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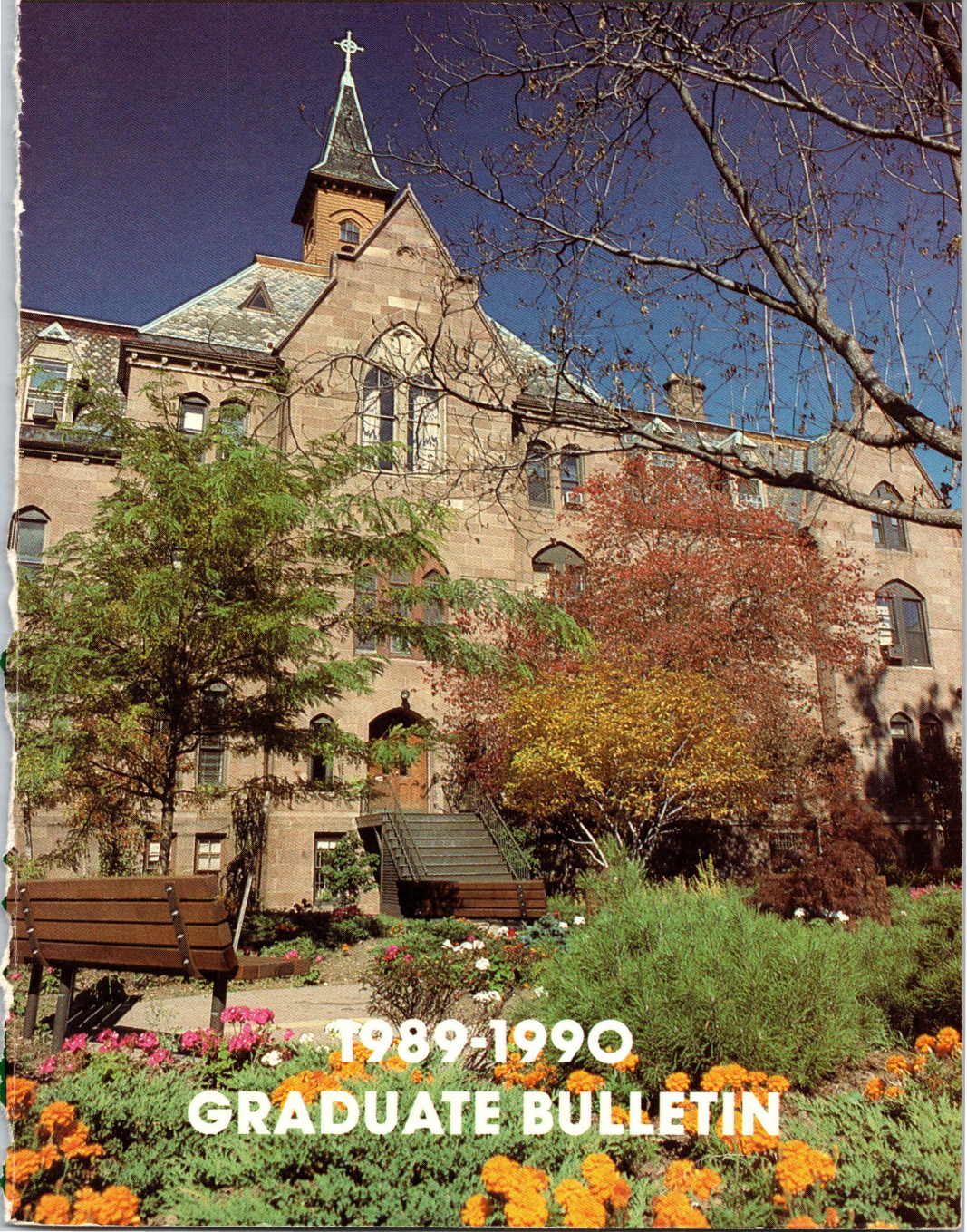
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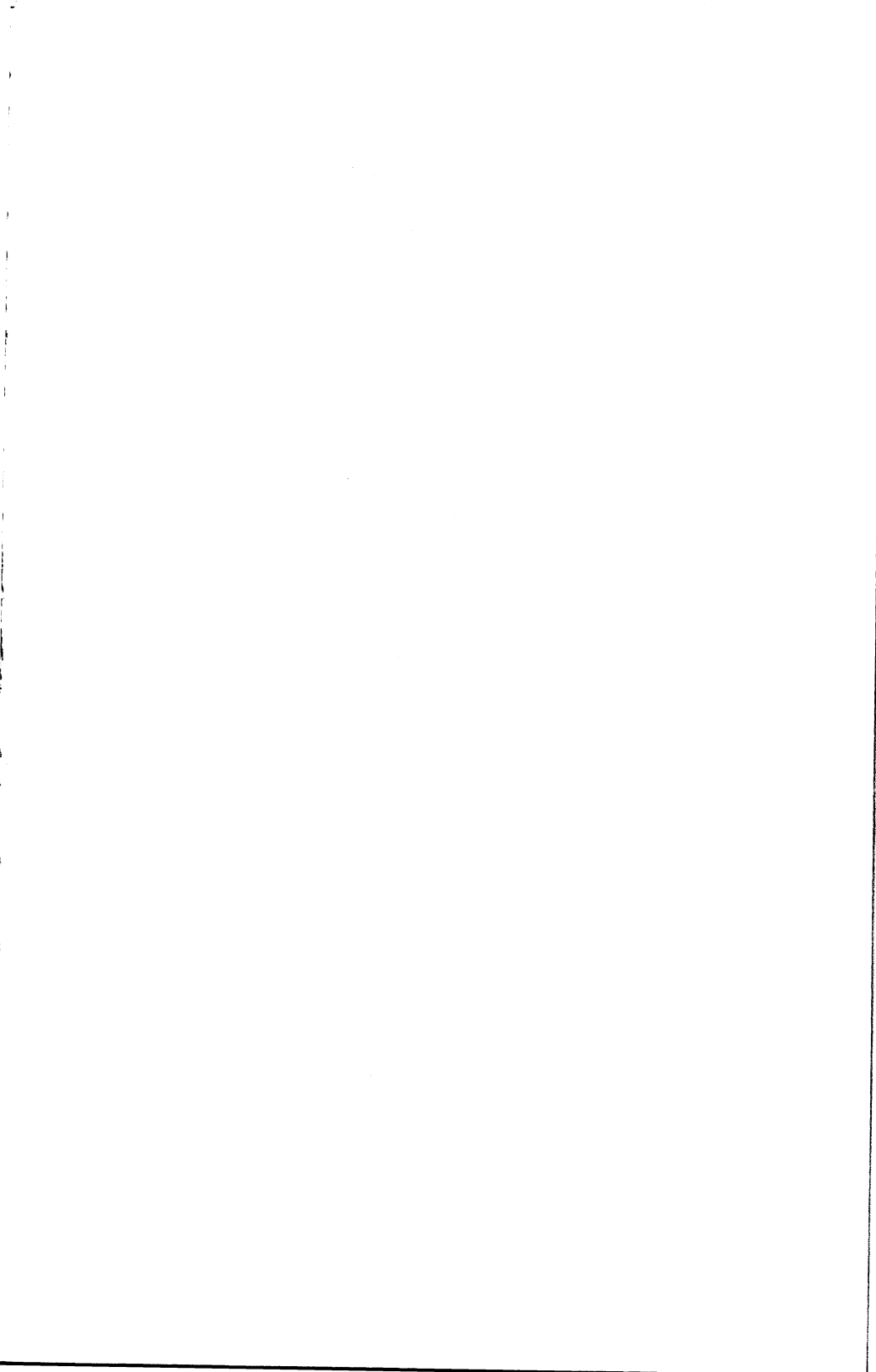
Murphy

SETON HALL

U N I V E R S I T Y



1989-1990
GRADUATE BULLETIN



Seton Hall University

Graduate Bulletin 1989-1990

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The information presented in this Bulletin was current as of April 30, 1989. 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, handicap, national origin, ancestry or sex. Seton Hall University is an equal opportunity/affirmative action institution.

Produced by the office of University Publications.

1989-1990 Academic Calendar

Fall 1989

August 30, 31 (Wednesday, Thursday)

Registration

September 4 (Monday)

Labor Day

Legal Holiday

September 5 (Tuesday)

Classes Begin

September 22 (Friday)

Faculty Convocation

November 22, 23, 24, 25
(Wednesday, Thursday, Friday,
Saturday)

Thanksgiving Recess

*No classes Wednesday through
Saturday.*

*University closed Thursday, Friday
and Saturday.*

December 5 (Tuesday)

No Tuesday classes.

Friday, December 8 classes will be
held on this day.

December 8 (Friday)

Feast of the Immaculate Conception

No classes

December 16, 18, 19, 20, 21, 22
(Saturday, Monday, Tuesday,
Wednesday, Thursday, Friday)

Final Examinations

Spring 1990

January 1 (Monday)

New Year's Day

Legal Holiday

January 2-19

Wintersession

January 15 (Monday)

Martin Luther King Jr. Day

Legal Holiday

January 17, 18 (Wednesday,
Thursday)

Registration

January 22 (Monday)

Classes Begin

February 19 (Monday)

President's Day

Legal Holiday

March 14 (Wednesday)

Observance of St. Elizabeth Ann Seton

No classes

April 12, 13, 14 (Thursday, Friday,
Saturday)

Holy Thursday, Good Friday, Holy Saturday

University Closed

April 16-21

Spring Recess

May 12, 14, 15, 16, 17, 18
(Saturday, Monday, Tuesday,
Wednesday, Thursday, Friday)

Final Examinations

May 21 or 22 (Monday or Tuesday)

Commencement

Tentative

May 28 (Monday)

Memorial Day

Legal Holiday

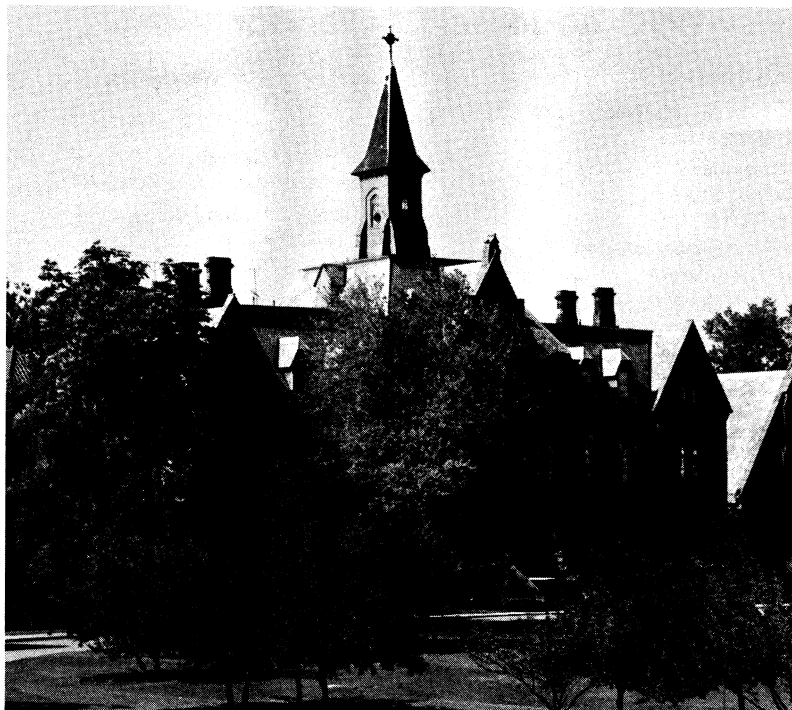
Summer 1990

May 29 (Tuesday)

Summer Session Begins

July 27 (Friday)

Summer Session Ends



THE UNIVERSITY

The first bishop of Newark, James Roosevelt Bayley, founded Seton Hall in 1856, naming it after his aunt, Saint Elizabeth Ann Seton, a pioneer in the work of Catholic education and the first American-born saint.

Today, Bishop Bayley's small college, which opened with five students, has grown into one of the large American Catholic centers of higher learning. Among the 232 Catholic colleges and universities in the United States, Seton Hall is the largest of the 15 diocesan-affiliated institutions, operating under the auspices of the Archdiocese of Newark.

Seton Hall now enrolls more than 8500 students on the graduate and undergraduate levels, and comprises

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, Immaculate Conception Seminary and School of Theology, the School of Graduate Medical Education—all on the South Orange campus—and the School of Law in Newark. Almost 350 faculty teach in more than 40 undergraduate majors and programs and 43 graduate programs.

The institution Bishop Bayley inaugurated is now a university far larger and more expansive than he ever envisioned. Yet, Seton Hall's mission would still be eminently recognizable to him. It is the vision he described enthusiastically in a

letter of 1860: "One reason why we are so proud of our diocesan college is because it is truly a Catholic institution, where the whole being, intellectual and moral, is directed by Catholic principles." Today, Seton Hall continues to fulfill Bishop Bayley's dreams. Over the course of time, his small college has had an immense impact on young men and women in New Jersey and beyond.

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. Our intellectual understanding is inextricably bound to our fundamental commitments. We see contact with our Roman Catholic teaching and tradition as a life-enhancing and enabling vision. It calls us to explore and appreciate all that is the best and most human in our 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 our lives and our mission. Our heritage provides us with a context in which the University has and will continue to define and develop its own identity.

As a Catholic university, we welcome other Christians, those of other religious traditions and all people of good will. We are 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, dormitories 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 1927, when it moved to Darlington. The recreation center was dedicated in 1987, and four new residence halls have been added recently, creating living quarters for over 2000 students. Recently established programs in business, nursing, public service, medicine, pastoral theology and other areas have kept our 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.

Location

With its main campus on 58 acres in the village of South Orange, 14 miles from New York City, Seton Hall is in the midst of one of the world's most cosmopolitan centers of education, business, publishing, art and entertainment. New York City is a short ride by bus, train or car.

Seton Hall's location in New Jersey is near numerous new high-tech industries and corporate headquarters, as well as extensive pharmaceutical, chemical and financial centers, where many students find learning and employment opportunities.

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. Follow the Seton Hall signs to Center Street and turn right. 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 on South Orange Avenue.

From Interstate 280 West: Take the 11-B Exit and proceed as per the directions from the Garden State Parkway.

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, 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; English; Jewish-Christian studies; or mathematics for teachers in second-

ary schools. The College also grants the degree Master of Science in biology and microbiology, chemistry and mathematics. The degree Master of Public Administration is offered by the Department of Political Science. Graduate students in chemistry can also earn the degree Doctor of Philosophy. Information about graduate programs in Arts and Sciences begins on page 33.

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 information sciences, economics, finance, management or marketing. Students may earn a minor or certificate in business as well.

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 75.

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, health

and physical education, and children with handicaps/developmental disorders.

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 education (career, rehabilitation, student personnel services), educational administration and supervision, educational media and practices, elementary education, general professional education, psychological studies and secondary education. Programs of study for college graduates with academic backgrounds in liberal arts, science or business lead to New Jersey state teacher certification as well as the master's degree. The College also offers certification programs in teaching English as a second language and bilingual/bicultural education.

Ten programs lead to the degree educational specialist. They include sequences in the Departments of Counseling 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, counseling psychology and marriage and family counseling. Information about graduate programs in Education and Human Services begins on page 97.

School of Graduate Medical Education

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

A second program involves residency training for physicians and dentists in such specialty areas as anesthesia, family practice, internal medicine, obstetrics/gynecology, orthopaedics, pediatrics, general surgery, dentistry and oral maxillary surgery. The training occurs at three participating institutions: namely, St. Michael's Medical Center in Newark, St. Joseph's Hospital and Medical Center in Paterson, and St. Elizabeth Hospital in Elizabeth. The hospitals and the University jointly attest to the successful completion of the residency training through the issuance of a certificate.

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 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 for employed students who cannot matriculate during the day. It also offers a law school summer session. Total enrollment is over 1000, 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 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 1976, the College inaugurated a program leading to a Master of Science degree in nursing.

The graduate program in the College of Nursing was recently accredited by the National League for Nursing for eight years, the maximum period allowable. 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 new Master of Arts in nursing education as well. Courses are also offered which lead to New Jersey certification as a school nurse. Information about the graduate program 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 of 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. 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 through credit and non-credit programs. In addition, it offers programs with the New Jersey State Police Training Academy, Project Acceleration, Wintersession and Seton Saturdays.

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, throughout the year for business, government and the community. 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 academic program of the undergraduate 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 individual departments of the Colleges and in the listing of University memberships, page 175.

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 coursework 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.

Students should adhere to the following deadlines (except as noted otherwise) in submitting their application to the College of Arts and Sciences, the College of Education and Human Services, and the College of Nursing:

July 1 – for fall semester

November 1 – for spring semester

May 1 – for Summer Session

February 1 – for doctoral program in education

Please adhere to the following deadlines in submitting an application to the 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 will 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.

Advanced Standing (Transfer Students)

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

In general a total of 6 credits may be approved for master's degree programs and 30 credits for the doctoral program. Students applying for transfer of credit should contact the graduate office in the appropriate college/school, requesting advanced standing on the basis of official transcripts.

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:

School/Program	Graduate Coordinator	Principal Phone Nos.
• Business	Doreen Tango Assistant Dean	761-9262
• Education	Dr. Michael Murray	761-9668

SETON HALL UNIVERSITY

<ul style="list-style-type: none"> • Nursing 	Prof. Leona Kleinman	761-9286
Arts & Sciences		
<ul style="list-style-type: none"> • Asian Studies (Chinese, Japanese, Asian Area Studies, East Asian, Bilingual/Bicultural Education) • Biology, Microbiology • Chemistry • English • Jewish-Christian Studies • Mathematics (Pure Mathematics Operations Research) • Public Administration 	Dr. Winston Yang Dr. Eliot Krause (Graduate Adviser) Dr. Robert Augustine (Chairperson) Dr. Leigh Winsler (Chairperson) Rev. David M. Bossman (Chairperson) Dr. Daniel J. Gross (Chairperson) (Program Director)	761-9464 761-9532 761-9416 761-9388 761-9469 761-9466 or 761-9467 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 office in the particular college/school to which admission is sought.

- Complete application form and \$30.00 application fee
- One official transcript 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 GRE or GMAT scores.

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

Non-Matriculated Students

Each student enrolling for courses outside of a degree program must complete the required survey form at the time of initial registration. Sufficient evidence of receipt of any undergraduate degree must be submitted to the graduate office of the appropriate college/school. Such evidence is usually in the form of 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 a M.B.A. 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 the Bishop Dougherty Student Center, 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.

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 ID, 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.

International Admission requirements:

- Completed application form and \$30.00 application fee.
- Original transcript of academic credentials. All credentials in languages other than English must be accompanied by certified English translations.
- Certification of financial support during education.
- Scores attained on the Test of English as a Foreign Language (TOEFL) given by the Education Testing Service, Princeton, New Jersey 08540.
- Three letters of reference.
- Certification of enrollment in an approved health and accident insurance program. Information on how to obtain this policy will be given by the University when students register for classes.

International students desiring further information about courses of study should contact the Office of International Programs, Bishop Dougherty Student Center, Seton Hall University, South Orange, New Jersey 07079 or telephone (201) 761-9081.

Please adhere to the following deadlines in submitting an application:

July 1 – for fall semester
November 15 – 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 not eligible to transfer until 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 be so informed by a letter of acceptance from the graduate office of the appropriate college/school.

ACADEMIC REGULATIONS

The Right of Access to Records

The Family Rights and Privacy Act of 1974 grants all students in attendance and former students the right of access to inspect or review educational files, records or data that relate directly to them.

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 ten days of receipt of the Right of Access form, the office or department will notify the student as to the date, time and location the record will be available for inspection.

Registration and Preregistration

Registration

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. 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 studies is assigned an adviser from the department in which he or she is studying. The adviser will help determine the student's course load (a student attending on a part-time basis is not authorized to enroll for more than two courses) and assist in planning a 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 late registration 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. Cancellation notice 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 Friday which precedes the registration dates will be liable for registration fees but not tuition charges. Students who cancel course reservations after the Friday which precedes registration will incur prorated charges according to the Total Withdrawal schedule on page 22. 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 22.

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 can withdraw from courses they do not wish to continue.

Refund Policy

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

Change of Program

After admission to a graduate program in one department/college, students who wish to change to another program must file a Request for Change of Status form. Forms may be obtained at the department office.

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, extraordinary job requirements, military service or other factors may be granted a leave of absence without penalty. A leave of absence is obtained by notifying the Office of the Registrar by letter. Except in the case of military service, a leave of absence ordinarily will be limited to one year. Students who have been granted such leave must apply for reactivation by the following dates:

- July 1—for fall semester
- December 1—for spring semester
- May 1—for Summer session

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

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. Student 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 twelve 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 ten working days. If a grade of "I" is not resolved within the time allotted, this grade will be changed automatically and permanently to "IW" (see below). 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.

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 a 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.

AU—Audit Option (no credit): Students who wish to audit a class must submit the request on a Course Adjustment Form available in the registrar's office. Students who register as auditors are expected to attend class regularly but are not obliged to take tests or comply with any other class requirements. 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. 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

If a course is repeated, only the higher grade is used in grade point average computation; the lower grade will remain on the transcript marked "repeated." Credit for repeated courses may be counted only once in determining class standing. Students must advise the registrar and their adviser if they are retaking a course for a higher grade.

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 ten class days from the submission of the request for change, the student has recourse to the University grievance policy.

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, Brennan Recreation Center, the computer center and McLaughlin Library. The identification card office is in Bayley Hall.

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. Please contact Wilma Gilbert at (201) 761-9168 for an appointment.

Degree Requirements

Advanced degrees are not awarded automatically upon the completion of a required number of courses or hours of credit. Such degrees are awarded for attainment in scholarship. Normally a "B" average will be considered a minimum standard for

satisfactory completion of course work. Students who have accumulated two "C's" or one "F" will undergo a record review by the appropriate faculty to determine future standing.

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 most programs. Examinations are scheduled during fall and spring semesters and in July during Summer Sessions. Applications for the examination are obtained from the appropriate admissions office and must be signed by the adviser and returned to the office 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.

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.

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 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 Office of the Registrar will be required before a student may reenter 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 registra-

tion. Registration fees are assessed for the first semester of thesis continuation only. 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.

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 apply to the appropriate graduate admissions office for the conferral of the degree.

Commencement is held once a year in May. In July the graduate will receive a diploma showing the date the degree was awarded. Transcripts will also reflect this information.

Summary of Procedure for Graduate Programs

Procedure

- Request appropriate application for admission to graduate studies, such as application for U.S. citizens with degrees from U.S. institutions, or application for students with degrees from countries outside U.S. and/or those students requiring a student visa

Responsibility of Student

Final Date

Six weeks prior to registration for regular students; well in advance of deadline for foreign students

SETON HALL UNIVERSITY

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| • File Application for Language Examination | Student | After completion of 12 credit hours. See schedule involved. |
| • Record change of name or personal data | Student | When appropriate—file in Office of the Registrar |
| • Record change of a major concentration; complete Change of Status form | Student, adviser, receiving department | When appropriate |
| • To obtain advanced standing, forward to appropriate graduate office transcript showing courses requested for transfer | Student | |
| • Complete Transfer of Credit form | Student, adviser | When appropriate |
| • File application for Comprehensive Examination | Student, adviser | October 1 for fall, February 1 for spring, June 1 for summer |
| • Schedule oral examination (for Asian language students only) | Student | See departmental adviser |
| • Successful defense of doctoral dissertation | Student, mentor | November 1 for fall, March 25 for spring, June 15 for summer |
| • File a minimum of four copies of a thesis with a mentor (where applicable). File approved copies with the department office for binding and pick up of student's copy | Student | Six weeks prior to graduation. See schedule involved. |
| • Apply for Conferral of Degree | Student | See schedule of semester involved. |
- All forms may be obtained from the graduate office of the appropriate college/school.
- See individual degree programs for procedure for doctoral degrees.

Financial Information

Tuition and Fees

During the past several years Seton Hall University, like other private universities, has experienced increased costs which have been reflected in higher tuition charges. Unless there are unforeseen changes

in the general economic climate, it is anticipated that tuition will continue to increase each year.

The tuition and fees shown are in effect as of the date of publication of this catalog and are for the academic year 1988-1989. The University reserves the right to make whatever changes deemed necessary by the Board of Trustees before the beginning of any semester.

Per graduate credit (non-business)	to \$284.00*
Per graduate credit (business)	315.00
Application for admission to degree program	30.00
University fee per semester	95.00
Graduation fees for graduate students	75.00 to 100.00
Daytime vehicle registration fee (annual)	55.00
Evening vehicle registration fee	25.00
Student teaching placement fee	35.00
Thesis binding fee (3 copies)	40.00
Thesis continuation registration fee per semester	284.00
Students who have completed all requirements except the thesis must register for THCN 7999 Thesis Continuation (Master's) or THCN 8999 Thesis Continuation (Doctorate); for this first thesis continuation registration, only the registration fee is assessed. After the first thesis continuation registration, students will register for thesis continuation courses THCN 8000 (Master's) or THCN 9000 (Doctorate); thesis registration fees plus University fees are assessed for these courses.	
Examination status fee per semester	284.00
Students who have completed all requirements except an examination (or examinations) must register each fall and spring semester for RGCN 8000 Registration Continuation until this requirement is completed.	
Late registration (minimum)	35.00***
Transcripts (each)	3.00
Recreation Center fee (per semester; optional)	100.00

*Certain religious students receive a 50 percent discount as do seminarians and teachers in Catholic schools. Senior citizens also receive discounted courses.
 **This charge covers a part of the cost of such items as registration, course counseling, library, 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 \$10.00 is assessed for each additional week after the first week of classes for late registration and/or payment.

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.

Payment

Tuition and fees are payable in full on the payment date specified on the bill.

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 or transcript of credits until all charges have been paid in full.

Withdrawal from the University

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

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

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

During Summer Sessions, no refunds are made after the second class.

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 semester. Any tuition charges made 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 good scholastic record and potential by submitting undergraduate transcripts, scores attained on the Aptitude Test and appropriate advanced section of either the Graduate Record Examination, the Test for Graduate Study in Business or the Miller Analogy 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 proceeding that for which the award is desired.

Assistantships (Teaching or Research)

These appointments carry a stipend for nine months—September through May—and include remission of tuition for a maximum of 12 credits per semester. Assistants will be required to spend approximately half time in teaching or some directed semi-professional work. Job descriptions outlining specific responsibilities are prepared by the employing department.

Each appointment is for one academic year and is renewable for one year on recommendation of the department concerned. Applications are made through the Office of Graduate Admissions or the appropriate academic department.

Tuition Grants

A limited number of partial tuition grants is 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 are made by April 25 and must be accepted no later than May 1.

Residence Hall Assistantships

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

Equal Opportunity Fund (E.O.F.) Grants

Graduate E.O.F. grants are available to eligible students in the amount of \$2500. 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 Admissions and Fi-

nancial Aid, located in the Educational Opportunity Office at the South Orange campus. In addition, applicants must complete the *Graduate and Professional School Financial Aid Service Form* (GAPSFAS) or the *New Jersey Financial Aid Form* (NJFAF).

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 Office of Financial Aid processes applications for the state Stafford Loans (formerly GSL) and the Supplemental Loan for Students (SLS). Applications are available from local banks and credit unions. Applicants must enroll at least half-time and complete the Financial Aid Form (FAF) to determine financial need for the loan.

STUDENT SERVICES

The members of the Division of Student Affairs assist, direct and inform students of 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, and is a member of the BIG EAST Conference, one of the nation's top leagues.

Pirates athletic teams have enjoyed unprecedented success. The men's basketball team advanced to the Final Four and played for the championship of the NCAA Tournament in 1989. The baseball and soccer teams have won BIG EAST team championships; the track team has had an NCAA individual national champion; and the women's tennis team has had a BIG EAST champion. Two basketball players, one from the women's team and one from the men's, received the Scholar Athlete Award for 1989.

Six Seton Hall athletes also participated in the 1988 Summer Olympics, and secured Olympic 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 interested participants 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 the administrative assistance of the Department of Athletics and Recreational Services. Current club sports include hockey, bowling, rugby and tae-kwon-do.

The offices of the Department of Athletics and Recreation are located in the Brennan Center. Information about programs may be obtained by calling 761-9493. For information concerning intramurals, non-credit instruction or Recreation Center memberships, call 761-9720.

Campus Ministry

Seton Hall University provides all students with means for holistic development. The Campus Ministry team fosters active expression of religious values, providing retreats, days of reflection, prayer groups and a full schedule of liturgical services for students, faculty and staff of the University. Non-Catholic students are welcome to attend religious exercises.

