY

The candidate for this program is required to complete 12 foundations

credits and 24 concentration credits for a total of 36 credits as follows:

	<b>Credits</b>
<b>Foundations</b>	12
EDST 6002	Graduate Research Methods
	<i>Select two of the following three:</i>
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society
EDST 7312	Current Issues in School and Society
	<i>Select one of the following three:</i>
EDST 6554	Advanced Psychology of Human Development
EDST 7310	Ethical Foundations of Professional Helping Relationships
EDST 9304	Philosophic Perspective in Society
<b>Concentration</b>	24
	Total Credits: <u>36</u>

**Health Professions**

The Health Professions master's program is offered in cooperation with the University of Medicine and Dentistry of New Jersey. The program provides health practitioners with the knowledge, professional perspective, and practical and research skills necessary to assume leadership roles in health professions education in a variety of health care settings. In addition to University and

College admissions requirements, candidates must submit their health profession credentials (license, certificate or registration as applicable). Candidates must be admitted by both cooperating institutions.

The candidate for this program is required to complete 18 foundations credits at Seton Hall University and 18 concentration credits at the University of Medicine and Dentistry of New Jersey for a total of 36 credits as follows:

	<b>Credits</b>
<b>Foundations</b>	18
EDST 6002	Graduate Research Methods
EDST 6336	Psychological Issues and Implications
	<i>Select one of the following two:</i>
EDST 6337	Western Tradition in Society
EDST 7312	Current Issues in School and Society
	<i>Select one of the following three:</i>
EDST 6554	Advanced Psychology of Human Development
EDST 7310	Ethical Foundations of Professional Helping Relationships
EDST 9304	Philosophic Perspective in Society
Electives	6
<b>Concentration</b>	18
HPED 5110	Health Services Issues and Trends
HPED 5140	Teaching in the Health Professions
HPED 5210	Curriculum Development in Health Professions Education
HPED 5240	Planning and Administering Health Professions Programs
HPED 6600	Practicum in Health Professions Education
Electives	
	Total Credits: <u>36</u>

## Educational Specialist Degree (Ed.S.)

General Professional Education offers the following program which leads to the degree Educational Specialist:

Cultural, Humanistic and Professional Studies

### General Admission

In addition to the general University and College requirements for the degree Educational Specialist, applicants for all programs must submit the following:

- Two copies of graduate transcripts showing completion of a master's degree program with a minimum cumulative GPA of 3.0;
- Satisfactory scores on the Graduate Record Examination or the Miller Analogies Test;

- Three letters of reference attesting to the candidate's academic ability and personal qualifications; and
- A statement of goals and professional interests.

### Degree and Curriculum Requirements

Students admitted to an Educational Specialist degree program must satisfy all University, College and program requirements for admission and graduation. Each Educational Specialist program requires a minimum of 36 credits beyond the master's degree, an academic record of 3.25 for all Educational Specialist course work, and successful performance on the comprehensive examination. The 36 credits for both Educational Specialist programs consist of the following foundation courses and concentration courses:

Foundations	Credits
	12
EDST 9301	
EDST 9302	
EDST 9303	
EDST 9304	
EDST 9306	
<b>Concentration</b>	<b>24</b>
	<b>Total Credits: 36</b>

### Cultural, Humanistic and Professional Studies

The Educational Specialist program in Cultural, Humanistic and Professional Studies is designed for teachers, scholars and others in the helping professions intent on preparing themselves for posi-

tions of leadership in education. Each projected plan of study may be flexibly structured, but must center around a core of either 1) cultural and humanistic, 2) professional and behavioral disciplines, or 3) an appropriate combination of cultural-humanistic and professional-behavioral graduate course experiences.

## Instructional Design and Technology

The Educational Specialist program in Instructional Design and Technology extends and builds on the foundation provided by the student's master's degree which may be in instructional design or another field. The interdisciplinary nature of the program accommodates students from diverse backgrounds and is structured to meet the individual professional needs of trainers and teachers.

## Programs in Secondary Education

**Professors:** Cobarrubias; Ognibene

**Assistant Professors:** Daly; Farrell; McCartan

The College of Education and Human Services offers graduate programs in secondary education leading to the M.A. in Education and Ed.S. degrees and New Jersey state certification. The program is based upon integration of the most recent research and theoretical findings in education. There is a strong field component in which students are assigned to a variety of classroom experiences and work closely with cooperating teachers and department faculty.

The secondary education program prepares competent and innovative teachers who can respond to the demands of the urban and suburban schools of the '90s. The success of the program is clearly demonstrated in the high level of teaching placement of its graduates.

The secondary education program prepares educators for the following teaching fields:

art, bilingual education, biological science, English, English as a second language, mathematics, physical science, psychology, science and social studies. Language certification is also available.

(Students must present evidence of having completed a major in one of these teaching subjects.)

After completing the relevant course of study, students in the certification program are eligible for recommenda-

The concentration credits for both Educational Specialist programs may be selected from any academic unit within Seton Hall University and should flow from the goals and objectives identified during the admissions process. Upon admission, the student must construct a program plan with an appointed College of Education and Human Services adviser. The program plan will identify courses to be taken as well as a projected graduation date.

tion to the State of New Jersey for the certificate of eligibility to teach the subject for which they have prepared. A passing score on appropriate section(s) of the NTE is also required for this certificate of eligibility. Under current New Jersey State regulations, the student must then successfully serve one year as a provisionally certified teacher before the state will grant standard, permanent certification.

Although there are reciprocal certification agreements among many states, these are subject to change. Students from states other than New Jersey should check with their states' Department of Teacher Certification for specific requirements.

## Student Teaching

Students seeking New Jersey State teacher certification must complete a sequence in supervised student teaching. Students should consult with their program adviser for specific requirements.

Students must apply ahead of time for these experiences, at which time they will receive a comprehensive review of their academic and experiential record.

The application fee is \$35. Completed applications must be received by the chairperson before March 1 for assignment during the following Fall Semester, and by October 1 for assignment during the following Spring Semester.

## Admission Requirements

Candidates who wish to apply for admission must formally submit an application for admission through the

Graduate Admissions Office with an application fee, and must submit the following to qualify for admission:

- (1) Official transcripts reflecting a bachelor's degree from an accredited institution, including ample background in general and professional education (and a GPA of 2.5 or higher);
- (2) A major in an appropriate teaching field;
- (3) Satisfactory scores on the Miller Analogies Test or the Graduate Record Examination; and
- (4) Three letters of recommendation.

## **Educational Specialist**

### **Rationale and Purpose**

The Ed.S. program is designed to provide an opportunity for educators to advance their professional development beyond the master's level. The program is interdisciplinary in approach and enables the candidate to obtain a balanced perspective in a selected field of study or academic area.

There are three options available to the Ed.S. student:

- (1) The Ed.S. Degree Program is a 39-credit program consisting of advanced courses in secondary and other professional education courses.
- (2) The Ed.S. Degree-Certification Program combines graduate level courses leading to initial secondary certification with advanced courses in education and an academic field of

specialization. A special feature of this program is a two-semester seminar requiring field research in secondary education. This program requires 39 to 48 credits depending on the student's prior academic record.

- (3) The Ed.S. Degree-Individualized Program is designed to meet special professional needs of teachers and administrators in secondary schools, community colleges, continuing education centers and other higher learning institutions. A distinctive feature of this program is its 21-credit elective block.

### **Objectives**

Candidates will demonstrate:

- Breadth and depth in the newly acquired knowledge and an awareness of the interrelationships of the selected discipline;
- Ability to organize, present and evaluate subject matter; and
- Ability to identify and evaluate current curriculum materials.

### **Admission Requirements**

In addition to the general University and College of Education and Human Services requirements, candidates for the Ed.S. in secondary education must have already completed a master's degree. Applicants to this program must be interviewed. At this time, they will submit a writing sample.

---

## **Core Requirements for Ed.S. Degree**

18 credits in integrating core courses

Two of the following EDST courses:

EDST 9301	The History of American Education
EDST 9302	The Socio-Psychological Domain of Education
EDST 9303	Sociological and Anthropological Thought in Education
EDST 9304	Philosophic Perspective in Society

and

EDST 9311	Research Culminating Project
EDST 9502	Research Seminar
EDST 9503	Curriculum and Readings in the Selected Field Study
EDST 9504	Problems and Issues in Secondary and Post-Secondary Teaching



## **Secondary Education General Master's Program (36 credits)**

This program is designed for students who hold New Jersey teaching certification.

Foundations Component (12 credits)

- EDST 6002 Graduate Research Methods
- EDST 6336 Psychological Issues and Implications
- EDST 6337 Western Tradition in Society
- EDST 9502 Research Seminar

Professional Component (12 credits)

- EDST 6552 Improvement of Reading
- EDST 6554 Advanced Psychology of Human Development
- EDST 7501 Human and Intercultural Relations

Select one of the following:

- EDST 6005 Reading in the Content Areas
- EDST 6303 Educational Media and Practices
- EDST 6321 Social Foundations of Education
- EDST 6326 Advanced Psychology of Learning
- EDST 6327 Mental Health: Personal and Professional
- EDST 6551 Advanced Strategies of Teaching
- EDST 7310 Ethical Foundations of Professional Helping Relationships
- ESAD 6665 Curriculum Development and Evaluation

Elective Component (12 credits) – Chosen with advisement

## **Master of Arts in Secondary Education Program Requirements for Certification Candidates (42 credits)**

Professional Education Certification Component (30 credits)

- EDST 6005 Reading in the Content Areas
- EDST 6337 Western Tradition in Society
- EDST 6551 Advanced Strategies of Teaching K-12
- EDST 6552 Improvement of Reading Instruction
- EDST 6554 Advanced Psychology of Human Development
- EDST 7501 Human and Intercultural Relations
- EDST 7510 Secondary Education Curriculum and Design
- EDST 8501 Graduate Teaching Internship
  - or
- EDST 8502 Graduate Supervised Teaching Seminar I-II (for in-service teachers)
- CPSY 6001 Test and Measurements
  - or
- EDST 6336 Psychological Issues and Implications

### **Additional Master of Arts in Education Degree Requirements**

Students seeking a master's degree must also complete the following 12 credits:

- EDST 9502 Research Seminar
- EDST 9503 Curriculum and Readings in the Selected Field of Study
- EDST 6002 Graduate Research Methods
- Elective (chosen under advisement)

# **Bilingual/Bicultural Education and Teaching English as a Second Language**

## **Master of Arts in Education**

The College of Education and Human Services offers graduate programs in bilingual education and teaching English as a second language leading toward the degree Master of Arts in Education and satisfying New Jersey state certification requirements. Under current regulations, U.S. citizenship (or verification of intent to apply for citizenship) is required for state certification.

Candidates who are not legal residents of the U.S. may pursue the Master of Arts in Education but will not be eligible for state certification. Legal residents of the U.S. who do not intend to become citizens may obtain the Master of Arts in Education degree but are not eligible for state certification.

The Master of Arts in Bilingual Education and Teaching English as a Second Language offers sub-specializations in bilingual counseling and bilingual school administration in conjunction with the Department of Counseling Psychology

and the Department of Educational Administration and Supervision, respectively. The graduate program in Bilingual Education offers concentrations in Spanish/English, Haitian/English, Chinese-Japanese-Korean/English.

## **Admission Requirements**

Candidates who wish to apply for admission must formally submit an application for admission through the Graduate Admissions Office with an application fee, and must submit the following:

- (1) Official transcript reflecting a bachelor's degree from an accredited institution with ample background in general and professional education (and the requirements in a content area of certification for those seeking certification);
- (2) Satisfactory scores on the Miller Analogies Test or the Graduate Record Examination;
- (3) Three letters of recommendation; and
- (4) Satisfactory scores on the English Proficiency Examination and in the target language in accordance with levels required for state certification.

---

## **Bilingual/Bicultural Education Spanish/English, Haitian/English, Chinese-Japanese-Korean/English (39 credits)**

Students should secure adviser's approval in advance:

EDST 6002	Graduate Research Methods
EDST 6209	Computer Applications in the Bilingual Curriculum
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society
EDST 6504	Applied Linguistics*
EDST 6505	Teaching English as a Second Language I
EDST 6560	Language, Culture and Civilization
EDST 7501	Human and Intercultural Relations
EDST 7505	Social Psychology of the Bilingual Child
EDST 7506	Principles of Bilingual/Bicultural Education
EDST 7507	Bilingual Education: Theory and Practice Teaching Content Areas
EDST 8511	Field Experience in Bilingual/Bicultural Education
EDST 9502	Research Seminar

\*Students who have not taken General Linguistics or an equivalent course at the undergraduate level are encouraged to take EDST 7502 General Linguistics before registering for EDST 6504 Applied Linguistics.

## Teacher of English as a Second Language

45 credits in the following (adviser's approval required):

EDST 6002	Graduate Research Methods
EDST 6008	Phonology and Structure for Second Language Acquisition
EDST 6209	Computer Applications in the Bilingual Curriculum
EDST 6336	Psychological Issues and Implications
EDST 6337	Western Tradition in Society
EDST 6504	Applied Linguistics
EDST 6505	Teaching English as a Second Language I
EDST 6506	Teaching English as a Second Language II
EDST 6560	Language, Culture and Civilization
EDST 7501	Human and Intercultural Relations
EDST 7502	General Linguistics
EDST 7505	Social Psychology of the Bilingual Child
EDST 8511	Field Experience in Bilingual/Bicultural Education
EDST 9502	Research Seminar
EDST 9505	Sociolinguistics and Bicultural Education
EDST 9506	Psycholinguistics and Bilingualism

Note: Students who do not hold a regular New Jersey teaching certificate in another field must additionally complete required courses for teacher certification. Consult your adviser for details.

### Course Descriptions

#### EDST 6002 GRADUATE RESEARCH METHODS

Introduction to methods and procedures for research in education and psychology. (Formerly RESH 6002) 3 credits

#### EDST 6005 READING IN CONTENT AREAS

Reading in content areas gives the graduate student an overview of the teaching of reading in grades 7-12, college years and adult courses. It also emphasizes skills and techniques used when the reading teacher assumes the role of reading supervisor, reading consultant or administrator of reading programs. 3 credits

#### EDST 6008 PHONOLOGY AND STRUCTURE FOR SECOND LANGUAGE ACQUISITION

Detailed examination of the phonology, morphology and syntax of Modern American English. Examines features of current regional and social dialects of English. Introductory exposure to fundamental concepts of psycholinguistics that have a direct bearing on phonology, syntax and second language acquisition. Emphasizes applications in error analysis, improvement of pronunciation, curriculum design and teaching writing and reading. 3 credits

#### EDST 6101 PSYCHOLOGICAL AND LINGUISTIC BASES OF READING

Focuses on the underlying phonological, morphological and syntactic bases of reading and their methodological implications. Treats reading as a language process. 3 credits

#### EDST 6108 PSYCHOEDUCATIONAL FOUNDATIONS OF LEARNING DISABILITIES

This course is designed to familiarize students with the field of learning disabilities, bringing together theory and practice as experienced in the school setting. The historical background and evolution of the learning disabilities concept are explored, as are the theoretical foundations which support the evolving field of study, research and practice. The course focuses on the current status of the learning disabilities field, including definition, prevalence, etiology, legislative parameters, and diagnosis and treatment. 3 credits

#### EDST 6203 COMPUTER LITERACY

Designed for those with little or no computer experience. Beginning programming, operating microcomputers, the role of hardware and software, word processing and understanding computer systems. 3 credits

#### EDST 6204 PROGRAMMING IN BASIC

Prerequisite: EDST 6203

Intended for students who want to learn more about how to write programs in BASIC. Students write programs to solve a variety of problems. 3 credits

#### EDST 6205 USING COMPUTERS

Demonstrates various software tools useful to different settings. These tools include word processing, data base management, spreadsheets, telecommunications and graphics. Students investigate ways in which these tools can be integrated into the educational curriculum. 3 credits

**EDST 6206 SOFTWARE EVALUATION**

Designed for anyone who wants to become familiar with criteria for evaluating software. Concentrates on the goals and objectives of software, content and approach, and the instructional and technical design. Students evaluate software in depth as part of the requirements of the course. 3 credits

**EDST 6207 LOGO**

Introduces the essentials of the Logo language sufficient to implement a program of instruction in the schools. Major emphasis is on turtle graphics, procedures, variables, recursion and lists. The accent throughout is on presenting Logo as a vehicle for problem solving. 3 credits

**EDST 6209 COMPUTER APPLICATIONS IN THE BILINGUAL CURRICULUM**

The course is a multimedia approach to bilingual curriculum development. The use of mass storage devices, such as CD-ROM and erasable optics, in the development of translation programs are presented. Also includes the use of animation for enhancing learning and stimulating students such as illustration of action-verb structures through 3-D devices. Development of the writing and editing processes with the aid of electronic media, and interactive video disk applications in first- and second-language learning are also discussed. 3 credits

**EDST 6210 MICROCOMPUTER FUNDAMENTALS**

Basic knowledge of computers and computing, use of computers in problem solving; impact of computers on society. There is a strong emphasis on hands-on training directed toward word processing, spreadsheet and database software. 3 credits

**EDST 6221 GRADUATE SUPERVISED TEACHING SEMINAR I (In-service teachers)**

In-service teachers meet weekly in a seminar designed to assist in the application of theoretical models of teaching, learning and classroom management. The teacher is observed by a college supervisor on a systematic schedule. The college supervisor and the teacher plan together for observed sessions in which specific skills and competencies are practiced. 3 credits

**EDST 6222 GRADUATE SUPERVISED TEACHING SEMINAR II (In-service teachers)**

Prerequisite: EDST 6221  
In-service teachers meet weekly in a seminar designed to offer feedback to practicing teachers seeking to achieve competencies in classroom discipline, pacing, priorities and class organization. Teachers analyze and compare assessment methods and tests applicable to all subject areas. 3 credits

**EDST 6223 ADVANCED PSYCHOLOGY OF CHILDHOOD**

Psychological development and problems of adjustment of the child from birth to adolescence. Techniques of studying children and

recording behavior. Extensive reading in literature related to the major themes of the course. Discussion and reports, including case studies. 3 credits

**EDST 6225 CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD EDUCATION**

Exploration and critical analysis of current curriculum patterns and materials intended to meet developing capacities, interests and needs of early childhood (ages 3-6): literature, storytelling, music, art, science, mathematics, communications, body movement and related areas. In-depth research in one or more areas required. 3 credits

**EDST 6226 METHODS OF TEACHING EARLY CHILDHOOD**

Various methods and techniques that put the "curriculum" into motion. Teaching techniques examined in relation to the skill development and readiness activities that are to be accomplished in early childhood. 3 credits

**EDST 6228 GRADUATE FIELD EXPERIENCE**

180 hours in an appropriate field experience in an elementary school; preregistration must be completed with the department chairperson or the department representative.

