Directory

Admissions
Ms. Maureen Mathis, Executive Director Bronstein (610) 660-1306

Athletic/Recreation
Mr. Don DiJulia, Associate Vice President Recreation Center (610) 660-1707

Bookstore
Ms. Paula Straka, Store Manager Simpson (610) 660-3173

Career Development Center
Mr. Matthew Brink, Director Overbrook (610) 660-3100

Center for International Programs
Mr. Thomas Kesaris, Director 183 City Avenue (610) 660-1835

Counseling Center
Dr. Gregory Nicholls, Director Merion Gardens (610) 660-1090

College of Arts and Sciences
Dr. William Madges, Dean 115 Barbelin (610) 660-1282
Dr. Nancy Ruth Fox, Associate Dean 112D Barbelin (610) 660-1596
Dr. Michael P. McCann, Associate Dean 112E Barbelin (610) 660-1823

Erivan K. Haub School of Business
Dr. Joseph A. DiAngelo, Dean 342 Mandeville (610) 660-1645
Dr. Stephen Porth, Associate Dean of Academic Affairs 342 Mandeville (610) 660-1638
Mr. Patrick O’Brien, Associate Dean of Undergraduate Studies 342 Mandeville (610) 660-1646

Financial Affairs
Mr. Joseph Cassidy Merion Place (610) 660-1331
Assistant Vice President and Controller

Fellowships Office
Rev. Patrick Samway, S.J., Director 14A Bellarmine (610) 660-3130

Financial Assistance
Ms. Eileen M. Tucker, Director Saint Thomas (610) 660-1344

Libraries
Ms. Evelyn C. Minick, University Librarian Drexel Library (610) 660-1905
Ms. Pat Weaver, Director Campbell Library (610) 660-1196

Public Safety and Security
Mr. William Mattioli, Director 13 Barbelin (610) 660-1164

Registrar’s Office
Mr. Gerard J. Donahue, Registrar 122 Barbelin (610) 660-1016

Student Service Center (Registration/Tuition)
Ms. Carol Boyer-Yancy, Director 121 Barbelin (610) 660-2000
Mr. Ralph Vaden, Jr., Assistant Director 121 Barbelin (610) 660-2000
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**ERIVAN K. HAUB SCHOOL OF BUSINESS**
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<tr>
<td>Combined B.S./M.S. in International Marketing</td>
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<tr>
<td>Pharmaceutical Marketing</td>
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<td>Jesuit Colleges and Universities</td>
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### Key to Course Codes

The following list identifies the abbreviations used for course areas. Where the area does not coincide with the name of the department, the department is indicated in parentheses.

<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
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<td>Accounting</td>
</tr>
<tr>
<td>ADM</td>
<td>Public Administration (Management)</td>
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<tr>
<td>AER</td>
<td>Aerospace Studies</td>
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<tr>
<td>ART</td>
<td>Fine and Performing Arts</td>
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<td>Biology</td>
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<td>Business</td>
</tr>
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<td>Chemistry</td>
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<tr>
<td>CLA</td>
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<td>CSC</td>
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<td>DSS</td>
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<td>ECE</td>
<td>Earl Childhood Education (Education)</td>
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<td>ECN</td>
<td>Economics</td>
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<td>Education</td>
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# Academic Calendar

## Fall 2008

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<tr>
<td>September</td>
<td>3</td>
<td>Wed, first day of class</td>
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<tr>
<td>October</td>
<td>17</td>
<td>Fri, last day of first quarter</td>
</tr>
<tr>
<td></td>
<td>20–21</td>
<td>Mon–Tue, semester break—no classes</td>
</tr>
<tr>
<td>November</td>
<td>7</td>
<td>Fri, last day to withdraw from courses</td>
</tr>
<tr>
<td></td>
<td>26–30</td>
<td>Wed–Sun, Thanksgiving holiday</td>
</tr>
<tr>
<td>December</td>
<td>12</td>
<td>Fri, last day of class</td>
</tr>
<tr>
<td></td>
<td>13–14</td>
<td>Sat–Sun, reading days</td>
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<tr>
<td></td>
<td>15</td>
<td>Mon, first day of final examinations</td>
</tr>
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<td></td>
<td>20</td>
<td>Sat, last day of final examinations</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Tue, Fall grades due to Registrar’s office</td>
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## Spring 2009

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>January</td>
<td>19</td>
<td>Mon, Martin Luther King Holiday—no class</td>
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<td></td>
<td>20</td>
<td>Tue, first day of class</td>
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<tr>
<td>March</td>
<td>6</td>
<td>Fri, last day of third quarter</td>
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<tr>
<td></td>
<td>9–15</td>
<td>Mon–Sun, spring vacation</td>
</tr>
<tr>
<td>April</td>
<td>6</td>
<td>Mon, last day to withdraw from courses</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Fri, first day of Easter holiday</td>
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<td></td>
<td>13</td>
<td>Mon, last day of Easter holiday</td>
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<tr>
<td>May</td>
<td>1</td>
<td>Fri, last day of class</td>
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<td></td>
<td>2–3</td>
<td>Sat–Sun, reading days</td>
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<td>15–16</td>
<td>Fri–Sat, Commencement Weekend</td>
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## 2008

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General Information

Saint Joseph’s University, a private liberal arts institution for men and women, founded by members of the Society of Jesus in 1851 and chartered by the Commonwealth of Pennsylvania in the following year, has been conducted by the Jesuits for nearly 150 years as a Catholic educational institution in the Ignatian tradition.

Saint Joseph’s was recognized as a university by the Secretary of Education of the State of Pennsylvania on July 24, 1978. The corporate charter was formally changed to reflect university status on December 27, 1978.

Location

Situated on the western boundary of Philadelphia, Saint Joseph’s sixty-acre campus combines urban accessibility with the charm of the suburban Main Line. In this urban-suburban environment, students share in the educational, cultural, and entertainment resources of a great metropolitan area—the Philadelphia Orchestra, the Pennsylvania Ballet, the Philadelphia Museum of Art, the Barnes Foundation, the Pennsylvania Academy of Fine Arts, the Franklin Institute, the University Museum, the Free Library, legitimate theatre, and major league teams in baseball, football, basketball, and hockey, are a few items from a long inventory. The city itself is at once a museum of American history and culture and a laboratory for contemporary economics, sociology, and politics.