Campus Ministry encourages students to fulfill lay ministry roles as part of liturgical teams, offers a continuing religious education program that is also open to members of the surrounding community and publishes a weekly update, "University Parish."

Career Services

Career Services offers a variety of resources and a complete range of services to students in all majors, aimed at enhancing career, academic and professional development.

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, video-taped interviewing skills, researching an employer and transition from school to career. More than 50 workshops are scheduled each semester and announced in the Career Services Newsletter. An annual Career Day hosts over 100 employers each October. Standardized tests, including the Strong Campbell Interest Inventory, as well as other instruments designed to enhance self-knowledge and life/career, are administered.

Career Information Center: This resource room in Career Services has a wide variety of books, annual reports, files, periodicals and audio-visual materials related to career decision making. These materials are geared to providing realistic and current educational and occupational information in such areas as job outlooks, career fields, interest assessment and time management, as well as help with job finding skills and strategies, and specifics on employers recruiting at Seton Hall.

Cooperative Education: The Co-op program offers eligible students in the College of Arts and Sciences and W. Paul Stillman School of Business an important head start in their careers by alternating semesters of full-time work with semesters of full-time classroom study, enabling them to graduate with experience in their chosen fields. Students work under the advisement of a faculty member.

Graduate Information: This service offers help with decision-making concerning graduate studies and school selection, including study abroad programs. A comprehensive graduate and professional school catalog collection is maintained. The center provides information and applications concerning national qualifying exams, such as GRE, GMAT, MAT and LSAT, and administers the Miller Analogy Test. A five year post-graduate credential file is kept for all seniors registered for this service. On-campus interviews with selected graduate schools are conducted each year.

Placement Services: Placement Services provides information and access to employment trends and specific job opportunities through a variety of services and programs. Job listings, on-campus interviews, individual advisement and referral, career fairs and career preparedness workshops are among the employment-oriented services. 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. All services are free to students and employers.

Counseling Services

Personal, academic and career counseling is provided by professional counselors. All contact with this service is confidential.

Health Services

The purpose of the Health Service 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. The Health Service is staffed by registered nurses and nurse practitioners from 8 a.m. until 6 p.m. and by student health aides from 6 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 the Health Service on the first floor of South Boland Hall.

Housing and Dining Facilities

Housing facilities for graduate and married students are in off-campus residences not maintained by the University. Listings are available in the office of off-campus housing or by calling (201) 761-9172.

The University Pub, located in the Student Center, provides breakfast, lunch, dinner and snacks, Monday through Thursday, 7:30 a.m. to 7:00 p.m. and Friday, 7:30 a.m. to 2:15 p.m.

Aiello's Pizza, located in Duffy Hall, provides lunch, dinner and snacks on the following schedule: Monday through Thursday, 8:00 a.m. to 11:00 p.m.; Friday, 8:00 a.m. to 7:00 p.m.; Saturday 12:00 p.m. to 5:00 p.m.

The Galleon Room cafeteria is open to meal ticket holders for breakfast, lunch and dinner, seven days a week. Meal tickets are available to graduate students through the Food Service. The hours, in addition to those listed above, are as follows:

Monday through Friday:
 Breakfast 7:15 to 9:30 a.m.
 Lunch 11:00 a.m. to 1:30 p.m.
 Dinner 4:15 p.m. to 6:45 p.m.
 Saturday and Sunday:
 Brunch 9:30 a.m. to 1:30 p.m.
 Dinner 4:30 p.m. to 6:30 p.m.

Parking Facilities

Seton Hall University offers parking for graduate students. Handicapped spaces are located throughout the campus in proximity to academic buildings, and the use of these spaces is strictly enforced. Students must obtain a parking decal to park on campus. Detailed information about parking is available through the Parking Services Office.

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 2000 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 and staff, it broadcasts to a potential listening audience of 20 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. In 1976 WSOU became the first non-commercial station in five years to win the prestigious Peabody Award. 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 reading and discussions that provide students with the opportunity to meet such writers as John Updike, Steven Spender, Arthur Miller, Steven 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, 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 ideals of Seton Hall University, promotion of the growth, development and welfare of the University and the advancement of the spiritual, academic, professional, social and economic welfare of all the Alumni. Six committees assist in carrying out these objectives. They include Admissions and Recruitment Activities, Editorial and Public Relations, Placement Advisory, Student Cultivation and Alumni Data Base.

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, 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 also provided for LOTUS, Wordstar, DBase III, DisplayWrite 4 and others. Instruction is also provided in the use of mainframe computer systems, including SAS, SPSSX and BITNET, an international computer network which provides intra- and intercampus electronic mail capability.

The Center also includes computer equipped classrooms and makes them available for faculty use. The Office of Academic Computing also administers an IBM microcomputer resale program with discounts of 40% available. The staff provides advice on computer selection and technical assistance after purchase.

Thomas W. Burtnett, 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. These programs are 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.

David Abalos, *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 our faculty and *Division Reports*, which publishes the results of Division-supported research.

The director of the Division of Research is also responsible for overseeing the Institute of International Business.

Leigh Stelzer, *Director*

The Institute of Far Eastern Studies, established in 1951, promotes better understanding of Far Eastern culture in the American academic community. To meet this objective, the Institute, working with the Department of Asian Studies, conducts special training programs, engages in scholarly research, sponsors conferences, gives public lectures, prepares instructional materials and publishes occasional papers and monographs. It has compiled textbooks and bilingual materials that have been widely used in schools, colleges and universities in the United States, Europe and Asia.

The Institute, aided by grants from foundations and the federal government, is a national pioneer in introducing the teaching of Chinese and Japanese in American high schools. In the last several years, it has pro-

moted Chinese and Japanese bilingual education throughout the United States. The total program of the Institute is carried on by a director assisted by an advisory board of international scholars under the supervision of the University administration.

John Young, *Director*

Human Services Center

The Department of Counseling Psychology, of the College of Education and Human Services, has developed the Human Services Center (HSC). The HSC provides training opportunities for students and staff at the pre-practicum, practicum and internship levels. It also offers psychological services to individual children and adults as well as couples and families from the University and surrounding communities. Specifically, the services include the following: Individual, Marital, Family and Group Counseling and Psychological Assessment. Consultation services will be provided to schools, community organizations, church and parent groups, industry and other organizations at their request.

Steven Korner, *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 the University's Graduate Bulletin.

Monsignor John M. Oesterreicher, *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 technology, 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 480,000 volumes of books and periodicals in the South Orange collections and serves as the center of library services there. McLaughlin holdings include 2,200 current serial files, extensive microfilm holdings (particularly periodicals, newspapers and ERIC reports), a curriculum materials collection and U.S. and New Jersey government documents (the Library is a depository for both). Special collections focus on the American Civil War, Asian studies, classical studies, rare books and—most notably—Irish literature and history. The library's broad range of services includes

instruction and assistance in using this library and libraries and information systems generally, provision of online database searching and other specialized bibliographic support and transaction of interlibrary loans via the international online OCLC network and telefacsimile. Information technology available for student use includes microcomputers and a distinctive variety of bibliographic laserdisk systems. Through the library's active participation in the County of Essex Cooperating Libraries System (CECLS) and State-funded Essex-Hudson Regional Library Cooperative, Seton Hall students enjoy borrowing privileges at nearby libraries and benefit from special library delivery services.

The Immaculate Conception Seminary Library, located in the Seminary Building, serves principally the Seminary and the associated School of Theology. Its extensive holdings focus on theology and church history and are especially rich in the area of liturgy and scriptural studies.

The Media Center, located in the wing of the Seminary Building, houses a variety of audiovisual materials, provides a wide range of classroom and production services and affords students the opportunity to utilize current media technology, including computer graphics.

The Archives, located in Duffy Hall, comprises both University records and the archives of the Archdiocese of Newark. The New Jersey Catholic Historical Records Commission works with the Archives to promote development and use of the church archives. Overall holdings now exceed 4,000 cubic feet.

Robert A. Jones, *Dean*

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 Amer-

ica, 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 Center for Public Service offers a Master of Public Administration (M.P.A.) degree program, intended for men and women currently working in public service (in-service) or seeking professional careers in public service (pre-service). It is a professional program in management for people interested

in all levels of government, court administration, urban affairs, health care, criminal justice, human services and religious organization management, and similar fields. The program stresses development of managerial and analytical skills, as well as moral and professional values.

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.

Jose Manuel Navarro, Director

The Talent Search Project of the Puerto Rican Institute 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 disadvan-

tages and to provide the supportive services needed to succeed in college.

The primary target population served by this program encompasses Barringer, Eastside, Vailsburg and Weequahic High Schools in the Newark school system, and individuals who are 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 conduct 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.

Anne M. Santiago, Director

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.

Bernadette Wilkowski, Director



COLLEGE OF ARTS AND SCIENCES

Dean: Jerry A. Hirsch

Associate Dean: John J. Mitchell
Jr.

Associate Dean: Frank F. Katz

Department Chairpersons:
Asian Studies: Winston L. Y. Yang

Biology: Eliot Krause

Chemistry: Robert Augustine

English: Leigh Winsor

Jewish-Christian Studies: Rev.
David M. Bossman

**Mathematics and Computer
Science:** Daniel J. Gross

Center for Public Service

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 Art and Music, Asian Studies, Biology, Chemistry, Classical Studies, Communication, 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 and mathematics. 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, Social Work and Sociology and Anthropology 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 examination.

Foreign Language Requirement

Most 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. Examination dates are listed in the Graduate Division Semester Calendar available from the registrar.

Comprehensive Examination

Except in the Department of Chemistry, the successful completion of a comprehensive examination is required in all departments of the College of Arts and Sciences. For University regulations concerning this examination, please see "The Comprehensive Examination" and "Continuity," page 18.

DEPARTMENT OF ASIAN STUDIES

Distinguished University Professor: Young

Professors: Blakeley; Podgorski; Yang (*Chairperson*)

Associate Professors: Kikuoka; Leung

Assistant Professor: Chang

Graduate Advisers: Chinese, Yang; Japanese, Kikuoka; Asian Area Studies, Podgorski; Asian Bilingual/Bicultural Education, Leung, Yang

The Department of Asian Studies offers graduate courses leading to the degree Master of Arts in Chinese, Japanese or Asian Area Studies. 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 Institute of Far Eastern Studies, conducts research on East Asia, prepares language instructional materials, sponsors conferences, conducts summer institutes and carries on a program of publication.

The Department of Asian Studies regularly offers teaching assistantships in Chinese and Japanese and

occasionally offers assistantships in Asian Area studies. U.S. government grants (fellowships and traineeships) are available in East Asian bilingual/bicultural education. For additional information, contact the chairperson of the Department of Asian Studies.

General Admission

In addition to the general University requirements for admission to graduate studies, candidates for a degree in Asian Studies must meet the following requirements.

Concentration in Chinese or Japanese:

24 undergraduate credits in Asian studies including a minimum of 18 credits in the Chinese or Japanese language

or

demonstration of the equivalent through a proficiency test administered by the Department. At the Department's discretion, a student who does not meet the required language proficiency may be admitted conditionally, pending fulfillment of the language requirement, which usually necessitates an extra two semesters of study to achieve the degree.

Concentration in Asian Area Studies:

strong foundation in history and social sciences; emphasis on Asian studies preferred.

Concentration in East Asian Bilingual/Bicultural Education:

functional speaking and reading proficiency in English and one Asian language.

Degree Requirements

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

M.A. in Chinese

Concentration in Chinese Language and Pedagogy Credits
 ASIA 6140 Survey of Chinese Civilization 3

Two of the following: 6

ASIA 6141 Foundations of Chinese Civilization
 ASIA 6142 Development of Chinese Civilization
 ASIA 6143 The Maturity of Chinese Civilization
 ASIA 7111 or Introduction to Language and Communication I
 7112 & II (or equivalent courses) 3
 ASIA 7124 Methods of Teaching Chinese and Japanese 3
 ASIA 7118 Supervised Teaching of Chinese and Japanese
 or
 ASIA 9190 Graduate Directed Readings 3
 ASIA 9199 Research Methods in Asian Studies 3
 ASIA 9111 Elective Courses 12

Total 33

Concentration in Chinese History and Culture

ASIA 6140 Survey of Chinese Civilization 3
 ASIA 6141 Foundations of Chinese Civilization 3
 ASIA 6142 Development of Chinese Civilization 3
 ASIA 6143 The Maturity of Chinese Civilization 3

One of the following: 3

ASIA 6129 History of Republican China
 ASIA 6130 History of Contemporary China

One of the following: 3

ASIA 6115 Classical Chinese Literature
 ASIA 6116 Modern Chinese Literature
 ASIA 6113 Philosophical-Spiritual Probing of China 3
 ASIA 6114 Chinese and Japanese Buddhism 3
 ASIA 9111 Research Methods in Asian Studies 3
 Elective Courses 6

Total 33

Concentration in Bilingual/Bicultural Education

ASIA 6140 Survey of Chinese Civilization Credits 3

One of the following: 3

ASIA 6141 Foundations of Chinese Civilization
 ASIA 6142 Development of Chinese Civilization
 ASIA 6143 The Maturity of Chinese Civilization
 ASIA 6113 Philosophical-Spiritual Probing of China 3
 ASIA 6114 Chinese and Japanese Buddhism 3
 ASIA 6115 Classical Chinese Literature 3
 ASIA 6116 Modern Chinese Literature 3
 ASIA 7111 or Introduction to Language and Communication I
 7112 or II 3
 ASIA 7116 Applied Linguistics (or equivalent) 3
 ASIA 7124 Methods of Teaching Chinese and Japanese 3
 ASIA 7126 Cross-Cultural Study of East Asian Minority
 Cultures in America 3
 ASIA 9111 Research Methods in Asian Studies 3
 Elective Courses 12

Total 33

Degree candidates in Chinese must also do the following:

- Pass the department comprehensive examination
- Submit an acceptable thesis

Students planning study toward the doctorate must pass the language examination in a Western language or a second Asian language.

M.A. in Japanese

<i>Concentration in Language and Culture</i>		Credits
ASIA 6121-6122	History and Culture of Japan I & II	6
ASIA 6133	History of Modern Japan	3
ASIA 6114	Chinese/Japanese Buddhism	3
One of the following:		3
ASIA 6141	Foundations of Chinese Civilization	
ASIA 6142	Development of Chinese Civilization	
ASIA 7111 or 7112	Language and Communication I & II	3
ASIA 7116	Applied Linguistics or equivalent course	3
ASIA 7124	Methods of Teaching Chinese or Japanese	3
ASIA 9111	Research Methods in Asian Studies	3
	Elective Courses	<u>6</u>
Total		33

Concentration in Bilingual/Bicultural Education

Same program as above, except ASIA 7126 Cross Cultural Study replaces ASIA 6141-6142 option.

and

Pass the department comprehensive examination

Submit an acceptable thesis

Students planning study toward the doctorate must pass the language examination in a Western or a second Asian language.

M.A. in Asian Area Studies

Students should select a major field of 12 credits and two minor fields of 6 credits each in areas other than their major field. Degree Candidates must complete the additional requirements listed below the minor fields.

Major Field

China

ASIA 6140	Survey of Chinese Civilization	3
Two of the following:		6
ASIA 6141	Foundations of Chinese Civilization	
ASIA 6142	Development of Chinese Civilization	
ASIA 6143	Maturity of Chinese Civilization	
One of the following:		3
ASIA 6129	History of Republican China	
ASIA 6130	History of Contemporary China	
Total		<u>12</u>

Japan

ASIA 6121-6122	History and Culture of Japan I & II	6
ASIA 6133	History of Modern Japan	3
ASIA 6114	Chinese and Japanese Buddhism	<u>3</u>
Total		12

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India

ASIA 6123-6124	History and Culture of India I & II	6
ASIA 6112	Spiritual Quests of India	3
ASIA 9190-9199	Graduate Directed Readings (one course)	3
	Total	12

Minor Fields (Two)

China

ASIA 6140	Survey of Chinese Civilization	3
One of the following:		3
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 & II	6
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India

ASIA 6123-6124	History and Culture of India I & II	6
In addition, all Asian Area Studies students must complete the following:		
ASIA 9111	Research Methods in Asian Studies	3
	Elective Courses	6
	Total	33

Pass the department's comprehensive examination

Submit an acceptable thesis

Students planning study toward the doctorate must pass the language examination in a Western or a second Asian language.

Course Descriptions

Chinese Language

CHIN 6111-6114 (AS 300-303)

GRADUATE CHINESE CONVERSATION AND COMPOSITION I-IV

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

Morcom 12 credits

CHIN 6115-6116 (AS 304-305)

GRADUATE READINGS IN CLASSICAL CHINESE I & II

Introduction to classical Chinese through selected readings with emphasis on classical grammar and syntax.

Blakeley 6 credits

CHIN 6117-6118 (AS 306-307)

GRADUATE READINGS IN MODERN CHINESE I & II

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

Morcom 6 credits

CHIN 6119-6120 (AS 308-309)

GRADUATE CHINESE NEWSPAPER READINGS I & II

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

Yang 6 credits

CHIN 6125 (AS 321) READINGS IN 20TH-CENTURY CHINESE LITERATURE

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

Yang 3 credits

CHIN 6126-6127 (AS 314-315)

ADVANCED READINGS IN CLASSICAL CHINESE I & II

Advanced readings in classical Chinese, including materials selected from historical, philosophical and other texts.

Blakeley 6 credits

Japanese Language

JAPN 6111-6112 (AS 335-336)

GRADUATE MODERN JAPANESE I & II

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

Kikuoka 6 credits

JAPN 6113-6114 (AS 337-338)

JAPANESE NEWSPAPER READINGS I & 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 (AS 350) 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 (AS 362) 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 (AS 363) PHILOSOPHICAL-SPIRITUAL PROBINGS OF CHINA

Survey of early Confucianism. Emphasis on the spiritual visions of Lao Tzu and Chuang Tzu. Detailed study of the Neo-Confucianists Chu Hsi and Wang Yang-ming.

Podgorski

3 credits

ASIA 6114 (AS 365) 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 (AS 366) 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 (AS 367) MODERN CHINESE LITERATURE

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

Yang

3 credits

AS 6117 (AS 368) THE ART OF CHINA AND JAPAN

Basic concepts governing Asian artistic expression. Emphasis on the analysis of form and content as reflected in the art of China and Japan.

DeCrenascol

3 credits

ASIA 6121-6122 (AS 374-375) HISTORY AND CULTURE OF JAPAN I & II

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

Young

6 credits

ASIA 6123-6124 (AS 376-377) HISTORY AND CULTURE OF INDIA I & II

Survey of the formation of India from pre-historic times up to the present day.

Podgorski

6 credits

ASIA 6127 (AS 383) HISTORY AND CULTURE OF KOREA

General survey of the history and culture of Korea from ancient times to the present, with emphasis on cultural developments.

Staff

3 credits

ASIA 6129 (AS 385) HISTORY OF REPUBLICAN CHINA

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

Leung

3 credits

ASIA 6130 (AS 386) 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 (AS 395) 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 (AS 396) 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 (AS 397) 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.

Young

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.

Blakely

3 credits

ASIA 6141 FOUNDATIONS OF CHINESE CIVILIZATION

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

Blakely

3 credits

ASIA 6142 THE DEVELOPMENT OF CHINESE CIVILIZATION

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

Blakely

3 credits

ASIA 6143 THE MATURITY OF CHINESE CIVILIZATION

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

Blakely

3 credits

ASIA 6211 (AS 347) MULTINATIONAL CORPORATIONS IN THE ASIAN MARKET

Introduction 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.

Yang 3 credits

ASIA 6212 (AS 348) MANAGEMENT OF FOREIGN OPERATIONS

Special circumstances under which an American firm operates abroad: social customs, political environment, language and cultural problems, and international relations. Economic, financial, legal and management problems peculiar to foreign operations will also be examined.

Yang 3 credits

Asian Bilingual/Bicultural Education and Linguistics

ASIA 7111-7112 (AS 402-403) INTRODUCTION TO LANGUAGE AND COMMUNICATION I & 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.

Staff 6 credits

ASIA 7113-7114 (AS 411-412) CHINESE LINGUISTICS I & II

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

Staff 6 credits

ASIA 7116 (AS 415) APPLIED LINGUISTICS

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

Staff 3 credits

ASIA 7117 (AS 416) KOREAN LINGUISTICS

General introduction to the linguistic structure of contemporary spoken Korean, with some reference to sociolinguistics, bilingual education and second language teaching.

Staff 3 credits

ASIA 7118 (AS 419) 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 (AS 437) 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.

Young, Morcom 3 credits

ASIA 7125 (AS 438) TEACHING CONTENT AREAS IN ASIAN BILINGUAL EDUCATION

Theory and practice in teaching social studies, language arts, mathematics, science and other subjects in bilingual education.

Leung 3 credits

ASIA 7126 (AS 452) CROSS-CULTURAL STUDY OF EAST ASIAN MINORITY CULTURES IN AMERICA

The cultural traits of East Asian Americans and their contributions to American history, culture and life.

Leung 3 credits

ASIA 7127 (AS 456) CONTEMPORARY SOCIAL PROBLEMS IN THE ASIAN COMMUNITY AND ASIAN BILINGUAL CHILDREN

Contemporary socio-economic problems affecting the socialization and biculturalization of the Asian bilingual/bicultural child. Power structure and social stratification in Asian communities; problems facing all Asian communities such as minority participation in contemporary social institutions, business limitations, political disenfranchisement, rising expectation of ethnic power and boundary management of social groups.

Leung 3 credits

ASIA 7129-7132 (AS 480-484) SEMINAR IN EAST ASIAN BILINGUAL EDUCATION I-IV

Research and intensive study of selected problems in East Asian bilingual education.

Yang, Young 3 credits each

**ASIA 8111 (AS 500)
CHINESE-AMERICAN ETHNIC
CULTURE**

Designed for doctoral students. A critical examination of the origins and development of Chinese-American ethnic heritage and culture. The contributions of Chinese-American ethnic groups to the United States and their impact in the dominant American culture; the relationship between Chinese culture and Chinese-American ethnic culture; and the problems of Chinese-American ethnic groups.

Yang 3 credits

**ASIA 8112 (AS 501)
JAPANESE-AMERICAN ETHNIC
CULTURE**

Prerequisite: (ASIA 7126). Cross-Cultural Studies of East Asian Minority Cultures in America

Critical examination of Japanese-American culture, its origins and development. History of ethnic Japanese in America; comparative study of East Asian cultural traits; Japanese in Hawaii, California and Brazil; and issues and problems of Japanese-Americans.

Young 3 credits

**Seminar and Directed
Studies**

**ASIA 9111 (AS 401) 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 9190-9199 (AS 490-499)
DIRECTED GRADUATE ASIAN
STUDIES**

Readings under faculty supervision.
Staff 3 credits each semester

DEPARTMENT OF BIOLOGY

Professors: De Prosopo; Katz; Orsi

Associate Professors: Burke;
Moldow; Rawn

Assistant Professors: Ahmad
(*Graduate Adviser*); Glenn; House;
Hsu; Krause (*Chairperson*)

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 coursework-oriented degree program; Plan C, with a minor in business administration, is for students who are interested in acquiring knowledge about the technical aspects as well as the business aspects of the biological and pharmaceutical industries.

Two programs of study for the master's degree in microbiology are available: Plan D, with thesis, and Plan E, without thesis. Plan D is recommended for students who intend to continue their studies in microbiology/biotechnology at the doctoral level or pursue a career in research; Plan E is primarily for students wishing a coursework-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 expected degree completion date with an oral defense two weeks before 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 coursework (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 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 coursework (may be separate courses or as part of a lecture/laboratory course)*
 - 8 credits in graduate biology courses*
 - 15 credits in
 - BMIS 6701 Introduction to Management Information Systems
 - BLAW 6301 Legal and Social Environment of Business
 - BACC 6101 Financial Accounting
 - BMKT 6603 Marketing Practices and Policies
 - 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 last semester.

*Graduate biology courses may be taken from 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, micro-

biology and organic chemistry. Students who do not meet these requirements may be admitted on a probationary status and will have to 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 expected degree completion date with an oral defense two weeks before 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 coursework (may be separate courses or as part of a lecture/laboratory course)
 - 3 credits from either BIOL 6237 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 expected completion of degree. Oral presentation of research results is to be made during last semester.

Seminar Requirements

Students are required to register for and to attend seminar for four semesters. An "In Progress" grade will be recorded for each of the first three terms and a comprehensive grade will be given at the end of the fourth term. Students are expected to attend seminar throughout the duration of the degree program.

Course Descriptions

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

BIOL 6113 (BI 303) 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 6215 (BI 315) 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 6214 (BI 350) CYTOGENETICS AND BIOCHEMICAL GENETICS

Prerequisite: Genetics or molecular biology or permission of instructor

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 6223 (BI 310) 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.

Orsi 3 credits

BIOL 6224 (BI 311) 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.

Orsi 2 credits

BIOL 6225 (BI 314) ANALYTICAL CELL MICROSCOPY

Prerequisite: Permission of instructor

Theory and application of optical methods for the "non-destructive" study of cell structure and function. Emphasis is placed on the observation and analysis of selected organelle and surface properties of dividing and "quiescent" cells during *in vitro* life. Major instrumentation involves cytophotometry with phase microscopy and fluorochrome probes, polarizing microscopy and scanning electron microscopy.

Orsi 4 credits

BIOL 6231 (BI 316) MOLECULAR BIOLOGY

Corequisite: BIOL 6232

Study of structure and function of proteins and nucleic acids (genetic material); their storage, transmission, genetic code and mutagenesis, with greater emphasis on replication, repair, transcription; translation and regulatory mechanisms in both prokaryotes and eukaryotes. Introduction to recombinant DNA, genetic engineering and modern concepts of immunoglobulin synthesis.

Ahmad 3 credits

BIOL 6232 (BI 317) MOLECULAR BIOLOGY LABORATORY

Corequisite: BIOL 6231

Demonstration of DNA replication using cell culture and phage procedures, chromatic and polysome isolation, r-RNA characterization, m-RNA isolation and *in vitro* translation.

Burke 1 credit

BIOL 6233 (BI 321) 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 6325 (BI 322) 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 6242 (BI 320) IMMUNOLOGY**

Prerequisite: Biochemistry recommended
Discussion of the nature and structural basis of antigens and antibodies; transfusion and blood groups systems; structure and function of immunoglobulins, gammopathies, antigen-antibody reactions, complement systems, tolerance, autoimmunity, and aspects of clinical and diagnostic immunology, tissue typing, immunogenetics and introduction to tumor immunology. Library assignments.

Ahmad 3 credits

BIOL 6243 (BI 323) 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 3 credits

BIOL 6313 (BI 360) PARASITOLOGY

Recommended: invertebrate zoology, vertebrate anatomy and histology

The phenomenon of parasitism and the biology of representative pathogenic and non-pathogenic protozoans, helminths and arthropods of animals and humans. The laboratory is concerned with living organisms and their hosts, experimental parasitology, prepared slides and preserved specimens. Literature reviewed through library projects.

Katz 4 credits

BIOL 6321 (BI 330) VERTEBRATE PHYSIOLOGY LECTURE AND LABORATORY

Emphasis on the biophysical and biochemical bases for vertebrate organs and system function. Organ systems considered from the standpoint of their function, regulation and role in the maintenance of homeostasis, and integrated behavior of the organism.

House 4 credits

BIOL 6322 (BI 331) VERTEBRATE PHYSIOLOGY

A lecture course under BIOL 6321.

3 credits

BIOL 6323 (BI 334) VERTEBRATE ENDOCRINOLOGY

The endocrine glands and their secretion; the physiological and behavioral processes they regulate; and their mechanisms of action at the cellular and molecular levels. Emphasis will be on neuroendocrinology.

Moldow 3 credits

BIOL 6334 (BI 340) 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, nucleo-cytoplasmic 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 (BI 372) 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 (BI 332) 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 (BI 362) 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.

Orsi 3 credits

BIOL 6413 (BI 363) 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.

Orsi 2 credits

BIOL 6414 (BI 366) 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 (BI 354) 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 (BI 355) 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 (BI 352) 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 (BI 353) 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 experimental design. Offered in alternate years.