Orientation and guidance during internship assignment. Deepens perception of school and community problems. Focus on objectives, materials, methods and evaluation of instruction; organization and management of classrooms. 3 credits

**EDST 6229 GRADUATE STUDENT TEACHING**

Prerequisite: EDST 6228

Provides one semester in an appropriate student teaching experience. The student integrates and connects models of teaching and subject matter in the classroom with the direct supervision of a cooperating teacher, a college supervisor and a seminar professor. 3 credits

**EDST 6303 EDUCATIONAL MEDIA AND PRACTICES**

Introduction to the fundamental theory and purpose of educational media. Analysis of communication theory and the development of message design in utilization of multi-sensory materials in theoretical and practical environments. Projects developed and presented for analysis. 3 credits

**EDST 6304 PRODUCTION OF INSTRUCTIONAL RESOURCES I**

Advanced techniques for the production of instructional materials. Included will be lettering, computer graphics, mounting, display boards, desktop publishing, transparencies, duplicating processes, non-photographic and photographic processes for slides and filmstrips, and storyboard preparation. 3 credits

**EDST 6305 PRODUCTION OF INSTRUCTIONAL RESOURCES II**

Advanced techniques for the production of instructional materials. Photographic copy work, slide production, television utilization, audio tape production and interactive media. 3 credits

**EDST 6306 INSTRUCTIONAL SYSTEMS DESIGN**

Systems approach to instructional media development. Behavioral task analysis; identification of instructional needs; design of instructional alternatives; selection and development of instructional packages; and the evaluation and validation of the resulting outcomes. Recommended as the culminating experience for education media majors. 3 credits

**EDST 6307 CURRICULAR INTEGRATION OF EDUCATIONAL MEDIA**

Required for certification in educational media

A study of the principles and procedures for implementing print and non-print media in curriculum. Some significant aspects of the course are locating, selecting, evaluating and creatively utilizing media to improve instruction; discovering local, state and national sources for obtaining educational materials, defining activities that involve the educational media specialist in curriculum development; organizing programs to build community support for school reading programs and developing lifelong reading habits in children; defining the library skills curriculum; curriculum mapping and developing the library/media specialist's teaching skills. 3 credits

**EDST 6308 ORGANIZING AND ADMINISTERING EDUCATIONAL MEDIA CENTERS**

Required for certification in educational media

Exploration of the roles, functions and responsibilities of the educational media specialist. Philosophical perspectives, as well as basics such as the selection and handling of materials and equipment; managing library media services; grant writing; facility design, using computers as a management tool; budgeting; and issues such as professionalism and application of the copyright law are studied. 3 credits

**EDST 6310 PRACTICUM IN EDUCATIONAL MEDIA SERVICES**

Prerequisite: application in the semester preceding the course

Systematic observation and participation under supervision in library/media center. The experience is a collaborative effort between a practicing educational media specialist, the student and a college adviser. Students are encouraged to model the behavior of their supervisors. Required for students without any previous experience in educational media centers. May be waived for those with one year's acceptable experience. 3 credits

**EDST 6311 ADVANCED PHOTOGRAPHY IN EDUCATION**

Advanced monochromatic photography, including aesthetics, advanced theory, studio lighting, zone system and specialized processes and techniques. 3 credits

**EDST 6313 INSTRUCTIONAL TELEVISION PRODUCTION**

Course covers the contributions of instructional television and its integration into formal and informal learning situations. Students will gain experience in the operation of television equipment, the production of instructional programs, and the design and writing of educationally sound television programs. Students will be introduced to the utilization of cable television, public service television and commercial television. 3 credits

**EDST 6314 MULTIMEDIA PRESENTATIONS**

Concentrates on the coordination and integration of media and communication techniques, theory and resources for the effective transmission of ideas and feelings. 3 credits

**EDST 6315 BASIC ORGANIZATION OF MEDIA RESOURCES**

A practical introduction to technical incorporation of print and non-print materials into the school library/media center. Included are indexing, cataloging, classification, processing of materials, circulation, maintenance, collection evaluation, and mapping and networking. No prerequisites. 3 credits

**EDST 6323 COMMUNITY RELATIONS**

School as an integrating agency among other community services. School personnel and social leadership, lay participation in school activities, the influence and place of various civic and religious groups, the press, labor and management groups. 3 credits

**EDST 6324 HUMAN RELATIONS**

Overall view of theory and practice in the treatment and elimination of destructive human conflicts. Special reference to intergroup and intercultural problems in a period of changing social relations. 3 credits

**EDST 6325 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

Advanced scientific study of human personality. Cognitive and dynamic factors; learning and transfer, critical and creative thinking, motivation, emotion, volition, attitudes, individuality and sociality. 3 credits

**EDST 6326 ADVANCED PSYCHOLOGY OF LEARNING**

Research in learning, motivation, individual differences, teaching methods and adjustment as applied to the learning process. Survey of major contemporary psychologists. 3 credits

**EDST 6327 MENTAL HEALTH: PERSONAL AND PROFESSIONAL**

Basic principles of mental hygiene. Analysis of adjustment and behavior problems. Influence of physical, intellectual, emotional and moral factors in promoting mental health at various stages of life and in various helping relationships. 3 credits

**EDST 6328 CRITICAL ISSUES IN EDUCATION**

Analysis of specific and experiential problems in education within the context of current philosophical and psychological assumptions. 3 credits

**EDST 6329-6331 INDEPENDENT STUDY**

Prerequisite: Approval of department chairperson

For students who wish to design and conduct independent graduate research in an area related to the psychological, historical, philosophical and/or sociological bases and functions of education. 1-2-3 credits

**EDST 6333 PHOTOGRAPHY IN EDUCATION**

For teachers, librarians, media specialists and others who wish to employ photography as a means of communication. Students gain basic competencies in operation of cameras, processing black and white film, making prints and producing color slides. Students are assisted in formulating a photographic philosophy of their own through exposure to pictures and thoughts of a variety of photographers. 3 credits

**EDST 6336 PSYCHOLOGICAL ISSUES AND IMPLICATIONS**

Advanced scientific study of human personality. Cognitive and dynamic factors; learning and transfer, critical and creative thinking, motivation, emotion, volition, attitudes, individuality and sociality. 3 credits

**EDST 6337 WESTERN TRADITION IN SOCIETY**

Advanced course in the fundamental concepts of educational thought from primitive society to the present. Emphasis is on significant historical, philosophical and educational movements. 3 credits

**EDST 6407 INTRODUCTION TO EDUCATION**

This course provides students with experiences that serve as an induction to the teaching profession. Experiences acquaint the students with daily realities, issues and aspirations of the teaching profession. These experiences enhance the self-selection process and the initial commitment to teaching, as well as exploration and discovery of one's self. The special hierarchies, rules and network of responsibilities are examined. The purpose of this course is to inspire and invite students to analyze communication in the classroom and to examine the social, intellectual and emotional goals achieved through questioning techniques and verbal and non-verbal behaviors. 3 credits

**EDST 6408 CHILD DEVELOPMENT AND CURRICULUM**

This course is designed to enable the student to understand the development of the child – emotionally, cognitively, socially and morally – in order to make appropriate decisions about subject matter, method, and curriculum goals and methods. The stages of child development: early, middle and adolescent with their characteristics will be analyzed in order to understand developmental patterns and sequences. The major focus will be on early childhood years from birth to age eight. A thorough understanding of those critical years is essential because of the unique quality of thinking and learning styles of young children. Students will study curriculum approaches for children in the early years such as Montessori, Piagetian, Head Start, Play-Oriented Programs etc. Child observation and study will be included in order to assist the student in becoming sensitive to expressed behaviors. 3 credits

**EDST 6409 STYLES OF TEACHING AND LEARNING**

The purpose of this course is to study, examine and practice alternative relationships that are possible in the teaching-learning process. Course experiences will be guided by the "spectrum of teaching styles," a framework that delineates options in teaching and learning. Its fundamental proposition is that teaching is governed by decision making. Every act of teaching is a consequence of a prior decision and the behaviors that follow. How one organizes students and subject matter; how one manages time, space and equipment; and interacts with students; how one chooses verbal behavior and creates and conducts the cognitive connections with learners; is explored. 3 credits

**EDST 6410 SOCIAL ISSUES AND SOCIAL STUDIES**

The courses addresses how goals for social studies education are met in the elementary school. Competing rationales for the field are examined, and proposals for curriculum change are compared with dominant patterns of instruction found in the classroom. Students examine, design and use materials available for teaching essential skills in social studies. Students explore the structure of public education: the bureaucratic, hierarchical nature of schooling as well as existing and proposed alternatives. Students examine the making of teaching decisions and the various influences shaping those decisions. Recognizing and identifying individual differences are addressed. Field experience assignments connect theory with practice and provide opportunities for students to apply knowledge and skills in the elementary school classroom. 3 credits

**EDST 6411 TOPICS IN SCIENCE EDUCATION**

This course prepares pre-service teachers to teach science progress, content and attitudes to elementary school children. Students consider the nature of science and scientific inquiry, knowledge and skills appropriate to

various class levels and the impact of the background students and teachers bring to this endeavor on teaching and learning. Field experience assignments connect theory with practice and provide opportunities for students to apply knowledge and skills in the elementary school classroom. 3 credits

**EDST 6412 TOPICS IN MATHEMATICS EDUCATION**

This course acquaints students with the curriculum goals, materials and activities of the elementary school math program. Special emphasis is given to the Curriculum Evaluation Standards for School Mathematics (National Council of Teachers of Mathematics, 1990). In addition to the main themes of the Standards, this course includes topics such as math anxiety and its role in teaching and learning, and organization of the classroom for effective teaching. The course is taught in conjunction with a lab where students learn to use a variety of math tools and aids. Field experience assignments connect theory with practice and provide opportunities for students to apply knowledge and skills in the elementary classroom. 3 credits

**EDST 6413 TOPICS IN LANGUAGE ARTS AND LITERATURE**

The course focuses on the major skill areas of language arts, including reading, listening, writing and speaking. It emphasizes the importance and application of language arts across the curriculum; presents methods for teaching reading, writing, spelling and listening; emphasizes motivation, the development of positive attitudes towards reading and writing, and a love for literature. Valid approaches to teaching language arts are examined, analyzed and critically evaluated. Field experience assignments connect theory with practice and provide opportunities for students to apply knowledge and skills in the elementary school classroom. 3 credits

**EDST 6503 PROGRAMMING A MICROCOMPUTER**

Prerequisite: EDST 6203

Continuation of programming activities of the basic course. Develops ability to create programs for personal or school use. Presents other languages besides BASIC, enabling students to make comparisons and decide which languages are suitable for different populations. Students develop programs for school use and try them with the target audience. 3 credits

**EDST 6504 APPLIED LINGUISTICS**

The course is designed as a course on the issues and methodology of the teaching of a second language. Some of the major trends, such as contrastive linguistics, and error analysis theories are carefully studied in this course. Particular attention is paid to the study of the process of second language development and the mechanisms associated with it such as interference, over generalizations, as well as salient hypotheses proposed in the discipline. 3 credits

**EDST 6505 TEACHING ENGLISH AS A SECOND LANGUAGE I**

Theory and practical techniques of teaching listening, speaking, writing and particularly reading to non-English-dominant bilingual persons. 3 credits

**EDST 6506 TEACHING ENGLISH AS A SECOND LANGUAGE II**

Continuation of EDST 6505 3 credits

**EDST 6551 ADVANCED STRATEGIES OF TEACHING**

Examination of teaching techniques for transmitting skills, knowledges and understandings to students: lecture, discussion; heuristic approaches; educational trips; group projects; programmed, individualized, mediated, computer-assisted instruction. In-depth examination of motivation, guidance and classroom management. Assessment and evaluation of student programs. Students prepare unit and lesson plans. Teaching effectiveness assessed by micro-teaching techniques. Permeation of a sound philosophical and psychological approach in methodology, appropriate for youth and adult learners. 3 credits

**EDST 6552 IMPROVEMENT OF READING**

Role of subject-matter teachers in improving reading skills. Techniques of assessing reading levels and interests and identifying skill deficiencies. Standardized and teacher-made tests. Development of individually prescribed remediation. Examination of varied study and teaching techniques and materials for use in instruction and remediation. 3 credits

**EDST 6554 ADVANCED PSYCHOLOGY OF HUMAN DEVELOPMENT**

Concentrates on the dynamics of human growth and development from infancy through adolescence. Guides the teacher into an understanding of the physical, psychological, emotional, social and moral problems encountered by children and youth. 3 credits

**EDST 6560 LANGUAGE, CULTURE AND CIVILIZATION**

The course studies issues of ethnographic communication, and analyzes how variation of language codes and discourse relate to cultural differences and institutions. Special attention is paid to the intricate process of literacy acquisition and development in the first language and, more specially, the acquisition of biliteracy skills. The relation between cultural development, modernization and literacy is critically reviewed, as well as topics like the relation of literacy to social stratification and cultural oppression, the development of biliteracy skills and the underlying ideology of schooling, biliteracy development and socioeconomic advancement and others. 3 credits

**EDST 7001 SEMINAR: EDUCATION RESEARCH METHODS**

Prerequisite: EDST 6002

Review and critical evaluation of selected writings and research in education. Written appraisals concern research design, funda-

mental concepts, recent data and significant educational issues. Fully documented research paper, worthy of publication, may be required. (Formerly RESH 7001) 3 credits

#### **EDST 7204 THE GIFTED CHILD**

Examination of the criteria which identify gifted children. Materials, methods and programs for stimulating these pupils to satisfactory achievement, occasionally offered in special content areas such as reading, mathematics and science. 3 credits

#### **EDST 7310 ETHICAL FOUNDATIONS OF PROFESSIONAL HELPING RELATIONSHIPS**

Justice and the universal natural law as related to every aspect of education. Discussions focus on the most significant and fundamental moral issues in education today. 3 credits

#### **EDST 7312 CURRENT ISSUES IN SCHOOL AND SOCIETY**

This course examines the background, current status and proposals to address a variety of educational controversies. Past and present cycles of reform are considered generally, with specific attention given to issues such as governmental roles in education, financial reform, school choice, multicultural and bilingual education, teacher education, teacher empowerment, gender issues in education, moral development and education, and educational technology. 3 credits

#### **EDST 7501 HUMAN AND INTERCULTURAL RELATIONS**

A study of race, gender and ethnic relations in the historical perspective of the foundation of the USA as a nation. A critical review of the theories of assimilation proposed in the technical literature, and the goals of a post-melting pot society for a new social order. Theories of prejudice and discrimination are carefully discussed. Analysis of the process of education of the American mind, the process of schooling and the dominant ideologies related to the consolidation and concentration of power and social control. The role of culture, race, religion and language in the social integration of diverse groups in the American fabric, particularly schooling.

Special consideration is given in this course to case studies of selected ethnic groups in intercultural relations in the attainment of social equality. Focus is on multiculturalism, the relations of school and society for the underprivileged, and special groups such as women, ethnically differentiable and minoritized groups such as bilinguals, handicapped, gifted and talented, and others. Special attention is given to the manifestation of discrimination in the American college campuses and the strategies for its possible eradication and elimination. 3 credits

#### **EDST 7502 GENERAL LINGUISTICS**

The course is viewed as an introduction to language and the analysis of some of the basic technical concepts of linguistics. A review of some representative theories of grammar, the

nature of grammatical rules, the validity of the difference between grammaticality and ungrammaticality. An analysis of the process of language standardization, and the process of nonstandardized varieties, including pidgins and creoles. Emphasis is placed on linguistic variation, the evolution and development of languages, language spread, language death, the role of formal and standardized varieties in education and the biases commonly associated with speakers of non-standard varieties. One of the course components is the analysis of linguicism, the study of the relation between language and prejudice. 3 credits

#### **EDST 7505 SOCIAL PSYCHOLOGY OF THE BILINGUAL CHILD**

A study of social psychology of bilingualism and bilingual behavior. Effects of bilingualism on intelligence and cognitive development. A critical review of the literature on the effects of bilingual development and intelligence. An analysis of the correlation between culture and styles of processing information, with special attention to the differentiation of cognitive styles. Implications of alternative learning styles and cognitive styles in the classroom for teachers, school administrators and counselors. Cross-cultural counseling and its impact on the design of strategies for helping the culturally different child. Review of the literature on language attitudes and the impact of language attitudes on academic achievement and intergroup relations in school. Acculturation stress and the impact on mental health of linguistic minorities. Issues of acculturation stress, dropout, marginalization alienation. 3 credits

#### **EDST 7506 PRINCIPLES OF BILINGUAL/BICULTURAL EDUCATION**

Examination of the history of bilingualism in the U.S. State and federal legislation; court decisions. Vernacular languages in education at the national and international levels. Types of bilingual communities. Models of bilingual instruction. Bilingual education methodology and educational rights of linguistic minorities. Instructional effectiveness of bilingual education programs. Cognitive and socio-cultural effects of becoming bilingual. Evaluation of bilingual education programs and educational policy. 3 credits

#### **EDST 7507 BILINGUAL EDUCATION: THEORY AND PRACTICE TEACHING CONTENT AREAS**

Strategies in teaching the content-area subjects bilingually. Student placement and language proficiency; criteria of entry and exit. Lesson planning for the limited English proficient (LEP) student. Curriculum development and adaptation of materials for bilingual instruction in the content areas. Curriculum modules and curriculum planning. Career infusion of the bilingual curriculum. Ethnic infusion of bilingual curriculum. Testing in the bilingual content areas. Teacher competencies and teacher training in the content areas. 3 credits



**EDST 7510 SECONDARY EDUCATION CURRICULUM AND DESIGN**

The course deals with issues of historical and philosophical foundations of Secondary Education curriculum design, the social forces affecting curriculum decisions and the process of curriculum improvement. Considerable emphasis is placed upon the process of curriculum improvement, the different participants involved in the process, as well as the impact of curriculum improvement upon staff development and student learning. Strategies used in curriculum development are studied in detail as well as the evaluation of outcomes. 3 credits

**EDST 8201 CREATIVE APPROACHES IN EDUCATION**

Methods of communicating with children; use of symbols to portray emotional or intellectual experiences; simulation games; curriculum analysis and application. 3 credits

**EDST 8207 SELECTED TOPICS OF READING INSTRUCTION**

Topics for the semester to be chosen by professor and students to coincide with their mutual interests. 3 credits

**EDST 8217 IMPLEMENTATION OF RESEARCH IN THE SCHOOL SETTING (GIFTED AND TALENTED)**

Students design an original research study or replicate a study which applies concepts in education of the gifted such as: identification of the gifted and talented; effectiveness of a particular approach in gifted education; a follow-up study of gifted children; and ways of evaluating creativity. The design is undertaken during the semester in which the course is offered although completion of the study may extend beyond the time frame. 3 credits

**EDST 8221 EVALUATION OF GIFTED AND TALENTED PROGRAMS**

Students determine the effectiveness of gifted and talented programs by analysis of objectives and components. Comparison and contrast of "formative" evaluation with "summative" evaluation. 3 credits

**EDST 8222 CREATING AND MAINTAINING AN ENVIRONMENT FOR THE GIFTED AND TALENTED**

Students will learn about characteristics of an enriched curriculum for the gifted. Gifted children are viewed as producers and performers who require unique learning experiences to prepare them for the kinds of contributions only they can make. Students learn unique ways of expanding enrichment, selecting curriculum content, and how to modify basic skills and competencies for the gifted using activities which require hypothesizing, speculating, innovating, decision making and problem solving. 3 credits

**EDST 8225 CHILDREN'S RIGHTS: LEGAL AND PSYCHOLOGICAL IMPLICATIONS**

The course is directed towards graduate students in counseling, administration, public administration and education in general. It is

designed to help practitioners understand how criminal, civil and family proceedings such as divorce, custody, juvenile law, rights of special children, children's competence to consent and to testify interact with educators and clinicians. Students will understand the Constitutional rights of children, the role of psychological and educational evaluations in litigation, ethical and legal implications relevant to privileges and confidentiality and court testimony procedures. 3 credits

**EDST 8303 THE AMERICAN ETHOS OF EDUCATION**

Educational principles and practices that distinguish educational institutions in the U.S. Research into American educational traditions and philosophy beginning with their emergence in such political documents as the Declaration of Independence and the Constitution. Evaluation of the consequences of present-day interpretations and applications. 3 credits

**EDST 8501 GRADUATE TEACHING INTERNSHIP**

Prerequisites and regulations concerning student teaching; page 101.