History

On the morning of September 15, 1851, some thirty young men gathered in the courtyard outside Saint Joseph’s Church, located in Willing’s Alley off Walnut and Fourth Streets and one block from Independence Hall. After attending High Mass and reciting the Veni Creator in the church, these young men were assigned to their classes in a building adjacent to the church. That September morning marked the beginning of a rich and exciting history for Saint Joseph’s University.

As far back as 1741, a Jesuit College in Philadelphia had been proposed and planned by Rev. Joseph Greaton, S.J., the first resident pastor of Saint Joseph’s Church. The suppression of the Jesuits (1773-1814) and lack of human and financial resources delayed for over a hundred years the realization of Fr. Greaton’s plans for a college. Credit for founding the college is given to Rev. Felix Barbelin, S.J., who served as its first president. He, along with four other Jesuits, formed the first faculty of Saint Joseph’s College. Before the end of the first academic year, the enrollment rose from fewer than forty to ninety-seven students. In the following year (1852), when the college received its charter of incorporation from the Commonwealth of Pennsylvania, the enrollment grew to 126 students.

In January, 1856, Saint Joseph’s College moved to a more spacious site on the fashionable Filbert Street. Due to financial difficulties and the serious illness of the college’s second president, the college returned to its Willing’s Alley location in 1860. Shortly thereafter, the civil strife between the North and South became the first of many wars that would greatly diminish the college’s enrollment. Through the Civil War and postbellum years, Saint Joseph’s College struggled to remain in existence.

With the purchase in 1866 of a city block between Seventeenth and Eighteenth Streets fronting on Stiles Street as a new site for the college, its future began to look brighter. Rev. Burchard Villiger, S.J., one of the original members of the college faculty, became its president in 1866. It was during his tenure that new college buildings, made possible largely through a generous bequest from the estate of Francis Anthony Drexel, were constructed on the Stiles Street location.
A sporadic but continuing growth, both in student enrollment and academic excellence, is recorded for the new life of Saint Joseph’s College from September 2, 1889, when the college moved from Willing’s Alley to Stiles street, until 1927, when a still larger campus was judged necessary.

In November 1922, an ambitious building fund campaign to raise $1,000,000 was organized by Rev. Matthew Fortier, S.J. His work in this difficult undertaking was successful and the pledges did exceed that goal, but the actual contributions did not. Subsequently, Saint Joseph’s College was able to purchase twenty-three acres in a beautiful residential area at the western edge of the city. Construction of a handsome building in modern Collegiate Gothic architectural style was begun in November 1925. Its dedication took place on November 14, 1927. From that time to the present, the location of Saint Joseph’s has been 54th and City Avenue.

During the Second World War, the college’s enrollment was again greatly reduced. Following the war, aided by the “G.I. Bill of Rights,” enrollment grew rapidly. In 1943, an Evening College was founded. It was also after the war that Saint Joseph’s acquired several spacious homes adjacent to the campus, which were converted to its first residences for students.

Through the decade of the sixties, Saint Joseph’s experienced unprecedented physical growth. Five more properties were added to the campus including the nine-acre estate of Margaret Gest, a Jesuit faculty residence, the Post classroom building, a science center, the Drexel Library building, a six-story student dormitory and expansion of the Student Center. All enhanced the modern facilities of the campus.

In the fall of 1970, the undergraduate day college opened its doors to women, bringing to an end its tradition as an all-male institution. Saint Joseph’s was recognized as a university by the Secretary of Education of the Commonwealth of Pennsylvania on July 24, 1978. The corporate charter was formally changed to reflect university status on December 27, 1978. Shortly thereafter the University added a College of Business and Administration to complement the College of Arts and Sciences, and it also expanded graduate programs.

At the same time, Saint Joseph’s built a new Student/Sports Recreation Complex. The need for a larger library prompted the expansion of the University’s Drexel Library into a Library/Learning Resources Center. The campus was enlarged to 49 acres with the purchase of Saint Mary’s and Bronstein halls.

The last decade has marked an era of significant change in student enrollment; development of new undergraduate and graduate programs in all three colleges; integration of state-of-the-art technology of every kind, in the classroom and throughout the campus; upgrading of science laboratories; hiring of new faculty; and new campus construction.

Among the most important building projects undertaken are the following: the Chapel of St. Joseph; the McShain Student Residence and its footbridge traversing City Avenue and linking the city and suburban campuses; Mandeville Hall, home of the Erivan K. Haub School of Business; three large new student residence halls and a parking garage; and a new boathouse on Philadelphia’s famed Kelly Drive.

In the summer of 2005, the University agreed to purchase the Merion campus of neighboring Episcopal Academy. The acquisition will add to Saint Joseph’s footprint 38 acres containing 52 classrooms, eight laboratories, 113 offices, and 14.5 acres of playing fields. Subsequent to the announcement of the agreement, alumnus James J. Maguire ’58 donated $10 million to help fund the purchase, and Saint Joseph’s officials announced that the tract will be known as the Maguire Campus once the University takes possession of it, expected to be 2008 or 2009. Maguire’s gift was later matched by a donation of the same amount by Brian Duperreault ’69; the two donations are the largest alumni gifts in Saint Joseph’s history.

External and peer review are also indicators of institutional progress and the awarding of a Phi Beta Kappa chapter to the university and AACSB accreditation in both business and accounting for the Haub School of Business augur well for the future of Saint Joseph’s.
Mission Statement

Saint Joseph’s University is a Catholic and Jesuit university which instills in each member of its academic community: a love of learning and of the highest intellectual and professional achievement; moral discernment reflecting Christian values; and a transforming commitment to social justice. Saint Joseph’s is a private Independent and Comprehensive university.

The defining element of Saint Joseph’s intellectual tradition experienced by all of its undergraduate students is its strong and integrative core curriculum in the liberal arts that informs their study of particular disciplines. While remaining true to that humane and formative tradition, Saint Joseph’s now embraces the challenge of excellence in graduate education in both the arts and sciences and in business. Our understanding of the centuries-old Jesuit educational vision of “concern for the individual student” (cura personalis) establishes effective and rigorous teaching and learning as a primary value. Since teaching and learning in the modern academic context require research at both the undergraduate and graduate level, the University cultivates, in students and faculty, generative scholarship that embodies free and open inquiry, and provokes imaginative thinking, aesthetic appreciation, and precise communication. As a necessary complement to intellectual achievement, we seek to illuminate the affective and ethical dimension in learning within the various disciplines at every level. Cura personalis also calls for the fullest development of the individual student’s potential both inside and outside the classroom.