Burke 1 credit

BIOL 6641 (BI 364) 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 (BI 313) 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 (BI 324) 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 7292 (BI 329) SELECTED TOPICS IN IMMUNOLOGY
1 credit

BIOL 7293 (BI 359) SELECTED TOPICS IN GENETICS
1 credit

BIOL 7391 (BI 339) SELECTED TOPICS IN PHYSIOLOGY
1 credit

BIOL 7392 (BI 338) SELECTED TOPICS IN ENDOCRINOLOGY
1 credit

BIOL 7393 (BI 349) SELECTED TOPICS IN DEVELOPMENTAL BIOLOGY
1 credit

BIOL 7394 (BI 367) SELECTED TOPICS IN PARASITOLOGY
1 credit

BIOL 7423 (BI 336) 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 (BI 368) SELECTED TOPICS IN MICROBIOLOGY
1 credit

BIOL 7492 (BI 369) SELECTED TOPICS IN VIROLOGY
1 credit

BIOL 9190 (BI 380) BIOLOGY SEMINAR
Lectures given by guest speakers and research reports given by students. Students are required to register for and to attend seminar for four semesters. An "In Progress" grade will be recorded for each of the first three terms and a final grade will be given at the end of the fourth. Students are expected to attend seminar throughout the time they are pursuing a degree program.
1 credit

BIOL 9191 (BI 390) 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 (CH 398-399) RESEARCH FOR MASTER'S THESIS
Credit given at completion of project.
6 credits

DEPARTMENT OF CHEMISTRY

Professors: Ander; Augustine (*Chairperson*); Celiano; Cline Love; J. Hirsch; R. Hirsch; Huchital; McGuinness

Associate Professors: Grayeski; Maloy

Assistant Professors: Eadline; Miles; Murphy; Petersheim; 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 regular students:

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

Three letters of recommendation from individuals competent to evaluate the applicant's ability sent to the chairperson of the Department of Chemistry

Dates for submission of completed applications to graduate programs are as follows:

July 1—fall semester

November 1—spring semester

Late applicants will be admitted as special students pending evaluation

Financial Support: Many full-time graduate students receive teaching or research assistantships (in general, first-year graduate students are eligible only for teaching assistantships). For details see page 23 and contact the department.

In addition, there is a Reverend Owen Garrigan Graduate Biochemistry Supplemental Award. This award is intended primarily for entering students. All applicants for assistantships who express interest in biochemistry will be considered.

This award is available each year to supplement the stipend of one or more full-time biochemistry graduate students.

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 the 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.

Computer Programming Requirement

The successful completion of a computer programming course is required of all chemistry graduate students for all degrees.

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.

Physical Chemistry Requirement

Students must show proficiency in the three major topics normally studied in undergraduate physical chemistry. Such proficiency is established by examination or failing that by subsequent enrollment in Physico-Chemical Principles, CHEM 6011, 6012, 6013 (Thermodynamics, Structure/Spectroscopy and Kinetics). The examination is given each year prior to the beginning of the fall semester.

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. Introduction to Management Information Systems

BLAW 6301. Legal and Social Environment of Business

BACC 6101. Financial Accounting

BMKT 6603. Marketing Practices and Policies

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 75.

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 coursework. This examination is to be taken within 12 months of meeting the distribution requirement, unless an M.S. degree other than Plan B is first pursued. Should the examination not be passed, it may be repeated only once and within six months of the first examination.

The matriculation examination is oral and pertains to the proposed research problem. It is administered by a Matriculation Committee 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 computer programming, seminar and cumulative examination requirements described above, the student must do the following:

Complete 70 credits distributed among research, coursework and seminar. Students who enter the program with the M.S. degree shall be required to earn at least 40 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.

Time limit for completion of Doctorate—no less than three years after entry into graduate program and no more than 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

CHEM 6201 (CH 321) 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 (CH 323) 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 (CH 324) SPECTROCHEMICAL METHODS OF ANALYSIS

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

CHEM 6205 (CH 325) 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 (CH 326) 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 (CH 322) STATISTICS AND APPLIED ANALYTICAL CHEMISTRY

Principles of experimental design, statistics and analysis of data. Applied analytical chemistry. Effect of government regulations on practice of analytical chemistry. 3 credits

CHEM 6217 (CH 327) INSTRUMENTATION ELECTRONICS

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

CHEM 7299 (CH 329) SPECIAL TOPICS IN ANALYTICAL CHEMISTRY

Discussion of selected topics of current interest. 3 credits

CHEM 6301 (CH 331) THEORETICAL ORGANIC CHEMISTRY I

Correlation of structure and mechanism in organic 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 (CH 332) THEORETICAL ORGANIC CHEMISTRY II

Prerequisite: CHEM 6301

Structure-reactivity relationships, reaction mechanisms, stereochemical aspects, and relevant rearrangements in organic systems involving carbocations, carbanions, eliminations, free radicals, photochemistry, oxidations and reductions.

3 credits

CHEM 6303 (CH 333) 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 (CH 339) SELECTED TOPICS IN ORGANIC CHEMISTRY

Discussion of selected topics of current interest.

3 credits

CHEM 6401 (CH 341) 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 (CH 342) 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 (CH 343) 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 (CH 301) INTRODUCTION TO POLYMER CHEMISTRY

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

3 credits

CHEM 6501 (CH 351) GENERAL BIOCHEMISTRY I

Chemistry and metabolic significance of the important components of living matter.

3 credits

CHEM 7512 (CH 352) GENERAL BIOCHEMISTRY II

Prerequisite: CHEM 6501 or equivalent

Systematic and detailed coverage of areas of current biochemical interest including enzyme kinetics and mechanisms, biological oxidation and oxidative phosphorylation, protein synthesis and nucleic acids and photosynthesis. Aspects of biochemical evolution.

3 credits

CHEM 7515 (CH 355) PROTEINS

Prerequisite: CHEM 7512 or equivalent

Physical, chemical and biological properties of proteins.

3 credits

CHEM 7516 (CH 356) ENZYMES

Prerequisite: CHEM 7512 or equivalent

Properties, kinetics, mode of action and study of specific enzymes and enzyme systems.

3 credits

CHEM 7517 (CH 357) 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 (CH 359) SPECIAL TOPICS IN BIOCHEMISTRY

Discussion of selected topics of current interest.

3 credits

CHEM 6601 (CH 311) ADVANCED INORGANIC CHEMISTRY I

Survey of modern inorganic chemistry, with an emphasis on chemistry of transition metals. Topics include symmetry and group theory, ionic and covalent bonding, introduction to coordination chemistry, spectroscopy, reaction mechanisms, organometallic compounds and bioinorganic chemistry.

3 credits

CHEM 7614 (CH 314) KINETICS AND MECHANISMS IN INORGANIC CHEMISTRY

Prerequisite: CHEM 6601

Kinetics and mechanisms of reactions of coordination compounds; the determination of rates of reaction and the establishment of rate laws; substitution, isomerization and oxidation-reduction reactions emphasized.

3 credits

CHEM 7618 (CH 318) PHYSICAL METHODS IN INORGANIC CHEMISTRY

Prerequisite: CHEM 6601

Selected instrumental techniques applied to inorganic molecules. Topics include electronic, vibrational, nmr, epr, and Mossbauer spectroscopy and magnetic susceptibility.

3 credits

CHEM 7699 (CH 319) SPECIAL TOPICS IN INORGANIC CHEMISTRY

Discussion of selected topics of current interest.

3 credits

CHEM 6711-6719 (CH 460-468) CHEMISTRY SEMINAR

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

1-9 credits

**CHEM 8831-8840 (CH 470-479)
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 (CH 480-489)
RESEARCH FOR THE DOCTORATE**
3-30 credits

Special Courses

**CHEM 1121-1122 (CH 111-112)
ELEMENTS OF CHEMISTRY**
For graduate students in the College of Education and Human Services. 6 credits

**CHEM 1123-1124 (CH 113-114)
GENERAL CHEMISTRY**
For graduate students in the College of Education and Human Services. 6 credits

**CHEM 2321-2322 (CH 131-132) or
CHEM 2323-2324 (CH 133-134)
ORGANIC CHEMISTRY**
For graduate students in the College of Education and Human Services. 6 credits

DEPARTMENT OF ENGLISH

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

Associate Professors: Butrym; Duff; MacPhee; McCoy (*Graduate Adviser*)

Poetry-in-the-Round. A literary forum of readings and discussions providing students with the opportunity to meet such writers as Stephen Spender, Richard Eberhart, James Dickey, Richard Wilbur 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.

Two programs lead to the Master of Arts. 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. 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.

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

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 may if they wish submit scores of the Graduate Record Examination.

Course Descriptions

ENGL 6010 (EN 301) INTRODUCTION TO 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 (EN 303) OLD ENGLISH LITERATURE

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

ENGL 6112 (EN 304) 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 (EN 313) MEDIEVAL DRAMA

The English drama from its beginnings in liturgy to the fusion of popular and classical elements in the Tudor period. 3 credits

ENGL 6114 (EN 309) SHAKESPEARE TO 1600

Study of the early poetry, sonnets, chief comedies, tragedies and histories. 3 credits

ENGL 6115 (EN 310) SHAKESPEARE FROM 1600

Major tragedies, histories, problem comedies and romances. 3 credits

ENGL 6116 (EN 311) RENAISSANCE LITERATURE

Major poetry and prose. Emphasis on Skelton, More, Sidney and Spenser. 3 credits

ENGL 6117 (EN 314) RENAISSANCE DRAMA

Elizabethan and Jacobean dramatists, excluding Shakespeare. 3 credits

ENGL 6118 (EN 316) EARLY 17th CENTURY LITERATURE

Jonsonian, Metaphysical and Cavalier schools. Some attention to the prose of the period. 3 credits

ENGL 6119 (EN 317) MILTON

Readings from his major poetry and prose. 3 credits

ENGL 6120 RESTORATION LITERATURE

The poetry and prose of the Restoration period. 3 credits

ENGL 6121 (EN 319) 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 (EN 320) ENGLISH DRAMA 1660-1800

Drama since the Restoration, with readings from Dryden, Congreve, Goldsmith, Sheridan and others. 3 credits

ENGL 6123 (EN 321) THE AGE OF JOHNSON

Special attention to Samuel Johnson and James Boswell. 3 credits

ENGL 6124 (EN 322) ROMANTICISM

Romantic movement in England—Wordsworth, Coleridge, Byron, Shelley and Keats. 3 credits

ENGL 6125 (EN 323) VICTORIAN POETRY AND PROSE

Major Victorian poets and prose writers: Tennyson, Browning and Arnold; Carlyle, Pater and Newman. 3 credits

ENGL 6126 (EN 329) MAJOR BRITISH WRITERS: 1900-1945

Significant works by major novelists, including Lawrence, Joyce and Woolf. 3 credits

ENGL 6127 (EN 330) MAJOR BRITISH WRITERS FROM 1945

Significant works by major novelists after World War II, including Waugh, Greene, Burgess and Fowles. 3 credits

ENGL 6128 (EN 331) 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 (EN 334) 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 (EN 335) THE AMERICAN RENAISSANCE

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

ENGL 6213 (EN 336) AMERICAN LITERATURE OF THE LATER 19th CENTURY

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

ENGL 6214 (EN 337) MAJOR AMERICAN WRITERS: 1900-1945
Major American novelists and poets: Fitzgerald, Hemingway and Faulkner; Frost, Pound and Eliot. 3 credits

ENGL 6215 (EN 338) MAJOR AMERICAN WRITERS FROM 1945
Major writers from Ellison through Bellow, Malamud and Updike. 3 credits

ENGL 6216 (EN 339) CONTINUITY OF AMERICAN POETRY
Emerson, Dickinson, Whitman, Frost, Stevens, Pound, Eliot and Williams. 3 credits

ENGL 6311 (EN 345) 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 (EN 328) MODERN DRAMA
Survey of major trends in drama from Shaw to Pinter. 3 credits

ENGL 6314 (EN 332) MODERN IRISH DRAMA
Survey of the major Irish dramatic writers of the 20th century from Wilde to Beckett. 3 credits

ENGL 6411 (EN 356) 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 (EN 367) 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 6414 (EN 351) SCIENTIFIC AND TECHNICAL WRITING
Development of skills in the clear, concise presentation of technical material through practical exercises and writing assignments. 3 credits

ENGL 6415 (EN 358) COMPOSITION WORKSHOP
Strategies of teaching writing as a developmental process. 3 credits

ENGL 6416 (EN 349) WRITING FOR EDITORS
Developing writing skills necessary for successful editorial practice. 3 credits

ENGL 6417 (EN 348) THE EDITOR: PHILOSOPHIES AND FUNCTIONS
Practical guidance for entering the field through an appraisal of the functions and contributions of editors in various fields. 3 credits

ENGL 6418 (EN 394) PHONOLOGY AND STRUCTURE OF AMERICAN ENGLISH
Intensive study of the phonology, morphology and syntax of modern American English followed by a concentrated survey of American English and its regional variations. 3 credits

ENGL 6419 (EN 397) THE ENGLISH LANGUAGE AND ITS BACKGROUNDS
Historical account of the development of the English language and its relation to other Indo-European languages. 3 credits

ENGL 6420 (EN 398) 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 (EN 369) 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 (EN 370) 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 (EN 401) THESIS
Preparation of the master's thesis under individual guidance. 3 credits

ENGL 7011 (EN 402) 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 (EN 403) 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 (EN 404) 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 (EN 405) 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 (EN 406) 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 (EN 407) 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 (EN 408) 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 (EN 409) 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 SEMINAR: SPECIAL TOPICS

Topics to be chosen by the instructor.
3 credits

DEPARTMENT OF JEWISH-CHRISTIAN STUDIES

Distinguished University Professor Emeritus: Oesterreicher

Professors: Finkel; Bossman
(*Chairperson*)

Associate Professor: Frizzell

pated actively in five courses and completed the requirements receive a diploma from the Institute of Jewish-Christian Studies.

The program of the department is unique in its concentration on the various aspects of the relationship between Jews and Christians—their links and conflicts through the ages. Though given to a free and nonpartisan inquiry, the studies should lead to a deeper mutual understanding and develop an increased sense of solidarity between the two communities.

Jewish-Christian studies offer a knowledge of Biblical and rabbinic Judaism and the Jewish texture of the Gospel. Such an historical perspective lays bare the Church's roots in Judaism. At the same time, the program's existential character should lead students to a deeper vision of their faith and life. The knowledge thus acquired should bring Christian students to a better self-understanding, while Jewish students should be stimulated to a clearer self-identification and strengthened in their own commitment. A mature Jewish-Christian insight will equip students for all facets of the ecumenical encounter, and will develop new areas for interdisciplinary study.

A detailed description of the various courses and research projects of the department is given in the publication "Student's Guide," which can be obtained through the chairperson.

The program is intended for both the professional, who wishes to become more knowledgeable in the area of Jewish-Christian Studies, and the generalist, who wishes to enlarge intellectual and spiritual horizons.

Admission

In addition to the general University requirements, students working for a degree must have an elementary knowledge of Hebrew. All who are deficient in Hebrew will be helped to participate in the out-

standing correspondence program of the University of Wisconsin, 432 North Lake St., Madison, WI 53706.

An interview, or at least extensive correspondence, with the department chairperson is required for prospective degree candidates.

Graduate and advanced undergraduate students in religious studies, history or the social sciences may take individual courses without fulfilling the above requirements. Participating auditors will be accepted for most courses.

Degree Requirements

In addition to the general University and College requirements for the degree, the Department of Jewish-Christian Studies requires a selection from either of two programs of study after consultation with an adviser.

Thesis Program

Students are expected to complete 27 credits offered by the Department of Jewish-Christian Studies or cross-listed from other departments and 6 credits in the reading of Hebrew texts. Approval of the adviser must be obtained as each student chooses courses.

Three credits must be completed in JCST 9001 Thesis (the topic must be approved by the Thesis Committee). The thesis must be a definite, however modest, contribution to continuing research in some aspect of Jewish-Christian studies.

After consultation with the faculty, students with a very strong background in research may choose to do a more extensive investigation of an approved topic and produce a thesis for 6 credits (JCST 9002).

Non-Thesis Program

Students are expected to complete 36 credits in Jewish-Christian studies, choosing courses with the approval of an adviser. Each student must show a basic knowledge of Hebrew, but no course in the

reading of Hebrew texts is required.

Course Descriptions

JCST 6001 (JC 301) THE NEW ENCOUNTER OF CHRISTIANS AND JEWS

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 (JC 330-331) BIBLICAL READINGS IN HEBREW BIBLE I & 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 (JC 332) 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 (JC 333) RABBINIC READINGS IN HEBREW

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

Finkel

2 credits

JCST 6010 (JC 310) 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 (JC 311) BIBLICAL THOUGHT II: THE NEW TESTAMENT

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 (JC 312) 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 IN JUDAEO-CHRISTIAN STUDIES

Examination of current models for studying first century Mediterranean society as milieu for origins of Christianity in Judaism. Paradigms for viewing in their cultural world.

Bossman 3 credits

JCST 6020 (JC 320) JEWISH HISTORY I: BIBLE TO TALMUD

Dispersion of the Jewish people. The prophets shaping and interpreting Israel's history. The reforms of Esra and Nehemia. Jews in the Hellenistic world. Maccabean revolt. Origins of anti-Semitism. Pharisees, Sadducees, the Qumran Community. Roots of Christianity. Rise of rabbinic Judaism and growth of the Talmud. Jews under Muslim rule.

Bossman 3 credits

JCST 6021 (JC 321) JEWISH HISTORY II: MEDIEVAL TO MODERN

Jews in the Middle Ages: their social and economic status. The princes, the Church and the Jews. Medieval Jewish philosophers and their relation to Arab and Christian thinkers. Messianic movements. Hasidism. Emancipation and the problem of assimilation. Beginnings of Zionism. Immigration to United States. American Jews and world Jewry. The Holocaust. The birth of Israel. Israel, land of conflicts and hope.

Finkel, Bossman 3 credits

JCST 6022 (JC 322) JUDAISM IN THE SECOND TEMPLE PERIOD

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

Frizzell 3 credits

JCST 6024 (JC 324) MEDIEVAL JEWISH THINKERS

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

Finkel 3 credits

JCST 6025 (JC 325) 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 (JC 327) THE MIDDLE EAST

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.

Staff 3 credits

JCST 6028 (JC 328) 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.

Staff 3 credits

JCST 6029 (JC 329) 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 (JC 340) 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 (JC 341) 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 (JC 345) 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 (JC 342) THE FUTURE: HUMAN HOPE IN JEWISH AND CHRISTIAN THOUGHT

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 after-life. 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 (JC 343) BIBLICAL INTERPRETATION AND THE RELIGIOUS EXPERIENCE

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

Finkel 3 credits

JCST 7035 (JC 344) 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 (JC 346) PEACE AND WAR IN BIBLE AND JEWISH TRADITION

Review of biblical tradition (including New Testament) and rabbinic literature (such as Perek 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 (JC 313) 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 (JC 314) 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 (JC 323) 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 (JC 316) 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 (JC 459) SPECIAL TOPICS

3 credits

JCST 9001-9002 (JC 440) THESIS

3-6 credits

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Professors: Williams; Wong

Associate Professors: Burke;
Guerin; Kim; Marlowe; Washburn

Assistant Professors: Benham;
Costa; Dahlberg; Gross (*Chairperson*);
Guetti; Masterson

The Department of Mathematics and Computer Science offers graduate courses leading to the degree Master of Science, with concentration in either pure mathematics or 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 pure mathematics is designed for the student who desires a strong background in modern mathematics. It is recommended for the student who plans to pursue a Ph.D. program in pure or applied mathematics or a career in junior college teaching.

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

With permission of the department chairperson, students who have not transferred the maximum number of graduate transfer credits may register in another accredited college or university for these credits to apply toward requirements for the degree to be conferred by Seton Hall University.

The Master of Science Degree

General Admission

In addition to the general University requirements for admission to graduate studies, the Department of Mathematics and Computer Science requires the following:

- 30 undergraduate credits in mathematics including
- 6 credits in advanced calculus (full-year course) or the equivalent
- 3 credits in linear algebra

Degree Requirements

Degree candidates in the Department of Mathematics and Computer Science must also do the following:

For a Concentration in Pure Mathematics

Fulfill the foreign language requirement in French, German or Russian

Complete 24 credits* in

MATH 6511-6512 Real Analysis I & II

MATH 6513-6514 Complex Analysis I & II

MATH 6812-6813 Abstract Algebra I & II

MATH 6911-6912 Topology I & II

and 6 credits in approved graduate or advanced undergraduate courses

(The student can elect to complete this requirement by taking MATH 9011-9012 Research for the Master's Thesis and submitting an acceptable thesis.

30 credits total

For a Concentration in Operations Research

Fulfill a 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 & II

MATH 6711-6712 Introduction to Statistics I & II

MATH 6613 Discrete Mathematical Models I

MATH 6615 Introduction to Game Theory

MATH 7691-7692 Advanced Topics in Operations Research I & II

6 credits in approved graduate or advanced undergraduate courses

30 credits total

Candidates for a Master of Science degree with either concentration must 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 and Computer Science 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 and Computer Science requires the candidate to do the following:

Complete 6 credits* in

MATH 3511-3512 Advanced Calculus I & II

18 credits in approved graduate mathematics courses

9 credits in approved graduate or advanced undergraduate mathematics courses

33 credits total

Candidates for the Master of Arts Degree must also successfully complete a final comprehensive examination.

*These requirements may be altered at the discretion of the department.

Course Descriptions

MATH 6511-6512 (MT 305-306) REAL ANALYSIS I & 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 (MT 309-310) COMPLEX ANALYSIS I & 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 (MT 330-331) DIFFERENTIAL EQUATIONS I & 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 (MT 362-363) NUMERICAL ANALYSIS I & 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 (MT 315-316) MATHEMATICAL METHODS OF OPERATIONS RESEARCH I & 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 (MT 374-375) DISCRETE MATHEMATICAL MODELS I & 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 (MT 377) 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 (MT 349-350) INTRODUCTION TO STATISTICS I & 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 (MT 321) 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 (MT 325-326) ABSTRACT ALGEBRA I & 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 (MT 340-341) TOPOLOGY I & 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 (MT 372-373) SELECTED TOPICS IN APPLIED MATHEMATICS I & 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 (MT 390-399) INDEPENDENT STUDY

1-3 credits

MATH 7511 (MT 347) FUNCTIONAL ANALYSIS

Metric spaces. Banach spaces. Hilbert spaces. Linear functionals. Linear operators (bounded and unbounded). Spectral theory. 3 credits

MATH 7691-7692 (MT 381-382)

ADVANCED TOPICS IN OPERATIONS RESEARCH I & 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 (MT 400-401)

SEMINAR

Various topics in mathematics. Acquaints students with research methods in mathematics. 6 credits

MATH 9011-9012 (MT 402-403)

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 6515-6516 (MT 227) DIFFERENTIAL EQUATIONS I & II

MATH 3911 (MT 233) GEOMETRY

MATH 3711-3712 (MT 240-241) STATISTICAL ANALYSIS I & II

MATH 3813 (MT 252) NUMBER THEORY

MATH 4911 (MT 272) INTRODUCTION TO TOPOLOGY

MATH 4091-4092 (MT 272-276) TOPICS IN APPLIED MATHEMATICS I & II

MATH 4512 (MT 290) INTRODUCTION TO COMPLEX ANALYSIS

CENTER FOR PUBLIC SERVICE

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

Professors: Boutilier; Connors; Manley; San Giovanni; Tinari; Wish; Worthley*

Associate Professors: Adinaro; Brandon

Assistant Professor: DiSalvio

Instructor: Harms

Faculty from other departments and schools of the University as well as adjuncts from the professional world also teach for the Center as the need arises.

*On Leave

The Center for Public Service offers a Master of Public Administration (M.P.A.) degree program, intended for men and women currently working in public service (in-service) or seeking professional careers in public service (pre-service). It is a professional program in management for people interested in all levels of government, court administration, urban affairs, health care, criminal justice, human services and religious organization management and similar fields. The program 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.

There are four areas of concentration:

1. Public Service Administration and Policy for students primarily interested in a generalist program dealing with administrative systems such as urban management.

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. 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. Management Program for Church and Religious Organization Professionals

(The School of Theology 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 of the four main concentrations, provided there is faculty expertise in the special area. Currently, the program has special faculty expertise in international/comparative administration, in urban planning, in management information systems and in cultural organizations management. 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).

Admission Requirements for M.P.A. Program

Applicants must have a bachelor's degree with at least 24 undergraduate credits in the social, behavioral

and/or management sciences, and submit the scores of a standardized graduate exam (GRE aptitude only, LSAT, GMAT or MAT) if they have completed their undergraduate degree less than five years from the date of their application. Those applicants who completed their degree more than five years before application and without significant professional/managerial experience may be asked to submit such scores upon the request of the Admissions Committee. Submit at least three letters of reference; and submit a letter of intent. Applicants with an undergraduate grade point average of 3.0 (or the equivalent), strong letters of recommendation, and a completed GRE, GMAT, LSAT will be matriculated upon admission to the program. Applicants having an undergraduate grade point average between 2.5 and 2.99 or who have less 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 working in the field) who do not meet 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.

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, 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 courses required in the selected concentration area.

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 literary and field research in each student's area of concentration. In-service students are encouraged to direct the project at 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.

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 course listed below as a free elective to fill out their program. With approval of the center, students may also take a limited number of graduate courses in other schools of the University.

Application Procedures

Applicants must forward the following to the Center for Public Service:

A completed application (with the application fee of \$30.00)

Two copies of official transcripts from all colleges and universities attended—undergraduate, graduate and professional.

Score 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.

A letter of intent from the applicant describing career goals and reasons for applying to the M.P.A. Program.

Graduate Assistantships

A limited number of Graduate Assistantships are available. Applications should be made to the Center for Public Service.

Course Descriptions

Core Courses

PSMA 6001 (PO 301) 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 (PO 302) METHODS OF SYSTEMATIC RESEARCH AND ANALYSIS FOR PUBLIC SERVICE MANAGERS

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

3 credits

PSMA 6003 (PO 303) PUBLIC POLICY PROCESS, ANALYSIS AND EVALUATION

Nature of the content and process of public policy that affects public service professionals, such as the role of politics in planning, analysis and evaluation. Using policy analytic techniques to make decisions in public service organizations. Systematic techniques in problem structuring, forecasting, monitoring, implementing and evaluating. The use of microcomputer programs such as linear programming and cost-benefit analysis.

3 credits

PSMA 6004 (PO 304) 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 (PO 305) 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 (PO 306) 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 (PO 307) (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 (PO 308) 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 student selecting this concentration.

PSMA 7111 (PO 311) 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 (PO 312) 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 (PO 313) 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 life style planning, especially in regard to evaluating impacts.

3 credits

PSMA 7114 (PO 314) PUBLIC FINANCE

Perspective on the special character of public finance in complexity related 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 (PO 315) 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 (PO 319) 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 (PO 322) HEALTH CARE SYSTEMS*

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 (PO 321) 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 identifying the basic managerial skills that contribute to effective health care management. Extensive use of case studies and experiential situation. 3 credits

PSMA 7514 (PO 324) 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 (PO 325) 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 (PO 326) 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 (PO 327) 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 (PO 320) (NURS 6233) 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; the organization of health care delivery systems. 3 credits

PSMA 8511 (PO 329) TOPICS IN HEALTH MANAGEMENT AND POLICY

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

Criminal Justice/Court Administration

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

PSMA 7611 (PO 333) CRIMINAL JUSTICE SYSTEMS*

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

PSMA 7612 (PO 322) 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 (PO 331) 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 (PO 334) 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 (PO 338) 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 (PO 339) 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

PSMA 8711 TOPICS IN MANAGEMENT AND POLICY SCIENCES

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

Additional Electives

PSMA 7711 (PO 341) 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 (PO 342) 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 (PO 344) (BQUA 7813) 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 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 power of public service professionals; to understand 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 (PO 345) 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 (PO 347) 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 (PO 346) (BQUA 6801) 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 (PO 349) 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

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 (PT 401) 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 (PT 404) 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 student's ministerial experience. 3 credits

PTHO 6929 (PT 406) 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 (PT 410) 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 6941 (PT 412) PLANNING SKILLS*
Theory of planning and its application in a church setting. Examination of various approaches to planning, introducing specific tools to implement a planning process. Discussion on the role of research, the shortcomings of planning, its limitations and its strengths. 3 credits

PTHO 6953 (PT 418) 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 School of Theology Catalog.

Internship
PSMA 7991 (PO 309) 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 (PO 370) 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

**These courses are cross-listed with other graduate program courses.

ADDITIONAL GRADUATE ELECTIVE COURSES

DEPARTMENT OF ECONOMICS

Professors: Dall; Tinari; Tzannetakis (*Chairperson*)

Associate Professors: Boncher; Jordan; Ketkar

Instructor: Ikpoh

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 95.