Teaching internship requires full-time daily participation in a school situation. Orientation to teaching with guidance during intern teaching assignment. Deepens the teacher's perception of school and community health problems, the teaching-learning process and teaching methods. Focuses on problems encountered in teaching and implements suggestions of cooperating and supervising teachers. 6 credits

**EDST 8502-8503 GRADUATE SUPERVISED TEACHING SEMINAR I AND II-SECONDARY**

Prerequisite: Agreement of employing superintendent of schools or private school principal to enter into a program of supervised teaching with the University for two semesters.

Deepens perceptions regarding school and community health problems, the teaching-learning process and teaching methods. Problems encountered in teaching; implements suggestions of the authorities in the assigned school and the supervising teacher. 3 credits

**EDST 8507 FIELD EXPERIENCE**

Prerequisite: departmental approval

Structured exposure to educational environment. Designed to involve students immediately in the school situation as a teacher aide, supervising and instructing students and in performance of professional and classroom duties. 3 credits

**EDST 8511 FIELD EXPERIENCE IN BILINGUAL/BICULTURAL EDUCATION**

Cross-cultural experiences through the bilingual classroom setting. Involvement in learning bilingual teaching strategies and classroom management procedures; specific emphasis on teaching content area subjects bilingually. Introduction to the educational

applications of ethnographic interviews. Ethnographic report prepared throughout the development of the field experience and submitted at the end of the course. Relates theoretical concepts with experimental classroom practices. 3 credits

#### **EDST 9502 RESEARCH SEMINAR**

This seminar is viewed as a culmination and the final quality control before graduation. The seminar attempts to integrate the skills developed through the course work in a unified mature writing project focusing specially on the methodological need to research issues related to minority populations, quantitative as well as qualitative. 3 credits

#### **EDST 9503 CURRICULUM AND READINGS IN THE SELECTED FIELD OF STUDY**

Nature of curriculum and the need for curricular synthesis; focus on materials, methods, research and current developments relating to the specialized fields; investigation of curriculum construction and evaluation in the specialized field. 3 credits

#### **EDST 9504 PROBLEMS AND ISSUES IN SECONDARY AND POST-SECONDARY TEACHING**

Study of pertinent problems of educators. Seminar work relevant to candidate's selected area of investigation. 3 credits

#### **EDST 9505 SOCIOLINGUISTICS AND BICULTURAL EDUCATION**

Social aspects of speech, problems of variation in language, dialects, bilingualism and diglossia, code-switching, pidginization, creolization and other fundamental socio-linguistic concepts. Some problems of language policy, language planning and sociolinguistic issues of bilingual education. 3 credits

#### **EDST 9506 PSYCHOLINGUISTICS AND BILINGUALISM**

##### **Prerequisites:**

1. Two linguistics courses, including applied linguistics, and
2. TESL II or Foundations of Bilingual Education or a course in cognitive psychology.

Review of topics in linguistics and psychology relevant to first and second language acquisition, including reading and writing skills. Analysis of the interrelationship among language, culture, thought and comprehension. Special emphasis on bilingual and bicognitive development both in children and adults. 3 credits

### **Integrating Core Studies**

The following advanced graduate seminars are basic for College of Education and Human Services programs beyond the master's degree. They specialize in contemporary interdisciplinary and research studies fundamental to all helping professions and graduate studies from different departments.

#### **EDST 9301 THE HISTORY OF EDUCATION IN AMERICA**

Study of the reciprocal relationship between educational theory and practice and the historical development of American society; special emphasis given to analysis of competing educational perspectives, goals and accomplishments of educational reforms, origin of teaching practices and evolution of educational institutions. 3 credits

#### **EDST 9302 SOCIAL PSYCHOLOGICAL DOMAIN OF EDUCATION**

Socio-psychological domain of education and the helping professions: professed and hidden psychological assumptions or belief systems operative through the objectives, agencies, curricula and methods of instruction and guidance prevalent in American helping institutions; review of the contributions made by major psychologists and their value in enriching life experiences. 3 credits

#### **EDST 9303 SOCIOLOGICAL AND ANTHROPOLOGICAL THOUGHT IN EDUCATION**

Educational implications of modern socio-anthropological thought and research; meaning of person and culture; changing patterns of society and culture; the ideals of the American democratic life-style; ethnocentrism; individual and group life-styles essential to American life. 3 credits

#### **EDST 9304 PHILOSOPHIC PERSPECTIVE IN SOCIETY**

Effective problem solving in guidance, teaching, learning, school and community leadership; competencies crucial to helpful communication, instruction, management, interpersonal relations, self-improvement; practice of education and the helping professions as the implementation of an educational philosophy. 3 credits

#### **EDST 9306 CULMINATING RESEARCH SEMINAR/PROJECT**

Prerequisite: Completion of all course requirements

Preparation of research or project under the guidance of a University mentor and faculty committee. Completed projects shared for exchange of ideas and information with other Ed.S. candidates before final acceptance by the department. 3 credits

### **Health Professions Education Courses Offered at UMDNJ**

#### **HPED 5110 HEALTH SERVICES ISSUES AND TRENDS**

An analysis of selected professional and policy issues affecting the present and projected health care delivery system. Issues concerning health care personnel, patients, health care technology, organizational structures and facilities, finance mechanisms, and the role of government are stressed in relation to how they influence health care services and delivery. 3 credits

**HPED 5140 TEACHING IN THE HEALTH PROFESSIONS**

An analysis of the role of the health professional teacher in planning, development, management and evaluation of instruction. Emphasis is placed on the selection and implementation of teaching strategies and assessment methods according to the goal(s) of instruction, and the application of current research on student development of ability-based outcomes. 3 credits

**HPED 5210 CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS EDUCATION**

An intensive study of the basic principles and procedures used in the development of health professional curricula. Current research on learning theory applicable to curriculum construction is stressed. Emphasizes mechanisms to integrate didactic and clinical education components of health professions educational programs. 3 credits

**HPED 5240 PLANNING AND ADMINISTERING HEALTH PROFESSIONS PROGRAMS**

An exploration of the practical aspects of administering health professions educational programs to include: planning; organizing; staffing; marketing; student recruitment, selection and retention; and program accreditation. Additional focus will be given in planning and administering in-service training, staff development and continuing professional education programs. 3 credits

**HPED 6100 PROFESSIONAL VALUES AND HEALTH CARE ETHICS**

A study of the application of human and professional values and choices to health care practice and education. Traditional and contemporary perspectives are used to focus on ethical approaches to dilemmas stemming from client/practitioner relationships, institutional constraints to health care, the rights of patients, public policy and health care delivery, and related issues. 3 credits

**HPED 6200 CURRENT CONCEPTS IN HEALTH CARE PRACTICE**

An examination of the shared roles and responsibilities of various health professional groups in diverse work settings. Topics vary

according to recent developments and trends in health care practice. Topics may include (but are not limited to) human values in therapeutic interaction, care of the terminally ill, care of the elderly, the impact of technology on practice patterns, legal implications of health care practice, health promotion and maintenance, patient-provider interactions and others. 3 credits

**HPED 6300 TOPICS IN HEALTH PROFESSIONS EDUCATION**

An analysis of selected topics, problems or issues relative to education in the health professions. Topics may include (but are not limited to) integrating technical and humanistic curricular components, continued learning in professions, computers and instructional strategies, school law, clinical education, instructional media development, research in health profession education, and minority and gender issues relative to student recruitment, and others. 3 credits

**HPED 6400 TOPICS IN HEALTH PROFESSIONAL LEADERSHIP**

An exploration of various selected topics to facilitate individual development of leadership skills while providing a background in the practical aspects of management and administration of educational, government or health care agencies. Topics may include (but are not limited to) human resource management, fiscal planning and accounting, grantsmanship, quality assurance mechanisms, risk management and others. 3 credits

**HPED 6500 INDEPENDENT STUDY IN HEALTH CARE**

Directed inquiry into a problem of practical or theoretical importance to health care delivery or health professions education. 3 credits

**HPED 6600 PRACTICUM IN HEALTH PROFESSIONS EDUCATION**

A directed field experience designed to provide teaching administrative or clinical internships in education, government, and health care agencies and facilities. The type of internship and agency assigned depends on the student's background and career goals. Seminars are required as a part of the practicum experience. 3 credits



# COLLEGE OF NURSING

**Dean:** Barbara Beeker

**Professor:** Hansell

**Associate Professors:** Caliandro,  
Harris, Hughes, Hutchison,  
Kleinman (*Chairperson*); Paletta

**Assistant Professor:** Griffin

---

The College of Nursing offers four 42-45 credit majors leading to the Master of Science degree. Areas of concentration include Nurse Administrator; Clinical Specialist in Primary Health Care Nursing (younger track), Infants, Children and Adolescents or the School

Age Child; (older track) Adults or the Aged; and Clinical Specialist in Critical Care Nursing of children or adults. Graduates are prepared to function both independently and interdependently with other members of the health delivery system and with consumers of nursing service. A base for continued inquiry and contributions to the art and science of nursing is provided, as are the knowledge and skills to exert a leadership role in the formulation of health care policy. The program is preparatory to doctoral study.

The college also offers a school nurse certification program for a maximum of 30 credits and a 30-credit Master of Arts degree in nursing education for nurses

who hold a Master of Science degree in nursing. The M.A. in nursing education program can also be completed in combination with any of the clinical specialization programs offered by the Department of Graduate Nursing.

## Historical Overview

Nursing courses were first offered by Seton Hall University in 1937 with an enrollment of eight students. Each of these eight students received a bachelor's degree in nursing education in 1940, at which time the School of Nursing Education was organized as an autonomous unit. From this small beginning the College of Nursing has grown to an educational unit that serves approximately 700 students.

Seton Hall University continued to recognize the complexity of modern health care delivery and the educational preparation needed to meet these challenges by initiating a graduate program in nursing in September 1975. Fully accredited by the National League for Nursing, the Master of Science program now serves some 200 full- and part-time students.

## Philosophy

The faculty believe that the fundamental purpose of graduate education in nursing is to prepare leaders who are competent in a functional role and proficient in a specialized area of nursing. Expertise in a specialized area of nursing practice is crucial to competence in a role, and proficiency may only be achieved through role assumption.

The faculty also believe that graduate students in nursing initiate, as well as contribute to, change directed toward improving the quality of nursing care, education and administration. They develop skill in influencing the socio-political process as a means of affecting health care at both the regional and national levels. Masters graduates are the leaders who will chart the course of future nursing practice, with an appreciation of nursing's past, present and potential.

# ACADEMIC INFORMATION

## Admission Requirements

In addition to the general University requirements for admission to graduate studies, the College of Nursing requires the following:

- a baccalaureate degree with a major in nursing from an N.L.N. accredited college;
- a cumulative B average, plus a B average in nursing courses;
- registered professional nurse licensure in New Jersey;
- a statement of professional accomplishments and goals;
- professional liability insurance;
- satisfactory scores on the Miller Analogies Test;
- letters of reference: one professional, one academic; and
- health clearance prior to beginning clinical courses.

It is highly recommended that for admission to the critical care track, applicants have a minimum of at least one year of nursing experience in critical care nursing.

## Academic Prerequisites

The following areas of undergraduate study must be completed prior to or concurrent with the first graduate course in nursing and are not credited toward the graduate degree: Statistics and Introduction to Nursing Research.

## Status of Students

Matriculated students may take up to six years to complete the requirements. Non-matriculated students may not take more than 6 graduate credits and are required to make application to the program upon completion of 3 credits. They may enroll in NURS 6123 Nursing Theory and/or NURS 6124 Forces in Health Care prior to application (enrollment in any other course must be approved by an adviser).

## Leave of Absence

Requests for a leave of absence should be sent to the registrar with a copy to be sent to the chairperson and the student's adviser. Upon return to the University, the student must apply to the chairperson of the Department of Graduate Nursing.

## Student Organizations

The College of Nursing has formed a Graduate Nursing Students' Association. The Association serves as a forum for the professional and social activities of the graduate nursing students and promotes the networking so essential to leadership within a profession.

Graduate nursing students are also eligible to apply for membership in the Gamma Nu chapter of Sigma Theta Tau, Inc., the national nursing honor society. The Gamma Nu chapter presents scholarly programs throughout the academic year and also sponsors an annual research day. It serves as a positive vehicle for dialogue among nurse scholars.

## Degree Requirements

For the Master of Science degree, satisfactory completion of 42-45 credits in the following areas is required:

	Credits
Theory Core	6
Nursing Research	6
Didactic Nursing Courses	6-9
Clinical Nursing Courses	9-12
Support Courses	6
Electives	3-6
Total	42-45

Nine to 12 credits per semester constitute a full-time load. Normal progression through the program requires a minimum of four semesters. Part-time students may take up to six years to complete the requirements. If the program is not completed in six years, students may apply for an extension. Students' programs will be revised, as necessary, to meet current degree requirements.

## Clinical Instruction

Clinical instruction in all majors of the graduate program follows the preceptorship model. At sites serving as placements for development of students' clinical and functional role expertise, agency personnel collaborate with the faculty in identifying master's and doctorally prepared personnel within the agencies who serve as on-site preceptors. Under this collaborative mode of instruction, students' learning experiences are guided and enhanced by the faculty members who have primary responsibility for students' progress. The preceptors may include nurses, physicians or members of other disciplines with whom the nurse educator, administrator or clinical specialist interacts. The on-site preceptors are invaluable in helping each student to identify and take advantage of the learning opportunities available within an institution.

## Selected Academic Policies of the Department of Graduate Nursing

**Add/Drop Policy: Clinical Nursing Courses.** A student is not permitted to change from one clinical course to another once the semester has started.

### Academic Standards

1. Graduate students are required to maintain a cumulative average for all nursing and non-nursing courses of at least 3.0.
2. Students may not earn more than 6 credits of "C+" or less in their course of study.
3. Students who accumulate 6 credits of "C+" or "C" will receive official notification from the graduate chairperson stating that earning another 3 credits of "C+" or "C" will be grounds for dismissal from the program. Students are strongly urged to see their advisers immediately upon receiving this notification.

4. Students receiving 9 credits of "C+" or "C," or any grade less than a "C," will be dismissed by the Department of Graduate Nursing at the first scheduled department meeting following notification of grades. The chairperson shall notify the student in writing of the departmental decision.
5. Registering for a course during pre-registration *does not* assure admission into the course. This occurs only when the cumulative average for *all* course work is 3.0.
6. Students who wish to change their nursing major within the graduate programs must consult with the program director from the current program and the program director from the desired program. The program directors send their recommendations to the department chairperson who will make the decision of eligibility for transfer and notify the student of the conditions of such transfer.

## Financial Aid

In addition to aid available through the University's Financial Aid Office, full-time graduate nursing students are eligible to apply for the following aid through the Department of Graduate Nursing.

### Federal Nurse Traineeships

Awards which cover a substantial proportion of the students' tuition expenses. Any matriculated nursing student is eligible. The department chairperson will supply the requirements for this award.

### Veterans Administration Health Professional Scholarship Program

Scholarship awards available to full-time students pursuing graduate preparation in gerontology. The scholarships are part of a competitive federal program which makes awards that provide for the payment of a monthly stipend, tuition, fees and

other reasonable educational expenses, including books and laboratory expenses. In return for each year of award, scholarship recipients must agree to serve one year as full-time V.A. employees in the Department of Medicine and Surgery with a minimum service obligation of two years.

## Faculty Preparation

All faculty in the Department of Graduate Nursing hold advanced degrees in nursing. The majority of the faculty possess an earned doctoral degree and are actively engaged in post-doctoral research of both a clinical and non-clinical nature. In keeping with our belief in the importance of active involvement in professional and community activities, many members of the College of Nursing faculty and administration are active with and hold positions of leadership in professional organizations such as the American Nurses' Association, the New Jersey State Nurses' Association, the National League for Nursing, the New Jersey League for Nursing, the Northeast Organization for Nursing, and specialty organizations. Additionally, faculty and administrators serve as consultants to community groups and health-oriented organizations.

Faculty seek to disseminate nursing knowledge through the provision of consultation as Middle States Association and N.L.N. accreditation visitors, and through many scholarly presentations at the state and national level. They also promote scholarship through their publications and service on the editorial boards of refereed journals.

In addition, most of the clinical faculty are certified as clinical specialists in their areas of practice, exemplifying our belief that excellence in teaching demands expertise in practice.

## Learning Resources

The College is the primary site for the students' didactic instruction with one of the finest physical plants available to a school of nursing anywhere in the country. The College has its own building, with a large number of classrooms designed to accommodate various class sizes and teaching strategies, such as seminar rooms, small to large classrooms and an amphitheatre seating 150 people. In addition, the College has a large media and learning resources center with extensive audiovisual holdings and a computer laboratory which are available for use through the day and evening hours. The College also has a sophisticated Multi-Purpose Learning Laboratory equipped with a full range of physical examination and treatment equipment as well as supportive audiovisual materials. Students use the laboratory to acquire their initial preparation in advanced physical and psycho-social assessment skills. A wide variety of clinical sites are used to prepare students with the advanced nursing knowledge and skills necessary for their future roles as teachers, administrators or clinical specialists.

## ADMINISTRATOR OF NURSING SERVICES PROGRAM

Students selecting this major are prepared as administrators of nursing services. The focus is on preparation of middle managers for hospital, community or nursing home agencies. Students gain knowledge and skills to provide cost-effective, quality care nursing services. Students are prepared to function as leaders in the creation of positive, productive environments for professional nursing practice and health care delivery.