The Catholic character of Saint Joseph’s University springs from its historical relationship with the Roman Catholic Church, and from its current embodiment of the great traditions of Catholic life and culture. For this University, Christ and the Church are sources of truth, guides and inspirations for life. Catholic values are normative, including: full respect for the freedom of conscience of each person, freedom in research and teaching according to one’s discipline, and the continuous pursuit of truth, human rights, and the common good. We foster a lived awareness of the challenging and mutually enriching interaction between Christian faith and diverse contemporary culture; we seek to engage the full participation of the entire community in the University’s intellectual, cultural, and spiritual life.

The University’s Ignatian identity derives from its founding by the Society of Jesus in 1851 and from the subsequent shaping of the University’s development by the evolving world view of the Society. In ways consistent with its nature as a university, Saint Joseph’s espouses the educational priorities of the Society of Jesus which include: searching for God in all things, pursuit of the greater good, the service of faith together with the promotion of justice, and effective compassion for the poor and those in need.

For the University’s defining institutional ideals to matter at the regional, the national, or the international level, they need to be realized and expressed within an inclusive environment marked by trust and enriched by a diversity of ideas, cultures, and religious commitments. The contemporary Ignatian vision of educating “men and women for others” assumes a Saint Joseph’s University community—students, staff, and faculty—that exists as a vital cultural plurality, aware of and committed to its central identity, while yet open and welcoming to all.

Colleges and Schools

The University is organized into three Colleges and Schools, each under the direction of a dean, as follows:

- **The College of Arts and Sciences**, which offers traditionally organized four-year programs leading to the degrees of Bachelor of Arts or Bachelor of Science and graduate programs leading to the degrees of Master of Arts, Master of Science and Doctor of Education.

- **The Erivan K. Haub School of Business**, which offers traditionally organized four-year programs leading to the degree of Bachelor of Science and graduate programs leading to the degrees of Master of Business Administration and Master of Science.
Undergraduate Programs

- The University College, which offers more flexibly structured programs leading to bachelor degrees and shorter programs leading to associate degrees or certificates, as well as other opportunities for personal or career development.

Libraries

Francis A. Drexel Library

Located at the center of campus, the Francis A. Drexel Library supports the academic programs of the University with a collection of over 347,100 volumes, 2,900 current periodical subscriptions, 866,400 microforms, and over 20,000 journals available electronically. Drexel Library has extensive Business resources and services that are complemented by the Food Marketing collection in Campbell Library. The Curriculum Materials Center (CMC), a collection of elementary and secondary textbooks and children’s literature, is located on the second floor of Drexel Library. All of the Library’s holdings, as well as those of the Instructional Technology Center (ITDL) and the Campbell Library, are listed in the Library’s online catalog, which is freely accessible from the Library’s website (www.sju.edu/library).

The Library provides access to a wide range of online databases, many of which provide the full text of journal articles. The databases can be accessed from the Library’s website at any networked computer on campus. In addition, most of our databases can be accessed from off-campus with an SJU username/password. The Library’s homepage also provides easy access to selective subject guide resources, research help and links to other Library services. Reference librarians offer individual and group instruction in the use of all research materials.

Interlibrary Loan services are available for materials that students and faculty need that are not held by the Drexel Library. This process is expedited by the Library’s membership in the Online Computer Library Center (OCLC), that identifies the holdings of libraries throughout the United States and the world. Saint Joseph’s students, faculty, and staff can also borrow books from E-ZBorrow. Seventy private and public academic libraries permit direct requests from patrons from a combined virtual catalog. Additional information and instructions are available on the Library’s homepage. The Library’s membership in the Tri-State College Library Cooperative (TCLC), a consortium of over forty regional college and university libraries, provides users with in-person access to the collections of most of these institutions.

During the academic year, Drexel Library is open 8:30 a.m. to midnight, Monday through Thursday; 8:30 a.m. to 9:00 p.m. on Friday; 10:00 a.m. to 6:00 p.m. on Saturday; and 10:00 a.m. to midnight on Sunday. Information about hours during exam periods, semester breaks, holiday, and summer sessions is posted at the entrance to the Library, on the Library’s homepage, and is available by calling (610) 660-1901.

Campbell Library

Located in 157 Mandeville Hall, Campbell Library is a special information center that supports the Food Marketing students and faculty and provides assistance to visitors from the food industry. Fully supported by the Academy of Food Marketing, the Library contains a wealth of up-to-date information, including trade publications, market research reports, directories, and many other electronic/print resources. Computers, laptop/wireless connections, black-and-white/color printers, and group study rooms are available for reserve. Our web site is located at www.foodmarketing.sju.edu/library.

During the academic year, Campbell Library is open from 8:30 a.m. until 11 p.m. Monday through Thursday, 8:30 a.m. until 5 p.m. on Fridays, 10 a.m. until 6 p.m. on Saturdays, and 1 p.m. until 11 p.m. on Sundays. Hours for summer sessions, semester breaks, and holidays are listed on the web site and are posted at the entrance of the Library. Please feel free to call us for further information (610) 660-1195.
**Language Laboratory**

The Language Laboratory is located in Bellarmine Hall, Room 312. Laboratory sessions for the beginning level of all languages are scheduled to use the 30 position Sanako Lab 300 Language Laboratory system, which was opened for use in Fall Semester, 2003. Students work under the supervision of their instructors with the audio, video and web-based materials that accompany their texts. Cassette and CD audio, VHS videotape and DVD video materials can be distributed from the instructors' console.

The Language Learning Center is located in Bellarmine Hall, Room 315. The Sanako® Lab 300 Language Laboratory system is used to deliver program materials from the master console to the 30 student stations. Each student station can also access the audio and video materials that reside on the Language Laboratory's server, as well as web-based materials. Each student station is equipped with a DVD player for individual viewing and 4 stations are equipped for individual viewing of VHS videotape materials.

Students also have access to the audio and video materials that accompany their textbooks via the University network. Links are available from the Language Laboratory web page to the materials. The same user names and passwords that operate in the Language Laboratory are active from these links.

The Foreign Language Computer Writing Lab is located in Bellarmine Hall, Room 329. The Writing Lab is available for class use and independent writing assignments in the foreign languages. Twenty-five iMac computers are available, equipped with writing assistant programs and multi-language dictionaries and are Bluetooth enabled.

Students and members of the University Community are invited to use these facilities for independent study during academic semesters Monday through Thursday from 9:00 a.m. to 9:00 p.m. and Friday from 9:00 a.m. to 4:00 p.m. Phone (610) 660-1837 for information and hours during exams, holidays, summer sessions and vacations.