DEPARTMENT OF PHYSICS

Distinguished University Professor: Jaki

Professors: Ashworth (*Chairperson*); Stamer

Associate Professor: Schleifer

**PHYS 6211-6212 (PY 319-320)
MATHEMATICAL METHODS FOR
SCIENTISTS**

Prerequisite: MATH 2513 or PHYS 2112 or department permission

Vector analysis. Curvilinear coordinate systems. Determinants and matrices. Infinite series. Functions of a complex variable. Second order differential equations and Sturm-Liouville theory. Fourier series. Integral equations. Calculus of variations. Probability. 8 credits

**PHYS 6311-6312 (PY 301-302) THE
PHILOSOPHICAL AND CULTURAL
FOUNDATIONS OF PHYSICS**

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 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 (PY 303-304)
CULTURE AND SCIENCE**

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 (PY 305-306) 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 Professors: Gubar; 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 (PS 315) 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 (PS 350) 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 (RS 360) 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 (RS 369) 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*)

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. Four graduate level courses are available: SOWK 6411, SOWK 6911, SOWK 6912 and SOWK 6913.

For further information about course offerings, see the Undergraduate bulletin and/or contact the Gerontology Program coordinator, Dr. Emma Quartaro.

SOWK 6411 (SW 360) CHILD WELFARE

Overview and critical analysis of each of the principal supportive, supplementary and substitutive child welfare services: family service and child guidance, the social insurances, Aid to Families with Dependent Children, protective services, day care, adoption and institutional child care, including the current thrust toward child advocacy. 3 credits

SOWK 6911 (SW 370) 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 (SW 374) 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

SOWK 6913 (SW 372) SOCIAL WORK WITH THE FRAIL ELDERLY

Focusing on the anticipated increase in the numbers of "at risk" elderly in American society, an examination of projected needs including family and community support systems, legal problems especially associated with protective services, and restraints to elderly persons' efforts to identify and accept help. 3 credits

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Associate Professors: Atwater;
Palenski (Chairperson); Zielyk

SOCI 2212 (SO 322) SOCIOLOGY OF THE FAMILY

Meaning of the family as the basic unit of society. Examination of its changing position and structure in modern America. Processes of family interaction. Alternatives to traditional family arrangements. 3 credits



W. PAUL STILLMAN SCHOOL OF BUSINESS

Dean: Frederick J. Kelly
Assistant Dean: Leigh Stelzer
Assistant Dean: Doreen M. Tango

The W. Paul Stillman School of Business is a professional school that educates students for responsible roles in the business community.

Established in 1951, 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*); Hensler; Sih

Associate Professors: Abdallah; Bennett; Garifine; McGee; Shapiro

Lecturer: Aulino

DEPARTMENT OF ADMINISTRATIVE SCIENCES

Professors: Beutell; Ludlow (*Chairperson*)

Associate Professors: Alexander; Amar; Blalack; Jayaraman; Wilde; Wisenblit

Assistant Professors: Coll; Greis; Olszewski; Stelzer; Ziegler

DEPARTMENT OF COMPUTING AND DECISION SCIENCES

Professors: Epstein (*Chairperson*); Moranian; Struning; Wilamowsky

Associate Professors: Jategaonkar; Rosenthal

Assistant Professor: Mondadori

DEPARTMENT OF ECONOMICS

Professors: Dall; Tinari; Tzannetakis (*Chairperson*)

Associate Professors: Boncher; Jordan; Ketkar

Instructor: Ikpoh

DEPARTMENT OF FINANCE

Professors: Dippel (*Chairperson*);
Hampton; Harrington; Kelly;
Phillips

Associate Professors: Hunter;
Levin; Nesbitt

Assistant Professors: Kovac;
Sawyer

Faculty Associate: Arnold

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; 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 an 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 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 and community activities.

The School of Business does not expect to admit a student whose GPA is below 3.0 (on a 4.0 scale) and whose GMAT is below 500. 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.

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 \$30.00).

- One copy of each official transcript from all colleges and universities attended, undergraduate, graduate and professional.

- Score on the Graduate Management Admission Test (GMAT).

Each applicant's file must be complete before the following dates:

- fall admission: April 1
- spring admission: August 1
- summer admission: February 1

For an application package, please call the School of Business, (201) 761-9261.

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 assistant dean for graduate programs.

Students who have been granted such leave must apply for reactivation not less than eight weeks prior to the start of the semester.

Advanced Standing

Graduate credits earned in an accredited business program may be accepted in partial satisfaction of credit 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 assistant dean for graduate programs. Evaluations and transfer of credits are made on the basis of specific courses having substantial similarity of content to courses offered in the M.B.A. Program. All students must complete at least 36 hours of coursework 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. The award consists of a nine-month appointment with stipend and remission of tuition for 12 credits per semester.

Applications for these assistantships should be requested from Room 103 in the School of Business and must be filed prior to March 1st of the academic year preceding the one for which the award is desired. The applications should be sent directly to the assistant dean for graduate programs.

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 those courses for which evidence is shown of prior academic performance from accredited institutions and/or successful completion of challenge examinations administered by the School of Business.

Currently, the specializations include accounting, economics, finance, information systems, management and industrial relations, 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, BINT 9904 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.

Course Waivers

Waiver of courses in Level I and Level II are granted on the basis of acceptable undergraduate/graduate course work.

Waivers based on previous course work are generally granted if

1. the undergraduate degree was earned or the graduate course was completed within two years preceding the student's first semester in the M.B.A. Program;
2. a grade or average 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.

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

SETON HALL UNIVERSITY

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.

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 and Finance
- ECON 6402 The National Economy
- BQUA 6802 Operations Management

Level III (9 credits)

- BMKT 6603 Marketing Practices and Policies
- 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/industrial relations, 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)

- BINT 9904 Business Policy

*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.

MASTER OF SCIENCE IN TAXATION PROGRAM

Degree Requirements

The M.S. in Taxation curriculum allows students to have an in-depth exposure to the basic areas of taxation while permitting them to take courses designed to accommodate particular specializations.

Prerequisite Knowledge

Students must demonstrate proficiency in basic business administration subjects and research skills 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. Proficiency may be demonstrated by successful course work or by examination.

General Requirements

Completion of the Master of Science in Taxation degree requires 30 semester hours of course work com-

posed of 12 credit hours of required courses and 18 credit hours of elective courses.

As a general rule, students will take ten tax courses; however, with prior written approval of the department chairperson, up to 6 credit hours of tax-related Level IV courses offered in the School of Business may be taken as elective courses. 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. The required course BTAX 6001 Fundamentals of Federal Income Taxation is subject to waiver upon successful completion of a challenge examination administered by the School of Business, and an elective tax course will be substituted in its place. 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 four courses are required of all students enrolled in the M.S. in Taxation program:

- BTAX 6001 Fundamentals of Federal Income Taxation
- BTAX 6003 Tax Research
- BTAX 6005 Corporate Income Taxation
- BTAX 6007 Federal Estate and Gift Taxation

Elective courses (Prerequisites: Required Courses)

- BTAX 7011 Advanced Concepts of Taxation
- BTAX 7012 Federal Income Tax Practices and Procedures
- BTAX 7015 Tax Accounting and Consolidated Returns
- BTAX 7016 Corporate Reorganizations
- BTAX 7018 Executive Compensation, Pension and Profit Sharing Plans
- BTAX 7020 Income Taxation of Decedents, Estates and Trusts
- BTAX 7025 Estate Planning
- BTAX 7030 Tax Problems of Partnerships and Partners
- BTAX 7033 International Tax Considerations
- BTAX 7037 State and Local Taxation

Certificate in International Business

Offered as part of the Master of Business Administration Program, this certificate consists of interdepartmental course offerings. In addition to providing an opportunity for 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
- BINT 7991 Management of Foreign Operations
- BINT 7993 Multinational Corporations in the Asian Market
- BMKT 7615 Comparative Marketing Systems
- BMKT 7617 International Marketing

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 twofold:

1. Students receive a broad-based undergraduate education. Students major in an arts and sciences discipline to gain a broad perspective in the humanities and social and physical sciences and a comprehensive grasp of one arts and sciences major.

2. Students 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.
3. The joint program requires a minimum of 150 credit hours. Within this number, a student completes specified arts and sciences requirements, an undergraduate arts and sciences major field, and the specified M.B.A. curriculum.

The breakdown of the minimum 150 credit hours is as follows

1. Students complete the University core, additional required A&S credits and a major field. The total credits vary depending upon the requirements of the major field. M.B.A. courses serve as electives to complete the 130 credits required for the baccalaureate degree.

2. Arts and Sciences undergraduate credits with a grade of "B" or better waive M.B.A. requirements as follows
- a. MATH 1101 Statistical Concepts and Methods and MATH 1302 Calculus for Liberal Arts I, waive BQUA 6801 Statistical Inference in Decision Making.
 - b. ECON 1402 and ECON 1403 Principles of Economics I and II, waive ECON 6402 The National Economy.
 - c. POLS 2217 Constitutional Law or POLS 2219, 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 MBA
	Spring	3 A&S 12 MBA
	Summer	6 MBA
Fifth	Fall	12 MBA
	Spring	12 MBA

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 A&S majors require more than 99 credit hours.

B.A./M.B.A. Program Curriculum

	Credits
1. Arts & Science Required Courses	
English	6
Communications	3
Math	6
Economics	6
Behavioral Science	3
Western Civilization	3
Language Sequence	6
Liberal Arts	6
Philosophy or Religious Studies	9
Political Science	3
Ethics	<u>3</u>
	60
2. Major Field	
American Studies	
Anthropology	
Art History	
Fine Arts	
Music History	
Classical Studies	
Communications	
Economics	
English	
History	
Modern Languages	
Political Science	
Psychology	
Sociology	
Religious Studies	
Russian Area Studies	
	<u>39</u>
3. M.B.A. Courses	
Management Information Systems	3
Financial Accounting	3
Managerial Accounting	3
Operations Management	3
Marketing Practices and Policies	3
Management and Organizational Behavior	3
Corporate Financial Management	3
Business Policy	3
Specialization Credits	12
Electives	<u>15</u>
	51
Program Total Credits	150

Consult course descriptions for more details. If these requirements can be met in less 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 79.

For the School of Law, complete an application available from the Office of Admissions, Seton Hall

University School of Law, 1111 Raymond Blvd., 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 60 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	2
LAW 6003	Legal Writing	0
LAW 6005	Introduction to Legal Research	1
LAW 6006	Contracts	3
LAW 6008	Torts	4
LAW 6010	Property	2
LAW 6012	Constitutional Law	<u>2</u>
		14

Spring Semester		
LAW 6002	Civil Procedure	3
LAW 6004	Legal Writing	1
LAW 6007	Contracts	2
LAW 6014	Criminal Law	3
LAW 6011	Property	3
LAW 6013	Constitutional Law	<u>3</u>
		15

SECOND YEAR

Fall Semester		
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 Practices and Policies	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

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FOURTH YEAR

Fall Semester

PRFM 7003	Professional Responsibility	2
	M.B.A. Concentration	3
	Electives	10
		<u>15</u>

Spring Semester

BINT 9904	Business Policy	3
	Electives	11
		<u>14</u>

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 (GB 364) 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 (GB 361) 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 (GB 360) 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

BMIS 6801 (GB 362) 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 (GB 370) MANAGERIAL ACCOUNTING AND FINANCE
 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

ECON 6402 (GB 372) 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

BQUA 6802 (BG 374) OPERATIONS MANAGEMENT
 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. Case study approach. 3 credits

Level III

BFIN 6203 (GB 384) 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

BMGT 6503 (GB 382) 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 (GB 380) MARKETING PRACTICES AND POLICIES
Analysis of the marketing function and the role of strategic planning. Emphasis on the manipulation of marketing mix variables to achieve overall objectives of the firm. Develops the application of alternative marketing strategies to a broad range of current marketing problems. 3 credits

Level V

BINT 9904 (GB 400) BUSINESS POLICY
Integrates functional and tool courses in a comprehensive framework for managing an organization. Uses a computerized simulation which provides student teams with an opportunity to coordinate the production, marketing and financial objectives and decisions in an overall business policy. 3 credits

Department of Accounting and Taxation

Accounting

BACC 7111-7112 (AC 307-308) ACCOUNTING THEORY I & II
Development of generally accepted accounting principles. Financial statements for going concerns: cost allocation principles, price level changes and other problems of financial reporting. 6 credits

BACC 7114-7115 (AC 311-312) COST ACCOUNTING PRINCIPLES I & II
Cost systems used in business organizations. Valuation of assets and distribution costs, effective methods of cost analysis and control. Standard costs. 6 credits

BACC 7117 (AC 340) 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 7119 (AC 341) ACCOUNTING FOR GOVERNMENTAL AND NOT-FOR-PROFIT ORGANIZATIONS
Fund accounting as applied to governmental organizations and nonprofit institutions such as hospitals and universities. Accounting for estates of decedents and incompetents. 3 credits

BACC 7121 (AC 421) FEDERAL INCOME TAXATION—CONCEPTS
BACC 7122 (AC 422) 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 (AC 431) 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 (AC 432) 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 taken from C.P.A. examinations. 3 credits

BACC 7125 (AC 442) 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 (TX 401) FUNDAMENTALS OF FEDERAL INCOME TAXATION
Introduction to the basic concepts of federal income taxation with emphasis on the concepts of gross income, deductions, exemptions, basis, recognition of gains and losses, and accounting methods and periods. The interpersonal relationships of federal taxation integrated throughout. 3 credits

BTAX 6003 (TX 403) TAX RESEARCH
Study of techniques of research in federal taxation; research sources determining tax liability; research materials and tools, including court reports and IRS rulings, use of tax services and citators. 3 credits

BTAX 6005 (TX 405) CORPORATE INCOME TAXATION
Tax treatment of events in the life of a corporation, with emphasis upon problems and interpersonal relationships existing at both the corporation and the shareholder levels. Includes transfers on organizing a corporation, dividend distributions, stock redemptions, partial liquidations, corporate liquidations, collapsible corporations, accumulated earnings tax, personal holding companies and Subchapter S corporations. 3 credits

BTAX 6007 (TX 407) FEDERAL ESTATE AND GIFT TAXATION

Study of the provisions of the Internal Revenue Code covering federal estate tax and federal gift tax, including taxable transfers, allowable deductions and credits.

3 credits

**Elective Courses
(Prerequisites: Required Courses)**

BTAX 7011 (TX 411) ADVANCED CONCEPTS OF TAXATION

Concepts and problems basic to different areas of taxation, such as the interrelationship of taxes, tax minimization principles, the characteristics of taxable entities, the assignment or transfer of income, sales and exchanges of property including the determination and recognition of gains and losses, the nature of capital or ordinary income and losses, tax accounting principles and valuation problems.

3 credits

BTAX 7012 (TX 412) FEDERAL INCOME TAX PRACTICE AND PROCEDURES

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, taking into consideration the interpersonal relationship of the taxpayer with the I.R.S. and with the tax practitioner in such proceedings. 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 7015 (TX 415) TAX ACCOUNTING AND CONSOLIDATED RETURNS

Major differences between financial and tax accounting. Accounting periods, accounting methods, permissible changes and required adjustments in accounting methods and inventory methods. 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, rules for separate return limitation years; 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 tax return.

3 credits

BTAX 7016 (TX 416) CORPORATE REORGANIZATIONS

Tax implications of transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations along with the impact of such nonpersonal decisions on the interaction and personal planning of the individual owners. Acquisitive and divisive reorganizations and carryover of tax attributes and limitations thereon.

3 credits

BTAX 7018 (TX 418) EXECUTIVE COMPENSATION, PENSION AND PROFIT SHARING PLANS

Deferred compensation plans for executives and employees. Qualified and non-qualified stock options, phantom stock, and employee stock purchase agreements, including restricted property; qualifications and operations of pension and profit sharing plans, including eligibility of coverage, vesting, funding, termination, liability of fiduciaries, and reporting requirements; and "Keogh" plans and Individual Retirement Accounts.

3 credits

BTAX 7020 (TX 420) INCOME TAXATION OF DECEDENTS, ESTATES AND TRUSTS

Taxation of income to fiduciaries, beneficiaries, grantors and other parties; income with respect to a decedent; taxation of simple and complex trusts; computation of taxable net income and distributable net income; operation of the throwback rule; and the income and deductions included in the decedent's final return.

3 credits

BTAX 7025 (TX 425) ESTATE PLANNING

Intensive consideration of the techniques of estate planning through lifetime and testamentary transfers and the use of post mortem options. Includes 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 (TX 430) TAX PROBLEMS OF PARTNERSHIP AND PARTNERS

In-depth analysis of the federal tax rules governing partners and partnerships contained in Subchapter K of the Internal Revenue Code. Aggregate and entity theories, partnership formation, operation, reorganization, distributions, liquidations, sales or other dispositions of a partnership interest (including retirement or death of a partner), tax effects of the admission of new partners, and transactions involving unrealized receivables, substantially appreciated inventory items, and special basis adjustments. Recognition given to the human relations element predominant in partnership arrangements, conflicts and dissolutions. Consideration of the utilization of the limited partnership in tax shelter situations.

3 credits

**BTAX 7033 (TAX 433)
INTERNATIONAL TAX
CONSIDERATIONS**

U.S. jurisdiction to tax on the basis of 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 which is effectively connected with U.S. business, taxation of domestic entities doing business abroad, controlled foreign corporations, foreign tax credits, inter-company pricing and allocation and apportionment of domestic expense. Special purpose corporations such as domestic international sales corporations. 3 credits

**BTAX 7037 (TX 437) STATE AND
LOCAL TAXATION**

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. 3 credits

Department of Finance

Finance

**BFIN 7211 (FI 301) 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 (FI 302) 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 (FI 305) 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 (FI 306) 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 (FI 340) SECURITY
ANALYSIS**

Analysis of investment value of securities of private business corporations, federal, state and local governments, and government agencies. 3 credits

**BFIN 7221 (FI 342) 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 (FI 370) 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 (FI 380) 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 (FI 390) 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 9291 (FI 400) SEMINAR IN
FINANCE**

Special topics and current ideas in the fields of corporate financial management or investment management. 3 credits

Business Law

**BLAW 7311 (LA 301) 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 businessmen. 3 credits

**BLAW 7313 (LA 303) 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 (LA 304) REAL AND
PERSONAL PROPERTY: TRUSTS
AND ESTATES**

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 (LA 305) LEGAL ASPECTS OF ADMINISTRATIVE AGENCIES

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 (LA 320) PRODUCTS LIABILITY

Intensive review of this specialized area of tort law. Particular emphasis 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 (LA 380) 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

Department of Administrative Sciences

Management and Industrial Relations

BMGT 7511 (IR 335) 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 (IR 339) 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 (IR 342) 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 (IR 360) 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 (IR 361) DEVELOPMENT OF LABOR LEGISLATION

Prerequisite: BMGT 7511

Current status of major labor legislation critically evaluated in the light of the historical, political and economic framework within which it developed. 3 credits

BMGT 7521 (IR 371) PROBLEMS IN PERSONNEL ADMINISTRATION

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 (IR 375) 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 (IR 390) 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 7917 (IR 315) 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 7940 (IR 440) SEMINAR IN CURRENT LABOR PROBLEMS

Prerequisite: BMGT 7511

Analysis of important current labor problems. Emphasis on economic and social aspects. 3 credits

BMGT 7950 (IR 450) 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

Marketing

BMKT 7611 (MK 310) MARKET RESEARCH MANAGEMENT

Use of market research in decision making. Both primary and secondary sources of data considered. Development of techniques of research collection. 3 credits

BMKT 7613 (MK 320) CREATIVE MARKETING DECISIONS

Prerequisite: BMKT 7629 or equivalent
Case studies that apply advertising and sales promotion techniques to a broad range of marketing problems. Emphasis on formation of promotional mix and development of campaign strategy. 3 credits

BMKT 7615 (MK 340) COMPARATIVE MARKETING SYSTEMS

Identification and interpretation of similarities and differences in marketing systems of various countries/areas. Objectives, organization and evaluation of experiences of regional trade blocs and common markets. 3 credits

BMT 7617 (MK 350) INTERNATIONAL MARKETING

Development of techniques for marketing and investment operations abroad; channels of distribution and branch operations, importing and exporting procedures, international marketing research, advertising and promotion, export credit insurance, legal problems, environmental dynamics. 3 credits

BMKT 7619 (MK 352) SALES MANAGEMENT

Decisions, problems, policies and cases of sales organization planning and management. Recruitment, selection, training, motivation, compensation and evaluation of personnel. Forecasting, budgeting, territories, quotas. 3 credits

BMKT 7620 (MK 355) NEW PRODUCT PLANNING AND DEVELOPMENT

Focusing on the process includes organization for development and identification of opportunities, new product screening, economic and technical evaluation of new concepts, field testing, competitive positioning, planning for national introduction, consumerism and product liability. 3 credits

BMKT 7621 (MK 360) MARKETING LOGISTICS AND TRAFFIC MANAGEMENT

Role of governmental regulatory agencies in transportation. Problems of routing, demurrage and shipping procedures. Invoicing, credit procedures, insurance, types of carriers. Bills of lading, warehouse receipts and other pertinent documents. 3 credits

BMKT 7623 (MK 370) PROBLEMS IN RETAILING

Examination and discussion of cases illustrative of typical retailing situations, including preparation of sales campaigns, sales management, buying and merchandising, advertising and market research. 3 credits

BMKT 7625 (MK 375) PROBLEMS IN INDUSTRIAL MARKETING

Problems of industrial marketing: purchasing, packaging, promotion, sales, relationships among various types of industrial middlemen, manufacturers and dealers. 3 credits

BMKT 7627 CONSUMER BEHAVIOR AND THE MARKETING MIX

Provides a thorough understanding of the strategic marketing applications of consumer behavior. Focus on role of segmentation, targeting and positioning within the company's strategic planning and the importance of understanding consumer behavior when such strategies are developed. 3 credits

BMKT 7629 (MK 394) ADVERTISING COMMUNICATIONS

Role of advertising and sales promotion in the firm's marketing mix. Methods and procedures involved in the planning of alternative campaign strategies, the selection and purchase of media; preparation of print and broadcast copy; evaluation of advertising effectiveness examined against a background of the typical agency-client relationship. 3 credits

BMKT 9591 (MK 400) SEMINAR IN MARKETING RESEARCH

Prerequisite: BMKT 7611 or equivalent
Research techniques applied to the solution of market problems. Determination of market potential and sales quotas: forecasting, sample design and questionnaire construction. 3 credits

International Business

BINT 7991 (IB 380) MANAGEMENT OF FOREIGN OPERATIONS

Special circumstances under which an American firm operates abroad: social customs, political environment, language and cultural problems, international relations. Economic and management problems peculiar to foreign operations. 3 credits

BINT 7993 (IB 383) MULTINATIONAL CORPORATIONS IN THE ASIAN MARKET

Introduction to U.S.-Asia trade. Emphasis on trading activities of multinational corporations. Aspects of international economics and marketing, and international relations and politics affecting U.S.-Asia trade. Financial, economic, political, legal and other factors affecting U.S. trade. Foreign trade policies and regulations of U.S. and Asian countries and the marketing of Asian and American products. Problems, potential and prospects in U.S.-Asia trade. 3 credits

Department of Computing and Decision Sciences

Information Systems

BMIS 7711 (CI 340) 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 (CI 341) COMPUTER PROGRAMMING

Introduction to computer programming and simple data structures. Students are exposed to algorithms and programming techniques through the use of the Pascal language. 3 credits

BMIS 7715 (CI 345) 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 (CI 352) ADVANCED PROGRAMMING AND DATA STRUCTURES

Prerequisite: Programming ability in at least one procedural high-level language such as Pascal, PL/1, ALGOL.

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. 3 credits

BMIS 7719 (CI 353) 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 (CI 355) 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. Offered in the spring semester. 3 credits

BMIS 7723 (CI 357) 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. 3 credits

BMIS 7725 (CI 400) MANAGEMENT INFORMATION SYSTEMS DESIGN

Prerequisite: BMIS 7723

Integration of the areas of computer technology, systems analysis and design, data base systems, decision support systems and organizational 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

Quantitative Analysis

BQUA 7811 (QA 301) 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 (QA 302) 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 (QA 303) 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 (QA 304) 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 (QA 401) 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 (QA 431) 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 (EC 310) THE MANAGING 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 (EC 307) 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 (EC 309) THE DEVELOPMENT OF ECONOMIC ANALYSIS

Critical examination of the Classical, neo-Classical, Keynesian and post-Keynesian systems and their individual contributors. Current economic trends evaluated by their historical analytical perspectives. 3 credits

ECON 7420 (EC 320) 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 (EC 322) 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 (EC 324) GOVERNMENT REGULATION OF BUSINESS

Review and critical examination of government policies toward business. Examination of the various regulatory practices in the 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 (EC 326) 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 (EC 340) 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 (EC 351) 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 the light of present trends in economic activity. 3 credits

ECON 7460 (EC 360) MATHEMATICAL ECONOMICS

Mathematical approach to economic theory and analysis. Micro and macro theory developed in mathematical form. Students are expected to have facility with algebra and calculus. 3 credits

SETON HALL UNIVERSITY

**ECON 7465 (EC 365)
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 (EC 400) ECONOMIC
RESEARCH**

Prerequisite: Permission of department
Research workshop in the study of economic analysis and issues. 3 credits

**ECON 7915 (EC 315) (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

**ECON 7950 (EC 350) PUBLIC
FINANCE AND ECONOMIC
DEVELOPMENT**

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

Dean: Richard T. Ognibene

Associate Dean: Marietta Esposito-Peskin

Director of Doctoral Studies: Mel Shay

Director of Continuing Professional Education: Rosemary Skeele

Director of Graduate Admissions: Michael Murray

Certification Officer: Mary Ellen Farrell

Department Chairpersons—Graduate Programs

Counseling Psychology: Ernest Tamburri

Educational Administration and Supervision: George C. Lindemer

Educational Studies: Joseph DePierro

The College of Education and Human Services offers programs of study leading to the degrees Bachelor of Science, Master of Arts in Education, Educational Specialist, Doctor of Education, and Doctor of Philosophy to candidates who wish to prepare for careers in teaching; to educators who wish to broaden their knowledge and understanding of the process of education and improve their techniques; to educators who wish to assume leadership positions; and to those who wish to round out their professional qualifications or general backgrounds.

Master of Arts

The College of Education and Human Services offers graduate courses leading to the Master of Arts (M.A.) degree in education in the following areas:

- Counseling Psychology
- Educational Administration and Supervision
- Elementary Education
- General Professional Education
- Secondary 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.

Qualifying Examination

All applicants for admission to graduate study in the College of Education and Human Services must submit scores for either the Miller Analogies Test, the Graduate Record Examination (Aptitude Test) or the National Teacher's Examination before being permitted to enroll for courses in excess of 6 credits. Exception to this rule may be made only by the dean on the recommendation of the department chairperson and only for compelling reasons.

For information concerning the Miller Analogies Test, the Graduate Record Examination or National Teachers Examination and the dates on which they will be administered, students should contact the Career Services Office.

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,
- complete department course and credit requirements,
- pass the comprehensive examination.

The M.A. programs require a minimum of 36 graduate credits. Some programs require more than this amount. 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 foundation courses EDST 6322 and EDST 6325 must be completed at Seton Hall. Consult the department concerned for particular details.

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 6322 Historical and Philosophical Foundations of Education
- EDST 6325 Psychological Foundations of Education
- RESH 6002 Graduate Research Methods

Degree candidates in certain programs are required to complete one of the following courses:

- RESH 7101 Seminar in Research Methodology
- or
- RESH 7001 Seminar in Educational Literature and Research

Comprehensive Examination

Successful completion of a written examination is required in all 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 teacher interns. They should adhere to the following procedure:

- Secure an application form from the department chairperson;
- Return the completed application and a non-refundable \$35.00 placement fee to the chairperson by February 1.

Teaching internship requires full-time daily participation in a school situation for a full semester. Each intern is assigned to an approved school and guided by a college supervisor and a cooperating teacher who

has been appointed by the principal of the school.

The intern is required to register for and attend the weekly seminars which begin the first week of classes.

Certification Program

The College of Education and Human Services has graduate programs leading to professional certification in a wide variety of areas and specializations. In many of these, 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 and Japanese and to New Jersey state teacher certification. The Chinese and Japanese 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

Educational media; religious education; cultural, humanistic and professional studies

Secondary Education

Secondary and/or postsecondary education; bilingual/bicultural 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 candidates in pupil personnel services.