Upon entry into the program, students are assigned a faculty adviser with whom they develop a program of study that best meets the learning needs of each student, taking into account experiential and educational background, career goals and interests.

A minimum of 42 credits is required.

---

## Curriculum Plan

Semester I		Credits
NURS 6123	Nursing Theory	3
NURS 6222	Nursing Administration	3
	Support Course	3
	<i>(BMGT 6503 Management and Organizational Behavior or other appropriate course)</i>	
		9
Semester II		
NURS 6124	Forces in Health Care	3
	Support Course	3
	<i>(BMIS 6701 Management Information Systems or PSMA 6008 Information and Computers in Public Service Management)</i>	
NURS 7330	Graduate Nursing Practicum I	3
NURS 7141	Nursing Research I	3
		12



SETON HALL UNIVERSITY

**Semester III**

NURS 7143	Nursing Research II	2
	Didactic Nursing Course	3
NURS 7342	Graduate Nursing Practicum II	3
	Support Course	3
	<i>(BMGT 7521 Problems in Human Resource Management or PSMA 6006 Public Service Personnel Management)</i>	—
		11

**Semester IV**

NURS 7144	Nursing Research Colloquium	1
NURS 7351	Final Role Practicum in Nursing Administration	3
NURS 6431	Budgetary Process for Nursing Administration	3
	Free Elective	3
		10

Total Credits: 42

## Combination M.S.N./M.A. Program in Nursing Education

The Graduate Nursing Department offers a Master of Arts degree with a major in Nursing Education to prepare nurses who have already completed a master's degree in a clinical specialty for positions in educational settings which include the following: in-service education, continuing education and higher

education. The M.A. in Nursing Education program can be completed in combination with any of the clinical specialization programs offered at Seton Hall, or following the completion of any NLN-accredited master's program in which the applicant majored in clinical specialization. The combination M.S.N. and M.A. program requires completion of a total of 60 credits. Additional courses may be required depending upon the clinical specialty selected.

## M.A. in Nursing Education Degree Requirements

		Credits
<b>Semester I</b>		
NURS 6231	Teaching Methodologies	3
CLL 6234	Foundations and Practices of Higher Education	3
	Guided Elective	3
NURS 7241	Curriculum Structure and Development in Nursing	3
	Elective	3
		15

**Semester II**

EDST 6203	Computer Literacy for Educators	3
	Support Course	3
CLL 6441	Measurement and Evaluation	3
	Role Support Course	3
NURS 7355	Final Role Practicum in Nursing Education	3
		15

Total Credits: 30

## Electives for Full-Time Nursing Education Majors

Electives must be approved by the adviser.

### Recommended clinical support courses.

CPSY 6002	Counseling Theory	3
CPSY 6102	Psychology of Human Development	3
CPSY 6601	Family Interaction and Counseling	3

### Recommended role support courses.

CPSY 6505	Principles of Learning and Behavior Modification	3
ESAD 6666	Supervision of Instruction and Evaluation	3
ESAD 6761	School Finance	3

## M.S.N./M.A. Combination Program Sample Curriculum

The following is a sample program for primary health care (older years) track. Adjustments are made for other tracks.

### Semester I

NURS 7333	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6223	Health Promotion Across the Life Span	3
NURS 6411	Advanced Clinical Pathophysiology	3
		<u>12</u>

### Semester II

NURS 7343	Graduate Nursing Practicum II	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 6415	Clinical Pharmacology	3
NURS 7141	Nursing Research I	3
		<u>12</u>

### Semester III

NURS 7356	Graduate Nursing Practicum III	3
NURS 7246	Advanced Primary Health Care Theory (Older Years)	3
NURS 7143	Nursing Research II	2
NURS 7144	Nursing Research Colloquium	1
NURS 6231	Teaching Methodologies	3
		<u>12</u>

### Semester IV

NURS 7363	Graduate Nursing Practicum IV	3
CLLB 6441	Measurement and Evaluation	3
NURS 6124	Forces in Health Care	3
	Role Support Course	3
		<u>12</u>

### Semester V

NURS 7241	Curriculum Structure and Development in Nursing	3
	Guided Elective	3
CLLB 6234	Foundations and Practices of Higher Education	3
NURS 7355	Final Role Practicum in Nursing Education	3
		<u>12</u>

Total Credits: 60

# CLINICAL SPECIALIST IN PRIMARY HEALTH CARE

Students selecting the clinical specialist major are prepared as providers of primary health care to younger or older age groups. Students in the adult and aged (older) track focus on primary prevention and the management of acute minor or stabilized chronic illnesses. Students enrolled in the younger track providing health care to children may (1) have a focus on the maintenance and promotion of health and the management of children with minor, acute and/or chronic illness in ambulatory care settings, or (2) focus on the maintenance and promotion of health of the school age population

with emphasis placed on the assessment and management of children with disorders which impede the learning process.

There are two major emphases of role preparation: (1) to develop expertise in the provision of primary health care and (2) to develop leaders for interdisciplinary health care. Students complete courses in advanced nursing practice, where they develop skill in making independent clinical judgments, as well as participating in experiences involving peer review, client advocacy, the development of collaborative, interdisciplinary relationships and role negotiation. Clinical instruction is carried out by clinical nurse specialist/physician teams which actively model collaborative practice behaviors. This model of instruction allows the student to see the complementary roles of the clinical specialist and the physician, and demonstrates the unique contributions of nursing to the care of clients.

A minimum of 42 credits is required.

The requirements are as follows:

Theory Core	Credits
Nursing Research	6
Didactic Nursing Courses	6
Clinical Nursing Courses	12
Support Courses	9
Electives	<u>3</u>
Total:	42

## Curriculum plans for the four-semester sequence are as follows:

### Curriculum Plan

(Younger Years)

For full-time majors in Primary Health Care in School Age Children/Adolescents

Semester I		Credits
NURS 6223	Health Promotion	3
NURS 7334	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6411	Advanced Clinical Pathophysiology	<u>3</u>
		12
Semester II		
NURS 7344	Graduate Nursing Practicum II	3
NURS 7242	Primary Health Care Theory (Younger Years)	3
NURS 7141	Nursing Research I	<u>3</u>
		9
Semester III		
NURS 7244	Advanced Primary Health Care Theory (Younger Years)	3
NURS 7357	Graduate Nursing Practicum III	3
NURS 7143	Nursing Research II	2
EDST 6108	Psychological-Educational Foundations of Learning Disabilities	<u>3</u>
		11

**Semester IV**

NURS 7364	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 7144	Nursing Research Colloquium	1
NURS 6415	Clinical Pharmacology	<u>3</u>
		10

Total Credits: 42

**Curriculum Plan****(Younger Years)**

For full-time majors in Primary Health Care of Infants, Children and Adolescents

**Semester I**

		<b>Credits</b>
NURS 6223	Health Promotion	3
NURS 7334	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6411	Advanced Clinical Pathophysiology	<u>3</u>
		12

**Semester II**

NURS 7344	Graduate Nursing Practicum II	3
NURS 7242	Primary Health Care Theory (Younger Years)	3
NURS 7141	Nursing Research I	<u>3</u>
		9

**Semester III**

NURS 7244	Advanced Primary Health Care Theory (Younger Years)	3
NURS 7357	Graduate Nursing Practicum III	3
NURS 7143	Nursing Research II	2
	Role Support Course	<u>3</u>
		11

**Semester IV**

NURS 7364	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 7144	Research Colloquium	1
NURS 6415	Clinical Pharmacology	<u>3</u>
		10

Total Credits: 42

**Electives for Full-Time Majors in Primary Health Care****(Younger Years)**

Electives must be approved by the adviser.

EDST 6554	Advanced Psychology of Human Development	3
EDST 6303	Educational Media and Practices	3
EDST 7501	Human and Intercultural Relations	3
CPSY 6000	Group Dynamics	3
CPSY 6601	Family Interaction and Counseling	3
CPSY 6003	Counseling Skills	3

**Curriculum Plan****(Older Years)**

For full-time majors in Primary Health Care Nursing of the Adult

**Semester I**

		<b>Credits</b>
NURS 6223	Health Promotion	3
NURS 7333	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6411	Advanced Clinical Pathophysiology	<u>3</u>
		12

SETON HALL UNIVERSITY

**Semester II**

NURS 7343	Graduate Nursing Practicum II	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 7141	Nursing Research I	<u>3</u>
		9

**Semester III**

NURS 7246	Advanced Primary Health Care Theory (Older Years)	3
NURS 7357	Graduate Nursing Practicum III	3
NURS 7143	Nursing Research II	2
	Role Support Course	<u>3</u>
		11

**Semester IV**

NURS 7363	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 7144	Research Colloquium	1
NURS 6415	Clinical Pharmacology	<u>3</u>
		10

Total Credits: 42

**Curriculum Plan**

**(Older Years)**

For full-time majors in Primary Health Care Nursing of the Aged

**Semester I**

		Credits
NURS 6223	Health Promotion	3
NURS 7333	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6411	Advanced Clinical Pathophysiology	<u>3</u>
		12

**Semester II**

NURS 7343	Graduate Nursing Practicum II	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 7141	Nursing Research I	<u>3</u>
		9

**Semester III**

NURS 7246	Advanced Primary Health Care Theory (Older Years)	3
NURS 7356	Graduate Nursing Practicum III	3
NURS 7143	Nursing Research II	2
NURS 6221	Health Concepts for Aging	<u>3</u>
		11

**Semester IV**

NURS 7363	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 7144	Nursing Research Colloquium	1
NURS 6415	Clinical Pharmacology	<u>3</u>
		10

Total Credits: 42

Electives for Primary Health Care must be approved by adviser.

## **MASTER OF SCIENCE IN NURSING PROGRAM FOR RN'S WITH NON-NURSING BACHELOR'S DEGREES**

Registered nurses who hold a baccalaureate degree in areas other than nursing may earn a Master of Science in Nursing degree through a special program designed to recognize the professional competence and educational preparation they have already attained. An individualized plan of study expedites the completion of the B.S.N. equivalency and progression toward graduate level education.

Candidates for the degree may specialize in nursing administration; primary health care (nurse practitioner programs) in infant/child, school-age child, adult or gerontology; or critical care, adult or child.

### **Admission Criteria**

- Registered professional nurse licensure in New Jersey
- GPA and MAT scores which indicate academic achievement and the ability to successfully complete graduate level work
- Professional achievement
- Faculty interviews
- Professional liability insurance
- Health clearance prior to beginning clinical courses

### **BSN Equivalency**

- Completion of prerequisite undergraduate credits
- Satisfactory scores on ACT-PEP Exams

## **MASTER OF SCIENCE IN NURSING CLINICAL SPECIALIST IN CRITICAL CARE NURSING OF CHILDREN OR ADULTS**

This program prepares the professional nurse as a clinical specialist in critical care nursing. Two tracks, adult or child, are offered within the program. Both tracks include a core of nursing theory and research as well as didactic and clinical courses.

The program explores biopsychosocial dimensions of individuals and comprehensive management of critically ill children or adults. Clinical experience permits students to follow clients from entry into the health care delivery system through acute illness, discharge and home care. Students work with clients and families to achieve the highest attainable level of functional capacity.

SETON HALL UNIVERSITY

**Curriculum**

(Critical Care Nursing of Children)

		Credits
<b>Semester I</b>		
NURS 6123	Nursing Theory I	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7233	Critical Care Nursing of Children I	3
NURS 7336	Graduate Nursing Practicum I	<u>3</u>
		12
<b>Semester II</b>		
NURS 7442	Advanced Clinical Pathophysiology II	3
NURS 7141	Nursing Research I	3
NURS 7247	Critical Care Nursing of Children II	3
NURS 7346	Graduate Nursing Practicum II	<u>3</u>
		12
<b>Semester III</b>		
NURS 7143	Nursing Research II	2
NURS 7144	Nursing Research Colloquium	1
NURS 7256	Critical Care Nursing of Children III	3
NURS 7354	Graduate Nursing Practicum III	<u>3</u>
		9
<b>Semester IV</b>		
NURS 7361	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 6415	Clinical Pharmacology	<u>3</u>
		9
		Total Credits: 42

**Curriculum**

(Critical Care Nursing of Adults)

		Credits
<b>Semester I</b>		
NURS 6123	Nursing Theory	3
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7234	Critical Care Nursing of Adults I	3
NURS 7335	Graduate Nursing Practicum I	<u>3</u>
		12
<b>Semester II</b>		
NURS 7442	Advanced Clinical Pathophysiology II	3
NURS 7141	Nursing Research I	3
NURS 7248	Critical Care Nursing of Adults II	3
NURS 7345	Graduate Nursing Practicum II	<u>3</u>
		12
<b>Semester III</b>		
NURS 7143	Nursing Research II	2
NURS 7144	Nursing Research Colloquium	1
NURS 7257	Critical Care Nursing of Adults III	3
NURS 7358	Graduate Nursing Practicum III	<u>3</u>
		9
<b>Semester IV</b>		
NURS 7362	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 6415	Clinical Pharmacology	<u>3</u>
		9
		Total Credits: 42

# SCHOOL NURSE CERTIFICATION

Graduate study in the school nurse certification program reflects the conviction that the school nurse should play a significant role as a school and community health care provider. The curriculum is designed to include information and skills of specific relevance to school nursing, school health and community health care. Emphasis is on prevention of illness, health education, health promotion and health maintenance.

In addition, courses in foundations of education, curriculum design and strategies in teaching prepare the school nurse for classroom teaching. A practicum in school nursing and teaching is required.

Students in this program are College of Nursing students who have been admitted to the School Nurse Certification program but are not matriculated for a graduate degree. Upon completion of 30 credits in required courses, students are eligible for New Jersey State School Nurse Certification. Up to 12 credits of previous course work may be transferred to meet certification requirements.

Courses are offered in the evening on a full-time or part-time basis. The supervised field experience is a daytime experience.

## Admission Requirements

- A baccalaureate degree from an accredited school
- A cumulative B average
- Current licensure as a registered professional nurse in New Jersey
- Professional liability insurance
- Health clearance prior to field experience

---

## Curriculum Plan for School Nurse Certification Program

If no prior course work is accepted for transfer, students must complete all of the following courses:

NURS 6011	School Nursing	3
NURS 6012	Supervised Field Experience and Seminar in School Nursing/Teaching	6
EDST 6327	Mental Health	
CPSY 6102	Psychology of Human Development	3
EDST 6337	Western Tradition in Society	3
ESAD 6665	Curriculum Development and Evaluation	3
NURS 6231	Teaching Methodologies	3
CLLB 6233	Community Health	3
EDST 7501	Human and Intercultural Relations in School and Society	3

---

Total credits 30

## School Nurse Certification

If prior course work is transferred, students generally complete the following:

EDST 6337	Western Tradition in Society	3
ESAD 6665	Curriculum Development and Evaluation	3
NURS 6011	School Nursing	3
NURS 6012	Supervised Field Experience and Seminar in School Nursing/Teaching	6
NURS 6231	Teaching Methodologies	3



Students in the Master of Science program in Primary Health Care of School Age Children and Adolescents who are also seeking school nurse certification must complete the following 3-credit courses:

EDST 6337	Western Tradition in Society
ESAD 6665	Curriculum Development and Evaluation
NURS 6231	Teaching Methodologies

Upon completion of required courses, students are eligible for New Jersey State School Nurse Certification.

## Course Descriptions

### **NURS 6011 SCHOOL NURSING**

Prerequisites: registration in the school nurse certification program and faculty permission

Study of the organization and administration of school health services. Role and function of the nurse in a school setting with a focus on health assessments and management. Options for school health programs explored and evaluated. Effectiveness of the school nurse as a change agent.

Theory 2 hours per week. 3 credits

### **NURS 6012 SUPERVISED FIELD EXPERIENCE AND SEMINAR IN SCHOOL NURSING/TEACHING**

Prerequisite: registration in the school nurse certification program

Designed for the registered nurse completing requirements for the certification as a school nurse. Students are placed in selected schools to participate in the delivery of school health services and in teaching areas related to health. Major focus is to assist pupils and families to achieve high-level wellness by becoming active participants in their own health care. Weekly seminars enable students to synthesize previous learnings for utilization in classroom health teaching and to explore and propose new approaches to nursing in school health services.

Clinical practice and teaching 225 hours per semester; seminar 2 hours per week.

6 credits

### **NURS 6013 PHYSICAL ASSESSMENT OF CHILDREN/ADOLESCENTS**

This course focuses on assessment of the client's health status from birth through adolescence. Included are theory and techniques in the measurement of human health, human development and level of functioning, practice in obtaining health histories and in performing behavioral, developmental, functional and physical assessments.

Theory two hours per week. 3 credits

### **NURS 6123 NURSING THEORY**

Introduction to the nature of theory and the process of theory development, with applications of philosophical and theoretical orientations to nursing.

Theory 2 hours per week. 3 credits

### **NURS 6124 FORCES IN HEALTH CARE**

Examines the issues and concepts relevant to understanding the relationships between social networks, bio-medical ethics and health policy. Emphasis on the process by which health care policy is formulated and on identifying the central issues within the social, ethical and political framework together with their supportive and non-supportive argumentation.

3 credits

### **NURS 6221 HEALTH CONCEPTS FOR AGING**

Study of the aging process and its relationship to the health status of older adults.

3 credits

### **NURS 6222 NURSING ADMINISTRATION**

Introduction to basic elements of nursing administration. Theories and research relative to administration of nursing services analyzed and evaluated in relation to practice needs.

Theory 2 hours per week. 3 credits

### **NURS 6223 HEALTH PROMOTION**

Comprehensive health care needs identified for individuals of all ages. Current and evolving health care delivery.

3 credits

### **NURS 6231 TEACHING METHODOLOGIES**

Exploration of the teaching process from a systems perspective. Content and teaching strategies are selected to enable the student to relate learning to the instructional process, assess learning styles and needs, write performance objectives, design and deliver instructional units and evaluate student performance, instructional products and instructional procedures. Adaptation of instruction to the child and adult learner are included.

3 credits

### **NURS 6411 ADVANCED CLINICAL PATHOPHYSIOLOGY**

Selected nursing problems in the area of pathophysiology. Symptoms and signs of clinical situations analyzed and discussed with regard to physiological alterations associated with those pathological situations. Discussion of physiological basis of clinical signs and symptoms to better understand the etiology of disease as well as to develop a cognizance of the rationale for its management.