**SJU Laptop Computer Programs**

All students majoring in Psychology are required to participate in the College of Arts & Sciences (CAS) Psychology Department Laptop Computer Program. Students majoring in Psychology must purchase an Apple laptop that meets the system specifications set by the CAS Psychology Department Laptop Computer Program. These models will be available for purchase at the Apple Custom Store website: http://www.sju.edu/csc/apple_store.html starting May 1. Students must enter their SJU username and password to access this website. More information on the laptop program can be found at http://www.sju.edu/laptop. Psychology majors will receive technical support provided by the Student Technology Center, located in the Science Center, Room 129.

**Information Technology**

The Office of Information Technology, located in Barbelin Hall, is responsible for the delivery and support of the University's information resources. Our goal is to provide reliable, secure, and scalable technologies in support of the educational mission of the University and we strive to provide excellent service to our faculty, staff and students.
Support Services

**IT Help Desk, Barbelin 30, (610) 660-2920, helpdesk@sju.edu**

University faculty and staff members can obtain technical support for all technology-related issues through the IT Help Desk located in Barbelin 30. The Help Desk is open Monday through Thursday from 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 5 p.m. and can be reached via e-mail at helpdesk@sju.edu or by phone at (610) 660-2920.

**Student Technology Center, 129 Science Center, (610) 660-3070, stc@sju.edu**

The Student Technology Center (STC), located in 129 Science Center, houses the Student Help Desk that provides technical support to all registered students. The STC staff will provide assistance with MySJU, network connectivity and supported software used for classwork. In addition, students participating in the University Laptop Programs will receive hardware warranty support for their laptop computers purchased through the programs. Students can contact the STC at stc@sju.edu or (610) 660-3070.

During the fall and spring semesters, the STC hours are: Monday to Thursday, 8:00 a.m. to 11:00 p.m.; Friday, 8:00 a.m. to 5:00 p.m.; Saturday, 10 a.m. to 5:00 p.m.; Sunday, 10 a.m. to 11:00 p.m. During the summer, the STC hours are Monday to Thursday, 9:00 a.m. to 6:00 p.m.; Friday, 9:00 a.m. to 3:00 p.m.

Network Services

**Barbelin 28, (610) 660-1527**

The campus data network has more than 10,000 connections in over 50 buildings. These buildings are connected via Gigabit Ethernet and Fast Ethernet technology onto the university's Terabit Ethernet network backbone. Wireless connectivity is also available to students throughout campus. On the Saint Joseph's University campus network, students have access to the Internet, electronic mail, and a large collection of application software packages used by the faculty for instruction and research. Information Technology's goal is to provide all students, faculty, and staff with dependable access to the computing services they need. The approach is to implement technology that is based on industry standards and is known for reliability and performance.

Instructional Technology and Distributed Learning

**Director—David Lees, Barbelin 34, (610) 660-1770**

Instructional Technology and Distributed Learning is located in Barbelin 34. The IMS offers multimedia, video, audiovisual, distance learning, and videoconferencing support to the community at Saint Joseph's University. A complete list of the services offered can be found at sju.edu/IMS.

Telephone Services

**Barbelin 28, (610) 660-2920, email to helpdesk@sju.edu**

The Telecommunications Group provides voice services to students, faculty, and staff of Saint Joseph's. This includes dialtone and voicemail services to all University buildings, individual and departmental telephone billing services, and repair services. Requests for telecommunications services should be sent to the Information Technology Help Desk at BL 30, or extension 2920, or send an email to helpdesk.
Accreditations, Approvals, and Memberships

Saint Joseph’s University is approved by the Commonwealth of Pennsylvania Department of Education. It is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The Haub School of Business and its Accounting program are accredited by the AACSB—The Association to Advance Collegiate Schools of Business. The Chemistry Department is on the approved list of the American Chemical Society. The Teacher Education program was granted Program Approved Status by the Pennsylvania Department of Education and is recognized by the New Jersey Department of Education for issuance of certificates.

The University is also a member of the American Council on Education, the Association of Jesuit Colleges and Universities, the National Catholic Educational Association, the National Association of Independent Colleges and Universities, the Pennsylvania Association of Colleges and Universities, the American Library Association, the Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, the American Association of Colleges for Teacher Education, and the Middle Atlantic Association of Colleges of Business Administration. The Haub School of Business is also a member of Beta Gamma Sigma, the honor society of business programs accredited by AACSB International.

Policy for Students with Disabilities

Saint Joseph’s University is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA), although it does not offer a formal program for students with learning disabilities. As part of the implementation of this law, the University will provide reasonable accommodation for academically qualified students with disabilities so that they can participate fully in the University’s educational programs and activities. The University is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled students.” An applicant whose record of achievement and potential for success in a rigorous liberal arts and sciences curriculum, who compares favorably with other well-qualified applicants, will be admitted without regard to his or her disability.

Non-Discrimination Policy

Saint Joseph’s University is committed to a policy of equal opportunity in every aspect of its operations. The University values diversity and seeks talented students, faculty, and staff from a variety of backgrounds. Accordingly, the University does not discriminate on the basis of sex/gender, race, age of 40 or over, color, religion, national origin, ethnic origin, sexual orientation, disability, marital status, military leave, veteran status, and any other status protected by law in the administration of its admission, educational, financial assistance, employment, athletic, or recreational policies and programs.

Questions or concerns regarding the University’s equal opportunity policies and programs should be directed to the University’s Affirmative Action/Equal Opportunity Officer, (610) 660-3336.
Saint Joseph’s University seeks to recruit students who give evidence of strong academic ability and motivation, capacity for continued growth, and sensitivity to the moral and spiritual dimensions of life. The Admissions Committee selects those applicants whose abilities and preparation, attitudes and interests and personal qualities give the greatest promise of their profiting from the opportunities offered by Saint Joseph’s. Decisions are made after a careful study of all the information available for each applicant.

Recognizing that students learn not only from the faculty but also from each other, Saint Joseph’s seeks candidates with a variety of talents, interests and backgrounds. The University also complies with all applicable laws barring discrimination on the basis of sex or handicap in the administration of any of its policies or programs (see statement of non-discriminatory policies under General Information).

Freshman Application Procedures

Students may apply using either the Saint Joseph’s University Application for Admission and Scholarship (www.sju.edu/admissions) or the Common Application (www.commonapp.org). Students can elect to complete and submit either application online or print and mail the completed application to the Office of Admission.