Program Objectives

The Ed.S. program assures a firm foundation in theory and practice and stimulates leadership and sensitivity by assuring the following:

- Deepening and broadening the student's knowledge of current philosophical developments as these affect present educational 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 man and society;
- Fostering a professionalism which is efficient, humane and contemporary;
- Developing specializations needed for research and practice in the 80's and beyond;
- 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, the National Teachers Examination, or the Graduate Record Aptitude 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;
- Two letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles;
- An interview with the admission committee;
- 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 provided; courses applied to prior graduate degrees cannot be applied toward the Ed. S.

Doctoral Programs

The College of Education and Human Services has graduate programs leading to the Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) degrees with concentrations in a number of areas:

Educational Administration and Supervision (Ed.D.)

General Administration
School Business Administration
Higher Education Administration

Counseling Psychology (Ph.D.)

Child Clinical Psychology
Counseling Psychology
Marriage and Family Counseling

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 pro-

scribed number of semester hours alone. 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 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.

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. Up to 45 graduate hours may be accepted as transfer credit—the exact amount 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.

Admission requirements for the Ed.D. and Ph.D. are as follows:

- Master's degree in an appropriate field;
- Public school teaching certification/other professional certification or credentials;
- Superior academic record (submit official transcripts);
- Submission of score on a selected test (taken within last three years)

Miller Analogies test or

National Teachers Examination or

Graduate Record Examination—Aptitude Test;

- Resumé of professional background;
- Statement of personal professional goals, with indication of specialization to be pursued;
- Three letters of recommendation for doctoral study;
- 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 an 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. 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 director of doctoral studies. The total of all extensions(s) shall not exceed three years.

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.

DEPARTMENT OF COUNSELING PSYCHOLOGY

Professors: Hartman; Ruzicka

Associate Professors: Hurley; Lee; O'Connor; Tamburri (*Chairperson*)

Assistant Professors: De Rosa; Fischer; Korner; Schreitmueller; Smith; Thompson

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—
Elementary, Secondary

Programs listed represented basic, established, degree-sequence curricula. For students with needs for training beyond programs listed individual M.A. sequences, ranging from a minimum of 39 semester hours to a maximum of 69 semester hours, may be developed by the student in consultation with his or her course adviser(s). Such programs would include sequences designed to provide either pre-service or in-service preparation for individuals in such related areas as state employment centers, college admission offices and industrial personnel work.

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 and Student Personnel Services.

Ed.S. and Ph.D. Programs

Child Clinical Psychology (Ph.D.)
Counseling Psychology (Ph.D.)
Marriage and Family Counseling
(Ed.S. and Ph.D.)
School and Community Psychology
(Ed.S.)

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 or other department assessment techniques, as well as the following

For 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:

July 1	Fall semester
November 1	Spring semester
May 1	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 to admission for degree is required to do the following:

- Present evidence of a minimum of 8 undergraduate credits in psychology, sociology or education;
- Submit a statement relating relevant experience, motivation and career objectives;
- Submit two letters of reference attesting to academic potential and personal qualifications for the area of intended specialization;
- 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 G.P.A., 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 admission requirements which begin on page 10, each applicant must submit the following to the Graduate Admissions Office:

- A detailed statement of all relevant professional work experience;

- A statement of career goals;
- Three letters of recommendation, which must include at least one from a former professor and one from a present or former supervisor;
- 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 February 1st. Admission decisions are made after February 1st.

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.

Matriculation

During the semester in which provisional doctoral students expect to complete the first 15 credits of the program, they must apply for matriculation. Advisers review applications and forward them with recommendations to the department chairperson for the final departmental action. A matriculation committee reviews the application and each student's progress. Final departmental action is taken by the committee.

Students are required to take their first 15 credits within the department. Course work includes specifically RESH 9001 and RESH 8003, as well as three other courses that give them an opportunity to demonstrate their ability to organize, synthesize, integrate and logically communicate the intended content and constructs of the courses.

Program Plan Finalization

Fully matriculated students, in consultation with faculty advisers, then 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.

Intensive Study

The requirement of Intensive Study is met by a one-year full-time internship or two-years of half-time internship.

Comprehensive Examination

The passing of Parts I and II of the comprehensive examination is considered a prerequisite for doctoral internships and the taking of dissertation seminar. The examination is normally taken after the candidate has completed at least 60 credits of graduate work. The examination is divided into three parts—research and statistics, core and specialization. Students who fail one or more parts would be permitted to take only those parts over. A second failure results in dismissal from the 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)
- Theoretical treatises
- Empirical-integrative research

It is the goal of CPSY 9090 students to identify a research problem, review the literature, investigate relevant theories and develop hypotheses 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 9991-96 Dissertation

Advisement, until the thesis is completed and the final oral examination is passed. Students who have completed course work up to the Parts I and II of the comprehensives and 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 three specialty areas: child clinical psychology, counseling psychology and marriage and family counseling.

Following American Psychological Association recommendations for preparation in professional psychology, the programs have identical requirements in the foundation, psychological core and research components. Specific professional focus occurs in specialization and applied components, listed under each program.

The programs follow what is known as the scientist-practitioner model of training. As such, research is considered a very 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 aptitude for research and a willingness to pursue the rigors of research requirements in courses, independent study and in the conduct of research.

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 sooner than three months from the time of the original.

Student Responsibility

It is each student's responsibility to remain informed of all requirements, 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 this doctoral program 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.

Courses may be chosen from appropriate graduate level offerings of the Colleges of Arts and Sciences, Business, and Nursing, as well as the College of Education and Human Services.

Research and Statistics (24 credits, including prerequisites)

- RESH 7002 Data Processing in Research
- RESH 8003 Intermediate Statistical Methods
- RESH 9001 Univariate Experimental Design
- RESH 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 (3-6)

or

- *CPSY 8521 Neuropsychological Assessment

Cognitive-Affective Bases of Behavior (6)

- CPSY 6104 Theories of Cognition
- CPSY 6505 Theories of Learning and Behavior Modification

Socio-Cultural Bases of Behavior (6)

- *CPSY 7570 Social and Community Psychology
- CPSY 6000 Group Dynamics
- CPSY 6601 Family Interaction and Counseling

Psychological Bases of Behavior (9)

- CPSY 6101 Personality Theory

or

- CPSY 6002 Counseling Theory
- CPSY 6012 Psychology of Human Development
- CPSY 8520 Seminar in Psychopathology

Applied Professional Development (6)

- CPSY 7310 Professional Consultation in the Schools

or

- CPSY 6003 Counseling Skills
- CPSY 8001 Seminar: Ethical and Legal Issues in Professional Psychology

*Child Clinical students must take these courses.

Child Clinical Psychology

(Ph.D.)

The doctoral program in Child Clinical Psychology is designed to provide knowledge and skills to the psychologist who will be working with children in all of the social systems which promote their welfare in our society. These social systems may include families, schools and community agencies. The course of study includes as its basic foundation the certification program in School Psychology. The doctoral level in Child Clinical Psychology builds on clinical skills, but branches out to focus on research, supervision, leadership roles and more in-depth diagnostic and intervention skills.

Although specific attention is given to the atypical child, 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 psychology are invited to enter 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 function professionally in schools, special education units, children's hospitals, mental health clinics, juvenile and family courts, and other societal agencies dedicated to child and family welfare. The program encourages the role of

professional leadership and stresses critical thinking through field study research using a systems approach that is dynamic and goal-oriented.

Students must be intellectually able to master the major concepts in psychology, professionally motivate 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 refinishing 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 is congruent with the standards of the National Council for Accreditation of Teacher Education (NCATE) and the National Association of State Directors of Teacher Education and Certification (NASDTEC). 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.

Applicants must have attained a master's degree; certified school psychologists may be credited with advanced standing.

Degree Requirements

Applied (18 credits)

CPSY 8522	Practicum in Assessment and Intervention
CPSY 8530	Practicum in Family Systems
CPSY 7910	Practicum in Individual Techniques in Psychotherapy
CPSY 9080	Practicum in Supervision
CPSY 9980-9982	Internship in Child Clinical Psychology

Specialization (21 credits)

CPSY 7501	Introduction to Clinical Skills
CPSY 7502	Individual Cognitive Assessment
CPSY 7503	Personality Assessment I
CPSY 7504	Personality Assessment II
Electives	9 credits chosen in consultation with an adviser. (Must be taken at Seton Hall).

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 encountered in the life cycle (for example, career

development, parenting, disability, stress management). The program emphasizes the development of a comprehensive knowledge of human behavior, 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 9780	Practicum in Counseling Psychology
CPSY 9781-9782	Internship in Counseling Psychology
CPSY 9080	Practicum in Supervision

Specialization (15 credits)

CPSY 8701	Techniques of Group Counseling
CPSY 8706	Seminar in Clinical Assessment Techniques
CPSY 8702	Adult Development and Aging
CPSY 8704	Psychology of Life Skills Training I
CPSY 8705	Psychology of Life Skills Training II

Specialization—Recommended Electives (9 credits in consultation with adviser)

CPSY 6301	Career Development and Information
CPSY 7203-7206	Practicum: Aptitude, Interest, and Personality Testing
CPSY 6315	Problems and Techniques of Counseling
CPSY 7503	Personality Assessment I
CPSY 7504	Personality Assessment II
CPSY 8520	Seminar in Psychopathology
CPSY 9095	Practicum: Supervised Teaching in Counseling and Psychology

Marriage and Family Counseling

(Ph.D.)

This program is designed to prepare individuals to conduct marriage and family therapy in a variety of settings, to assume leadership roles in the profession and to conduct research in the field.

It emphasizes the development of a comprehensive knowledge of the psychology of human behavior with

special emphasis on the systems approach. Primary emphasis is given to the marital and family systems of the nuclear family. Specific, though not exclusive, attention is given to treatment of the adolescent child and his or her parents.

This program is designed to develop practitioners in the areas of marital therapy, family counseling and sexual counseling with a special emphasis on the spousal relationship as well as to develop supervisory skills.

Degree Requirements

Applied (15 credits)

CPSY 8530	Practicum in Family Systems
CPSY 9980	Internship in Marriage and Family Counseling
CPSY 9080	Practicum in Supervision
CPSY 9882	Internship in Marriage and Family Counseling II

Specialization (12 credits)

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 8800	Seminar: Contemporary Issues in Marriage and Family Counseling

Specialization—Recommended Electives (9 credits in consultation with adviser)

CPSY 6001	Tests and Measurements
CPSY 7502	Individual Cognitive Assessment
CPSY 7503	Personality Assessment
CPSY 7611	Human Sexuality II
CPSY 9986	Practicum in Treating Sexual Disorders
CPSY 9985	Introduction to Child and Adolescent Therapy
CPSY 9985	Practicum in Treating Sexual Disorders
CPSY 9095	Supervised Teaching in Counseling and Psychology

Educational Specialist in 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.

Depending on students' previous educational experience, they will be responsible for taking a minimum of 36 credits from the University. If the student lacks any of the prerequisites, they may have to take more than the minimum mentioned.

The purpose of this program is to provide students with theoretical background and experiential training necessary for developing a professional qualified marriage and

family counseling skills. 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:

- 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;
- Miller Analogies Test scores/ Graduate Record Examination (MAT preferred);
- Two letters of recommendation; one from a former professor and one from a counseling supervisor;
- Statement of goals;
- Personal interview.

Degree Requirements

CPSY 6102	Psychology of Human Development
CPSY 7510	Social and Community Psychology
CPSY 8001	Seminar: Ethical and Legal Issues in Professional Psychology
CPSY 8520	Seminar in Psychopathology
CPSY 8530	Practicum in Family Systems
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
RESH 7101	Seminar in Research Methodology
CPSY 9980	Internship in Marriage and Family Counseling

School and Community Psychology

(Ed.S.)

This is a 36-credit degree program, beyond the master's degree, leading to New Jersey Certification in School Psychology. The emphasis is on systems theory, built upon a thorough grounding in basic studies

in psychology and education. The program is recommended as (1) a terminal degree for practitioners in schools and child and adolescent clinics; (2) preparation for doctoral study in Child Clinical Psychology.

An internship and a culminating project are required.

The following is a typical course of study meeting degree and certification requirements including courses accepted for advanced standing.

EDST 6001	Comprehensive Approach to the Exceptional Learner
or	
CPSY 7501	Introduction to Clinical Skills
or	
CPSY 6003	Counseling Skills
or	
CPSY 6501	Professional Consultation
EDST 6108	Psycho-Educational Foundations of Learning Disabilities
EDST 9301	Education as a Scientific and Liberal Discipline
CPSY 7502	Individual Cognitive Assessment
CPSY 7503	Personality Assessment I
CPSY 7504	Personality Assessment II
CPSY 8001	Seminar: Ethical and Legal Issues in Professional Psychology
CPSY 7505	Seminar: Case Studies in Psychology
CPSY 8530	Practicum in Family Systems
CPSY 8500-8581	Internship in School and Community Psychology

Counselor Preparation Program

(M.A.)

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 student's program emanates from a core of required counseling courses and an elective sequence from specified categories. Elective sequences are arranged collaboratively by the student and assigned adviser. The major goal of this program is to provide students with sufficient background in counseling to enable effective functioning in a variety of settings.

Professional Core (27 credits)

- CPSY 6301 Career Development and Information
- CPSY 6302 Introduction to Counseling: Theory and Observation
- RESH 6002 Graduate Research Methods
- CPSY 6002 Counseling Theory
- CPSY 6003 Counseling Skills
- CPSY 6315 Problems and Techniques of Counseling
- CPSY 7380 Practicum in Individual Counseling
- or
- CPSY 7380 Internship in Counseling
- CPSY 6001 Tests and Measurements
- RESH 7101 Seminar in Research Methodology

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 Theories of Learning and Behavior Modification
- EDST 6305 Psychological Foundations of Education

Sociological Core (6 credits in consultation with adviser)

- CPSY 6601 Family Interaction and Counseling
- CPSY 6000 Group Dynamics
- CPSY 6303 Community Agencies: The Referral Process
- CPSY 6310 Psychology and Sociology of Alcoholism
- CPSY 7510 Social and Community Psychology
- SOCI 6211 Sociology of the Family

Psychological Studies

(M.A.)

This 36-credit program in basic theory and methods in psychology is

recommended 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.

- EDST 6322 Historical and Philosophical Foundations of Education
- EDST 6325 Psychological Foundations of Education
- CPSY 6601 Family Interaction and Counseling
- CPSY 6101 Personality Theory
- CPSY 6102 Psychology of Human Development
- CPSY 6103 Abnormal Psychology
- RESH 6001 Statistical Methods
- RESH 6002 Graduate Research Methods
- RESH 7101 Seminar in Research Methodology
- CPSY 6105 Physiological Psychology
- CPSY 6505 Theories of Learning and Behavior Modification
- CPSY 7510 Social and Community Psychology

Student Personnel Services in Elementary and Secondary School Guidance and Counseling

(M.A. Degree-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 a common theme:

- 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;
- 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 one year of approved teaching experience or secure approval from the program adviser(s). A group interview is required of all applicants.

Degree and Certification Requirements

Complete 9 credits in foundation courses: EDST 6332, EDST 6325, RESH 6002

Complete 30 credits in concentration courses:

- CPSY 6000 Group Dynamics
 - CPSY 6301 Career Development and Information
 - CPSY 6001 Tests and Measurements
 - CPSY 6501 Professional Consultation
 - CPSY 6302 Introduction to Counseling: Theory and Observation
 - CPSY 6303 Community Agencies: The Referral Process
 - CPSY 6002 Counseling Theory
 - CPSY 6003 Counseling Skills
 - CPSY 7101 Seminar in Research Methodology
 - CPSY 7310 Practicum in Individual Counseling (3-6 credits)
- 39 credits total

Course Descriptions

CPSY 6000 (CS 303) GROUP DYNAMICS

Prerequisite: department permission

Combining theory with application through participation in 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 (RE 317) 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 (CS 354) 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 (CS 356) 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 6101 (CS 307) PERSONALITY THEORY

Overview of major theories of personality, including psychoanalytic, ego psychology, humanistic, 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. Theorists include Freud, Jung, Horney, Rogers, Lewin, Sullivan, Allport, Kelly. 3 credits

CPSY 6102 (CS 308) 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 (CS 309) 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 (CS 351) 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 (CS 352) 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 6201 (CS 305) MEDICAL ASPECTS OF REHABILITATION

Prerequisite: department permission

Study of the various medical and psychological disabilities and implications for counseling and special services, including the multidisciplinary approach in rehabilitations. Selected lectures and slide demonstrations at surrounding medical facilities. 3 credits

CPSY 6202 (CS 306) PSYCHO-SOCIAL ASPECTS OF REHABILITATION

Medical and psychiatric disabilities studied with regard to the psycho-social impact disability has on the client and family. Implications for counseling in terms of psychological adjustment, motivation and other key areas of counselor concern such as economic disadvantage, social isolation and other problems related to social disability. 3 credits

CPSY 6203 (CS 326) PRINCIPLES AND PRACTICES OF REHABILITATION

Prerequisite: department permission

Survey of the field of rehabilitation, the rehabilitation process, personnel, history, problems and current trends. Emphasis on the Federal-State program, rehabilitation legislation and rehabilitation procedures in state agencies. 3 credits

**CPSY 6204 (CS 380) CASE STUDIES
IN REHABILITATION COUNSELING**

Prerequisite: CPSY 6203
Corequisite: CPSY 7210

Emphasis on the case study method of diagnosis and management. Consideration of different counseling and rehabilitation treatment plans. Students work with case reports obtained from a variety of rehabilitation settings as well as video case demonstrations. 3 credits

**CPSY 6205 (CS 335) JOB
PLACEMENT/INDEPENDENT
LIVING FOR THE SEVERELY
DISABLED**

Focus is on development of knowledge and skills relevant to placement of persons with severe disabilities. Students use a problem-solving approach to devise procedures and techniques for placing clients with specific disabilities. Focus is also on independent living as a viable outcome when job placement is not feasible. 3 credits

**CPSY 6301 (CS 311) 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 (CS 323) INTRODUCTION
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. 3 credits

**CPSY 6303 (CS 328) COMMUNITY
AGENCIES: THE REFERRAL
PROCESS**

Knowledge of community agencies and programs oriented toward problems commonly displayed by counseling psychology clientele. Skill development in identifying and selecting community resources oriented toward a particular individual's problems. 3 credits

**CPSY 6310 (CS 370) 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 (CS 371) 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 (CS 375) PROBLEMS AND
TECHNIQUES OF COUNSELING**

Prerequisites: CPSY 6002, CPSY 6003 and department permission

Issues in counseling such as rapport, readiness, resistance, transference and countertransference. 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 the students' awareness and sensitivity, the complexity of the individual. Demonstration of understanding of the mild pathological personality patterns will be required. 3 credits

**CPSY 6316 (CS 376) GROUP
COUNSELING**

Prerequisites: CPSY 6002 and department permission

Requires active participation in training group setting. Relates interpersonal dynamics from group problems and techniques of dyadic and group counseling. 3 credits

**CPSY 6317 (CS 332) 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 6501 (CS 322) PROFESSIONAL
CONSULTATION SEMINAR**

Determining purpose, persons and technique; information getting and giving; interaction and control. Stress on role of the consultant and interpersonal aspects of multidisciplinary relationships. 3 credits

CPSY 6505 (CS 389) THEORIES 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 (CS 304) FAMILY INTERACTION AND COUNSELING

Prerequisite: department permission

Study of patterns in family communication including marital relationships. Applications of counseling techniques for enhancing communications in the marriage and family. 3 credits

CPSY 7201 (CS 440) INDEPENDENT LIVING

Prerequisites: CPSY 6203, CPSY 6201

Focus on the historical, philosophical and theoretical background for independent living services. Students supplement academic understanding with direct observation of various agencies and with direct experience dealing with clients needing independent living assistance. 3 credits

CPSY 7202 (CS 519) ADVANCED SEMINAR IN ASSESSMENT METHODS

Prerequisite: CPSY 6001 or department permission

Introduction and supervised practice in administering, scoring, interpreting and evaluating assessment techniques commonly used in rehabilitation, including aptitude, interest and personality tests, work sample batteries and situational assessment techniques. 3 credits

CPSY 7203-7206 (CS 515-518) 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. 3-6 credits

CPSY 7210 (CS 529) ADVANCED SEMINAR IN REHABILITATION COUNSELING TECHNIQUES

Prerequisites: CPSY 6002, CPSY 6003

Corequisite: CPSY 6204

Opportunity to practice essential counseling skills ranging from basic attending behavior to more complex rehabilitation counseling competencies. Effective problem solving and goal development techniques in rehabilitation settings emphasized. Videotaping and role playing with coached clients are the primary tools of evaluation. 3 credits

CPSY 7211 (CS 531) PRACTICUM: VOCATIONAL EVALUATION AND ASSESSMENT METHODS

Prerequisites: RESH 6001, PSY 6001, CPSY 6301

Relates the application of work evaluation theory to practical field experience. Minimum of 60 hours in an evaluation setting administering, scoring and interpreting various work samples, psychological, aptitude, and interest tests, as well as situational assessment techniques. Participation in all phases of the vocational evaluation process including intake, assessment and rehabilitation plan implementation. 3 credits

CPSY 7280-7281 (CS 560-561) REHABILITATION INTERNSHIP

Prerequisite: department permission

Minimum of 500 hours in a rehabilitation setting. Attention to observing, writing reports and counseling with the disabled. A number of rehabilitation agencies cooperate in making available their facilities for supervised field work. Joint supervision by University faculty and rehabilitation agency personnel. 3-6 credits

CPSY 7282 (CS 562) REHABILITATION INTERNSHIP FOR EXPERIENCED REHABILITATION COUNSELORS

Prerequisite: department permission

Usual internship experience modified to account for previous or concurrent work experience in the field. In some cases students may be permitted to fulfill internship requirements in their current employment setting. 3 credits

CPSY 7301 (CS 400) 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 (CS 401) PSYCHOLOGY OF CHANGE IN SMALL GROUPS

Prerequisite: CPSY 6000 or permission of the instructor

Theories of planned change relevant for vis-à-vis, problem solving groups. Techniques for the leader of conferences, committees, religious communities. Requires active participation in off-campus programs. 3 credits

CPSY 7310 (CS 521-524) 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 (CS 550-552) INTERNSHIP IN COUNSELING

Prerequisite: department permission

Supervised field work placement for student personnel services workers, home-school counselors, school psychologists, group workers, learning disabilities specialists. Setting appropriate to area of concentration, including higher education, secondary and elementary school agencies. Depending upon program sequence and particular certification standards, 75-100 hours required per credit.

3-9 credits

CPSY 7501 (CS 360) INTRODUCTION TO CLINICAL SKILLS

Prerequisites: M.A. degree; 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 (CS 410) INDIVIDUAL COGNITIVE ASSESSMENT

Prerequisite: CPSY 7501

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 (CS 411) PERSONALITY ASSESSMENT I

Prerequisites: CPSY 7501, CPSY 7502

Theory of projective techniques. Theory, administration, scoring and interpretation of the Rorschach, with special reference to children and adolescents. Discussion of its place in the total diagnostic battery.

3 credits

CPSY 7504 (CS 412) PERSONALITY ASSESSMENT II

Prerequisites: CPSY 7501, CPSY 7502

Continuation of CPSY 7503. 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 7510 (CS 430) 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 7610 (CS 641) 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 (CS 642) 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 (CS 644) 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 (CS 646) 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 (CS 647) 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 7909 (CS 506) 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 7910 (CS 530) PRACTICUM IN INDIVIDUAL TECHNIQUES IN PSYCHOTHERAPY

Close supervision with student who works with client. Setting goals, developing a treatment plan, engaging in effective interaction, critiquing and reporting progress. Ego psychology framework. 3 credits

CPSY 8000-8003 (CS 590-593) 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. 3 credits

CPSY 8010 (CS 501) 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 8520 (CS 509) 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 (CS 512) 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 (CS 514) 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. 3 credits

CPSY 8530 (CS 525) PRACTICUM IN FAMILY SYSTEMS

Prerequisite: Completion of program course requirements

Supervised work in case study, diagnosis and intervention strategies from a family systems perspective. Presentation of cases for critique and review. Use of audio-visual aids. Emphasis on developing a framework for observing and facilitating growth using a systems model. 3 credits

CPSY 8580-8581 (CS 563-564) 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 8701 (CS 650) TECHNIQUES OF GROUP COUNSELING

Prerequisite: 3 credits in group course

Attempt to 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. Requires participation in training group. 3 credits

CPSY 8702 (CS 652) 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 economics factors. 3 credits

CPSY 8704 (CS 695) PSYCHOLOGY OF LIFE SKILLS TRAINING I

Prerequisites: CPSY 6002, CPSY 6003, CPSY 6106

Helps students acquire expertise in training clients to develop needed skill 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 (CS 696) 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 (CS 651) 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 (CS 655) 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 9080 (CS 690) PRACTICUM IN SUPERVISION

Models and methods of professional consultation and supervision in a variety of clinical settings. Topics include role and function of supervision in counseling, the effective supervisor, facilitating professional development in those supervised and accountability. Students critique their own methods of supervision. 3 credits

CPSY 9090 (CS 672) THESIS SEMINAR I

Prerequisites: RESH 9001, 9002, 9003

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 (CS 700) THESIS SEMINAR II

Provides the mechanism for presentation of the dissertation proposal, defense of the proposal and its ultimate acceptance. 3 credits

CPSY 9095 (CS 699) 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 (CS 698) PRACTICUM IN COUNSELING PSYCHOLOGY

Supervised experience in the development and refinement of advanced counseling strategies emanating from various theoretical perspectives. 3 credits

CPSY 9781-9782 (CS 701-702) INTERNSHIP IN COUNSELING PSYCHOLOGY

Places student interns in a field setting such as a community mental health center, or hospital, rehabilitation or a setting appropriate to the counseling psychologist. Supervision supplied by appropriate agency, staff personnel and faculty. 3-6 credits

CPSY 9882 (CS 703) INTERNSHIP IN MARRIAGE AND FAMILY II

Prerequisites: CPSY 9980-9983

300 hours required. Field placement in approved clinical setting for marriage and family therapy, as well as use of supervisory skills. 3 credits

CPSY 9980-9982 (CS 663-665) INTERNSHIP IN CHILD CLINICAL PSYCHOLOGY

Prerequisites: CPSY 8580, Ed.D. candidate, passing of doctoral comprehensive examination

Supervised field experience designed to meet APA standards for pre-doctoral internship and NJ licensing requirements. Placement is under the joint supervision of University faculty and field psychologist. 3-6 credits

CPSY 9983 (CS 670-671) INTERNSHIP IN MARRIAGE AND FAMILY COUNSELING

Supervised clinical experience in an approved agency for a minimum of 450 hours. Fulfills part of the requirements for New Jersey licensure. Supervision jointly done by University faculty and an approved supervisor at placement site. 3-6 credits

CPSY 9985 (CS 666) 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 (CS 667) 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 required to present case studies and tapes for presentation in a small group seminar. 3 credits

CPSY 9991-9996 (CS 600) 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

Professor: Lindemer (*Chairperson*)

Associate Professors: Colella;
Finkelstein; Murray; Shay

Assistant Professor: Branch

The Department of Educational Administration and Supervision offers graduate courses leading to the degree Master of Arts in education with specialization qualifying graduates to serve in the following capacities:

School Administrator K-12
Principal/Supervisor K-12
Supervisor K-12
School Business Administrator K-12
Assistant Superintendent in Charge of Business 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 educates persons to qualify for administrative positions in elementary and secondary schools, higher education, state and federal organizations, and in other public and private school and institutions.

Programs of Study— Master of Arts

The programs of study lead to New Jersey state supervisory or adminis-

trative certification. In addition, graduates meet requirements for the Master of Arts degree in education.

If students are not seeking certification, their programs can be individually tailored to meet their needs and wants by permitting an option of a variety of administration electives.

Admission

In addition to the general University requirements for admission to graduate studies, applicants to this program must supply evidence of the following:

Three years of teaching experience
State teacher certification for elementary or secondary schools

Degree Requirements

In addition to the general University requirements for the degree, candidates in this program must do the following:

- Fulfill matriculation requirements (National Teachers Examination, General Knowledge Test, Miller Analogies Test or the Graduate Record Examination, aptitude section). This requirement must be satisfied during the first semester of attendance
 - Give evidence of sound communication and research skills
 - Successfully complete the departmental comprehensive examination **and**
 - Complete
 - 12 credits in foundation courses
EDST 6322, EDST 6325,
RESH 6002, RESH 7001
 - 3 credits in ESAD 6601 Organization and Administration of Public Education
 - 18 or 21 credits in concentration courses selected to meet certification requirements, plus
 - 3 credits in elective courses (only programs with 18 credits of concentration will require 3 credits in electives)—or
 - 21 credits in concentration courses.
- 36 total credits

Programs are tailored to the needs of individual students and to the State Department of Education regula-

tions. Concentration and elective courses are selected in consultation with a department adviser.