Theory 2 hours per week. 3 credits

**NURS 6415 CLINICAL PHARMACOLOGY**  
Provides a working knowledge of pharmacotherapeutics, with emphasis on therapeutic needs of the ambulatory client, from childhood through older years. Basic concepts in qualitative and quantitative drug actions within the body. Overview of selected therapeutic drug categories allows students to evaluate patient situations and determine the drug(s) of choice. 3 credits

**NURS 6431 BUDGETARY PROCESSES FOR NURSING ADMINISTRATORS**  
Prerequisite: Clinical experience in management

Opportunity to study essential elements in the management of budget in nursing settings, while providing the basic knowledge of finances needed to interpret, plan, control and negotiate the budgetary process. Theory 2 hours per week. 3 credits

**NURS 6991-6992-6993 INDEPENDENT STUDY IN NURSING**

Opportunity for graduate nursing students to study a selected area or problem in nursing and to enhance the ability for self-directed learning. Students are assigned or select qualified faculty to serve as consultants. 1-2-3 credits

**NURS 7014 SCHOOL NURSING OF CHILDREN/ADOLESCENTS WITH DISABILITIES**

This course focuses on the identification, management, and evaluation of children and adolescents with disabilities in the area of chronic illness, emotional disorders, physical handicaps, mental retardation and learning disabilities. The role of the school nurse with children and adolescents with disabilities is presented, as well as relevant legislation affecting disabilities and handicapping conditions. Emphasis is placed on the formulation of the health component of the individual educational plan.

Theory two hours per week. 3 credits

**NURS 7141 NURSING RESEARCH I**

Prerequisite: NURS 6123

Discipline and methods of research learned in NURS 6123 are built upon through the critique of published studies and student proposals, and are utilized fully through the development of a concept for nursing research. Students are encouraged to develop clinically oriented, theoretically based research concepts. Emphasis on the nature of scientific inquiry, role of research in knowledge and theory development, as well as ethics in research.

Theory 2 hours per week. 3 credits

**NURS 7143 NURSING RESEARCH II**

Prerequisite: NURS 7141

Opportunity to develop and carry out, under faculty guidance and with peer collaboration, a research proposal. Students either choose a research proposal and implement and interpret it in light of the identified theoretical or conceptual base or else apply a research finding in a practice setting, implementing, evalu-

ating, and documenting the change phenomenon in the practice setting. Emphasis on the research approach to professional practice. Theory 2 hours per week. 2 credits

**NURS 7144 NURSING RESEARCH COLLOQUIUM**

Prerequisites: NURS 7141, NURS 7143

Third course in the graduate research sequence in which students complete a research project. Focus on the interpretation of data analysis and the finalization and presentation of the research project to peers and faculty. 1 credit

**NURS 7233 CRITICAL CARE OF CHILDREN I**

Prerequisites: NURS 6123 and NURS 6411

Corequisite: NURS 7336

Directed toward developing an understanding of the nursing care of critically ill children and the role of the clinical nurse specialist in the management of care for the critically ill. The roles of the clinical nurse specialist are introduced: expert practitioner, educator, researcher, consultant and manager. Emphasis is placed on the development of the expert practitioner role.

Theory two hours per week. 3 credits

**NURS 7234 CRITICAL CARE OF ADULTS I**

Prerequisites: NURS 6123 and NURS 6411

Corequisite: NURS 7335

Directed toward developing an understanding of the nursing care of critically ill adults and the role of the clinical nurse specialist in the management of care for the critically ill. The roles of the clinical nurse specialist are introduced: expert practitioner, educator, researcher, consultant and manager. Emphasis is placed on the development of the expert practitioner role.

Theory two hours per week. 3 credits

**NURS 7241 CURRICULUM STRUCTURE AND DEVELOPMENT IN NURSING**

Prerequisites: NURS 6123, NURS 6124

Functional role support course for students majoring in nursing education, focusing on the evolution of curricula structure in contemporary nursing education. Concepts identified from nursing models developed and utilized within curricular frameworks. Analysis and evaluation of nursing curricula.

Theory 2 hours per week. 3 credits

**NURS 7242 PRIMARY HEALTH CARE: YOUNGER YEARS**

Prerequisites: NURS 6223, NURS 7331

Students acquire theory to initiate, manage, and evaluate primary health care regimens for children and adolescents. 3 credits

**NURS 7243 PRIMARY HEALTH CARE: OLDER YEARS**

Prerequisites: NURS 6223, NURS 7331

Students acquire theory to initiate, manage and evaluate primary health care regimens for adults and the aged. 3 credits

**NURS 7244 ADVANCED PRIMARY HEALTH CARE: YOUNGER YEARS**

Prerequisite: NURS 7242

Focus on application of current theory relevant to primary health care nursing management of the developing individual from birth through adolescence, with a long-term health care deviation. Holistic view of the growing and developing client; consideration of the client within the context of the family as the support system through which the plan of complex care is implemented. 3 credits

**NURS 7246 ADVANCED PRIMARY HEALTH CARE: OLDER YEARS**

Prerequisite: NURS 7243

Content directed toward acute presentation of illness and complex health problems of adults and the aged. Role of the clinical nurse specialist in the care and management of frail elders and their support systems in institutions and the community. Issues in rehabilitation and quality care. 3 credits

**NURS 7247 CRITICAL CARE NURSING OF CHILDREN II**

Prerequisites: NURS 7233, NURS 7336

Corequisites: NURS 7346, NURS 7442

Focuses on further development of an understanding of the nursing care of critically ill children and their family members. There is an emphasis on the development of the educator and researcher roles of the clinical nurse specialist. The process of change and the consultant role are integrated within the course. Theory two hours per week. 3 credits

**NURS 7248 CRITICAL CARE NURSING OF ADULTS II**

Prerequisites: NURS 7234, NURS 7335

Corequisites: NURS 7345, NURS 7442

Focuses on further development of an understanding of the nursing care of critically ill adults and their family members. There is an emphasis on the development of the educator and researcher roles of the clinical nurse specialist. The process of change and the consultant role are integrated within the course. Theory two hours per week. 3 credits

**NURS 7256 CRITICAL CARE NURSING OF CHILDREN III**

Prerequisites: NURS 7247, NURS 7346

Corequisites: NURS 7354

Focuses on further development of common and complex nursing care of critically ill children and their families from onset of illness through resolution or rehabilitation. There is an emphasis on the consultant and manager roles of the clinical nurse specialist and the processes of change and advocacy. Theory two hours per week. 3 credits

**NURS 7257 CRITICAL CARE NURSING OF ADULTS III**

Prerequisites: NURS 7248, NURS 7345

Corequisites: NURS 7358

Focuses on further development of common and complex nursing care of critically ill adults and their families from onset of illness through resolution or rehabilitation. There is

an emphasis on the consultant and manager roles of the clinical nurse specialist and the processes of change and advocacy.

Theory two hours per week. 3 credits

**NURS 7330 GRADUATE NURSING PRACTICUM I: NURSING ADMINISTRATION**

Prerequisite: NURS 6222

Focuses on the agency system by comparison and contrast of the assigned organization with administrative/managerial theory.

3 credits

**NURS 7333 GRADUATE NURSING PRACTICUM I: PRIMARY HEALTH CARE: OLDER YEARS**

Corequisites: NURS 6223, NURS 6411

Opportunity to gain understanding and practice of the expanded nursing role. Emphasis on preventive care and health maintenance. Students acquire mastery of comprehensive assessment skills with well adults and the aged. 3 credits

**NURS 7334 GRADUATE NURSING PRACTICUM I: PRIMARY HEALTH CARE: YOUNGER YEARS**

Corequisites: NURS 6223, NURS 6411

Focus is on theory and techniques underlying the assessment of child health status, child development and level of child functioning. Opportunity for clinical practice with well children in performing behavioral, developmental, functional, environmental and physical assessments. 3 credits

**NURS 7335 GRADUATE NURSING PRACTICUM I: CRITICAL CARE NURSING OF ADULTS**

Corequisites: NURS 6123, NURS 6411

Practice in the clinical nurse specialist role in critical care of adults. Focus is on the expert practitioner role, independent and collaborative practice, and refinement of patient management skills in the critical care environment. 3 credits

**NURS 7336 GRADUATE NURSING PRACTICUM I: CRITICAL CARE NURSING OF CHILDREN**

Corequisites: NURS 6123, NURS 6411

Practice in the clinical nurse specialist role in critical care of children. Focus is on the expert practitioner role, independent and collaborative practice, and refinement of patient management skills in the critical care environment. 3 credits

**NURS 7342 GRADUATE NURSING PRACTICUM II: NURSING ADMINISTRATION**

Prerequisite: NURS 7331

Focuses on the skills needed to function at the assistant-associate director of nursing level. Students analyze the clinical setting in relation to relevant theories and develop a proposal to accomplish a change desired by the agency. 3 credits

**NURS 7343 GRADUATE NURSING  
PRACTICUM II: PRIMARY HEALTH  
CARE: OLDER YEARS**

Prerequisite: NURS 7333

Corequisite: NURS 7243

Opportunity to practice in ambulatory care to build primary health care skills in clinical assessment, diagnostic decision making and management of adults or aged who have minor, acute, common, uncomplicated or chronic stabilized illness. 3 credits

**NURS 7344 GRADUATE NURSING  
PRACTICUM II: PRIMARY HEALTH  
CARE: YOUNGER YEARS**

Prerequisite: NURS 7334

Corequisite: NURS 7242

Opportunity to practice in selected ambulatory care sites for the purpose of building clinical appraisal, diagnostic decision making and management skills with healthy children, children who are experiencing minor acute illness, and their families. Clinical seminar provides opportunity for case presentation and advanced nursing practice role analysis. 3 credits

**NURS 7345 GRADUATE NURSING  
PRACTICUM II: CRITICAL CARE  
NURSING OF ADULTS**

Prerequisites: NURS 7234, NURS 7335

Corequisites: NURS 7248, NURS 7442

The focus of this clinical course is on care of the critically ill adult through recovery or resolution. A holistic approach incorporating the family and the application and integration of high technology care is emphasized. Emphasis is placed on independent and collaborative practice in the critical care setting. Refinement of patient management and the development of the educator and researcher components of the clinical nurse specialist role are emphasized. 3 credits

**NURS 7346 GRADUATE NURSING  
PRACTICUM II: CRITICAL CARE  
NURSING OF CHILDREN**

Prerequisites: NURS 6411, NURS 7233, NURS 7336

Corequisites: NURS 7247, NURS 7442

The focus of this clinical course is on care of critically ill young children through recovery or resolution. A holistic approach incorporating the family and the application and integration of high technology care is emphasized. Emphasis is placed on independent and collaborative practice in the critical care setting. Refinement of patient management and the development of the educator and researcher components of the clinical nurse specialist role are emphasized. 3 credits

**NURS 7351 (NU 365) FINAL ROLE  
PRACTICUM IN NURSING  
ADMINISTRATION**

Prerequisites: Completion of or concurrent enrollment in all other courses.

Opportunity to explore, test and expand theory in the organizational setting. Immersion in the administrator role permits evaluation

and refinement of students' effectiveness as leaders and managers of nursing. Students identify personal objectives within the framework of the course objectives and are expected to plan, control and evaluate their learning experiences to achieve these objectives.

Clinical practice nine hours, including on-campus clinical conferences. 3 credits

**NURS 7354 GRADUATE NURSING  
PRACTICUM III: CRITICAL CARE  
NURSING OF CHILDREN**

Prerequisites: NURS 7247, NURS 7346

Focuses on the clinical nurse specialist's management of critically ill children and their families from critical illness onset through rehabilitation or resolution. The application of complex technological care is emphasized and analyzed. 3 credits

**NURS 7355 FINAL ROLE PRACTICUM IN  
NURSING EDUCATION**

Prerequisites: All program requirements with the exception of NURS 7143 and one functional support course which may be taken simultaneously.

The teaching practicum provides students with the opportunity to select, test and expand theory in an educational or staff development setting. Practice teaching and assumption of the educator's role permit students to evaluate and refine their effectiveness in role socialization. 3 credits

**NURS 7356 GRADUATE NURSING  
PRACTICUM III: PRIMARY HEALTH  
CARE: OLDER YEARS**

Prerequisite: NURS 7343

Corequisite: NURS 7246

Focus is on continued development of primary health care skills. Students continue to provide primary health care services to well, acute and chronically ill clients. 3 credits

**NURS 7357 GRADUATE NURSING  
PRACTICUM III: PRIMARY HEALTH  
CARE: YOUNGER YEARS**

Prerequisites: NURS 7242, NURS 7344

Corequisite: NURS 7244

Opportunity for practice with children with long-term health deviations in schools and specialty clinics within a family and community context. Emphasis is on development of a therapeutic regimen and continuity of care based upon in-depth assessment. Seminar provides format for case analysis and development of a collaborative role model. 3 credits

**NURS 7358 GRADUATE NURSING  
PRACTICUM III: CRITICAL CARE  
NURSING OF ADULTS**

Prerequisites: NURS 7248, NURS 7345, NURS 7257

Focuses on the clinical nurse specialist's management of critically ill adults and their families from critical illness onset through rehabilitation or resolution. The application of complex technological care is emphasized and analyzed. 3 credits

**NURS 7361 GRADUATE NURSING  
PRACTICUM IV/CRITICAL CARE:  
CHILDREN**

Prerequisites: NURS 7256, NURS 7354

Focuses on nurse specialist's holistic management of critically ill clients in health care institutions and the community. Factors affecting health care are analyzed as a basis for planning and initiating change. 3 credits

**NURS 7362 GRADUATE NURSING  
PRACTICUM IV/CRITICAL CARE:  
ADULT**

Prerequisites: NURS 7257, NURS 7358

Focuses on nurse specialist's holistic management of critically ill clients in health care institutions and the community. Factors affecting health care are analyzed as a basis for planning and initiating change. 3 credits

**NURS 7363 GRADUATE NURSING  
PRACTICUM IV: PRIMARY HEALTH  
CARE: OLDER YEARS**

Prerequisites: NURS 7356 and NURS 7243

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of care to adults or aged in a setting of choice. Focus is on leadership and change strategies in a socio-political and legal environment. 3 credits

**NURS 7364 GRADUATE NURSING  
PRACTICUM IV: PRIMARY HEALTH  
CARE: YOUNGER YEARS**

Prerequisites: NURS 7357 and NURS 7244

Opportunity to integrate, synthesize and demonstrate expert clinical judgment and decision making in the provision of care to children and their families in a variety of settings. Focus is on leadership and change strategies in a socio-political and legal environment. 3 credits

**NURS 7442 ADVANCED CLINICAL  
PATHOPHYSIOLOGY II**

Prerequisite: NURS 6411

An in-depth study of the physiological principles of complex pathologies. Symptoms and signs of complex clinical situations will be analyzed and discussed in order that the student may have an understanding of the etiology of complex diseases as well as a cognizance of the rationale for their management. 3 credits

**CLLB 6003 HIV/AIDS: CONCEPTS AND  
ISSUES**

Multidisciplinary exploration of the relevant concepts and issues of HIV/AIDS, including prevention, education, research and management. Major focus on legal, political, social, medical and ethical issues. 3 credits

**CLLB 6233 COMMUNITY HEALTH**

Basic factors in providing community-based health care; assessments of community needs, community organization and planning, community politics and the relationship of consumers and providers; scope of practice of health care professionals, including interdisciplinary collaboration and the organization of health care delivery systems. Theory two hours per week. 3 credits

**CLLB 6234 FOUNDATIONS AND  
PRACTICES OF HIGHER EDUCATION**

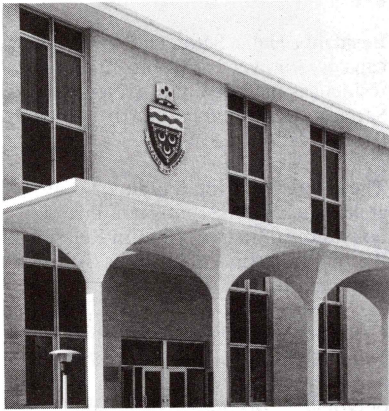
An examination of current beliefs, values, practices and related issues in higher education. Designed primarily for persons who intend to assume either faculty or administrative positions in higher education. Theory two hours per week. 3 credits

**CLLB 6240 FOUNDATIONS IN  
CONTINUOUS QUALITY IMPROVEMENT**

Designed for graduate students in nursing, public and business administration, and professionals in health care agencies. Provides a basic understanding of the cultural, mechanical and developmental processes necessary to create a successful quality environment within an organization. 3 credits

**CLLB 6441 MEASUREMENT AND  
EVALUATION**

Designed for those who teach, this course provides students with opportunities to acquire skills in the development, evaluation, selection and use of evaluation instruments that measure a variety of intended learning outcomes. Theory two hours per week. 3 credits



## UNIVERSITY BUILDINGS

**Alfieri Hall**, completed in 1984, contains classrooms, the University's Media Center, the Writing Center and offices of the Educational Opportunity Program.

**Alumni Hall**. The 25th anniversary gift of the alumni, who raised the \$15,000 needed to construct the building in 1881, Alumni Hall houses the chapel for the Seminary.

**Art Center**. Originally a red-brick carriage house and now a registered national landmark, this Victorian building has been preserved and renovated and was officially dedicated in May 1974 as the University's art center. It houses an art gallery, studios, classrooms and offices of the Department of Art and Music.

**Bayley Hall**. Erected in 1913 and named for Bishop James Roosevelt Bayley, first Bishop of Newark and nephew of Saint Elizabeth Ann Seton, Bayley Hall is used for business and administrative purposes such as the bursar's and registrar's offices.

**Robert E. Brennan Recreation Center and Walsh Gymnasium**. A student-oriented, multi-purpose facility that serves the recreation, physical education and intercollegiate needs of the University community, the Robert E. Brennan Recreation Center contains the Richard and Sheila Regan field house, an eight-lane, 25-yard pool, a fitness/weight training room, a dance studio, racquetball courts, saunas and locker rooms. Adjacent to the recreation center, Walsh Gymnasium, a 3,400-seat arena built in 1939 and named for Newark Archbishop Thomas Walsh, is the site of practice and competition for many intercollegiate teams. Outdoor facilities include Owen T. Carroll Field and Ivy Hill Park, 19 acres of practice and intramural fields adjacent to the campus.

**Chapel of the Immaculate Conception**. The Chapel of the Immaculate Conception has been the center of campus religious life since 1863 and observed its 125th anniversary in 1988-1989. Open every day, the chapel serves as a place of meditation and prayer for all members of the University community. Several masses are offered on weekdays and on Sundays.

**Corrigan Hall**. Named after Bishop Michael A. Corrigan and Reverend James H. Corrigan, brothers who served as second and third presidents of Seton Hall, this building contains offices, the facilities of Computing Services and classrooms.

**Duffy Hall**. Completed in 1948, Duffy Hall housed Seton Hall Preparatory School until 1985. Classrooms, offices, the bookstore, archives, the Center for Public Service, and the Housing and Residence Life Office are located in this building.

**Bishop Dougherty Student Center**. Named for Bishop John J. Dougherty, president of Seton Hall from 1960 through 1970, the Student Center contains meeting rooms, dining areas, lounges, an art gallery, the Theatre-in-the-Round, a student pub and a recreational complex. It houses the offices of student publications and student government and the directors of student life and student activities.