In addition to the application form, the following are required:

- Application Fee ($60)
- High School Transcript
- Standardized Test Scores (SAT or ACT are accepted)
- One letter of recommendation
- Essay

The University offers students the option of applying under either Early Action or Regular Decision.

**Early Action** is a non-restrictive, non-binding process in which a student submits an application early in the senior year and is notified earlier than a Regular Decision applicant. The deadline for applying Early Action is November 15th and decision notification is sent no later than December 25. Please note: some students not admitted in Early Action will be deferred to Regular Decision.

The **Regular Decision** process allows a student more time to complete the application. The deadline for Regular Decision candidates is February 1st with decision notification sent by March 15th.

Students admitted though either Early Action or Regular Decision have until May 1st to confirm their intent to enroll by submitting a non-refundable enrollment deposit of $500 for resident students and $250 for commuting students.

Each year, the number of qualified applicants for admission exceeds the number of available spaces in the class. It is for this reason that we maintain a waiting list for admission. As stated above, our enrollment deadline is May 1st. Should we have space available at that time, we will begin to offer students on the waiting list admission to the class.

Freshman Admission Requirements

Careful consideration is given to all information submitted by an applicant for admission. The admission committee reviews many factors. Very important factors considered include: Academic GPA and rigor of the
secondary school curriculum. Important factors considered include: Application essay, recommendation(s), and character/personal qualities. Other factors considered include: Class rank, standardized test scores, alumni/ae relation, extracurricular activities, first generation, religious affiliation/commitment, talent/ability, volunteer work and work experience. The SAT or ACT is required. A high school diploma is required and a GED is not accepted. Academic units required: 4 English, 3 mathematics, 2 science with labs, 2 foreign language, and 1 history.

Early Admissions

Occasionally, the University will admit exceptionally talented high school students after three years of secondary school work. These students must have demonstrated outstanding academic ability in their high school studies, achieved strong junior year SAT or ACT scores, be recommended by their high school officials as already having attained a high degree of personal maturity and social adjustment, and be interviewed by a member of the admission staff. Acceptance to the University prior to the completion of senior year of study is always conditional upon successful completion of the student’s high school graduation requirements.

Advanced Placement Credit

Students who have been enrolled in Advanced Placement (A.P.) courses in high school may be eligible for some college credits if they participate in the advanced placement testing program offered by the College Entrance Examination Board. Those who take the advanced placement examinations and earn scores of four or five (1 to 5 scale) normally are granted college credits and/or placement. Decisions on all advanced placement credits are made by the Academic Deans in consultation with the department chairs after a careful review of the student’s exam.

International Baccalaureate Policy

Saint Joseph’s University grants college credit for classes taken through a recognized International Baccalaureate (IB) program. Saint Joseph’s University will award credit for up to three successfully completed Higher Level classes in which a score of “5” or higher is achieved on the appropriate IB examination. No credit will be awarded for subsidiary subject examinations. Saint Joseph’s University grants college credit for A level exams on a case by case basis. Students are encouraged to submit all exam results prior to start of their academic term for review.

Saint Joseph’s University will not grant credit for both Advanced Placement and International Baccalaureate credit.

College Course Credits

Saint Joseph’s University will accept college transfer credits for high school students who have participated in college programs only where all of the following conditions have been fulfilled:

- The course for which college credit is asked must have been taught on the college campus by a member of the college faculty.
- The course must have been open to enrollment by and graded in direct competition with regularly matriculated students attending that college.
- The course must have been a part of the normal curriculum published in the college’s catalog.
High school students who take a college course that does not satisfy all of the above conditions can still be considered for college credits if they take the Advanced Placement examination upon completion of the course. College credit will then be given on the basis of the Advanced Placement score guidelines stated above. College credit will not be given where a course is taken in the high school and is then recorded on a college transcript.

Choice of Major

Saint Joseph’s students may choose from more than 40 degree programs in the College of Arts and Sciences and the Haub School of Business. Often, entering students are undecided about their choice of major and wish to explore various areas before making a decision. In such cases, students may select a general area of study such as social science, humanities, natural science and mathematics, or business administration. Ordinarily, students should choose a specific major program by the end of their freshman year.

Transfer Student Requirements

Saint Joseph’s University welcomes transfer students from accredited two and four year colleges or universities. Transfer applicants are reviewed on a rolling basis. Application review for the fall and spring semesters will begin in mid-October. Prospective transfers are encouraged to submit all admission materials early to allow ample time for review. Applicants must forward official transcripts from all secondary schools and colleges attended.

The Admissions Committee gives careful consideration to the quality of the applicant’s program, the number of credits earned, and the grade point average achieved. A cumulative average of 2.5 (on a 4.0 scale) is usually required for transfer consideration. Credit normally is given for courses that are three or more credits and in which the student has received at least a C grade (2.0 on a 4.0 scale). Ungraded courses, i.e., Pass/No Penalty, are considered for transfer credit only when the transferring institution certifies that their successful completion represents a minimum level of achievement equivalent to at least a C grade (2.0 on a 4.0 scale). Courses valued at fewer than three semester credits are ordinarily not transferable of themselves, but in some instances, they may be combined with similar courses for the equivalent of one three-credit course. Credit for college level courses given at a high school campus will be granted only if the student takes the advance placement test in the subject and scores high enough to satisfy the usual requirements for advance placement.

Transfer students are required to complete a minimum of four semesters (twenty courses) at Saint Joseph’s University. At least four of these twenty courses must be upper division work in their major.

Transfer students are eligible for merit scholarships based upon their cumulative grade point average from all colleges attended. It is the responsibility of every applicant to ensure that all transcripts reach the Office of Admissions. No decisions will be made on incomplete files. Housing will be granted to transfer students on a space available basis.

Transfer students are normally notified of the admission decision within a month of the deadline. Accepted students will receive a preliminary credit evaluation form with their decision letter which indicates the courses that are eligible for transfer. Students who choose to enroll in the University must submit the appropriate non-refundable deposit by May 1 for Fall enrollment and December 15 for Spring enrollment. Transfer students are eligible to receive financial assistance from the University, state, and federal government.

International Students

International students who wish to enter Saint Joseph’s University should complete the application process by March 1 for the fall semester beginning in August and November 1 for the spring semester beginning in January. All students must submit the following:
• a completed application form
• $65 non-refundable application fee
• TOEFL, IELTS or SAT scores (students wishing to qualify for merit scholarships are required to submit SAT I scores.)
• original and translated copies of secondary school records and any postsecondary records
• one letter of recommendation
• a personal essay

International applicants will receive an admissions decision only after all of the required documents are on file in the Office of Admissions. No decision will be made on incomplete files.