***Group I—Principal (Elementary and Secondary)**

(New Jersey Principal/Supervisor Certificate)

Required (18 credits)

- ESAD 6662 Administration of the Elementary/Secondary School
- ESAD 6663 The Elementary/Secondary School Curriculum
- ESAD 6664 School Law
- ESAD 6665 Curriculum Development and Evaluation
- ESAD 6666 Supervision of Instruction and Evaluation
- ESAD 6669 Supervision of the Elementary/Secondary School

Elective (3 credits) from the following:

ESAD 6761, ESAD 6667, ESAD 6762, ESAD 6762, ESAD 6861, ESAD 6862, ESAD 6863, EDAS 6764, ESAD 6668, EDAS 6715, EDAS 7768, EDST 7501 or others with approval of the department chairperson.

or

Group II—General Supervision (Elementary and Secondary)

(New Jersey Supervisor Certificate)

Required (18 credits)

- ESAD 6663 The Elementary/Secondary School Curriculum
- ESAD 6664 School Law
- ESAD 6665 Curriculum Development and Evaluation
- ESAD 6666 Supervision of Instruction and Evaluation
- ESAD 6669 Supervision of the Elementary/Secondary School
- EDAS 7772 Leadership Dynamics: Analysis of Supervisory Behavior

Elective (3 credits) from the following:

ESAD 6662, ESAD 6761, ESAD 6667, EDSA 6762, ESAD 6762, ESAD 6861, ESAD 6862, ESAD 6863, EDAS 6764, ESAD 6668, EDAS 6765, ESAD 7771, EDAS 7768, EDST 7501 or others with approval of the department chairperson.

or

Group III—School Business Administrator

(New Jersey School Business Administrator Certificate)

Required (18 credits)

- ESAD 6664 School Law
- ESAD 6665 Curriculum Development and Evaluation
- ESAD 6761 School Finance
- ESAD 6861 School Building Planning
- ESAD 6862 School Business Administration
- ESAD 7971 School Accounting

Elective (3 credits) to be selected from

ESAD 6666, ESAD 6667, ESAD 6762, ESAD 6762, ESAD 6863, EDAS 6764, ESAD 6668, EDAS 6765, EDST 7501 or others with approval of the Department chairperson.

or

Group IV—Assistant Superintendent/Business

(New Jersey Assistant Superintendent in Charge of Business Certificate)

Required (21 credits)

ESAD 6664	School Law
ESAD 6665	Curriculum Development and Evaluation
ESAD 6761	School Finance
ESAD 6666	Supervision of Instruction and Evaluation
ESAD 6861	School Building Planning
ESAD 6862	School Business Administration
ESAD 7971	School Accounting

*The State of New Jersey is revising the requirements for the principals' certificate. The Department of Educational Administration is reviewing the Master's Degree requirements and will modify the program as needed to accommodate changing certification standards.

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 State of New Jersey also requires three years of public school administrative experience.

Educational Specialist Degree

The department offers the Educational Specialist (Ed.S.) degree in several areas of concentration. See page 100 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 minimum of 36 credits: interdisciplinary studies; concentration studies; administrative internship or workshop for school administrators; statistics; and a culminating experience.

Admission

Admission requirements for Ed.S. are as follows:

- Master's degree in an appropriate field from an accredited college or university
- Public school teaching certification, if appropriate
- Submission of test score: Miller Analogies Test or National Teacher Examination, or Graduate Record Examination, aptitude test
- Statement of professional goals
- Superior academic record
- Two letters of recommendation from graduate faculty and professional associates in administrative and/or supervisory roles
- Interview with the admission committee
- At least one course in research on the graduate level

Ed.S. Degree Requirements

Interdepartmental/Interdisciplinary Studies:

(Select one course in this group)

- EDST 9302 Socio-Psychological Domain of Education
- EDST 9303 Socio-Anthropological Thought and Research in Education
- EDST 9304 Strategies for Implementing a Philosophy of Life and Education
- EDST 9341 Education as a Scientific and Liberal Discipline

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 Organization of Structure and Process in Educational Administration

Section B. (Select 15 credits)

- EDAS 6765 Policy Analysis: The Political and Economic Aspects
- ESAD 6861 School Building Planning
- ESAD 6863 School Plant Management
- RESH 7002 Data Processing in Research
- EDAS 7667 Advanced Study in Personnel Administration
- EDAS 7760 Conflict Resolution and Mediation in Educational Systems
- ESAD 7761 Management of Fiscal Affairs in the Educational Setting
- ESAD 7762 Advanced Study in Public Relations in School Administration
- EDAS 7762 Clinical Studies and Problem Solving in Educational Administration
- ESAD 7771 Administration and Supervision of Child Care Centers
- EDAS 7774 Comparative Study of Educational Systems on an International Basis
- ESAD 7775 Curriculum: Design and Engineering
- EDAS 7775 Current Legal Issues of Public Policies at Local, State, and Federal Level
- 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 6 credits)

- EDAS 8981 Administrative Internship, Part I
- EDAS 8982 Administrative Internship, Part II

or

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EDAS 8983, EDAS 8985, HRED 8986, EDAS 8986 Workshop for School Administrators

Section D. Required (3 credits)

RESH 6001 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.

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 on the elementary, secondary, higher education and State Department of Education levels. The program focuses on training informed leadership through the utilization of scholarly research and of theoretical models which are applied to experiential situations.

Requirements for admission begin on page 10.

Application procedures must be completed no later than

March 1—for fall semester

October 1—for spring semester

The general credit and completion requirements for the Ed.D. degree begin on page 101.

Matriculation

Doctoral students will be considered for matriculation after completing 15-18 credits. Students must demonstrate competence in statistics upon the completion of these credits. The statistics requirement is usually accomplished by taking RESH 6001 Statistical Methods (3 credits), (provided a statistics course on the master's level has not been completed), and RESH 8003 Intermediate Statistical Methods (3 credits). RESH 6001 or equivalent is prerequisite to RESH 8803.

Advancement to Candidacy

Doctoral students must pass a comprehensive written examination in administration and area of specialization upon the 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

Foundations/Interdisciplinary Studies (15-18 graduate credits)

Section A (6 credits)

3 credits in one of the following is required:

EDST 9301 Education as a Scientific and Liberal Discipline

or

EDST 9302 Socio-Psychological Domain of Education

or

EDST 9303 Socio-Anthropological Thought and Research in Education

or

EDST 9304 Strategies for Implementing a Philosophy of Life and Education

Required: 3 credits

EDAS 6765 Interdisciplinary Studies for Administrators:
Issues and Theories

Section B (9-12 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 and communication.

Professional Core (minimum 42-45 credits)

Section A—Basic/Fundamental Core (minimum 18 credits)

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.

Section B—Specialized/Advanced Core (minimum 24-27 credits, K-12)

General Administration

- ESAD 7771 Administration and Supervision of Child Care Centers
- EDAS 7772 Leadership Dynamics: Analysis of Supervisory Behavior
- EDAS 7773 Organization of Structure and Process in Educational Administration
- EDAS 7761 Management of Fiscal Affairs in the Educational Setting
- EDAS 7764 Conflict Resolution and Mediation in Educational Systems
- EDAS 7862 School Business Administration: Skills and Techniques
- EDAS 7762 Clinical Studies and Problem Solving 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
- ESAD 7667 Advanced Study in Personnel Administration
- ESAD 7762 Advanced Study in Public Relations in School Administration

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- ESAD 7971 School Accounting
EDAS 8983 or EDAS 8984 or EDAS 8985 Workshop for Educational Administrators and Supervisors
ESAD 7775 Curriculum: Design and Engineering
EDAS 6765 Policy Analysis: The Political and Economics Aspects
EDAS 6766 Administration of Bilingual Education: Policy and Practice

Professional Core: Administration of Higher Education (33 credits)

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 6765 Educational Policy Analysis: The Political and Economic Aspects
EDAS 7762 Clinical Studies and Problem Solving in School Administration
EDAS 7764 Conflict Resolution and Mediation in Educational Systems
EDAS 7772 Leadership Dynamics: Analysis of Supervisory Behavior
EDAS 7773 Organization of Structure and Process
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
HRED 8986 Higher Education Leadership Strategies Workshop
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

Research Requirement (minimum 18-21 credits)

- RESH 6001 Statistical Methods (or equivalent)
RESH 7002 Data Processing in Research
RESH 8003 Intermediate Statistical Methods
EDAS 8891 Directed Research in Administration and Supervision (K-12 or Higher Education)
EDAS 8892 Independent Study in Administration
EDAS 8986 Research Seminar in Administration
RESH 9001 Univariate Experimental Design
RESH 9002 Advanced Statistics and Experimental Design
ESAD 9987-9988 Dissertation Seminar in Educational Administration

Administrative Internship (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. Titles of positions such as chairperson, supervisor or director may not be submitted for an administrative position. Students in the K-12 educational setting must have served under an administrative certificate for at least one year as a vice-principal or any position above this level.

- EDAS 8981 Administrative Internship, Part I
EDAS 8982 Administrative Internship, Part II

Continuous Registration in EDAS 0989 Dissertation Advisement

Each student who has been advanced to candidacy for the doctoral degree must register continuously for a course, EDAS 0989 Dissertation Advisement, after completing HRED/ESAD 9987 and HRED/ESAD 9988. No credit is given for Dissertation Advisement.

Course Descriptions

ESAD 6601 (AD 300) 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 6662 (AD 303) ADMINISTRATION OF THE ELEMENTARY/SECONDARY SCHOOL

Some of the theories and most recent research relative to administrative behavior and leadership development. Study of "traditional" and "collegial" organization to understand the most effective utilization of staff and resources, professionalization and humanization of the schools, and control over innovations and basic skill and concepts. Effort to ensure thorough and efficient schooling changes, which are relevant, meaningful, practical and well-planned. Administrative internship discussed. 3 credits

ESAD 6663 (AD 305) THE ELEMENTARY/SECONDARY SCHOOL CURRICULUM

Application of administrative and supervisory theory and research to practical and relevant curriculum problems and issues. Examination, through lecture, case-study and role-play, of curricular principles and practices to professionalize and humanize the schools. Emphasis on trends in curriculum organization and collegial or differentiated staffing for curricular improvement, as well as balance in the "back-to-basics" movement. Influence of "pressure groups" on curriculum at the local, state and federal levels. 3 credits

ESAD 6664 (AD 309) 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 (AD 310) CURRICULUM DEVELOPMENT AND EVALUATION
Evolving concepts of the curriculum. Philosophy of curriculum development, principles and procedures, essential tools, preparation, approaches, direct and indirect influences. Survey of current practices and trends. 3 credits

EDAS 6666 (AD 312) 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 (AD 313) 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 6668 (AD 338) PROBLEMS AND PROCEDURES IN PUBLIC SECTOR BARGAINING

Review of myriad problems resulting from public sector bargaining. Practical insights and suggestions on how the school administrator and others can succeed in the face of these problems. 3 credits

ESAD 6669 (AD 404) SUPERVISION OF THE ELEMENTARY/SECONDARY SCHOOL

Concepts of general and clinical supervision. Planning, organizing, implementing and evaluating new curricula and new organizational patterns, such as team teaching, flexible scheduling, cycling, phasing and mini-courses. Supervisor's role as a service person, catalyst and educational leader. 3 credits

ESAD 6761 (AD 311) 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 (AD 315) 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 6762 (AD 314) PROBLEMS OF SCHOOL ADMINISTRATION

Analysis of major problems affecting school in the United States. Study of current literature. Students encouraged to discuss problems from their local communities. 3 credits

EDAS 6764 (AD 337) 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 (AD 350) 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 6765 (AD 550) 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 6766 or 7766 (AD 360) 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

ESAD 6861 (AD 316) SCHOOL BUILDING PLANNING

Methods of determining school plant needs. School plant survey, educational planning and specifications, site selection and development. 3 credits

ESAD 6862 (AD 317) 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 6863 (AD 318) SCHOOL PLANT MANAGEMENT

Study of the rationales, roles and responsibilities for building services at the school district and unit level; personnel requirements, policies, schedules, energy concerns, tools, equipment, training and budgeting. Emphasis on these facility service functions as integral supports to the regular, special and community educational programs. 3 credits

ESAD 7667 (AD 513) 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 7761 (AD 507) 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

EDAS 7762 (AD 510) 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

ESAD 7762 (AD 515) 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 as regards educational administration and supervision. 3 credits

EDAS 7764 (AD 508) CONFLICT RESOLUTION AND MEDIATION IN EDUCATIONAL SYSTEMS

Analyzes arbitration, alternatives to impasse; effects of resolutions upon employee organizations and administration together with effect upon quality of service. Strengths and weaknesses of positions and techniques. Third-party assistance in contract renewal process. 3 credits

EDAS 7768 (AD 650) 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

ESAD 7771 (AD 440) 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 NJ State Department of Education. 3 credits

EDAS 7772 (AD 501) 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 (AD 503) ORGANIZATION OF STRUCTURE AND PROCESSES

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 (AD 511) 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 (AD 512) 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

ESAD 7775 (AD 537) 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 (AD 509) 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 (AD 516) SCHOOL ACCOUNTING

Current practices, including advanced budgeting, P.P.B.S., operational planning systems, maintenance of legal records, state and federal regulations, auditing procedures. 3 credits

EDAS 8801 (AD 540) 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 (AD 551) DIRECTED RESEARCH IN ADMINISTRATION AND SUPERVISION

For doctoral candidates who have completed their course work and are developing specific research problems for completing their studies. 3 credits

EDAS 8892 (AD 552) 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 (AD 502, 505) ADMINISTRATIVE INTERNSHIP, PART I AND PART II

Administrative internship by permission of school administrator of the local school district in which internship will be served; permission of the Department of Educational Administration and Supervision chairperson. 3 credits each semester

EDAS 8983-8985 (AD 520, 521, 522) WORKSHOP FOR EDUCATIONAL ADMINISTRATORS AND SUPERVISORS

Series of three 6-credit cycled workshops at all levels of education, including college and university. Through a series of techniques including case studies, role play, debate, panel discussions, audio-visual 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. Changes from year to year in topics for each day as the times and circumstances demand. 6 credits

EDAS 8986 (AD 553) 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

HRED 8986 (AD 625) HIGHER EDUCATION LEADERSHIP STRATEGIES

Summer institute at which ten 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. 6 credits

HRED 9981 (AD 610) 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 9982 (AD 611) 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 (AD 612) 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 (AD 613) 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 (AD 614) 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 (AD 615) CURRICULUM AND INSTRUCTION IN HIGHER EDUCATION

Current status of the undergraduate curriculum and approaches to instruction in American colleges and universities, including reform efforts. Principal factors/forces that shape, or at least ought to shape, undergraduate curriculum and instruction including epistemology and the sociology of knowledge; psychology and developmental status/needs of the contemporary college student, both traditional and nontraditional; socio-cultural, economic and political factors. 3 credits

EDAS 9981-9986 (AD 556) DISSERTATION ADVISEMENT

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

ESAD 9987-9988 (AD 554-555) DISSERTATION SEMINAR IN EDUCATIONAL ADMINISTRATION

Seminar for doctoral candidates for the purpose of developing an approved dissertation proposal. 3 credits each semester

Department of Educational Studies

Elementary Education
 General Professional Education
 Secondary Education

Specific requirements for admission, 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.

Chairperson: DePierro

The Department of Educational Studies offers graduate courses in the following areas:

Certification and Master of Arts Degree in Elementary Education

Graduate students and in-service teachers who wish to obtain New Jersey State certification to teach in Grades K through 8 and the Master of Arts Degree in Education must complete the following courses:

Certification Courses		Credits
EDST 7201	Seminar in Elementary School Social Studies (fall)	3
EDST 7202	Seminar in Elementary School Science (fall)	3
EDST 6203	Computer Literacy or approved elective (spring)	3
or		
EDST 7206	Seminar in Elementary School Mathematics (spring)	3
EDST 6224	Approaches to Beginning Reading (spring)	3
EDST 7207	Seminar in Reading (fall)	3
EDST 7208	Seminar in Language Arts (fall)	3
EDST 7209	Seminar in Elementary School Health, Physical Education (spring)	3
EDST 6220	Graduate Seminar in Student Teaching, Elementary Schools (fall)	3
or		
EDST 6221-6222	Graduate Supervised Teaching Seminar I (fall) and II Elementary (spring) (for in-service teachers)	6
Foundation Courses for Masters		
EDST 6322	Hist./Phil. Found. of Ed.	3
EDST 6325	Psychological Foundations of Education (fall/spring)	3
RESH 6002	Methods of Research	3
RESH 7001	Seminar in Educational Literature and Research	3

Programs in Elementary Education

Professors: Kaplan; Raimo; Rondinella

Associate Professors: DePierro; Peskin

Programs in Elementary Education at the graduate level:

- Master of Arts in education—Regular Program in Elementary Education
- Master of Arts in Education—Specialization Program in Early Childhood Education
- Master of Arts in Education—Specialization in Early Childhood Special Education
- Certification Program leading to a Master of Arts in Education for college graduates with an academic background in liberal arts or science who wish to enter the teaching profession. Candidates with backgrounds in business are eligible for admission to the elementary education certification sequence.

Master of Arts Programs and Certification Programs

Admission

In addition to the general University requirements for admission to graduate studies, the applicant to Master of Arts programs must present evidence of the following:

- New Jersey state teacher certification
or
- 18 credits in elementary education and one year of approved experience in elementary grades
- Satisfactory score on the Miller Analogies Test before matriculation

Students enrolling in the Certification Program must present evidence of having received a baccalaureate degree with a major in the liberal arts or sciences and a satisfactory academic record with a minimum 2.5 grade point average.

The applicant to any program may be required to appear for an interview with the chairperson of the department or departmental committee.

Academic Standards

Students must maintain at least a B in all courses. Students who receive a C will be referred to the Qualifications Committee of the Department which will recommend appropriate action to the chairperson.

Master of Arts in Elementary Education

This program requires students to take 24 credits in elementary education and 12 credits in foundation courses. The 24 elementary education credits are divided into two parts: core courses (15 credits) and electives (9 credits). The department urges students to plan a program in consultation with a faculty member. These are the program requirements:

Program Requirements

Foundation Courses (12 credits)

- EDST 6322 Historical and Philosophical Foundations of Education
EDST 6325 Psychological Foundations of Education
RESH 6002 Graduate Research Methods
RESH 7001 Seminar in Educational Literature and Research

or

- EDST 6332 Research Writing Seminar

Elementary Education Courses (24 credits)

- EDST 6203 Computer Literacy for Educators
EDST 6204 Programming a Microcomputer
EDST 6205 The Computer Curriculum
EDST 6206 Microcomputer Software Evaluation
EDST 7201 Seminar in Social Studies
EDST 7202 Seminar in Science
EDST 7206 Seminar in Mathematics
EDST 7207 Seminar in Reading
EDST 7208 Seminar in Language Arts
EDST 8201 Creative Approaches in Education
EDST 8202 Perspectives on Ethnicity and Cultural Pluralism

Course Descriptions

Courses open to graduate and advanced undergraduate students

EDST 6503 (SE 389) 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 6228 (EL 373) GROWTH AND DEVELOPMENT—THE PRE-SCHOOL CHILD

Theories of developmental psychology; techniques for optimum development of self-discipline and child-adult relationships as advanced by psychologists such as Adler, Dreikurs, Ginot, Beck and Le Shan. Cognitive theories of development of Piaget; moral stages of development advanced by Kohlberg and others. 3 credits

EDST 6203 (EL 380) EDST 6559 COMPUTER LITERACY FOR EDUCATORS

Introduction for those with little or no computer experience. Orientation to microcomputers; concentration on elementary programming, operating microcomputers, applications to different subjects, understanding computer systems and their social and educational implications. Opportunity to use microcomputers in one of the labs on campus. 3 credits

EDST 6205 (EL 397) (SE 386) THE COMPUTER CURRICULUM

Prerequisite: EDST 6203

Introduction to the development of the computer curriculum in schools. Basic questions about the intersection of children's intellectual growth and computer literacy. Students review existing experiments and experiences in computing and design experiments to test hypotheses about computing in schools. The final project is design of a K-12 curriculum. 3 credits

EDST 6206 (EL 398) (SE 385) MICROCOMPUTER SOFTWARE EVALUATION

Scope of software available for educational settings. Students examine established criteria for software review and design a set of criteria to test with a variety of software. Preparation of forms for assisting schools or districts in making their own review. 3 credits

EDST 6220 (EL 302) GRADUATE INTERNSHIP SEMINAR

Prerequisite: at least 15 weeks 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. 6 credits

EDST 6223 (EL 309) 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 6224 (EL 362) APPROACHES TO BEGINNING READING

Required of certification students. Significant characteristics of the many approaches to beginning reading. Examination of the strengths and weaknesses of each approach—investigation of the origins of each approach; discussions of the specific methods and materials with demonstrations of the essential components of each; examination of definitive research studies identifying the significant contributions each approach had made to beginning reading. Field experience required. 3 credits

EDST 6225 (EL 370) CURRICULUM STUDIES 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 (EL 371) 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 6227 (EL 373) CHILD HEALTH AND NUTRITION

Basic preparation course for all school health personnel with concentration centered on complete core subject matters (in the elementary school) relating to health education and nutrition. 3 credits

EDST 7204 (EL 406) 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 8201 (EL 412) 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 8202 (EL 413) PERSPECTIVES ON ETHNICITY AND CULTURAL PLURALISM

(Required for certification students)

Identification of various interpretations of ethnicity, the reasons for its recent resurgence and its relationship to cultural pluralism in America. Major theories which pertain to classroom teaching; methods of managing curricula and materials. 3 credits

EDST 8203 (EL 414) EVALUATION IN MATHEMATICS EDUCATION

Survey of standardized instruments available for testing; examination of national evaluation results; creation of instruments for diagnosis and evaluation. 3 credits

EDST 8204 (EL 415) DIAGNOSTIC/PRESCRIPTIVE TEACHING IN ELEMENTARY SCHOOL MATHEMATICS

Demonstration of several models for d-p teaching; examination of data pertaining to d-p; and the creation of a d-p setting in the classroom complete with curriculum, evaluation and instruction. 3 credits

EDST 8205 (EL 417) ADVANCED SEMINAR IN LANGUAGE ARTS

Concentration on several approaches to the teaching of language arts with emphasis on students' gathering data to appraise the approaches. 3 credits

EDST 8206 (EL 418) ADVANCED SEMINAR IN CHILDREN'S LITERATURE

An analysis of the current trends in children's literature and a projection into the near future. 3 credits

EDST 8207 (EL 419) 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 (EL 431) IMPLEMENTATION OF RESEARCH IN THE SCHOOL SETTING

3 credits

EDST 8217 (EL 431) AN ACTIVITIES APPROACH TO ELEMENTARY SCIENCE

Examination of major science education projects such as ESS, SCIS and AAAS to provide a base for the involvement movement in science. 3 credits

EDST 8219 (EL 433) STRATEGIES IN SOCIAL STUDIES

Analysis of major theories of teaching social studies; implications for classroom; development of a model for integrating social studies throughout the curriculum. 3 credits

EDST 8221 (EL 444) 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

Seminars

Field experience is required for seminars.

EDST 7210 (EL 401) SEMINAR IN CHILDREN'S LITERATURE

3 credits

EDST 7201 (EL 402) SEMINAR IN SOCIAL STUDIES

3 credits

EDST 7202 (EL 403) SEMINAR IN SCIENCE

3 credits

EDST 7203 (EL 405) SEMINAR IN MUSIC

3 credits

EDST 7205 (EL 407) SEMINAR IN ART

3 credits

EDST 7206 (EL 408) SEMINAR IN MATHEMATICS

3 credits

EDST 7207 (EL 409) SEMINAR IN READING

3 credits

EDST 7208 (EL 410) SEMINAR IN LANGUAGE ARTS

3 credits

EDST 7209 (EL 411) SEMINAR IN HEALTH AND PHYSICAL EDUCATION

3 credits

These seminars include the following

- (1) The place of the subject in the school curriculum; interpersonal relationships to be explored and analyzed; focus on communication between student and teacher.
- (2) Materials and community resources available for teaching the subject.
- (3) Review of recent research and current professional literature pertaining to the subject.
- (4) Procedures for measurement and evaluation of attainment in the subject.
- (5) Problems and procedures in teaching the subject.
- (6) Correlation among subject in the school curriculum.

Programs in General Professional Education

Associate Professors: Barrett; Cunningham

Assistant Professor: Skeele

General Professional Education offers the following programs and concentration leading to the degree Master of Arts in Education:

Foundations of Education: Humanistic and Behavioral Studies
Educational Media and Communications (meets New Jersey State Department of Education certification standards for Educational Media Specialists)
Instructional Design and Technology

It also offers the degree Educational Specialist in Cultural, Humanistic and Professional Studies or Educational Media

General Admission

In addition to the general University requirements for the degree Master of Arts, applicants for all programs must submit the following:

- Evidence of a minimum of 10 undergraduate credits in philosophy, psychology, sociology or education
- Confirmation of approved experience in teaching, nursing, social work or other helping professions or business and industry
- Satisfactory scores on the Graduate Record Examination or the National Teachers Examination or the Miller Analogies Test before matriculation
- Three letters of reference attesting to the academic ability and personal qualifications for the helping profession in which the individual intends to specialize

Matriculation and Degree Requirements

Students admitted to a degree program must satisfy all University and College requirements for admission and for the degree, as well as the requirements of the individual program.

The candidate in General Professional Education must also fulfill the following requirements:

For the Master of Arts in Education

- 3 credits in EDST 7310 Ethical Foundations of Professional Helping Relationships
- 12 credits in foundation courses (see page 99) (to be completed within the first four semesters of graduate study)
- 21 credits in concentration courses as indicated in the following programs or concentrations of study

For the degree Educational Specialist

- 6 credits in the Integrating Core Studies: EDST 9301, EDST 9302, EDST 9303, EDST 9304
- 24 credits in an approved sequence of concentration courses
- 3 credits in EDST 9305 Field Experience/Internship
- 3 credits in EDST 9306 Culminating Research Seminar/Project

Admission to or changes in a program or concentration of study require the written approval of the chairperson of the Department of Educational Studies.

The Foundations of Education: Humanistic and Behavioral Studies (M.A.)

This basic program is both liberal and professional and sufficiently flexible to meet varying needs in modern education. The chief purpose is to help graduate students cultivate sound attitudes and to enlarge their capacity for leadership and for making major contributions to the field of education, guiding them in the selection of specific concentration courses relevant both to their personal needs and interests and to the developing world of teaching and learning.

The candidate in this program is required to complete 21 credits selected from the following courses.

-
- EDST 6223 Advanced Psychology of Childhood
 - EDST 6303 Educational Media and Practices
 - EDST 6307 Curricular Integration of Educational Media
 - EDST 6323 Community Relations
 - EDST 6324 Human Relations
 - EDST 6326 Advanced Psychology of Learning
 - EDST 6554 Advanced Psychology of Human Development
 - EDST 7310 Ethical Foundations of Professional Helping Relationships
 - EDST 8201 Creative Approaches in Education
 - EDST 8303 The American Ethos of Education

or

21 credits in any approved graduate program of the University to be selected with department guidance

or

9 credits in approved graduate courses in General Professional Education
and

12 credits selected from approved courses offered in any graduate program of
the University

Educational Media and Communications M.A. and Certification

The Educational Media Program leads to a master's degree in education and New Jersey State Department of Education certification as educational media specialist. The program focuses on knowledge of instructional design, media selection, utilization, production and evaluation of educational materials. The courses are sequentially designed to establish a solid conceptual as well as a substantive base for

professional growth and advancement in education and communications.

For admission to the program those who wish certification must fulfill the prerequisites:

- A bachelor's degree from an accredited college or university (no specific major required)
- A New Jersey teacher's certificate
- One year of successful teaching or one year as an associate educational media specialist

A master's degree without certification is also offered. Students in this program are required to have minimally a bachelor's degree.