**Fahy Hall.** The Humanities Building, opened in 1968, houses many departments of the College of Arts and Sciences. In addition to classrooms and faculty offices, it contains communication and language laboratories, a television studio and the University museum.

**Lewis Hall/The Immaculate Conception Seminary and School of Theology** was completed in 1984. Faculty and student residences, a dining hall, lounges and the Seminary library are housed here.

**McLaughlin Library.** Constructed in 1953, the University's central library commemorates Bishop Thomas H. McLaughlin, ninth president of Seton Hall. The Library houses most of the University library resources and services for the South Orange campus.

**McNulty Hall.** The Departments of Biology, Chemistry and Physics are located in McNulty Hall, named in honor of Monsignor John Laurence McNulty, president during the University's post-World War II expansion years. This building contains classrooms, teaching and research facilities, faculty offices and an amphitheater.

**McQuaid Hall.** Named after Bernard McQuaid, first president of Seton Hall, this building was constructed in the early 1900s. It now serves as offices for the College of Education and Human Services, and the Department of Psychology.

**Mooney Hall,** named for Monsignor Mooney, president of Seton Hall from 1907 to 1922, houses Freshman Studies, Archaeology Studies, Military Science, the Print Shop, classrooms and offices.

**Presidents Hall.** Visually the "center-piece" of the campus, Presidents Hall dates back to 1867. It houses administrative offices, including that of the chancellor and International Programs.

**Residence Halls.** Seton Hall has housing capacity for over 2,000 students. The residences include Cabrini, Neumann, Serra, Xavier, Aquinas, North and South Boland Halls and St. Andrew's.

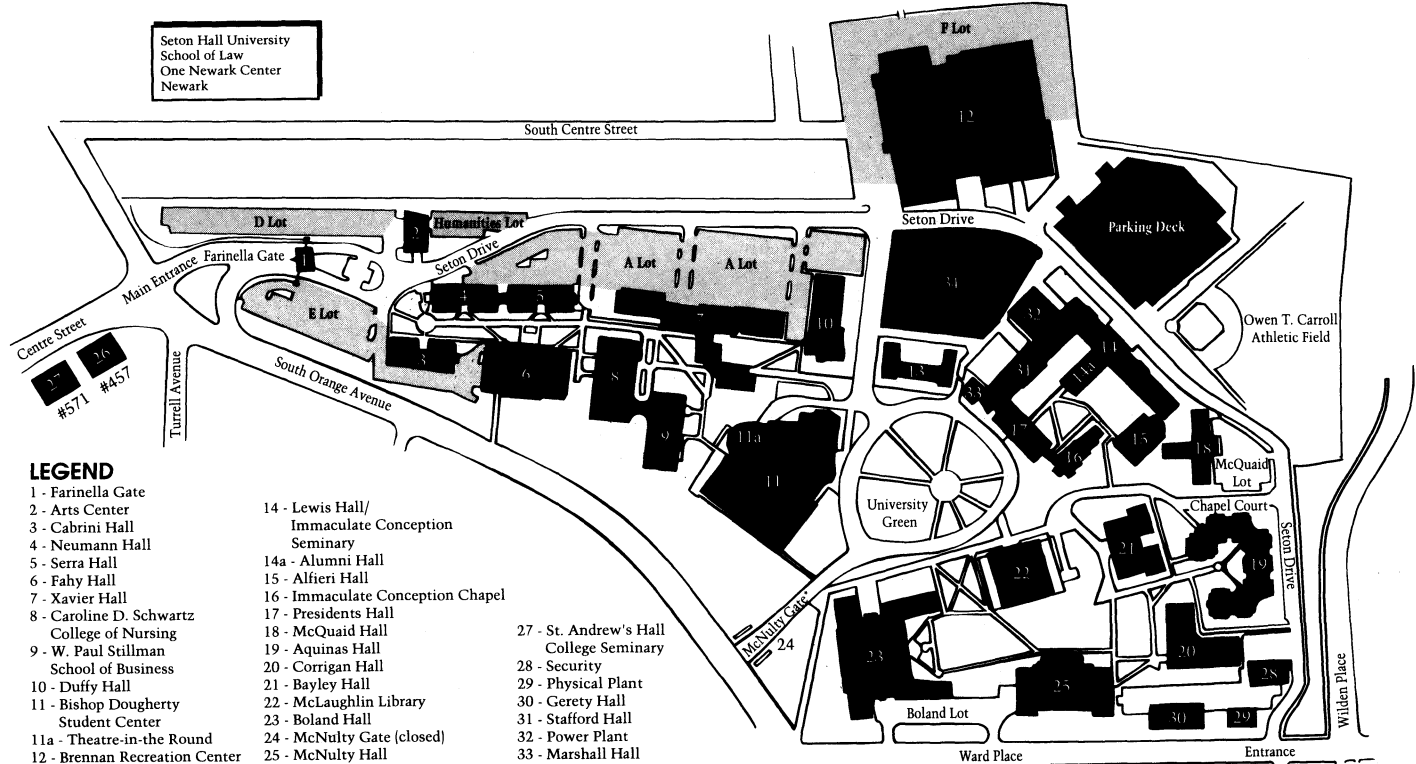
**The George M. Ring Building.** Located at 457 Centre Street, this building houses the Offices of Alumni Relations, Public Relations, Publications, Advancement and Grant Development.

**Caroline D. Schwartz College of Nursing Building.** Opened in 1973 and named after the first dean of the College of Nursing, this building contains innovative teaching equipment, including a multipurpose practice demonstration room, a lecture hall, an audiovisual equipment area, a computer room, a reading room, classrooms and offices for faculty and administration.

**W. Paul Stillman School of Business Building.** Named for a benefactor and opened in 1973, the business school building houses lecture halls, seminar rooms, conference rooms, classrooms, offices for faculty, administrative personnel and a computer laboratory.

# SETON HALL UNIVERSITY CAMPUS

Seton Hall University  
School of Law  
One Newark Center  
Newark



## LEGEND

- |   |                              |  |
|---|------------------------------|--|
| 1 - Farinella Gate                                    | 21 - Bayley Hall             | 27 - St. Andrew's Hall<br>College Seminary |
| 2 - Arts Center                                       | 22 - McLaughlin Library      | 28 - Security                              |
| 3 - Cabrini Hall                                      | 23 - Boland Hall             | 29 - Physical Plant                        |
| 4 - Neumann Hall                                      | 24 - McNulty Gate (closed)   | 30 - Gerety Hall                           |
| 5 - Serra Hall  | 25 - McNulty Hall            | 31 - Stafford Hall                         |
| 6 - Fahy Hall   | 26 - George M. Ring Building | 32 - Power Plant                           |
| 7 - Xavier Hall                                       |                              | 33 - Marshall Hall                         |
| 8 - Caroline D. Schwartz<br>College of Nursing        |                              | 34 - Walsh Library                         |
| 9 - W. Paul Stillman<br>School of Business            |                              |  |
| 10 - Duffy Hall                                       |                              |  |
| 11 - Bishop Dougherty<br>Student Center               |                              |  |
| 11a - Theatre-in-the Round                            |                              |  |
| 12 - Brennan Recreation Center                        |                              |  |
| 13 - Mooney Hall                                      |                              |  |
| 14 - Lewis Hall/<br>Immaculate Conception<br>Seminary |                              |  |
| 14a - Alumni Hall                                     |                              |  |
| 15 - Alfieri Hall                                     |                              |  |
| 16 - Immaculate Conception Chapel                     |                              |  |
| 17 - Presidents Hall                                  |                              |  |
| 18 - McQuaid Hall                                     |                              |  |
| 19 - Aquinas Hall                                     |                              |  |
| 20 - Corrigan Hall                                    |                              |  |

\*(for emergency use only)



# UNIVERSITY DIRECTORY

Mailing address:

**Seton Hall University**  
400 South Orange Avenue  
South Orange, New Jersey 07079  
(201) 761-9000

**Academic Services**  
Bayley Hall  
(201) 761-9363  
*Assistant Provost: Jane S. Norton*

**Admissions**  
Bayley Hall  
(201) 761-9332  
Out of State: 1-800-The Hall  
*Dean: Patricia Burgh*

**Affirmative Action**  
Presidents Hall  
(201) 761-9212  
*Director: Frank Morales*

**Alumni Relations**  
George M. Ring Building  
(201) 378-9822  
*Director: Daniel Murray*

**Archives**  
Duffy Hall  
(201) 761-9476  
*Director: Monsignor William N. Field*

**Arts and Sciences, College of**  
Fahy Hall  
(201) 761-9022  
*Dean: Jerry A. Hirsch*

**Athletics and Recreational Services**  
Brennan Recreation Center  
(201) 761-9497  
*Director: Larry Keating*

**Bursar, Office of the**  
Bayley Hall  
(201) 761-9325  
*Bursar: Robert N. Magovern*

**Business and Auxiliary Services**  
Presidents Hall  
(201) 761-9002  
*Director: Marc Berger*

**Business, W. Paul Stillman School of**  
W. Paul Stillman Building  
(201) 761-9013  
*Acting Dean: Nicholas Beutell*

**Campus Ministry**  
Boland Hall  
(201) 761-9545  
*Director: Reverend Paul L. Bochicchio*

**Campus Tours**  
Bayley Hall  
(201) 761-9332  
*Dean: Patricia Burgh*

**Career Services**  
Bayley Hall  
(201) 761-9355  
*Director: Christopher Pratt*

**Center for Computing and Information Services**  
Corrigan Hall  
(201) 761-9400  
*Director: James P. Kennelly*

**Chancellor, Office of the**  
Presidents Hall  
(201) 761-9630  
*President and Chancellor: Very Reverend Thomas R. Peterson, O.P.*  
*Minister to the Priest Community: Reverend Monsignor Harold P. Darcy*  
*University Counsel: Catherine A. Kiernan, Esq.*

**Code of Conduct and Orientation**  
Student Center  
(201) 761-9075  
*Dean of Students: Gregory Mikalauskas*

**College Seminary**  
Corrigan Hall  
(201) 761-9420  
*Rector: Reverend Eugene Koch*

**Continuing Education**  
Bayley Hall  
(201) 761-9430  
*Director: Jane H. Degnan*

**Cooperative Education**  
Bayley Hall  
(201) 761-9355  
*Director: Christopher Pratt*

**Counseling Center**  
Mooney Hall  
(201) 761-9500  
*Director: Sister Catherine Waters, O.P.*

**Education and Human Services, College of**  
McQuaid Hall  
(201) 761-9025  
*Acting Dean: Joseph DePierro*

**Educational Opportunity Program**  
Alfieri Hall  
(201) 761-9161  
*Director: Carol McMillan-Lonesome*

**Executive Vice Chancellor, Office of the**  
Presidents Hall  
(201) 761-9011  
*Executive Vice Chancellor: James O. Allison*

**Financial Aid**  
Bayley Hall  
(201) 761-9350  
*Director: Michael A. Menendez*

**Financial Affairs**  
Bayley Hall  
(201) 761-9318  
*Director: Edwin Millar*

**Graduate Medical Education, School of**

Presidents Hall  
(201) 761-9213  
*Acting Dean: John Paterson*

**Grants and Research Service, Office of**

George M. Ring Building  
(201) 378-9806  
*Director: Robert C. Hallissey*

**Health Services**

Boland Hall  
(201) 761-9175  
*Director: Ellen Seuffert*

**Housing and Residence Life**

Duffy Hall  
(201) 761-9172  
*Acting Director: Lynn Riker*

**Human Resources, Department of**

Stafford Hall  
(201) 761-9177  
*Director: Deborah Kroeger*

**Institutional Research**

Presidents Hall  
(201) 761-9205  
*Director: Reverend Robert Nestor*

**International Programs, Office of**

Student Center  
(201) 761-9081  
*Director: Kathleen M. Reilly*

**Law, School of**

1111 Raymond Boulevard  
Newark, New Jersey 07102  
(201) 642-8747 (Admissions)  
*Dean: Ronald J. Riccio*

**Library**

McLaughlin Library Building  
(201) 761-9431  
*Dean of University Libraries: Robert A. Jones*

**Immaculate Conception Library**

(201) 642-8770  
*Director: Monsignor James C. Turro*

**Media Center**

Alfieri Hall  
(201) 761-9554  
*Director: Ronald E. J. Myzie*

**Nursing, College of**

Schwartz Building  
(201) 761-9014  
*Dean: Barbara A. Beeker*

**Off-Campus Housing**

Duffy Hall  
(201) 761-9172  
*Acting Director: Lynn Riker*

**Parking, Public Safety and Security**

Mooney Hall  
(201) 761-9328  
*Director: Michael D. McMahon*

**Physical Plant**

Community House  
(201) 761-9454  
*Director: Steve Kurtyka*

**Policy and Planning, Office of**

Presidents Hall  
(201) 761-9205  
*Associate Chancellor: Monsignor Dennis Mahon*

**Provost, Office of**

Presidents Hall  
(201) 761-9655  
*Provost: Bernhard W. Scholz*

**Purchasing**

Presidents Hall  
(201) 761-9183  
*Director: Marc Berger*

**Public Relations, Publications and Special Projects, Offices of**

George M. Ring Building  
(201) 378-9834  
*Acting Director: Irene Paslawsky*

**Registrar, Office of the**

Bayley Hall  
(201) 761-9654  
*Registrar: Mary Ellen Farrell*

**Student Activities**

Student Center  
(201) 761-9076  
*Dean: Gregory Mikalauskas*

**Student Affairs**

Student Center  
(201) 761-9075  
*Vice Chancellor: Patricia P. Kuchon*

**Special Services**

Mooney Hall  
(201) 761-9166  
*Director: Raynette Gardner*

**Summer Session**

Bayley Hall  
(201) 761-9363  
*Assistant Provost: Jane S. Norton*

**Theology, Immaculate Conception School of**

Lewis Hall  
(201) 761-9575  
*Rector/Dean: Reverend Monsignor Robert E. Harahan*

**University Affairs, Division of**

George M. Ring Building  
(201) 378-9801  
*Vice Chancellor: Craig J. Leach*

**University College**

Bayley Hall  
(201) 761-9430  
*Assistant Provost: Jane S. Norton*

**University Events**

George M. Ring Building  
(201) 378-9833  
*Acting Director: Irene Paslawsky*

**Wintersession**

(201) Bayley Hall  
761-9363  
*Assistant Provost: Jane S. Norton*

## **Officers of the University**

**Very Reverend Thomas R. Peterson, O.P., S.T.D., Ph.D.**  
President and Chancellor

**Bernhard W. Scholz, Ph.D.**  
Provost

**James O. Allison, M.B.A., M.A.**  
Executive Vice Chancellor

**Craig J. Leach, B.S.**  
Vice Chancellor of University Affairs

**Patricia P. Kuchon, Ph.D.**  
Vice Chancellor for Student Affairs

**Monsignor Dennis Mahon, Ph.D.**  
Associate Chancellor for Policy and Planning

## **Academic Officers**

**Peter G. Ahr, Ph.D.**  
Dean of Freshman Studies

**Barbara Beeker, Ed.D.**  
Dean of the College of Nursing

**Nicholas Beutell, Ph.D.**  
Acting Dean of the W. Paul Stillman School of Business

**Joseph V. DePierro, Ed.D.**  
Acting Dean of the College of Education and Human Services

**Reverend Monsignor Robert E. Harahan, S.T.D.**  
Rector/Dean of the Immaculate Conception Seminary School of Theology

**Jerry A. Hirsch, Ph.D.**  
Dean of the College of Arts and Sciences

**Robert A. Jones, Ph.D.**  
Dean of University Libraries

**John Paterson, D.D.S.**  
Acting Dean of the School of Graduate Medical Education

**Ronald J. Riccio, J.D.**  
Dean of the School of Law

# Board of Regents

**Most Reverend Theodore E. McCarrick, *President***  
Archbishop of Newark

**Mr. Robert E. Brennan, *Chairman***  
Director  
First Jersey Securities

**Mr. Frank E. Walsh, *Vice Chairman***  
Chairman  
Wesray Capital Corporation

**Dr. A. Zachary Yamba, *Secretary***  
President  
Essex County College

**Very Reverend Thomas R. Peterson, O.P.,  
*President and Chancellor***  
Seton Hall University

**Most Reverend Michael J. Dudick**  
Bishop of Passaic

**Most Reverend Edward T. Hughes**  
Bishop of Metuchen

**Most Reverend James T. McHugh**  
Bishop of Camden

**Most Reverend John Charles Reiss**  
Bishop of Trenton

**Most Reverend Frank J. Rodimer**  
Bishop of Paterson

**Lawrence E. Bathgate II, Esquire**  
Partner  
Bathgate, Wegener, Wouters &  
Neumann, P.C.

**Kurt Borowsky**  
Chairman  
Van Buerin Management

**Leonard Smith Coleman Jr.**  
Director of Marketing and Development  
Major League Baseball

**Mr. Donald M. Daniels**  
Meeker Sharkey Daniels

**Mr. William Evers**  
President  
Avis Rent-A-Car Licensee

**Mr. Dennis M. Gaito**  
Managing Partner  
Mortenson & Associates, P.C.

**Very Reverend Edward Glynn, S.J.**  
Provincial Superior

**Mr. L. Dennis Kozlowski**  
President  
Tyco Laboratories

**Joseph P. LaSala, Esquire**  
Partner  
Robinson, St. John & Wayne

**Ms. Kent Manahan**  
New Jersey Network

**Mr. Philip J. McGee**  
President  
Wall Street Group, Inc.

**Dr. Eleanor McMahon**  
Professor  
Brown University

**Mr. George M. Ring**  
Chairman and Chief Executive Officer  
Cross Country Cable, Inc.

## Board of Trustees

**Most Reverend Theodore E. McCarrick**, *Chairman*  
Archbishop of Newark

**Reverend Monsignor Charles McDonnell**  
Vicar General  
Archdiocese of Newark

**Mr. John C. Kelly**  
Managing Partner  
Arthur Anderson & Company

**Very Reverend Thomas R. Peterson, O.P.**  
President and Chancellor  
Seton Hall University

**Mr. Frank E. Walsh**  
Chairman  
Wesray Capital Corporation

**Reverend Monsignor Robert E. Harahan**  
Rector/Dean  
Immaculate Conception Seminary  
School of Theology

**Mr. Robert E. Brennan**  
Director  
First Jersey Securities

**Reverend Monsignor Franklyn M. Casale**  
Pastor  
St. Thomas the Apostle Church

**Mr. Milton Lewis**  
Vice Chairman  
Howard, Weil, Labouisse, Friedrichs, Inc.

**Reverend Stanley J. Adamczyk**  
Pastor  
Most Sacred Heart of Jesus Church

**Mr. Frank P. Farinella**  
President  
Farinella Construction Company

**Reverend Monsignor Joseph A.  
Marjanczyk**  
Pastor  
Mount Carmel Church

**Mr. Dennis M. Gaito**  
Managing Partner  
Mortenson & Associates, P.C.

## UNIVERSITY MEMBERSHIPS

- American Assembly of Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of Higher Education
- American Association of Law Schools
- American Association of University Women
- American Bar Association
- American Chemical Society
- American Council on Education
- American Institute of Physics
- American Library Association
- American Mathematical Society
- American Schools of Oriental Research
- Association for Computing Machinery
- Association of American Colleges
- Association of American Law Schools
- Association of Independent Colleges and Universities in New Jersey
- Association for International Educators  
NASFA
- BIG EAST Athletic Conference
- Catholic Library Association
- Council for Advancement and Support of Education
- Council for Chemical Research
- Council of Graduate Schools
- Council on Rehabilitation Education
- Council on Social Work Education
- European Association for International Education
- International Council on Education for Teaching
- ISEP
- Mathematical Association of America
- Mid-Atlantic Regional Nursing Association
- Middle States Association of Colleges and Secondary Schools
- National Association of College and University Business Officers
- National Association of Colleges and Universities
- National Association of Independent Colleges and Universities
- National Association of Schools of Public Affairs and Administration
- National Catholic Education Association
- National Collegiate Athletic Association
- National Commission for Cooperative Education
- National Council for Educational Opportunity Association
- National Council for the Accreditation of Teacher Education
- National Council on Religion and Public Education
- National Faculty Exchange
- National League for Nursing, Department of Baccalaureate and Higher Degree Programs
- National University Continuing Education Association
- New Jersey Association for Affirmative Action in Higher Education
- New Jersey Association of Colleges and Universities
- New Jersey League for Nursing
- New Jersey Library Association
- New Jersey Marine Sciences Consortium
- North American Association of Summer Sessions
- Northeast Organization for Nursing (NEON)
- Research and Development Council
- Society of American Archivists
- State of New Jersey, Department of Higher Education
- Theta Alpha Kappa (National Honor Society for Religious Studies)