International students applying for F-1 or J-1 visa status are also required to submit:

• proof of their ability to meet their financial obligations while pursuing undergraduate studies at the University in the form of a letter from a bank stating that sufficient funds are available to finance all educational and living expenses for the first year of study; and
• a letter of financial support signed by the sponsoring person or agency.

The I-20 immigration form, necessary for securing an F-1 visa, or the DS-2019 form, necessary for securing a J-1 visa, is issued by the Center for International Programs only to a student who has been accepted to the University and provides current documentation (issued within 3 months of application to the University) of financial support, as required by US immigration authorities. International undergraduate students in F-1 and J-1 status must maintain full-time enrollment (12 credits) during both the fall and spring semesters.

The University observes all regulations of the student’s home country regarding foreign exchange.

International students should be aware that University residence halls and dining facilities are normally closed during holiday and vacation periods.

All international students whose primary language is not English or who have English language deficiencies should take ESL 1255 and ESL 1265, Composition and Critical Thinking for Non-Native Speakers of English, in their first two semesters. ESL 1255 and ESL 1265 will satisfy the General Education Requirement in foreign language.

All F-1 and J-1 international students must register for the Student Health insurance plan or show evidence of alternate, equivalent coverage. In most cases the plan provides coverage for one year beginning in late August. Students can obtain an insurance application form which must be completed and returned to the Center for International Programs. International students in any other immigration status can pick up an application from the Center for International Programs and return it with payment directly to the insurance company.

Individuals on a B non-immigrant visa (both B-1 business and B-2 pleasure visitors) are prohibited by immigration regulations from enrolling in a course of study while holding B status. The individual must first be granted a change to the appropriate student status by US Citizenship and Immigration Services (USCIS). Otherwise, the non-immigrant would be considered to be in violation of their B status.

The F-2 spouse of an F-1 student may not engage in full time study. An F-2 child may only engage in full-time study if the study is in an elementary or secondary school. An F-2 spouse or child may engage in study that is avocational or recreational in nature. To pursue any other type of studies, the F-2 must first be granted a change to the appropriate student status by US Citizenship and Immigration Services (USCIS). Otherwise, the non-immigrant would be considered to be in violation of their F-2 status. The Center for International Programs does not consider part-time or full-time coursework leading to a degree to be avocational or recreational in nature.
English Program for International Students (EPIS)

International students who would like to study for a degree at the University, but who need to strengthen their English language skills, or who have not demonstrated English proficiency through the TOEFL exam, may be admitted to Saint Joseph’s as prematriculating students through the English Program for International Students (EPIS).

The Saint Joseph’s University undergraduate Admissions Office will admit academically qualified international students, regardless of English language proficiency, if they enroll in an intensive English language program at the ELS Language Center located on the University campus. Students are not required to submit a separate application or application fee to the ELS Language Center.

Accepted students will receive an I-20 from Saint Joseph’s; however, they must study at ELS until English proficiency has been demonstrated to be at the college level. This requires completion of Level 112 and a letter of recommendation from the Academic Director of the ELS Language Center in order to matriculate to the University as a full-time student. After completing Level 112, students receive three academic credits for their studies at ELS and may qualify for an EPIS scholarship. During advanced-level English language study, students are permitted, with the consent of their advisor, to enroll concurrently in one or two introductory courses at the University.

Entrance Status

Students are classified in various categories according to their entrance status. These categories include:

Regular Students—Students matriculated toward a degree and enrolled for at least four courses a semester in an approved program are classified as regular students.

Special Students—Individuals receive a special student status if they possess one bachelor’s degree and are pursuing a second on a full- or part-time basis, if they receive extraordinary permission to pursue their first bachelor’s degree on a part-time basis, or if they have completed eight regular semesters but have not fulfilled their degree requirements. Status as a special student is acquired only by completing the formal admissions and registration procedures and requires explicit validation by the Dean of the appropriate college.

Adjunct Students—All students who have not been formally admitted to a degree program are classified as adjunct students. Adjunct Students are enrolled, for full-time or part-time study, by the Dean of the appropriate college but must submit an application to the Office of Admissions.

Visiting Students—Students in good standing at other regionally accredited colleges or universities may, with the permission of their deans, enroll for designated courses or a full program of courses at Saint Joseph’s. Such students are limited to two semesters of coursework. Visiting students must request enrollment through the Office of Admissions. Saint Joseph’s has a special exchange arrangement with the other members of the Association of Jesuit Colleges and Universities.

Campus Visits

Prospective students and their parents are strongly encouraged to visit Saint Joseph’s University. Guided tours of the campus and other opportunities to experience Saint Joseph’s are available. Appointments for a meeting with an admissions counselor or with a faculty member, a tour, and/or a classroom visit should be arranged at least two weeks in advance by calling (610) 660-1300 or 1-888-BE-A-HAWK or on the admissions website at www.SJU.edu/admissions.
Student Expenses

Tuition and Residence Deposits

The following deposits are required of all students who are accepted for admission into the University:

Non-resident students
- Tuition deposit $250 (non-refundable)

Resident students
- Tuition deposit $375 (non-refundable)
- Security deposit $125 (non-refundable)

Currently enrolled students may apply for campus residence for the following academic year before April 30. Entering students should request campus residence as part of their initial application for admission.

The $125 security deposit will be credited to the damage liability account and will be refunded, less any outstanding damage charges, upon the student’s withdrawal from residence or graduation from the University.

Tuition Policy

Students registered for a regular degree program are charged a unit tuition, which normally entitles them to take up to 17 credits. There is no reduction in tuition when students choose to register for fewer credits. Additional credits, when permitted, will be charged for at the rate indicated under Incidental Fees. Regular degree program students may audit courses without any additional charge.

Special and Continuing Education students pay the adjunct student tuition, the day school rate, (and other relevant fees) listed under Incidental Fees for each credit taken for credit or audited.

NOTE: Students who participate in Saint Joseph’s University Air Force ROTC program exceeds their 17 credit limit will be charged the additional per credit tuition rate.

Students who have completed eight regular semesters in the day colleges and require fewer than twelve credits to graduate may petition the Dean of their college for classification as special students. These students will be assessed the day tuition rate by the credit hour.