In addition to the general University and College requirements of the degree, the candidates in this program are required to complete 21 credits selected from the following courses:

EDST 6304	Production of Instructional Resources I
EDST 6305	Production of Instructional Resources II
EDST 6306	Instructional Media Design
EDST 6307	Curricular Integration of Educational Media
EDST 6308	Organization and Administration of Educational Media Centers
EDST 6309	Advanced Organization of Media Resources
EDST 6310	Practicum in Educational Media Services
EDST 6311	Advanced Photography in Education
EDST 6312	Instructional Television Programming
EDST 6313	Instructional Television Production
EDST 6314	Multimedia Presentations
EDST 6315	Basic Organization of Media Resources
EDST 6351	Photography in Education

For the degree Master of Arts in Education with a concentration in educational media, a minimum of 36 credits (21 credits in concentration courses plus 15 credits in EDST 7310 and the foundation courses) is normally required. Those who have not completed an acceptable program of supervised field experience must complete 24 credits in concentration courses, of which 3 credits must be EDST 6310 Practicum in Educational Media Services.

Students who already hold a master's degree may be recommended for certification by successfully completing the concentration.

Students who have completed courses similar to those in the concentration may substitute appropriate elective courses with the approval of their adviser.

Instructional Design and Technology (M.A.)

The goal of the graduate program in Instructional Design and Technology is to help teachers and trainers to improve their performance in the classroom. This includes knowledge about how students learn and the full range of modern methods and materials by which such learning can be facilitated. Such a goal re-

quires that students be given a broad educational perspective. The program in Instructional Design and Technology is therefore strongly interdisciplinary.

This master's degree program offers an opportunity for scholarly inquiry in an area of unique interest to graduate students. The faculty helps students plan individual programs designed to give breadth and depth of knowledge in an area of each student's choice.

Courses are available in computer applications, instructional development, educational media and the gifted.

Flexibility is built into the graduate programs. Courses may be selected according to the each student's previous education and experience.

The Master of Arts in Education program is designed for working students. During the academic year all classes are scheduled during the late afternoon and evening.

Degree Requirements

The program in Instructional Design and Technology requires 36 hours of graduate credit: 9 hours in foundation courses, 6 hours in research courses and 21 hours in area of specialization. Areas of specialization include instructional design, research, media and business or liberal arts concentrations.

Candidate in this program must complete 21 credits selected from the following courses:

EDST 6203	Computer Literacy
EDST 6204	Programming the Microcomputer
EDST 6205	The Computer Curriculum
EDST 6206	Microcomputer Software Evaluation
EDST 6304-6305	Production of Instructional Materials
EDST 6306	Instructional Media Design
EDST 6313	Instructional Television Production
EDST 6314	Multimedia Design
EDST 6352	Photography in Education
EDST 6551	Advanced Strategies of Teaching
EDST 7204	The Gifted Child
EDST 8201	Creative Approaches in Education

or

21 credits in any approved graduate program of the University to be selected with department guidance students begin the program.

Cultural, Humanistic, and Professional Studies (Ed.S.)

This Ed.S. degree program is planned for teachers-scholars and others in the helping professions intent on preparing themselves for positions of leadership in education. Each projected plan of study may be flexibly structured to meet specific requirements 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. In an approved sequence of concentration courses, 24 credits may be selected from several schools and departments:

College of Education and Human Services. (All departments)

College of Arts and Sciences.

The Departments of African-American Studies, Art and Music, American Studies, Asian Studies, Biology, Chemistry, English, History, Jewish-Christian Studies, Mathematics, Modern Languages, Philosophy, Physics, Psychology, Political Science, Religious Studies and Sociology/Anthropology

School of Business

College of Nursing

A study sequence can be designed for the philosopher or theorist of education; the administrator who desires a global understanding of the educative process; the psychologist, guidance counselor, teacher or helper seeking deeper insight into human relationships; the educator who needs a broader perspective of cultural transmission and innovation; the scholar concerned with education as a profession; and the intellectual preferring further spe-

cialization in a field of learning or additional qualification in the art of teaching or human intervention. Candidates are expected to increase their competency in communication, instruction, management, helping, interpersonal relations, self-actualization and progress determination.

Educational Media (Ed.S.)

The Ed.S. media program qualifies graduate students for certification as Educational Media Specialist in the State of New Jersey and requires the development of a project specifically related to employment, personal interest, professional or individual need. Librarians and research and resource personnel are increasingly expected to be fully certified as media experts. Educators are also turning to instructional media and design as an alternative mode or system of effective teaching. The concentration of 24 credits may be selected from the regular educational media and communications program, Department of Computing and Decision Science courses and other University courses germane to the field of educational media.

Course Descriptions

EDST 6303 (ED 330) 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 (ED 331) PRODUCTION OF INSTRUCTIONAL RESOURCES I

Advanced techniques for the production of audiovisual material. Lettering, mounting, display boards, transparencies, duplicating processes, non-photographic processes for slides and filmstrips and storyboard preparation. 3 credits

EDST 6305 (ED 332) PRODUCTION OF INSTRUCTIONAL RESOURCES II

Advanced techniques for the production of audiovisual materials. Photographic copy-work, slide production, S-8 film making, television utilization and audiotape production. 3 credits

EDST 6306 (ED 334) 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 (ED 335) CURRICULAR INTEGRATION OF EDUCATIONAL MEDIA

Required of certification

Study of the principles and procedures for implementing media in the curriculum. Four significant aspects of the course are planning, selecting, evaluating and creatively utilizing media to improve instruction. 3 credits

EDST 6308 (ED 336) ORGANIZING AND ADMINISTERING EDUCATIONAL MEDIA CENTERS

Required for certification

Exploration of the roles, functions and responsibilities of the educational media specialist. Emphasis on management, budgeting, grant writing, facility design, purchasing and public relations. 3 credits

EDST 6309 (ED 342) ADVANCED ORGANIZATION OF MEDIA RESOURCES

Prerequisite: EDST 6315

Advanced problems in cataloging and classification of print and non-print resources. Services and activities of a school library media center—reference services, children's literature, reading guidance, library skill instruction. 3 credits

EDST 6310 (ED 343) PRACTICUM IN EDUCATIONAL MEDIA SERVICES

Prerequisite: application in the semester preceding the course.

Systematic observation and participation under supervision in an educational media center. Required for students with no previous experience in educational media centers. (May be waived for those with one year's acceptable experience.) 3 credits

EDST 6311 (ED 345) ADVANCED PHOTOGRAPHY IN EDUCATION

Advanced monochromatic photography including aesthetics, advanced theory, studio lighting, zone system and specialized processes and techniques. 3 credits

EDST 6312 (ED 347) INSTRUCTIONAL TELEVISION PROGRAMMING

Experiments in creative production design, format planning, writing and production of innovational programs. Styles of writing as related to educational objectives; program design in relation to production procedures. 3 credits

EDST 6313 (ED 348) INSTRUCTIONAL TELEVISION PRODUCTION

Contributions of instructional television and its integration into formal and informal learning situations. Experience in the operation of equipment and the production of instructional programs. 3 credits

EDST 6314 (ED 349) 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 (ED 340) BASIC ORGANIZATION OF MEDIA RESOURCES

Practical introduction to technical incorporation of print and non-print materials into the school media center. Laboratory approach for basic cataloging and classification, plus survey of selection, acquisition, processing, circulation and workshop for maintenance. 3 credits

EDST 6322 (ED 304) HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Advanced course in the significant images of man and fundamental concepts of education, tracing the development of educational thought from ancient Hebrew and classical society to the present. Emphasis on significant educational movements. 3 credits

EDST 6323 (ED 306) 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

EST 6324 (ED 307) 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 (ED 308)
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 (ED 312) 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 (ED 314) 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 6329 (ED 321) INDEPENDENT
GRADUATE STUDY**

1 credit

**EDST 6330 (ED 322) INDEPENDENT
GRADUATE STUDY**

2 credits

**EDST 6331 INDEPENDENT
GRADUATE STUDY**

3 credits

**EDST 7310 (ED 401) 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 8303 (ED 541) 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

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 students from different departments. The College requires students with master's degrees to complete this segment of the advanced program during the first four semester of graduate study.

**EDST 9301 (ES 601) 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 (ES 602) THE
PSYCHOLOGICAL DOMAIN OF
EDUCATION: THEORIES OF THE
UNCONSCIOUS**

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.

**EDST 9303 (ES 603)
ANTHROPOLOGICAL APPROACHES
TO MYTH, SYMBOL AND
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 (ES 604) A PHILOSOPHY
OF EDUCATIONAL EXPERIENCE**

Effective problem solving in guidance, teaching, learning, school and community leadership; competencies crucial to helpful communication, instruction, management, inter-personal relations, self-improvement; practice of education and the helping professions as the implementation of an educational philosophy.

3 credits

EDST 9305 (ES 690) FIELD EXPERIENCE INTERNSHIP

Prerequisite: An agreement between the student and a sponsoring institution for in-field experience or internship supervision by a University director.

An experience to test the translation of some aspect of educational theory into meaningful practice. Achievement rated according to specified critical and objectives. 3 credits

EDST 9306 (ES 699) 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

Programs in Secondary Education

Associate Professors: Cobarrubias; Duffy

Assistant Professors: Farrell; McCartan

Programs in Secondary Education encompass sequences on the M.A. and Ed.S. levels which address the needs of students seeking initial certification, endorsements and professional development. For college graduates with an academic background in the liberal arts, science or business, a special program leading to both New Jersey state teacher certification and the degree Master of Arts in Education is offered. Details of this program appear in Bulletin III. For the certified teacher seeking endorsements in other subject areas, programs leading to certification in English as a Second Language, Bilingual Education (with target languages Spanish, Chinese, Japanese and Korean) and a variety of other academic fields are available. For secondary education teachers who seek professional growth within graduate study, the secondary education adviser will assist in individualizing a graduate program which will meet their personal and professional needs.

Degree Requirements (Master of Arts in Education)

In addition to the general University and College requirements for the degree, candidates in this program are required to present evidence of New Jersey state teacher certification and complete these courses:

- RESH 6002 Graduate Research Methods
- EDST 6322 Historical and Philosophical Foundations of Education
- EDST 6325 Psychological Foundations of Education
- RESH 7001 Seminar in Educational Literature and Research

12 credits in the following:

- EDST 6552 Improvement of Reading
- EDST 6554 Advanced Psychology of Human Development
- EDST 7501 Human and Intercultural Relations

and one of the following (students are encouraged to elect 12 credits in graduate subject matter courses toward meeting requirements for the degree):

EDST 6005	Reading in the Content Areas
CPSY 6303	Developmental Guidance: Theory and Observation
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
ESAD 6663	The Elementary/Secondary School Curriculum
ESAD 6665	Curriculum Development and Evaluation
EDST 7310	Ethical Foundations of Professional Helping Relationships

12 credits in elective course from the following groups:

Group I:

Courses listed above not chosen for concentration

or

Group II:

Graduate subject matter courses in Bilingual/Bicultural studies; biological science; bookkeeping and accounting; Chinese; Japanese; Latin; mathematics; physical science; Russian; science comprehensive; social studies; Spanish; teaching English as a Second Language (approval from chairpersons of the Department of Educational Studies and selected academic/professional fields)

or

Group III:

Other graduate professional courses with department approval

36 credits total

Bilingual/Bicultural Education and Teaching English as a Second Language

The College of Education and Human Services in cooperation with the Department of Asian Studies and the Department of Modern Languages offers certification programs

in teaching English as a Second Language and in Bilingual/Bicultural education designed to satisfy New Jersey state certification requirements in these areas. Under current rules, U.S. citizenship (or verification of intent to apply for citizenship) is required for certification.

Bilingual/Bicultural Education—Spanish/English

Distribution of Courses

36 credits in the following

- EDST 3503 Bilingual Education: Theory and Practice Teaching Content Areas
- RESH 6002 Graduate Research Methods
- EDST 6322 Historical and Philosophical Foundations of Education
- EDST 6324 Psychological Foundations of Education
- EDST 6504 Advanced Applied Linguistics for TESL II
- EDST 6505 Teaching English as a Second Language I
- EDST 6560 Language, Culture and Civilization
- RESH 7001 Seminar in Educational Literature and Research
- EDST 7501 Human and Intercultural Relations in School and Society
- EDST 7505 Contemporary Social Problems and the Bilingual Child
- EDST 7506 Foundations of Bilingual/Bicultural Education
- EDST 8511 Field Experience in Bilingual/Bicultural Education

Bilingual/Bicultural Education— Chinese/Japanese/Korean-English

39 credits in the following courses:

- RESH 6002 Graduate Research Methods
- EDST 6322 Historical and Philosophical Foundations of Education
- EDST 6325 Psychological Foundations of Education
- or**
- EDST 3511 Applied Linguistics
- EDST 6505 Teaching English as a Second Language I
- EDST 6560 Language, Culture and Civilization
- RESH 7001 Seminar in Educational Literature and Research
- ASIA 7125 Teaching Content Areas in Asian Bilingual Education
- ASIA 7216 Cross Cultural Study of East Asian Minority Cultures
- EDST 7506 Foundations of Bilingual/Bicultural Education
- EDST 8511 Field Experience in Bilingual/Bicultural Education
- ASIA 9111 Thesis Seminar
- or**
- ASIA 3148 Contemporary Social Problems in Asian Community and Asian Bilingual Children
- EDST 7501 Human and Intercultural Relations

Students who do not currently hold a regular New Jersey teaching certificate in another field* must additionally complete the following courses:

- EDST 6551 Advanced Strategies of Teaching
- EDST 6552 Improvement of Reading
- EDST 8501 Graduate Teaching Internship (6 credits)

or

EDST 8502-03 Graduate Supervised Teaching Seminar I and II
(8 credits)

*Completion of content field to be determined by transcript evaluation.

Teaching English as a Second Language

Admission Requirements

For admission to the program candidates must submit evidence of the following:

- Bachelor's degree from an accredited college or university reflect-

ing ample background in general and professional education, and in content areas

- Satisfactory scores on the Miller Analogies Test, the Graduate Record Examination or the National Teachers Examination before matriculation
 - College credits in language study (3 credits)
-

Distribution of Courses

39 credits in the following

- RESH 6002 Graduate Research Methods
EDST 6322 Historical and Philosophical Foundations of Education
EDST 6323 Psychological Foundations of Education
ENGL 6418 Phonology and Structure of American English
RESH 7001 Seminar in Educational Literature and Research

or

- EDST 2504 Teaching English as a Second Language II
EDST 6006 Phonetics
EDST 6101 Psychological and Linguistic Bases of Reading
EDST 6504 Advanced Applied Linguistics for TESL
EDST 6505 Teaching English as a Second Language I
EDST 6560 Language, Culture and Civilization
EDST 7502 General Linguistics for TESL
EDST 7505 Contemporary Social Problems and the Bilingual Child
EDST 8511 Field Experience in TESL

Students who do not currently hold a regular New Jersey teaching certificate* in another field must additionally complete the following courses:

- EDST 6551 Advance Strategies of Teaching
EDST 6552 Improvement of Reading
EDST 8501 Graduate Teaching Internship (6 credits)

or

- EDST 8502-8503 Graduate Supervised Teaching Seminar I & II (8 credits)

*Completion of content field to be determined by transcript evaluation.

Educational Specialist

Rationale and Purpose

The Ed.S. program is designed specifically for the education-academic specialist whose primary interest is secondary and/or post-secondary education. This Ed.S. program, interdisciplinary in approach, enables the candidate to obtain a balanced perspective in a selected field of study or academic area. A distinctive feature of the program is its 21-credit elective block. It is designed to meet the professional needs of teachers and administrators of secondary schools, community colleges, continuing education centers, proprietary schools, and other institutions of higher learning.

Objectives

Candidates will demonstrate the following:

- 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
- 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 submit a writing sample at the time of interview and have a minimum of 30 credits in the academic specialty or related disciplines.

Program Design for Ed.S. Degree

39 credits in the following

The degree program incorporates the following graduate courses:

18 credits in integrating core courses

Two of the following EDST courses:*

EDST 9301 The History of Education in America

EDST 9302 The Psychological Domain of Education: Theories of the Unconscious

EDST 9303 Anthropological Approaches to Myth, Symbol and Education

EDST 9304 A Philosophy of Educational Experience

and

EDST 8507 Field Experience

EDST 9502 Research Seminar/Project

EDST 9503 Curriculum and Readings in the Selected Field Study

EDST 9504 Problems and Issues in Secondary and Post-Secondary Teaching

21 credits in concentration courses (chosen with advisement from education faculty and faculty of the chosen academic area to design a personalized program to serve each candidate's needs, interests and professional goals).

*See General Professional Education (page 135).

Course Descriptions

EDST 2507 (SE 393) CONSUMER EDUCATION

Exploration of consumer education and related areas including motivation, behavior, patterns of purchasing and the consumer's decision-making process. Understanding of consumer education in the curriculum for actual implementation.

3 credits

EDST 2508 (SE 395) CAREER EDUCATION

Exploration of the world of work and such related areas as career awareness, self-awareness, decision making, economic awareness and employability skills. Curriculum development on all grade levels.

3 credits

EDST 6329-6331 (SE 381-382-383) 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 6501 (SE 385) EDST 6206 (EL 398) MICROCOMPUTER SOFTWARE EVALUATION

Prerequisite: EDST 6559

3 credits

EDST 6502 (SE 386) THE COMPUTER CURRICULUM

3 credits

EDST 6503 (SE 389) EDST 6204 (EL 396) PROGRAMMING A MICROCOMPUTER

Prerequisite: EDST 6559

3 credits

EDST 6504 (SE 399) ADVANCED APPLIED LINGUISTICS FOR TESL

Advanced study of the application of linguistic theories and principles to language acquisition, reading, writing and speaking. Special emphasis on the teaching of the language arts in a bilingual/bicultural setting.

3 credits

EDST 6505 (SE 432) 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 (SE 434) TEACHING ENGLISH AS A SECOND LANGUAGE II

Continuation of EDST 6505

3 credits

EDST 6551 (SE 300) 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.

EDST 6552 (SE 301) 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 (SE 310) 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 6559 (SE 380) COMPUTER LITERACY FOR EDUCATORS

3 credits

EDST 6560 (SE 433) LANGUAGE, CULTURE AND CIVILIZATION

Study of the characteristics of the dominant language in contrast with English and the relationship between culture and language. Emphasis on the method of teaching culture through language. Social levels of language reflecting cultural backgrounds. Ethno-cultural foundations in learning of a language.

3 credits

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EDST 7501 (SE 390) HUMAN AND INTERCULTURAL RELATIONS

Viewing education from a global perspective: cultures across the sea, and increasing cultural diversity in America focusing on multi-ethnicity in New Jersey, study of the problems facing school and society of a changing America; bilingual/bicultural education, gifted and talented, alternative education, women, the handicapped, an intensive look at the present, extended application of American principle of inherent equality in the nature of the person.

3 credits

EDST 7502 (SE 392) GENERAL LINGUISTICS FOR TESL I

Study of the application of linguistic theories and principles to language acquisition, reading and speaking. Special emphasis on the teaching of the language arts in a bilingual/bicultural setting.

3 credits

EDST 7505 (SE 415) CONTEMPORARY SOCIAL PROBLEMS AND THE BILINGUAL CHILD

Study of social psychology of bilingualism and bilingual behavior. Effects of bilingualism on the rate of intelligence, language attitudes and acculturation patterns; code-switching behavior and acquisition of bilingualism and biliteracy. Cognitive styles and cultural determinants. Parenting and school performance. Proxemics (study of man's use of space and time in communication and intercultural relations) and socialization practices. Linguistic relativity and linguistic determinism.

3 credits

EDST 7506 (SE 430) FOUNDATIONS OF BILINGUAL/BICULTURAL EDUCATION

Examination of the history of bilingualism in the US. 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 (SE 431) 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 8501 (SE 302) GRADUATE TEACHING INTERNSHIP

Prerequisites and regulations concerning student teaching: page 99.

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 (SE 303-304) GRADUATE SUPERVISED TEACHING SEMINAR I & 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.

4-8 credits

EDST 8507 (SE 387) 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 (SE 388) 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 9503 (SE 502) 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 9505 (SE 605)
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 (SE 606)
PSYCHOLINGUISTICS AND
BILINGUALISM**

Prerequisites:
1. Two linguistics courses, including applied linguistics
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

**EDST 9507 (SE 510) FOUNDATIONS
OF CONTINUING EDUCATION**

Overview of the extent and character of educational opportunities for adults, the rationale for such programs, their origins, forms, purpose, content, sponsoring institutions and methodologies. 3 credits

Research Courses

All research courses are listed and described below. Reference to these courses are found in the requirements for a specific program or degree.

**RESH 6001 (RE 316) STATISTICAL
METHODS**

Introduction to statistical methods needed for basic data analysis in education and psychology. Includes frequency distribution, graphic presentation of data, measures of central tendency, variability and linear regression/correlation. 3 credits

**RESH 6002 (RE 328) GRADUATE
RESEARCH METHODS**

Introduction to methods and procedures for research in education and psychology. 3 credits

**RESH 7001 (ED 329) SEMINAR:
EDUCATIONAL RESEARCH
METHODS**

Prerequisite: RESH 6002
Review and critical evaluation of selected writings and research in education. Written appraisals concern research design, fundamental concepts, recent data and significant educational issues. Fully documented research paper, worthy of publication, may be required. 3 credits

**RESH 7002 (RE 420) DATA
PROCESSING IN RESEARCH**

Prerequisite: REAH 6001

Major emphasis on using SPSS and BMDP statistical packages, and the use of time-sharing and microcomputers to facilitate data analysis in educational and psychological research. 3 credits

**RESH 7101 (RE 429) SEMINAR IN
RESEARCH METHODOLOGY**

Prerequisite: RESH 6002

Systematic analysis and clarification of research problems, explication of relationships between research hypothesis and research procedures and appropriate techniques for analyzing data and evaluating evidence. 3 credits

**RESH 8001 (RE 500) EVALUATION
MODELS AND TECHNIQUES**

Prerequisites: RESH 6001 and RESH 7101 or consent of instructor

Overview of evaluation as an inquiry process including a discussion of the history of evaluation and state of the art. Frameworks and models for planning evaluation studies discussed and applications demonstrated. Criteria for evaluating studies, steps for writing evaluation proposals and reports and techniques for the collection of information. 3 credits

**RESH 8002 (RE 510) SEMINAR:
EDUCATIONAL MEASUREMENT,
EVALUATION, AND RESEARCH**

Prerequisite: Consent of instructor

Introduction to the broad classifications of the measures of assessment that are used in educational settings. Topics include elementary statistics, reliability, validity, and other test standardization components. Development of skills necessary for critical consumption of educational literature. 3 credits

**RESH 8003 (RE 516) INTERMEDIATE
STATISTICAL METHODS**

Prerequisite: RESH 6001

Extension of correlation techniques including multiple correlation and regression, exploration of various complex analysis of variance procedures. Emphasis on application to problems commonly faced by researchers in education and psychology. 3 credits

**RESH 9001 (RE 600) UNIVARIATE
EXPERIMENTAL DESIGN**

Prerequisite: RESH 8003

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 model approach to ANOVA. 3 credits

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**RESH 9002 (RE 611) SEMINAR IN
APPLIED MULTIVARIATE
STATISTICS**

Prerequisites: RESH 8003

Provides a working familiarity with a variety of multivariate statistical techniques as they apply to education and psychology. Techniques including multiple regression, path analysis, factor analysis, analysis of covariance, multivariate analysis of variance, discriminant function analysis and canonical correlation. 3 credits

**University
Committee on
Teacher Education**

Dr. Harry Ashworth
Department of Physics

Dr. Petra Chu
Department of Art and Music

John Deehan
Department of Accounting

Dr. Thomas Duff
Department of English

Dr. Larry Greene
Department of History

Jeannette Hile
Department of Art and Music

Dr. Daniel Burke
Department of Biology

Dr. Edwin Leung
Department of Asian Studies

Dr. Jeffrey Levy
Department of Psychology

Rev. Eugene Cotter
Department of Classical Studies

Richard Mondadori
Department of Computing and Decision Sciences

Dr. Joseph Palenski
Department of Sociology

Dr. Daniel Zalacain
Department of Modern Languages

Dr. John Saccoman
Department of Mathematics

Francis Smith
Modern Languages

Dr. Winston Yang
Asian Studies



COLLEGE OF NURSING

Dean: Barbara Beeker

Professor: Hansell

Associate Professors: Caliandro; Hughes; Hutchison; Kleinman (*Chairperson*); Paletta; Palumbo

Assistant Professor: Carp

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 (older track or younger track). 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

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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 at the University.

Historical Overview

Nursing courses were first offered by Seton Hall University in 1937 with an enrollment of eight students. 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

It is the faculty's belief 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 ad-

ministration. 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 with an N.L.N. accredited college
- a cumulative B average, plus a B average in nursing courses
- evidence of registered nurse licensure in New Jersey
- an essay on professional goals
- professional liability insurance
- satisfactory scores on Miller Analogies Test
- letters of reference: one professional, one academic
- health clearance prior to beginning clinical courses

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.

Students admitted conditionally may not take more than 6 graduate credits. They may enroll in NURS 6123 Nursing Theory and/or NURS 6124 Focus on Health Care prior to application (enrollment in any other course must be approved by an adviser). Upon completion of 3 credits, non-matriculated students must make application to the program.

Leave of Absence

A student may take a leave of absence for one semester with the written permission of the adviser. A request for a leave of absence for a longer period of time must be made in writing to the adviser and approved by the department chairperson before the beginning of the second semester. Notification of the leave should be sent to the registrar. Upon return to the University, the student must apply to the Graduate Nursing Admission Office for reinstatement into the College of 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. In the Department of Graduate Nursing, one 6-credit course is the equivalent of two 3-credit courses and, therefore, a grade of C in one 6-credit course is equivalent to a grade of C in two 3-credit courses.
3. Students may not earn more than 6 credits of C in their course of study. Students who accumulate 6 credits of C level course work will receive official notification from the chairperson of the Department of Graduate Nursing that earning another 3 credits of C will be grounds for dismissal from the program.
4. 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.
5. To transfer within the Graduate Programs, students who wish to change their nursing major must consult with their current adviser and an adviser from the desired program. The advisers 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 full-time nursing student is eligible. A minimum period of nine months is required.

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 posi-

tions 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; Mid-Atlantic Regional Nursing Association; 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 area 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 A.V. 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 A.V. 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 for populations of all ages. The role preparation of the administrative student focuses on two primary areas: (1) the development of expertise in the administration of nursing services and (2) the development of leadership skills in the intra- and interprofessional formulation and implementation of health care policy.

Upon entry into the program, students are assigned a faculty adviser with whom to 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. Additional credits, up to 45, will be determined in collaboration with the adviser.

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Curriculum Plan

Semester I		Credits
NURS 6123	Nursing Theory	3
NURS 6222	Foundations of Nursing Administration	3
	Nursing Cognate	3
BMGT 6503	Management & Organ. Behavior (MBA Program)	3
		12
Semester II		
NURS 6124	Forces in Health Care	3
BMGT 7521	Problems in Personnel Adm.	3
NURS 7331	Graduate Nursing Practicum I	3
BMGT 6701		
or		
PSMA 6006	Mgmt. Information Systems (MBA or MPA Program)	3
		12
Semester III		
NURS 7141	Nursing Research I	3
	Nursing Cognate	3
NURS 7341	Graduate Nursing Practicum II	3
PSMA 7515	Financial Mgmt. & Control in Public Service Organizations (MPA Program)	3
		12
Semester IV		
NURS 7143	Nursing Research II	2
NURS 7144	Nursing Research Colloquium	1
NURS 7351	Practicum in Nursing Service Administration	3
	Elective (optional)	(3)
	Elective (optional)	(3)
		6-(12)
		Total 48 Credits

**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 masters degree in a clinical specialty for positions in educational settings which include the following: Inservice 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 masters program in which the applicant majored in clinical specialization. The combination M.S.N. and M.A. program requires the 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

Semester I

NURS 6441	Measurements & Evaluation in Nursing Education	3
NURS 6234	Foundations, Patterns & Methods in Education	3
	Guided Elective	3
NURS 7241	Curriculum Structure & Development	3
	Elective	3
		<u>15</u>

Semester II

EDST 6203	Computer Literacy for Educators	3
	Role Support Course	3
	Support Course	3
	Role Support Course	3
NURS 7352	Graduate Nursing Practicum III	3
		<u>15</u>

Total 30 Credits

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 6203	Principles and Practices of Rehabilitation	3
CPSY 6601	Family Interaction and Counseling	3

Recommended role support course.