## Faculty Emeriti

*Irving Alpert*  
Accounting  
Ph.D., New York University

*Elizabeth E. Azzara*  
Library  
M.L.S., Rutgers, The State University

*Elizabeth Beck*  
Education  
Ph.D., Fordham University

*John Botti*  
Business Law  
J.D., Fordham University

*Mary Kay Burns*  
Library  
M.L.S., Drexel University  
M.A., Kean College

*John H. Callan*  
Education  
Ed.D., Columbia University

*Jeanette Cascone*  
African-American Studies  
M.A., New York University

*Nicholas Chirovsky*  
Economics  
Dr. Pol. Ed., Ukrainian Free University of  
Munich

*Mary Louise Clarken*  
Library  
M.L.S., Rutgers, The State University

*Louis De Crenascol*  
Art  
Diploma, National Institute of Archaeology  
and Art History, University of Rome

*Reverend Walter A. Debold*  
Religious Studies  
M.A., University of Notre Dame

*Nicholas DeProspo*  
Biology  
Ph.D., New York University

*R. Gordon Dippel*  
Finance  
Ph.D., Columbia University

*William Doerflinger*  
Economics  
Ph.D., Pacific Western

*Galen W. Ewing*  
Chemistry  
Ph.D., University of Chicago

*Jean C. Finnerty*  
Education  
Ph.D., Fordham University

*Jeremiah G. Ford, C.P.A.*  
Accounting  
M.B.A., Seton Hall University

*William Formaad*  
Education  
Ed.D., Columbia University

*Richard F. Gabriel*  
Mathematics  
Ph.D., Rutgers, The State University

*Rose Gallo*  
English  
Ph.D., Rutgers, The State University

*George Gubar*  
Psychology  
Ph.D., Rutgers, The State University

*Frank F. Katz*  
Biology  
Ph.D., University of Pennsylvania

*Al Paul Klose*  
Communication  
Ph.D., Northwestern University

*Alfredo Kraessel*  
Economics  
DR.SC. Econ. y Com., San Marcos

*Stanley Z. Kramer*  
Biology  
Ph.D., University of Pennsylvania

*M. Elizabeth Le Blanc*  
Education  
Ed.D., Rutgers, The State University

*Merrill Levitt*  
Business Law  
J.D., Rutgers, The State University

*Robert C. Linnon*  
Education  
Ph.D., Ohio State University

*Harold J. Littlefield*  
Management  
Ph.D., New York University

*Chantal Lombardi*  
Modern Languages  
M.A., University of Dijon, France

*Howard T. Ludlow*  
Management  
Ph.D., Fordham University

*S.H. Ma*  
Asian Studies  
M.A., Seton Hall University

*Bert C. Marino*  
English  
Ph.D., Fordham University

*Joseph A. Mauriello, C.P.A.*  
Accounting  
Ph.D., New York University

*William J. McCabe*  
Librarian  
M.A., Columbia University  
M.L.S., Rutgers, The State University

*Edgar Mills*  
Modern Languages  
Ph.D., New York University

*Vincent V. Mott*  
Marketing  
Ph.D., Fordham University

*Reverend Daniel A. Murphy*  
Education  
Ph.D., Fordham University

*Joan T. Nourse*  
English  
Ph.D., Fordham University

*Ernest V. Orsi*  
Biology  
Ph.D., St. Louis University

*Lillian Palumbo*  
Nursing  
Ph.D., Walden University

*Sarah F. Patrylow*  
Nursing  
Ph.D., New York University

*Charlotte F. Peck*  
Library  
M.L.S., University of Pittsburgh  
M.A., Seton Hall University

*Joseph L. Peluso*  
Communications  
M.A., Columbia University

*Hortenzia L. Pogany*  
Library  
M.L.S., Rutgers, The State University  
M.A., Pazmany University, Budapest

*Gabriel Sarkanich*  
Modern Languages  
M.A., Seton Hall University

*Eden E. Sarot*  
Modern Languages  
Ph.D., Princeton University

*Ester Schesler*  
Nursing  
M.A., Teachers College, Columbia University

*David Sternberg*  
Physics  
Ph.D., Columbia University

*William C. Struning*  
Computing and Decision Sciences  
Ph.D., New York University

*Jack J. Stukas*  
Marketing  
Ph.D., New York University

*Sister Rose E. Thering*  
Education  
Ph.D., St. Louis University

*Fred F. Wang*  
Asian Studies  
M.A., Columbia University

*Robert W. Wilde*  
Marketing  
Ph.D., New York University

*Edward R. Winans*  
English  
M.A., Seton Hall University

*Eileen A. York*  
Nursing  
M.A., Teachers College, Columbia University

*John Young*  
Asian Studies  
Ph.D., Johns Hopkins University

## Graduate Faculty

*Wagdy Abdallah*  
Associate Professor of Accounting  
Ph.D., North Texas State University

*Gayasuddin Ahmad*  
Assistant Professor of Biology  
Ph.D., State University of New York at  
Buffalo

*Paula B. Alexander*  
Associate Professor of Management  
Ph.D., Rutgers, The State University

*Robert J. Allen*  
Professor of Communication  
Ph.D., New York University

*Amar Dev Amar*  
Professor of Management  
Ph.D., City University of New York

*Paul Ander*  
Professor of Chemistry  
Ph.D., Rutgers, The State University

*Parviz H. Ansari*  
Associate Professor of Physics  
Ph.D., Tufts University

*Henry Arnold*  
Faculty Associate of Finance  
Ph.D., New School for Social Research

*Harry A. Ashworth*  
Professor of Physics  
Ph.D., Carnegie-Mellon University

*Lynn S. Atwater*  
Professor of Sociology  
Ph.D., Rutgers, The State University



SETON HALL UNIVERSITY

*Antoine Auguste*  
African-American Studies  
Center for Public Service  
Assistant Professor of African-American  
Studies  
J.D., University of Miami Law School

*Robert L. Augustine*  
Professor of Chemistry  
Ph.D., Columbia University

*A.J.G. Babu*  
Associate Professor of Computing and  
Decision Sciences  
Ph.D., Southern Methodist University

*Myron Bakun*  
Assistant Professor of Computing and  
Decision Sciences  
M.B.A., Baruch College CUNY

*Claire Rondeau Barrett*  
Associate Professor of Education  
Ph.D., Fordham University

*Barbara Beeker*  
Professor of Nursing  
Ed.D., Teachers College,  
Columbia University

*Nicholas Beutell*  
Professor of Management  
Ph.D., Stevens Institute of Technology

*Barry B. Blakeley*  
Professor of Asian Studies  
Ph.D., University of Michigan

*Beth Bloom*  
Librarian/Assistant Professor  
M.L.S., Rutgers, The State University  
M.A., Rutgers, The State University

*Barbara A. Bopp*  
Librarian/Assistant Professor  
M.L.S., University of California, Los Angeles  
Ph.D., Indiana University

*Karen E. Boroff*  
Assistant Professor of Management  
Ph.D., Columbia University

*Reverend David M. Bossman*  
Professor of Jewish-Christian Studies  
Ph.D., St. Louis University

*Mary A. Boutilier*  
Professor of Political Science  
Ph.D., Georgetown University

*Joyce B. Branch*  
Assistant Professor of Education  
Ed.D., Rutgers, The State University

*William P. Brandon*  
Professor of Political Science  
Ph.D., Duke University

*Daniel D. Burke*  
Associate Professor of Biology  
Ph.D., Purdue University

*Kenneth R. Burke*  
Associate Professor of Mathematics  
Ph.D., New York University

*James M. Burnett*  
Librarian/Assistant Professor  
M.A.L.S., University of Wisconsin, Madison  
M.A., University of Wisconsin, Madison

*Alexander J. Butrym*  
Professor of English  
Ph.D., Rutgers, The State University

*Edward T. Byrnes*  
Professor of English  
Ph.D., New York University

*Gloria Caliandro*  
Associate Professor of Nursing  
Ed.D., Teachers College, Columbia University

*Martha C. Carpentier*  
Assistant Professor of English  
Ph.D., Fordham University

*Amitabh Chandra*  
Assistant Professor of Computing and  
Decision Sciences  
Ph.D., Pennsylvania State University

*I. Francis Cheng*  
Assistant Professor of Chemistry  
Ph.D., Pennsylvania State University

*Linda J. Cline Love*  
Professor of Chemistry  
Ph.D., University of Illinois

*Juan G. Cobarrubias*  
Associate Professor of Education  
D.Phil., University of Buenos Aires

*Anthony J. Colella*  
Associate Professor of Education  
Ph.D., Fordham University

*Joan H. Coll*  
Associate Professor of Management  
Ph.D., Fordham University

*Reverend Gabriel B. Costa*  
Associate Professor of Mathematics  
Ph.D., Stevens Institute of Technology

*Maureen Coughlin*  
Associate Professor of Marketing  
Ph.D., City University of New York

*Stephan Craig*  
Assistant Professor of Education  
Ph.D., Fordham University

*Joseph F. X. Cunningham*  
Associate Professor of Education  
M.A., Seton Hall University

*John J. Dall Jr.*  
Professor of Economics  
Ph.D., University of Pennsylvania

*James Daly*  
Assistant Professor of Education  
Ed.D., Rutgers, The State University

*John P. Deehan, C.P.A.*  
Professor of Accounting  
M.B.A., Seton Hall University

*Joseph V. DePiero*  
Associate Professor of Education  
Ed.D., Rutgers, The State University

*Arnold DeRosa*  
Assistant Professor of Education  
Ph.D., St. John's University

*Philip S. DiSalvio*  
Associate Professor of Political Science  
Ed.D., Harvard University

*Thomas A. Duff*  
Associate Professor of English  
Ph.D., New York University

*Bernard A. Duffy*  
Associate Professor of Education  
M.Ed., Rutgers, The State University

*Reed Easton, C.P.A.*  
Assistant Professor of Accounting and  
Taxation  
L.L.M., New York University  
J.D., College of William and Mary

*Carol Eigen*  
Associate Professor of Education  
Ph.D., Seton Hall University

*Sheldon Epstein*  
Professor of Computing and Decision  
Sciences  
Ph.D., New York University

*Asher Finkel*  
Professor of Jewish-Christian Studies  
Ph.D., University of Tübingen

*Martin Finkelstein*  
Associate Professor of Education  
Ph.D., SUNY Buffalo

*Florence B. Fischer, R.N.*  
Assistant Professor of Education  
M.A., New York University

*Dorothy Freeman*  
Associate Professor of Communication  
Ph.D., Indiana University

*Reverend Lawrence E. Frizzell*  
Associate Professor of Jewish-Christian  
Studies  
D.Phil., University of Oxford

*Gerald Garafalo*  
Associate Professor of Law  
J.D., Seton Hall Law School

*Marian G. Glenn*  
Associate Professor of Biology  
Ph.D., Tufts University

*Tracey Gottlieb*  
Assistant Professor of Communication  
Ph.D., University of Maryland

*Mary Lynn Grayeski*  
Associate Professor of Chemistry  
Ph.D., University of New Hampshire

*Jerome Greenberg*  
Associate Professor of Marketing  
Ph.D., Baruch College (CUNY)

*Brian Greenstein*  
Associate Professor of Accounting  
Ph.D., University of Houston

*Margo Griffin*  
Assistant Professor of Nursing  
Ed.D., Seton Hall University

*Elias Grivoyannis*  
Assistant Professor of Economics  
Ph.D., New York University

*Daniel Gross*  
Associate Professor of Mathematics  
Ph.D., University of Notre Dame

*Esther E. Guerin*  
Associate Professor of Mathematics  
Ph.D., University of Wyoming

*Anne H. Guerrero*  
Assistant Professor of Physics  
Ph.D., University of Massachusetts

*Joan F. Guetti*  
Associate Professor of Mathematics  
Ph.D., Rutgers, The State University

*Peter Guidon*  
Assistant Professor of Biology  
Ph.D., University of Connecticut

*Phyllis Shanley Hansell, R.N.*  
Professor of Nursing  
Ed.D., Teacher College, Columbia University

*James Hanson*  
Assistant Professor of Chemistry  
Ph.D., California Institute of Technology

*John J. Harrington Jr., C.L.U.*  
Professor of Finance and Economics  
Ph.D., New York University

*Ruth Harris*  
Associate Professor of Nursing  
Ph.D., New York University

*Bruce W. Hartman*  
Professor of Education  
Ph.D., Indiana University

*Jerry A. Hirsch*  
Professor of Chemistry  
Ph.D., Stanford University

*E. Kenneth Hoffman*  
Associate Professor of Communication  
Ph.D., New York University

*Steven D. House*  
Associate Professor of Biology  
Ph.D., University of Arizona

SETON HALL UNIVERSITY

*Andrew Hrechak*  
Assistant Professor of Accounting  
Ph.D., Rutgers, The State University

*Linda Hsu*  
Assistant Professor of Biology  
Ph.D., The University of Michigan

*Daniel H. Huchital*  
Professor of Chemistry  
Ph.D., Stanford University

*Cynthia B. Hughes*  
Associate Professor of Nursing  
Ed.D., Teachers College, Columbia University

*Richard Hunter*  
Professor of Legal Studies  
J.D., University of Notre Dame

*Robert Hurley*  
Associate Professor of Education  
Ph.D., New York University

*Ruth R. Hutchison*  
Associate Professor of Nursing  
D.P.H., Columbia University

*Andrew Ikpoh*  
Associate Professor of Economics  
Ph.D., Columbia University

*Reverend Stanley L. Jaki*  
Distinguished University Professor of Physics  
Ph.D., Fordham University

*Vasanti A. Jategaonkar*  
Associate Professor of Computing and  
Decision Sciences  
Ph.D., Cornell University

*W. John Jordan*  
Professor of Economics  
Ph.D., State University of New York, Albany

*Chandra Kant*  
Associate Professor of Economics  
Ph.D., Southern Methodist Church

*Jerome D. Kaplan*  
Professor of Education  
Ed.D., Teachers College, Columbia University

*Frederick J. Kelly*  
Professor of Finance  
Ph.D., Columbia University

*Kusum Ketkar*  
Professor of Economics  
Ph.D., Vanderbilt University

*Tadashi Kikuoka*  
Professor of Asian Studies  
Ph.D., Hosei University, Tokyo

*Moon W. Kim*  
Associate Professor of Mathematics  
Ph.D., Polytechnic Institute of Brooklyn

*Sedong Kim*  
Associate Professor of Physics  
Ph.D., University of California, Berkeley

*Leona Kleinman, R.N.*  
Associate Professor of Nursing  
Ed.D., Seton Hall University

*Steven Korner*  
Assistant Professor of Education  
Ph.D., University of Pennsylvania

*Eliot Krause*  
Assistant Professor of Biology  
Ph.D., Purdue University

*Danny Lam*  
Assistant Professor of Management  
Ph.D., Carleton University

*Stephen Landry*  
Assistant Professor of Mathematics  
Ph.D., Stevens Institute of Technology

*Harold Launer*  
Assistant Professor of Criminal Justice  
Ph.D., Southern Illinois University

*Anthony E. Lee*  
Librarian/Assistant Professor  
M.L.S., Columbia University  
M.A., Seton Hall University

*Sandra Lee*  
Professor of Education  
Ph.D., New School for Social Research

*Pak-Wah (Edwin) Leung*  
Associate Professor of Asian Studies  
Ph.D., University of California, Santa Barbara

*Jeffrey C. Levy*  
Associate Professor of Psychology  
Ph.D., Adelphi University

*Zi-yu Lin*  
Librarian/Assistant Professor  
M.L.S., State University of New York at  
Buffalo  
Ph.D., State University of New York at  
Buffalo

*George C. Lindemer*  
Professor of Education  
Ph.D., Fordham University

*James R. Lindroth*  
Professor of English  
Ph.D., New York University

*Donald N. Lombardi*  
Professor of Psychology  
Ph.D., Fordham University

*Anthony Lovisceck*  
Assistant Professor of Economics  
Ph.D., West Virginia University

*Reverend Dennis Mahon*  
Associate Professor of Communication  
Ph.D., Syracuse University

*Joseph T. Maloy*  
Associate Professor of Chemistry  
Ph.D., University of Texas, Austin

*Thomas J. Marlowe*  
Associate Professor of Mathematics  
Ph.D., Rutgers, The State University

*Phyllis Mason*  
Assistant Professor of Management  
Ph.D., Columbia University

*John T. Masterson*  
Associate Professor of Mathematics  
Ph.D., Polytechnic Institute of New York

*Gilbert L. Mattos*  
Assistant Professor of Asian Studies  
Ph.D., University of Washington

*William McCartan*  
Assistant Professor of Education  
Ed.D., Rutgers, The State University

*Kathleen McCoy*  
Associate Professor of English  
Ph.D., Florida State University