Those students who have permission from their Dean to take courses in a fall or spring term at another university or college for transfer credit may submit a billing statement outlining the paid tuition for these courses and receive a credit on their Saint Joseph’s University account, not to exceed the current additional per credit tuition rate.

Continuing Registration Fee

All matriculated students, i.e., students formally admitted to a degree program in the College of Arts and Sciences or the Haub School of Business, are required to register for each regular semester (fall and spring). Students granted permission to complete a portion of their programs outside, ordinarily through study at another university in the United States or abroad, pay the applicable continuing registration fee indicated under Incidental Fees. Students granted leaves of absence (during which no degree work is pursued in the University or elsewhere) pay the applicable fee for continuing registration.
Breakage and Property Damage Charges

Students are responsible for loss of or damage to University property. Resident students are responsible for any loss or damage to University property resulting from negligence or improper use, both within student rooms and in other parts of the building. Students in laboratory courses will be charged for any lost or damaged equipment.

Late Fees

All charges must be paid in full, when due, to complete the registration process and avoid late-payment fees. A schedule of tuition and fees is available in the Student Service Center. Students who enroll late require no formal invoice to settle their accounts.

Tuition and Fees

The following fee for matriculating students cover charges for a program up to 17 credits in any one semester:

| College of Arts and Sciences and Haub School of Business (all majors) | $16,355 |

Resident Student Fees

The following fees apply to students living in the student residence system:

<table>
<thead>
<tr>
<th>Room</th>
<th>semester fee</th>
<th>annual fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaFarge, Sourin, McShain, Overbrook and Houses</td>
<td>$3,545</td>
<td>$7,090</td>
</tr>
<tr>
<td>Wynnewood, Ashwood and Lancaster Court</td>
<td>$3,600</td>
<td>$7,200</td>
</tr>
<tr>
<td>Morris Quad houses, Merion Gardens</td>
<td>$3,990</td>
<td>$7,980</td>
</tr>
<tr>
<td>Rashford, Borgia</td>
<td>$4,630</td>
<td>$9,310</td>
</tr>
<tr>
<td>Fee for private room (added to room fee)</td>
<td>$400</td>
<td></td>
</tr>
<tr>
<td>Resident activity fee (included in room rate)</td>
<td>$25</td>
<td>$50</td>
</tr>
</tbody>
</table>

Other resident student fees

| Meal Plan                                      | $2,045       | $4,090     |

Incidental Fees

The following incidental fees apply for the various circumstances indicated. Please note that incidental fees are not refundable.

| Application fee                                       | $60          |
| Freshman activity, orientation fee                    | $225         |
| Transfer student orientation fee                      | $90          |
| Student fee, per year                                 | $150         |
| Late registration fee                                 | $35          |
| Continuing registration fee for approved leave of absence, per semester | $100         |
| Continuing registration fee for approved study elsewhere, e.g., study abroad, per semester | $100         |
| Transcript fee                                        | $5           |
| Identification card                                   | $10/20       |
| Tuition for approved additional credits, per credit   | $1,073       |
Student Expenses

Tuition, adjunct and special students, per credit .......... 1,073
Science laboratory fee, per lab (all students) ............... 175
Language laboratory fee, per course beginning level I ...... 115
Computer Science fee, per course .......................... 30
Mathematics (designated credits) ............................. 30
Fine Arts studio course fee (painting, drawing, photography,
   ceramics), film course fee, Theatre Workshop fee,
   Art Education in the Schools fee, Barnes fee ............ 100
Electron microscopy fee ...................................... 250
Laptop Program Support fee, per year ........................ 100
Parking fee, per academic year
   Resident students ........................................... 289
   Commuters .................................................... 183

Payment Schedule

Tuition and fees are due for payment according to the schedule below (see invoice for exact date). The charge for late payment is $40.

   Fall 2008 term due .................. August 2008
   Spring 2009 term due ............... January 2009

Withdrawals and Refunds

Any notification of withdrawal must be submitted in writing to the Student Service Center. When a student withdraws from either of the day colleges, withdraws from all courses, or applies for a leave of absence, within the first five weeks of a semester, a tuition refund according to the scale listed below will be made when requested in writing to the Student Service Center. The date of withdrawal or leave of absence is the date on which written application is filed with the appropriate Dean's office. Students taking approved additional credits are responsible for the per credit fee once classes begin; but if the additional credits are dropped within the first five weeks, a refund will be made on the same scale.

Students who withdraw from the residence system after the first day of class are entitled to a refund of the meal plan on a pro-rated basis. Room charges are not refundable unless approved by the Office of Residence Life and the Treasurer of the University.

   Refund up to two weeks ...................... 80%
   Refund between two and three weeks ...... 60%
   Refund between three and four weeks ...... 40%
   Refund between four and five weeks ...... 20%
   Refund over five weeks .......................... none

If a student or parent feels individual circumstances warrant exception to the refund policy, a request for consideration must be made in writing, accompanied with a copy of all original documents relating to the request, to the Student Account Committee of the Student Service Center, Saint Joseph's University. All tuition and fees must be paid in full before any exceptional refund requests can be considered.
Tuition Refunds For Students With Financial Assistance

If a student is entitled to a refund and has received Title IV aid, which includes Pell Grants, Supplemental Education Opportunity Grants, Federal Perkins Loans, Federal Stafford Student Loans (Subsidized and Unsubsidized) and Parent Loans for Undergraduate Students (PLUS); or has received assistance from any state grant program, a portion of the refund shall be returned to the Title IV assistance programs(s) (except a Federal Work Study award) in accordance with Federal regulations governing the administration of the program(s).

A Federal pro rata refund policy is used for students who withdraw from our University and are in their first semester of study and are recipients of Federal Title IV financial assistance. Other students who have received Title IV funds and withdraw will be refunded as follows:

- Withdrawal up to one week before or on the first day of class—100% refund of institutional charges.
- Withdrawal after the first day of class through the first 10% of the enrollment period—90% refund of institutional charges.
- Withdrawal after the first 10% of the enrollment period through the first 25% of the enrollment period—50% refund of institutional charges.
- Withdrawal after the first 25% of the enrollment period through the first 50% of the enrollment period—25% refund of the institutional charges.

Delinquent Accounts

A student who is financially delinquent shall forfeit the privilege of attending classes, and the University shall have the right to withhold grades, transcripts, and diploma or certificate until such indebtedness is paid. A student who is financially delinquent at the close of a semester will not be permitted to register for another semester until all accounts are settled. Student accounts that are not resolved by the end of the semester will be placed with a collection agency. The student will be responsible for all collection agency costs.