CPSY 6505	Theories 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 7331	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6223	Health Promotion Across the Life Span	3
NURS 6410	Clinical Pathophysiology	3
		<u>12</u>

Semester II

NURS 7341	Graduate Nursing Practicum II	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 6415	Pharmacology	3
NURS 7141	Nursing Research	3
		<u>12</u>

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Semester III

NURS 7350	Graduate Nursing Practicum III	3
NURS 7246	Adv. Primary Health Care Theory (Older Years)	3
NURS 7143	Nursing Research II	2
NURS 7144	Nursing Research Colloquium	1
	Guided Elective	<u>3</u>
		12

Semester IV

NURS 7353	Graduate Nursing Practicum IV	3
	Guided Elective	3
NURS 6124	Forces in Health Care	3
NURS 6234	Foundations, Patterns & Methods in Education	<u>3</u>
		12

Semester V

NURS 7421	Curriculum Structure & Development	3
EDST 6203	Computer Literacy for Educators	
	or	
	Educational Media & Evaluation	3
NURS 6441	Measurement & Evaluation in Nursing Education	3
NURS 7352	Graduate Nursing Practicum III	<u>3</u>
		12

Total 60 Credits

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 im-

pede 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 over four semesters is required. Additional credits, up to 45, will be determined in collaboration with the adviser.

The requirements remain as follows:	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

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 Across the Life Span	3
NURS 7331	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6410	Clinical Pathophysiology	3
		<u>12</u>
Semester II		
NURS 7341	Graduate Nursing Practicum II	3
NURS 7242	Primary Health Care Theory (Younger Years)	3
NURS 6415	Pharmacology	3
NURS 7141	Nursing Research	3
		<u>12</u>
Semester III		
NURS 7244	Advanced Primary Health Care Theory (Younger Years)	3
NURS 7350	Graduate Nursing Practicum III	3
NURS 7143	Nursing Research II	2
EDST 6108	Learning Disabilities	3
		<u>11</u>
Semester IV		
	Elective (Optional)	(3)
NURS 7353	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 7144	Nursing Research Colloquium	1
		<u>7-(10)</u>
Total		42-45 credits

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Curriculum Plan

(Younger Years)

For full-time majors in Primary Health Care of Infants, Children and Adolescents

Semester I		Credits
NURS 6223	Health Promotion Across the Life Span	3
NURS 7331	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6410	Clinical Pathophysiology	<u>3</u>
		12
Semester II		
NURS 7341	Graduate Nursing Practicum II	3
NURS 7242	Primary Health Care Theory (Younger Years)	3
NURS 6415	Pharmacology	3
NURS 7141	Nursing Research	<u>3</u>
		12
Semester III		
NURS 7244	Advanced Primary Health Care Theory (Younger Years)	3
NURS 7350	Graduate Nursing Practicum III	3
NURS 7143	Nursing Research II Role Support Course	<u>2</u>
		3
		11
Semester IV		
NURS 7353	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 7144	Research Colloquium	1
	Elective (optional)	<u>(3)</u>
		7-(10)
Total		42-45 credits

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		Credits
NURS 6223	Health Promotion Across the Life Span	3
NURS 7331	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6410	Clinical Pathophysiology	<u>3</u>
		12

Semester II		
NURS 7341	Graduate Nursing Practicum II	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 6415	Pharmacology	3
NURS 7141	Nursing Research	3
		<u>12</u>
Semester III		
NURS 7246	Advanced Primary Health Care Theory (Older Years)	3
NURS 7350	Graduate Nursing Practicum III	3
NURS 7143	Nursing Research II	2
	Role Support Course	3
		<u>11</u>
Semester IV		
NURS 7353	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 7144	Research Colloquium	1
	Elective (optional)	(3)
		<u>7-(10)</u>
	Total	42-45 credits

Curriculum Plan

(Older Years)

For full-time majors in Primary Health Care Nursing of the Aged

Semester I		Credits
NURS 6223	Health Promotion Across the Life Span	3
NURS 7331	Graduate Nursing Practicum I	3
NURS 6123	Nursing Theory	3
NURS 6410	Clinical Pathophysiology	3
		<u>12</u>
Semester II		
NURS 7341	Graduate Nursing Practicum II	3
NURS 7243	Primary Health Care Theory (Older Years)	3
NURS 6415	Pharmacology	3
NURS 7141	Nursing Research	3
		<u>12</u>
Semester III		
NURS 7246	Advanced Primary Health Care Theory (Older Years)	3
NURS 7350	Graduate Nursing Practicum III	3
NURS 7143	Nursing Research II	2
	Role Support Course	3
		<u>11</u>

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Semester IV

NURS 7353	Graduate Nursing Practicum IV	3
NURS 6124	Forces in Health Care	3
NURS 7144	Nursing Research Colloquium	1
	Elective (optional)	(3)
		<u>7-(10)</u>

Total 42-45 credits

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 BSN 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

- Current RN license
- GPA or MAT scores which indicate academic achievement and the ability to successfully complete graduate level work
- Professional achievement
- Faculty interviews

BSN Equivalency

- Completion of prerequisite undergraduate credits
- Satisfactory scores on Mobility Profile 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.

Curriculum

Semester I		Credits
NURS 6123	Nursing Theory I	3
NURS 6410	Clinical Pathophysiology	3
NURS 7233	or NURS 7234 Critical Care Nursing Theory I	3
NURS 7331	Graduate Nursing Practicum I	3
		<hr/>
		12
Semester II		
NURS 6411	Advanced Clinical Pathophysiology	3
NURS 7142	Nursing Research	3
NURS 7247	or NURS 7248 Critical Care Nursing Theory II*	3
NURS 7341	Graduate Nursing Practicum II	3
		<hr/>
		12
Semester III		
NURS 7143	Nursing Research II	2
NURS 7144	Nursing Research Colloquim	1
NURS 7256	or NURS 7257 Critical Care Nursing Theory III*	3
NURS 7352	Graduate Nursing Practicum III	3
		<hr/>
		9
Semester IV		
NURS 7353	Critical Care Final Practicum IV	3
NURS 6124	Forces in Health Care	3
	Elective	3
		<hr/>
		9

*Child or adult critical care.

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 are College of Nursing students admitted to 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
- Current licensure as a registered professional nurse in New Jersey
- Professional liability insurance
- Health clearance

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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
EDAS 6762	Mental Hygiene: Personal and Professional	3
EDST 6108	Psycho-Educational Foundation of Learning Disabilities	3
EDST 6322	Historical and Philosophical Foundations of Education	3
EDST 6665	Curriculum Development and Evaluation	3
NURS 6231	Teaching Methodologies	3
NURS 6233	Dimensions of 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:

NURS 6011	School Nursing	3
NURS 6012	Supervised Field Experience and Seminar in School Nursing/Teaching	6
EDST 6322	Historical and Philosophical Foundations of Education	3
NURS 6231	Teaching Methodologies	3
ESAD 6665	Curriculum Development and Evaluation	3

The final decision on requirements is made by each student's adviser. Students who have completed requirements for the Master of Science degree with a major in Primary Health Care of the Younger Age Group may seek school nurse certification by completing 6 additional credits and by using one elective in the Master of Science major to meet one other certification requirement.

In addition to meeting the degree requirements for the Master of Science degree in Primary Health Care Nursing of the School-Age Child/Adolescent, students seeking the school nurse certificate must complete the following 3-credit courses:

EDST 6322	Historical and Philosophical Foundations of Education
NURS 6231	Teaching Methodologies
ESAD 6665	Curriculum Development and Evaluation

Upon completion of required courses, students are eligible for New Jersey State School Nurse Certification.

Course Descriptions

NURS 6011 (NU 332) 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 (NU 333) 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 placed in selected schools to participate in the delivery of school health services and teaching in 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 6123 NURSING THEORY I

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 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 (NU 304) HEALTH CONCEPTS FOR AGING

Study of the aging process and its relationship to the health status of older adults. Psychobiosocial patterns of adaptation by the aged explored. Development of a demographic profile of the aged.

3 credits

NURS 6222 (NU 350) MULTIPLE DIMENSIONS OF NURSING ADMINISTRATION

Introduction to basic elements of nursing service administration. Theories and research relative to administration of nursing services analyzed and evaluated in relation to practice needs.

3 credits

NURS 6223 (NU 370) HEALTH PROMOTION ACROSS THE LIFE SPAN

Comprehensive health care needs identified for individuals of all ages. Current and evolving health care delivery.

3 credits

NURS 6231 (NU 309) TEACHING METHODOLOGIES FOR PROFESSIONAL EDUCATION

Consideration of behavioral outcomes most relevant to education and teaching strategies successful in developing these behaviors. The relationship of content and process to teaching methodologies; management of learning experiences in varied settings. Simulation techniques in teaching and evaluation.

Theory 2 hours per week. 3 credits

NURS 6232 (NU 318) ADVANCED PSYCHOSOCIAL ASSESSMENT

Assessment of psychosocial aspects of behavior which encompass a variety of environmental situations involving individuals, families, and other groups. Selected theoretical perspectives and concepts undergirding the assessment and management process.

Theory 2 hours per week. 3 credits

NURS 6233 (NU 320) DIMENSIONS OF 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; the organization of health care delivery systems.

Theory 2 hours per week. 3 credits

NURS 6411 (NU 356) 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 develop a cognizance of the rationale for its management.

Theory 2 hours per week. 3 credits

NURS 6415 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 (NU 364) BUDGETARY PROCESSES FOR NURSING ADMINISTRATORS

Prerequisite: Clinical experience in management

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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 6441 (NU 377) MEASUREMENT AND EVALUATION IN NURSING EDUCATION

Concepts of test validity, reliability, statistical measurement, construction and evaluation. Emphasis on testing the effective and psychomotor skills as well as cognitive knowledge of nursing students. 3 credits

NURS 6931 (NU 361) POWER AND POLITICS IN HEALTH CARE

Indepth exploration of the processes by which health care politics (institutional and governmental) are formulated. The major decision-making individuals and/or bodies and the spectrum of ways in which the decision-makers can be influenced. Particular attention to women's roles in society, with analysis as to how these roles and the societal expectations associated with them facilitate or impinge upon women's comfort with, and success as, political activists. The mobilization of support groups, such as consumers. Theory 2 hours per week. 3 credits

NURS 6991-6992-6993 (NU 391-392-393) INDEPENDENT STUDY IN NURSING

Opportunity for graduate nursing students to study a selected area or problem in nursing and to enhance the ability for self-directed learning. Students are assigned or select qualified faculty to serve as consultants. 1-2-3 credits

NURS 7141 (NU 312) NURSING RESEARCH

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 concept. 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 (NU 313) NURSING RESEARCH PROJECT

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, evaluating, 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 7231-7232-7233 CRITICAL CARE NURSING I & II & III

Prerequisites: First semester courses

Encompasses content relative to a physiological threat to life and the nursing management of the adult and child. Emphasis on developing expertise in making clinical judgments and decisions. 3 credits per semester, both semesters required

NURS 7241 (NU 354) 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 (NU 373) PRIMARY HEALTH CARE YOUNGER YEARS

Prerequisites: NURS 6223, NURS 7331

Students acquire theory to initiate, manage, and evaluate 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 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 in the community. Issues in rehabilitation and quality care. 3 credits

NURS 7331 (NU 371) GRADUATE NURSING PRACTICUM I

Prerequisite: Varies by program

Students achieve competency in the foundational skills appropriate to their clinical/functional role. 3 credits

NURS 7341 (NU 372) GRADUATE NURSING PRACTICUM II

Prerequisites: NURS 7331 and clinical nursing theory appropriate to program

Students begin to assume a functional role while synthesizing concepts from related nursing theories, research and other sciences. 3 credits

NURS 7351 (NU 365) PRACTICUM IN NURSING SERVICE 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 as 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 9 hours including on campus clinical conferences. 3 credits

NURS 7350-NURS 7352 (NU 376) GRADUATE NURSING PRACTICUM III

Prerequisites: NURS 7341 and all other program requirements prior to or concurrently.

Opportunity to practice in role in an area of choice. 3-6 credits

NURS 7353 GRADUATE NURSING PRACTICUM IV

Prerequisites: NURS 7352 and all other program requirements prior to or concurrently.

Opportunity to continue to practice in role in an area of choice. 3 credits

UNIVERSITY BUILDINGS

Alfieri Hall, completed in 1984, contains 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.

Alumni House. Located at 162 South Orange Avenue, Alumni

House contains Charismatic Renewal, the Diocesan Development Program—Natural Family Planning (NFP), and the Institute for Far Eastern Studies.

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 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 Matilda Solimine 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 3400-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, six lighted tennis courts 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 observes 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. Class-

SETON HALL UNIVERSITY

rooms, offices, the bookstore, archives and the Center for Public Service 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. Classrooms, 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.

Father Vincent J. Monella 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.

Mooney Hall, named for Monsignor Mooney, president of Seton Hall from 1907 to 1922, houses Freshman Studies, Military Science, Campus Security, Parking, Print Shop, classrooms and offices.

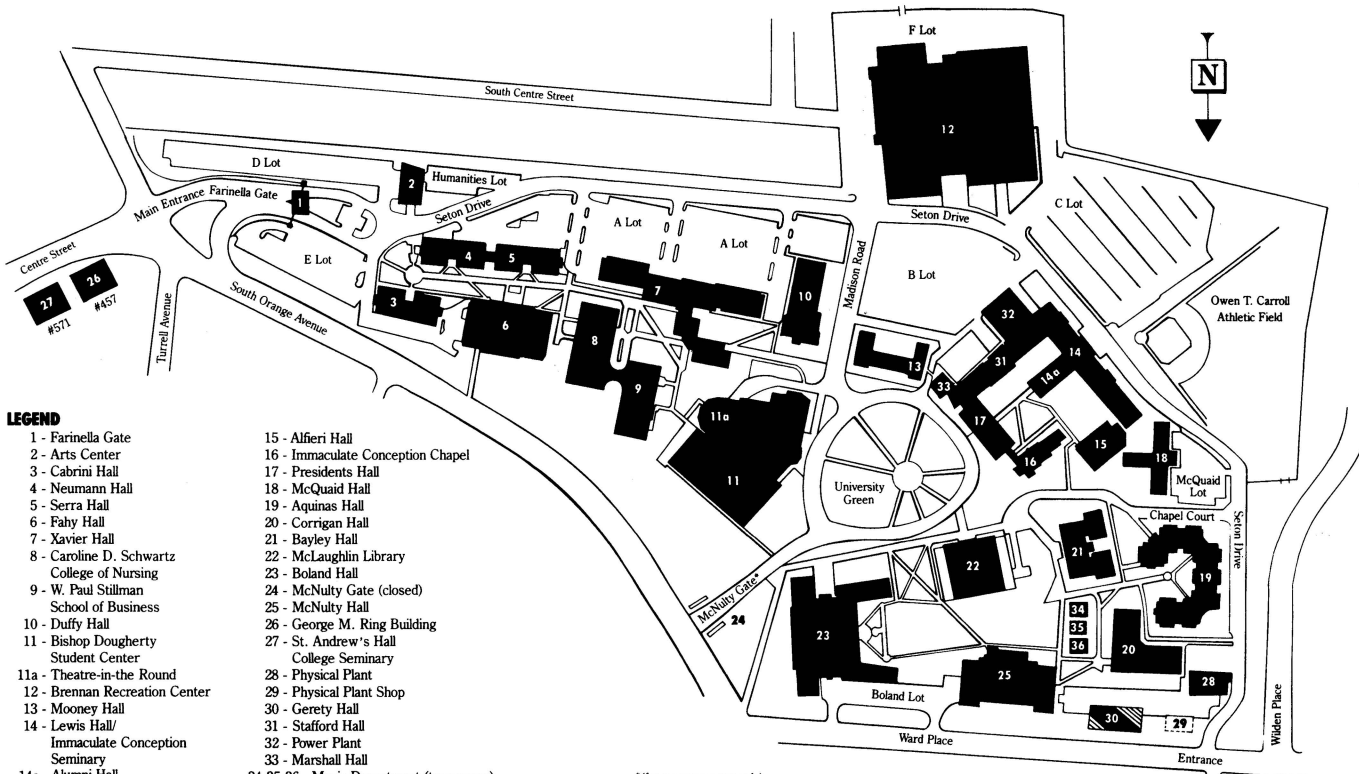
Presidents Hall. Visually the "centerpiece" of the campus, Presidents Hall dates back to 1867. It houses administrative offices, including that of the Chancellor.

Residence Halls. Seton Hall has housing capacity for over 2000 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 multi-purpose practice demonstration room, a lecture hall, an audio-visual 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.



LEGEND

- | | |
|---|--|
| 1 - Farinella Gate | 15 - Alferi Hall |
| 2 - Arts Center | 16 - Immaculate Conception Chapel |
| 3 - Cabrini Hall | 17 - Presidents Hall |
| 4 - Neumann Hall | 18 - McQuaid Hall |
| 5 - Serra Hall | 19 - Aquinas Hall |
| 6 - Fahy Hall | 20 - Corrigan Hall |
| 7 - Xavier Hall | 21 - Bayley Hall |
| 8 - Caroline D. Schwartz
College of Nursing | 22 - McLaughlin Library |
| 9 - W. Paul Stillman
School of Business | 23 - Boland Hall |
| 10 - Duffy Hall | 24 - McNulty Gate (closed) |
| 11 - Bishop Dougherty
Student Center | 25 - McNulty Hall |
| 11a - Theatre-in-the Round | 26 - George M. Ring Building |
| 12 - Brennan Recreation Center | 27 - St. Andrew's Hall
College Seminary |
| 13 - Mooney Hall | 28 - Physical Plant |
| 14 - Lewis Hall/
Immaculate Conception
Seminary | 29 - Physical Plant Shop |
| 14a - Alumni Hall | 30 - Gerety Hall |
| | 31 - Stafford Hall |
| | 32 - Power Plant |
| | 33 - Marshall Hall |
| | 34,35,36 - Music Department (temporary) |

*(for emergency use only)

Seton Hall University
School Of Law
1111 Raymond Boulevard
Newark

SETON HALL UNIVERSITY

**UNIVERSITY
DIRECTORY**

Mailing address:

Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079
761-9000

Academic Affairs
Presidents Hall
761-9358
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Assistant Provost: Reverend Robert Sheeran

Academic Services
Bayley Hall
761-9363
Assistant Provost: Jane S. Norton

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761-9332
Out of State: 1-800-The Hall
Dean: Patricia Burgh

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761-9212
Director: Frank Morales

Alumni Relations
George M. Ring Building
378-9822

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Archivist: Barbara Geller

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Dean: Jerry A. Hirsch

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Bursar: Robert N. Magovern

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Executive Assistant to the Chancellor: Christopher Frick
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Newark, New Jersey 07102
642-8747 (Admissions)
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Dean of University Libraries: Robert A. Jones

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University

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Ph.D., New York University

Bruce W. Hartman
Professor of Education
Ph.D., Indiana University

Emil Hensler Jr., C.P.A., R.M.A.
Professor of Accounting
M.B.A., Seton Hall University

Jerry A. Hirsch
Professor of Chemistry
Ph.D., Stanford University

Steven D. House
Assistant Professor of Biology
Ph.D., University of Arizona

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
Associate Professor of Business Law
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
Assistant Professor of Economics
Ph.D., Columbia University

Rev. Stanley L. Jaki
Distinguished University Professor of
Physics
Ph.D., Fordham University

Vasanti A. Jategaonkar
Associate Professor of Computer Science
Ph.D., Cornell University

L.L. Jayaraman
Associate Professor of Management
Ph.D., University of Pennsylvania

W. John Jordan
Associate Professor of Economics
Ph.D., State University of New York,
Albany

Jerome D. Kaplan
Professor of Education
Ed.D., Teachers College, Columbia
University

Frank F. Katz
Professor of Biology
Ph.D., University of Pennsylvania

Frederick J. Kelly
Professor of Finance
Ph.D., Columbia University

Kusum Ketkar
Associate Professor of Economics
Ph.D., Vanderbilt University

Tadashi Kikuoka
Associate Professor of Asian Studies
Ph.D., Hosei University, Tokyo

Moon W. Kim
Associate Professor of Mathematics and
Computer Science
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
M.A., New York University

SETON HALL UNIVERSITY

Steven Korner
Assistant Professor of Education
Ph.D., University of Pennsylvania

Eliot Krause
Assistant Professor of Biology
Ph.D., Purdue University

Patricia A. Kuchon
Associate Professor of Education
Ph.D., City College of New York

Joel Kuipers
Assistant Professor of Anthropology
Ph.D., Yale University

Anthony E. Lee
Librarian/Assistant Professor
M.L.S., Columbia University
M.A., Seton Hall University

Sandra Lee
Associate 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 E. Levin
Associate Professor of Finance
Ph.D., Purdue University

Jeffrey C. Levy
Associate Professor of Psychology
Ph.D., Adelphi University

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

Howard T. Ludlow
Professor of Management
Ph.D., Fordham University

Laurence E. MacPhee
Associate Professor of English
Ph.D., Rutgers, The State University

Joseph T. Maloy
Associate Professor of Chemistry
Ph.D., University of Texas, Austin

Robert H. Manley
Professor of Political Science
J.D., Cornell University
Ph.D., The State University of New York, Albany

Thomas J. Marlowe
Associate Professor of Mathematics and
Computer Science
Ph.D., Rutgers, The State University

John T. Masterson
Assistant Professor of Mathematics and
Computer Science
Ph.D., Polytechnic Institute of New York

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

Eugene T. McGuinness
Professor of Chemistry
Ph.D., Rutgers, The State University

William Miles
Assistant Professor of Chemistry
Ph.D., University of Wisconsin

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

Richard Mondadori
Assistant Professor of Computer Science
M.S., New Jersey Institute of Technology

Frank Morales
Assistant Professor of Education
M.A., Columbia University

Michael Murray
Associate Professor of Education
Ed.D., Rutgers, The State University

William Nesbitt
Associate Professor of Business Law
J.D., University of Notre Dame

Rev. Robert Nestor
Assistant Professor of Education
Ed.D., Boston University

James B. O'Connor
Associate Professor of Education
Ed.D., New York University

Richard T. Ognibene
Professor of Education
Ed.D., University of Rochester

Agnes Olszewski
Associate Professor of Marketing
Ph.D., University of Warsaw

Ernest V. Orsi
Professor of Biology
Ph.D., St. Louis University

Joseph Palenski
Associate Professor of Sociology
Ph.D., New York University

Jeanne L. Paletta, R.N.
Associate Professor of Nursing
Ph.D., New York University

Charlotte F. Peck
Librarian/Assistant Professor
M.L.S., University of Pittsburgh
M.A., Seton Hall University

Marietta Esposito Peskin
Associate Professor of Education
Ed.D., Rutgers, The State University

Matthew Petersheim
Assistant Professor of Chemistry
Ph.D., University of Rochester

Philip R. Phillips
Professor of Finance
Ph.D., New York University

Rev. Francis R. Podgorski
Professor of Asian Studies
Ph.D., Fordham University

Hortenzia L. Pogany
Librarian/Associate Professor
M.L.S., Rutgers, The State University
M.A., Pazmany University, Budapest

Emma G. Quartaro
Associate Professor of Social Work
D.S.W., Columbia University

Angela M. Raimo
Professor of Education
Ed.D., Rutgers, The State University
J.D., Seton Hall University

Carroll D. Rawn
Associate Professor of Biology
Ph.D., University of Kentucky

David M. Rogers
Professor of English
Ph.D., Wayne State University

Oreste R. Rondinella
Professor of Education
Ph.D., Fordham University

David Rosenthal
Associate Professor of Computer Science
Ph.D., University of Pennsylvania

Mary F. Ruzicka
Professor of Education
Ph.D., New York University

Rev. John F. Russell, O. Carm.,
Associate Professor of Theology
S.T.D., The Catholic University of
America

Charles T. Ryan Jr.
Assistant Professor of Mathematics and
Computer Science
Ph.D., Northeastern University

John J. Saccoman
Associate Professor of Mathematics and
Computer Science
Ph.D., New York University

Lucinda F. San Giovanni
Professor of Sociology
Ph.D., Rutgers, The State University

Granville Sawyer
Assistant Professor of Finance
Ph.D., University of Tennessee

Nathan Schleifer
Associate Professor of Physics
Ph.D., Belfer Graduate School, Yeshiva
University

Rev. Henry Schreitmueller
Assistant Professor of Education
Ed.D., Lehigh University

Robert E. Shapiro, C.P.A.
Associate Professor of Taxation
LL.M., New York University

Rev. James C. Sharp
Librarian/Associate Professor
M.Dir. Immaculate Conception Seminary
M.L.S., Drexel University

Mel J. Shay
Associate Professor of Education
Ed.D., Teachers College, Columbia
University

Shahid Siddiqi
Associate Professor of Marketing
Ph.D., University of Pennsylvania

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. Stamer
Professor of Physics
Ph.D., Stevens Institute of Technology

Leigh Stelzer
Assistant Professor of Management
Ph.D., University of Michigan

Richard E. Stern
Librarian/Assistant Professor
Ph.D., Rutgers, The State University

SETON HALL UNIVERSITY

William C. Struning
Professor of Quantitative Analysis
Ph.D., New York University

Sr. 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

Sr. Rose E. Thering
Professor of Education
Ph.D., St. Louis University

Cheryl Thompson
Assistant 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

Cecilia Wagner
Assistant Professor of Finance
Ph.D., University of Business and
Economics, Beijing

Sherwood Washburn
Associate Professor of Mathematics and
Computer Science
Ph.D., Columbia University

Yonah P. Wilamowsky
Professor of Computing and Decision
Sciences
Ph.D., New York University

Robert W. Wilde
Associate Professor of Marketing
Ph.D., New York University

Vernon Williams
Professor of Mathematics and Computer
Science
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
Associate Professor of Political Science
Ph.D., Rutgers, The State University

Pak-Ken Wong
Professor of Mathematics and Computer
Science
Ph.D., University of Ottawa

John Worthley
Professor of Political Science
D.P.A., State University of New York,
Albany

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

John Young
Distinguished University Professor of
Asian Studies
Ph.D., Johns Hopkins University

Paula Zaccone-Tzannetakis
Associate Professor of Education
Ed.D., Rutgers, The State University

Ihor Zielyk
Associate Professor of Sociology
M.Phil., Columbia University

Adjunct Graduate Faculty

Robert Arden
Adjunct Professor of Economics
Ph.D., Vanderbilt University

James Baccaro
Adjunct Instructor in Marketing
M.B.A., Fairleigh Dickinson University

Mary Bolger
Lecturer in Education
M.A., Seton Hall University

June Bowman, R.N.
Adjunct Instructor in Nursing
M.S.N., University of California, San Francisco

Steven S. Craig III
Adjunct Instructor in Education
M.A., Seton Hall University

Don DiGiovane
Adjunct Instructor in Education
M.A., Fairleigh Dickinson University

Marguerite Elwood
Adjunct Instructor in Nursing
M.S.N., Seton Hall University

George Ferensick
Adjunct Assistant Professor of Public Administration
D.P.A., New York University

F. Michael Giles
Adjunct Assistant Professor of Political Science
J.D., Seton Hall University

Santa Gregory
Adjunct Instructor in Education
M.A., Seton Hall University

Margo Griffin
Adjunct Assistant Professor in Nursing
M.S.N., Seton Hall University

Jean Holmes
Adjunct Instructor in Education
M.A., Seton Hall University

David Kantes
Adjunct Associate Professor of Finance
M.B.A., Seton Hall University

Edward V. Kilduff
Lecturer in Education
M.S., Boston College

Kathleen Lloyd, R.N.
Adjunct Instructor in Nursing
M.S.N., Seton Hall University

Francis McQuade
Adjunct Professor of Pastoral Theology
Ph.D., The Catholic University of America

Lawrence Miller
Adjunct Instructor in Education
Ph.D., CUNY, New York City University

Joseph Morano
Lecturer in Education
M.A., Seton Hall University

Carroll J. Mrowicki
Adjunct Instructor in Education
M.A., Seton Hall University

Rosa Perla Resnick
Distinguished Visiting Professor of Social Work
D.S.W., Yeshiva University

Jean S. Rappaport
Lecturer in Education
M.L.S., Queens College

Abraham Reich
Adjunct Professor of Quantitative Analysis
M.S.E.E., Polytechnic Institute of New York

Ann Marie Rogalcheck-Frisell
Adjunct Lecturer in Education
M.A., Seton Hall University

Jeshaia Schnitzer
Lecturer in Education
M.S.W., New York School of Social Work

Sr. 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

Robert Small
Adjunct Professor of Management
Ph.D., New York University

Jean Somers
Adjunct Instructor in Education
M.A., Seton Hall University

Thomas Spagnola
Adjunct Instructor in Marketing
M.B.A., Seton Hall University

John Walker
Adjunct Instructor in Management
M.B.A., Seton Hall University

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Seton Hall
University

South Orange Avenue
South Orange, New Jersey 07079-2689