*Robert W. McGee, C.P.A., C.M.A.*  
Associate Professor of Accounting  
Ph.D., Union for Experimenting Colleges and  
Universities  
Ph.D., University of Warwick, Coventry,  
England  
J.D., Cleveland State

*James P. McGlone*  
Professor of Communication  
Ph.D., New York University

*Eugene T. McGuinness*  
Professor of Chemistry  
Ph.D., Rutgers, The State University

*Donald J. McKenna*  
Associate Professor of Communication  
Ph.D., Temple University

*G. Karen Merguerian*  
Librarian/Assistant Professor  
M.L.S., University of Texas, Austin  
M.A., Harvard University

*Natalia Milszyn*  
Librarian/Associate Professor  
M.L.S., Pratt Institute  
Ph.D., Rutgers, The State University

*Roberta Lynn Moldow*  
Associate Professor of Biology  
Ph.D., Mount Sinai School of Medicine  
City University of New York

*Frank Morales*  
Assistant Professor of Education  
M.A., Columbia University

*Wyatt Rorer Murphy*  
Assistant Professor of Chemistry  
Ph.D., The University of North Carolina  
at Chapel Hill

*Athar Murtuza, C.M.A.*  
Associate Professor of Accounting  
Ph.D., Washington State University

*William Nesbitt*  
Associate Professor of Legal Studies  
J.D., University of Notre Dame

*Reverend Robert Nestor*  
Assistant Professor of Education  
Ed.D., Boston University

*Athanasios Noulas*  
Assistant Professor of Economics  
Ph.D., University of Connecticut

*James B. O'Connor*  
Associate Professor of Education  
Ed.D., New York University

*Richard Ognibene*  
Professor of Education  
Ed.D., University of Rochester

*Agnes Olszewski*  
Associate Professor of Marketing  
Ph.D., University of Warsaw

*Joseph Palenski*  
Professor of Sociology  
Ph.D., New York University

*Jeanne L. Paletta, R.N.*  
Associate Professor of Nursing  
Ph.D., New York University

*Raghavan Parthasarthy*  
Assistant Professor of Management  
Ph.D., City University of New York

*Anita Pasmantier*  
Assistant Professor of Finance  
Ph.D., Fordham University

*Marietta Esposito Peskin*  
Associate Professor of Education  
Ed.D., Rutgers, The State University

*Matthew Petersheim*  
Associate Professor of Chemistry  
Ph.D., University of Rochester

*Philip R. Phillips*  
Professor of Finance  
Ph.D., New York University

*Stephen F. Pirog*  
Assistant Professor of Marketing  
Ph.D., Temple University

*Evelyn Plummer*  
Assistant Professor of Communication  
Ed.D., Columbia University

*Reverend Frank R. Podgorski*  
Professor of Asian Studies  
Ph.D., Fordham University  
S.T.D., The Pontifical Gregorian University,  
Rome

*Emma G. Quartaro*  
Associate Professor of Social Work  
D.S.W., Columbia University

*Denis T. Raihall*  
Professor of Accounting  
Ph.D., Pennsylvania State University

*Angela M. Raimo*  
Professor of Education  
Ed.D., Rutgers, The State University  
J.D., Seton Hall University

SETON HALL UNIVERSITY

*Carroll D. Rawn*  
Associate Professor of Biology  
Ph.D., University of Kentucky

*Edward M. Roche*  
Assistant Professor of Computing and  
Decision Sciences  
Ph.D., Columbia University

*David M. Rogers*  
Professor of English  
Ph.D., Wayne State University

*Oreste R. Rondinella*  
Professor of Education  
Ph.D., Fordham University

*Peter Rosenblum*  
Faculty Associate of Communication  
and Art  
M.A., Kean College

*David Rosenthal*  
Associate Professor of Computing and  
Decision Sciences  
Ph.D., University of Pennsylvania

*Reverend John F. Russell, O. Carm.,*  
Associate Professor of Theology  
S.T.D., The Catholic University of America

*Mary F. Ruzicka*  
Professor of Education  
Ph.D., New York University

*John J. Saccoman*  
Professor of Mathematics  
Ph.D., New York University

*Nathan Schleifer*  
Associate Professor of Physics  
Ph.D., Belfer Graduate School,  
Yeshiva University

*Peter Schneider*  
Assistant Professor of Marketing  
M.B.A., Baruch College (CUNY)

*Laura Schoppmann*  
Assistant Professor of Mathematics  
Ph.D., Stevens Institute of Technology

*Reverend Henry Schreitmueller*  
Assistant Professor of Education  
Ed.D., Lehigh University

*Owen Schur*  
Assistant Professor of English  
Ph.D., Yale University

*John Shannon*  
Associate Professor of Legal Studies  
M.B.A./J.D., Seton Hall University

*Shashi Kant Shah*  
Associate Professor of Computing and  
Decision Sciences  
Ph.D., City University of New York

*Robert E. Shapiro, C.P.A.*  
Associate Professor of Accounting and  
Taxation  
LL.M., New York University  
J.D., Harvard University

*Christopher Sharrett*  
Associate Professor of Communication  
Ph.D., New York University

*Mel J. Shay*  
Associate Professor of Education  
Ed.D., Teachers College, Columbia University

*Richard D. Sheardy*  
Associate Professor of Chemistry  
Ph.D., University of Florida

*Makiko Shinjo*  
Assistant Professor of Asian Studies  
Ph.D., University of Massachusetts-Amherst

*K.C. Sih*  
Professor of Accounting  
Ph.D., University of Illinois

*Rosemary W. Skeele*  
Assistant Professor of Education  
Ed.D., New York University

*John E. Smith*  
Assistant Professor of Education  
Ed.D., Lehigh University

*Peter E. Starnes*  
Professor of Physics  
Ph.D., Stevens Institute of Technology

*Leigh Stelzer*  
Associate Professor of Management  
Ph.D., University of Michigan

*Richard E. Stern*  
Librarian/Associate Professor  
M.L.S., Columbia University  
Ph.D., Rutgers, The State University

*Joseph Stetler*  
Professor of Education  
Ph.D., SUNY, Buffalo

*William Stoeber*  
Keating-Crawford Professor of Management  
Ph.D., New York University  
J.D., Harvard Law School

*Balu Swaminathan*  
Assistant Professor, Center for Public Service  
Ph.D., University of Maryland

*Sister Anita Talar, R.S.M.*  
Librarian/Associate Professor  
M.L.S., Rutgers, The State University  
M.A., Georgian Court College

*Ernest Tamburri*  
Associate Professor of Education  
Ed.D., New York University

*Cheryl Thompson*  
Associate Professor of Education  
Ph.D., Adelphi University

*Frank D. Tinari*  
Professor of Economics  
Ph.D., Fordham University

*George Tzannetakis*  
Professor of Economics  
Ph.D., New York University

*Bert G. Wachsmuth*  
Assistant Professor of Mathematics  
Ph.D., Indiana University

*Cecilia Wagner*  
Associate Professor of Finance  
Ph.D., University of Business and Economics,  
Beijing

*Sherwood Washburn*  
Associate Professor of Mathematics  
Ph.D., Columbia University

*Rob R. Weitz*  
Associate Professor of Computing and  
Decision Sciences  
Ph.D., University of Massachusetts

*Yonah P. Wilamowsky*  
Professor of Computing and Decision Sciences  
Ph.D., New York University

*Vernon Williams*  
Professor of Mathematics  
Ph.D., Yeshiva University

*Donald H. Wimmer*  
Professor of Religious Studies  
Ph.D., University of Notre Dame

*Leigh Winser*  
Professor of English  
Ph.D., Columbia University

*Joseph Z. Wisenblit*  
Associate Professor of Marketing  
Ph.D., City University of New York

*Naomi Wish*  
Professor of Political Science  
Ph.D., Rutgers, The State University

*Pak-Ken Wong*  
Professor of Mathematics  
Ph.D., University of Ottawa

*Baichun Xiao*  
Assistant Professor of Computing and  
Decision Sciences  
Ph.D., University of Pennsylvania, The  
Wharton School

*Teresa S. Yang*  
Librarian/Associate Professor  
M.L.S., George Peabody College  
M.A., Seton Hall University

*Winston L. Y. Yang*  
Professor of Asian Studies  
Ph.D., Stanford University

*Charles C. Yen*  
Librarian/Professor  
M.L.S., George Peabody College  
M.A., Seton Hall University  
M. Phil., New York University

*Jason Yin*  
Assistant Professor of Management  
Ph.D., New York University

*Yeomin Yoon*  
Associate Professor of Finance  
Ph.D., Bryn Mawr College

*Paula Zaccone-Tzannetakis*  
Associate Professor of Education  
Ed.D., Rutgers, The State University

*Catherine Zizik*  
Assistant Professor of Communication  
M.F.A., George Washington University

*Paul A. Zucker*  
Assistant Professor of Chemistry  
Ph.D., New York University

## **Adjunct Graduate Faculty**

*Robert Arden*  
Adjunct Professor of Economics  
Ph.D., Vanderbilt University

*Francine Blechman*  
Adjunct Instructor of Nursing  
M.S.N., Hunter College

*Mary Bolger*  
Lecturer in Education  
M.A., Seton Hall University

*Elizabeth Buff*  
Adjunct Instructor of Nursing  
B.S., Rutgers, The State University

*Robert Byrnes*  
Adjunct Instructor of Nursing  
M.S.N., Seton Hall University

*Diane Carp*  
Adjunct Instructor of Nursing  
M.S.N., New York University

*Monica Cattano*  
Adjunct Instructor of Nursing  
M.S.N., Seton Hall University

*Donna Chlopak*  
Adjunct Associate Professor of Management  
Ph.D., Ohio State University

*Andrea DiRuggiero*  
Adjunct Instructor of Nursing  
M.S.M., Seton Hall University

*Marguerite Elwood*  
Adjunct Instructor of Nursing  
M.S.N., Seton Hall University

*Kathi Fiamingo*  
Adjunct Instructor of Taxation  
J.D., Seton Hall University

*James Flood, C.P.A.*  
Adjunct Instructor of Accounting  
L.L.M., New York University

SETON HALL UNIVERSITY

*Nancy Greenleaf*  
Adjunct Instructor of Nursing  
M.S.N., Seton Hall University

*Santa Gregory*  
Adjunct Instructor of Education  
Ph.D., Seton Hall University

*Timothy Hamay*  
Adjunct Instructor of Education  
Ed.D., Rutgers University

*Jean Holmes*  
Adjunct Instructor of Education  
M.A., Seton Hall University

*John Howarth*  
Adjunct Instructor of Business Policy  
M.B.A., Seton Hall University

*Edward V. Kilduff*  
Lecturer in Education  
M.S., Boston College

*Jacqueline Kineavy*  
Adjunct Instructor of Nursing  
M.S.N., Seton Hall University

*Patricia P. Kuchon*  
Associate Professor of Communication  
Sciences and Disorders  
Ph.D., City University of New York

*Kathleen Lloyd, R.N.*  
Adjunct Instructor of Nursing  
M.S.N., Seton Hall University

*Catherine Lubliner*  
Adjunct Instructor of Nursing  
M.S.N., Rutgers, The State University

*Francis McQuade*  
Adjunct Professor of Pastoral Theology  
Ph.D., The Catholic University of America

*Joseph Morano*  
Lecturer in Education  
M.A., Seton Hall University

*Joel Morgan*  
Adjunct Instructor of Education  
Ph.D., New School for Social Research

*Michael Murray*  
Adjunct Instructor of Education  
Ed.D., Rutgers, The State University

*Joseph Newman*  
Adjunct Instructor of Accounting  
M.S., Seton Hall University

*Susan Palette*  
Adjunct Instructor of Nursing  
M.A., Columbia University

*George Peters*  
Adjunct Professor of Education  
Ed.D., West Virginia University

*Jean S. Rappaport*  
Lecturer in Education  
M.L.S., Queens College

*Louis Richmond*  
Adjunct Instructor of Education  
Ph.D., Seton Hall University

*Mary Ellen Roberts*  
Adjunct Instructor of Nursing  
M.S.N., Seton Hall University

*Ann Marie Rogalcheck-Frisell*  
Adjunct Lecturer in Education  
M.A., Seton Hall University

*Bruce Ruck*  
Adjunct Instructor of Nursing  
Ph.D., St. John's University

*Kathryn Samet*  
Adjunct Instructor of Nursing  
Ph.D., State University of New York

*James Savage*  
Adjunct Instructor of Education  
Psy.D., Rutgers University

*Jeshaia Schnitzer*  
Lecturer in Education  
M.S.W., New York School of Social Work

*Sister Marie Schultejan, S.M.I.C.*  
Adjunct Associate Professor of  
Pastoral Theology  
Ph.D., Georgetown University

*Thomas J. Selitto*  
Lecturer in Administration/Supervision  
M.A., Montclair State College

*Jean Somers*  
Adjunct Instructor of Education and  
Marketing  
M.A., Seton Hall University

*Judith Tice*  
Adjunct Instructor of Nursing  
M.S.N., Seton Hall University

*Alice Thompson*  
Adjunct Instructor of Education  
Ph.D., Seton Hall University

*Deborah Torowicz*  
Adjunct Instructor of Nursing  
M.S.N., University of Pennsylvania

*John Walker*  
Adjunct Instructor of Business Policy  
M.B.A., Seton Hall University

*Kevin Walsh*  
Adjunct Instructor of Education  
Ed.D., Seton Hall University

*Robert Weitzner, C.P.A.*  
Adjunct Instructor of Accounting  
M.S., Seton Hall University

*John A. Worthley*  
University Instructor of Public  
Administration  
Ph.D., Southern University of New York

## Index

Academic and Financial Responsibility	14	Change of Program	15
Academic Calendar	3	Changes in Final Grades	19
Academic Computing Center	33	Charges for Course Changes	24
Academic Information	10	Chemistry, Department of	49
Academic Integrity	20	Chinese	41
Academic Officers	174	Classification of Students	10
Academic Regulations	14	Clinical Psychology	108
Accounting and Taxation, Department of	78	Clinical Specialist in Critical Care Nursing	161
Acceptance	13	Clinical Specialist in Primary Health Care	158
Accreditation	10	College Teaching, The Center For	34
Additional Graduate Elective Courses	74	Comprehensive Examination	20
Adjustments to Schedules	15	Computing and Decision Sciences, Department of	78
Administrator of Nursing Services Program	155	Continuity	20
Admissions	10	Corporate and Public Communication	55
Advanced Standing	11	Counseling Psychology, Department of	104
African-American Studies, The Center For	33	Counseling Psychology	110
Alumni Association	32	Counseling Services	30
Application for Degree	21	Counselor Preparation	112
Application Procedures	12	Deferred Examinations	16
Archaeology, Near East Research Center	35	Degree Requirements	19
Archaeology, New Jersey Research Center	33	Dining Facilities	31
Archives	35	Directions to Seton Hall Directory	6 172
Arts and Sciences, College of	7, 38	Division of Research of the W. Paul Stillman School of Business	34
Asian Studies, Department of	39	Doctoral Degree in Chemistry	52
Assistantships	24	Economics, Department of	74, 78
Athletics	29	Education and Human Services, College of	7, 99
Attendance	20	Educational Administration and Supervision, Department of	120
B.A./M.B.A. Program	84	Educational Administration and Supervision Ph.D. Program	121
Bilingual/Bicultural Education	101	Educational Specialist Degree	137
Biology, Department of	43	Educational Studies, Department of	131
Board of Regents	175	Employment Recruiting	30
Board of Trustees	176	English, Department of	59
Buildings	169	E.O.F. Grants	25
Business, W. Paul Stillman School of	7, 77	Faculty	178
Campus Map	171	Family Counseling	110
Campus Ministry	28	Federal Assistance Programs	25
Career Development	30	Fees	23
Career Information Center	30	Finance, Department of	78
Career Services	30		
Center for Public Service	36, 68		
Centers for Learning and Research	33		
Certificate in International Business	83		
Certificate of Advanced Study in Business	83		



SETON HALL UNIVERSITY

Financial Aid	24	Non-Matriculated Students	12
Financial Information	23	Nursing, College of	9, 151
General Professional Education Programs	134	Nursing Education, M.S.N./M.A. Program in	156
Grade Point Average	18	Officers of the University	174
Graduate Adviser	14	Parking	32
Graduate Grading System	16	Payment	23
Graduate Medical Education, School of	8	Physics, Department of	75
Health Professions Education	149	Poetry-in-the Round	32
Health Services	31	Preregistration	14
Housing and Residence Life	31	Psychological Studies	112
Immaculate Conception Seminary and School of Theology	9	Psychology, Department of	75
Immaculate Conception Seminary School of Theology Library	35	Public Service, Center for	68
Independent Study	20	Puerto Rican Institute	36
Institutes and Centers for Learning and Research	33	Qualifications for Admission	10
International Business, Certificate in	83	Radio Station	32
International Business, Institute of	34	Recreational Services Programs	29
International Student Applications	12	Refund Policy	15
Japanese	41	Regents, Board of	175
Jewish-Christian Studies, Department of	62	Registration	14
Jewish-Christian Studies, Institute of	34	Religious Studies, Department of	75
Law, School of	8	Research Assistantships	24
Leave of Absence	16	Residence Hall Assistantships	25
Library Services	34	School and Community Psychology	111
Management, Department of	78	School Nurse Certification	163
Map	171	Schools and Divisions	7
Marketing, Department of	78	Secondary Education Programs	138
Marriage and Family Counseling	110	Security	32
Master of Arts in Corporate and Public Communication	55	Special Collections Center	35
Master of Business Administration Program	81	Special Services Program	19
Master in Public Administration Program	68	Social Work, Department of	76
Master of Science in Taxation Program	82	Student Identification	19
Mathematics, Department of	65	Student Loans	25
McLaughlin Library	35	Student Personnel Services in Elementary and Secondary School Guidance and Counseling	113
M.B.A./J.D. Program	86	Student Educational Records: Access and Privacy	14
Media Center	35	Student Policy and Procedure Handbook	19
Memberships	177	Student Services	29
Microbiology Program	45	Summer Session and Wintersession	9
M.S.N./M.A. Program in Nursing Education	156	Talent Search Project	37
Museum	35	Taxation, Accounting and Teaching Assistantship	24
Near East Archaeological Research Center	35	Theatre-in-the-Round	32
		Theology, Immaculate Conception Seminary School of	9
		Thesis	20
		Time Limit	21
		Transfer Student Standing	11
		Trustees, Board of	176
		Tuition and Fees	23
		Tuition Grants	25
		University Assistance Programs	24

University Buildings	169	User Fee Policy	23
University College	9	Veterans Benefits	25
University Directory	172	Walsh Library	35
University Memberships	177	Wintersession	9
University Museum	35	Withdrawal from the University	23
University Overview	4	Writing Center	37
University Security	32	WSOU-FM	32
Urban Research and Environmental Studies, The Center for	37		





# Seton Hall University

South Orange, New Jersey 07079-2691