Notice of Right to Amend

The University reserves the right to amend or add at any time to these regulations and to make such changes applicable to current students as well as to new students.

Notice of Communication

In addition to corresponding with students and parents via mail, the University will also communicate with students by way of email regarding tuition invoices, financial assistance, and registration.
Financial Assistance

The program of Financial Assistance at Saint Joseph’s University is intended to provide assistance to students to help them in financing their education at Saint Joseph’s University. Our intention is to provide you with several financing options to accommodate your financial needs. The University offers opportunities for scholarships, grants, loans and work study employment, either singly or in combination. Other grants are available from or through State and Federal agencies.

Student who are receiving Federal, State or University aid must maintain satisfactory academic progress and also meet the minimum standards for academic retention and graduation in order to keep their eligibility. These regulations are defined in the Academic Policies section of this Catalog.

Application Procedures

Students applying for Federal financial assistance administered by Saint Joseph’s University must file the Free Application for Federal Student Aid (FAFSA). We request that you complete the FAFSA by February 15. You may file the FAFSA online at www.fafsa.ed.gov or you may contact the Department of Education directly at 1-800-4-FEDAID. St. Joseph’s University’s school code is 003367. Whether you received Federal Aid in the past or are applying for the first time, you must complete the FAFSA for each year that you wish to apply for Federal financial assistance.

The Financial Assistance Office starts to process incoming Freshman financial assistance packages during the month of March and returning students can expect to receive their financial assistance packages by July. Upon receipt of the Financial Assistance package, we request that you review and return the award acknowledgment letter indicating your acceptance of your financial assistance. Upon receipt of your Acknowledgment Form and all requested documents, you will receive additional information on the loan application process.

Verification Policy

Verification is a requirement of the U.S. Department of Education and is the process of confirming information submitted on the Free Application for Federal Student Aid for various Federal Title IV Funds including the Federal Stafford Loan. Applicants should be aware that this federal regulation requires them to submit tax data and other requested information to the Office of Financial Assistance before processing of student loan applications and/or the awarding of funds. Students must submit the required information to complete the verification process no later than 45 days before the last day of the student’s enrollment.

Items to be verified include: adjusted gross income from the IRS form; U.S. income taxes paid; number of family members for whom parents provide more than half of their support; the number of children in post secondary schools who are enrolled at least half time; dependency status; untaxed income; eligible non-citizen status and any other item for which conflicting information has been submitted to the Office of Financial Assistance. Any change in eligibility as a result of verification will be noted in a revised award letter to the student.

Documents Required

- **Dependent students:** Signed copies of parents/stepparent and student’s U.S. income tax returns from the prior year as well as W-2’s, as well as the Dependent Verification Form
Independent students: Signed copy of the student’s (and spouse’s if applicable) prior year U.S. income tax return as well as W-2’s, as well as the Independent Verification Form

If the student or parent/stepparent did not file taxes, a signed non-tax filer statement and copies of all W-2 forms must be submitted. Non-taxable income verification may be requested.

Refunds

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days after the date of the student’s withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student’s withdrawal.

Refunds are allocated in the following order: Unsubsidized Federal Stafford Loans; Subsidized Federal Stafford Loans; Unsubsidized Direct Stafford Loans (other than PLUS loans); Subsidized Direct Stafford Loans; Federal Perkins Loans; Federal Parent (PLUS) Loans; Direct PLUS Loans; Federal Pell Grants for which a Return of funds is required; Federal Supplemental Opportunity Grants for which a Return of funds is required; Other assistance under this Title for which a return of funds is required (e.g., LEAP).

Loans

Federal Perkins Loan

This Federally funded program is administered by the University and has a fixed interest rate of 5%. Perkins loans are awarded based on the student’s need and availability of federal funds allocated to Saint Joseph’s University. Repayment must be completed within ten years and begins nine months after graduation or when enrollment drops below half time.

Federal Stafford Loan

The information that a student submits on his or her Free Application for Federal Student Aid (FAFSA) determines their eligibility for one or a combination of these programs. The Stafford Loan requires no credit or income requirement and is a low or no interest loan while the student is enrolled. The federal Stafford Loan
has a fixed rate of 6.8%. A student may borrow a maximum of $3,500 for their first year under all programs. Sophomores may borrow $4,500 per year, while juniors, seniors, and fifth year undergraduates may borrow up to $5,500 per year. The total aggregate amount an undergraduate may borrow is $23,000. Subsidized Federal Stafford Loan recipients have their interest paid by the federal government while they are in school. Repayment of principal and interest begins six months after the student graduates or ceases to be enrolled for at least six credits. Unsubsidized Federal Stafford Loan recipients should pay the interest on their loan while they are in school. Repayment of principal and interest begins six months after the student graduates or ceases to be enrolled for at least six credits.

**Federal Parent Loan for Undergraduate Students (PLUS)**

Parents of undergraduate students may borrow funds through this program. Eligibility is determined by the University, but is not based on need, but borrowers must be credit worthy. Although the PLUS loan is a credit-based loan, the PLUS loan credit requirements are more lenient than those required by most private loan programs. Annual limits are based on the cost of education less any financial assistance. Monthly principal and interest payments begin 60 days after loan proceeds are disbursed unless the option to defer repayment is selected. The interest rate is fixed at 8.5%.

**Alternative Loan**

This program allows students together with a creditworthy cosigner to borrow up to the full cost of education less financial assistance. Eligibility is determined by the University, but is not based on need. Students may defer repayment during enrollment. Student must be 18 years of age at the time of application.

**New Jersey Class Loans**

The applicant must be a resident of New Jersey. Annual limits are based on the cost of education less any financial assistance. Various payment options are available. Interest rate is fixed and depends on the payment option chosen by the borrower.

**Scholarships and Grants**

**Federal Pell Grant**

The Federal Pell Grant program is a federally funded aid program designed to provide financial assistance to needy students. The amount of the Pell Grant is determined on the basis of financial need. You must file the Free Application for Federal Student Aid (FAFSA) to be considered for the grant. This grant is awarded directly by the Federal Government.

**Federal Supplemental Educational Opportunity Grant**

A Federal Supplemental Educational Opportunity Grant (SEOG) is for undergraduates with exceptional financial need; priority is given to Pell Grant recipients.
Federal Academic Competitiveness Grants (ACG)

A new Federal need-based grant that was created to encourage students to take more challenging courses in high school. The Academic Competitiveness Grants are available to students in their first or second year of college. Up to $750 is awarded to eligible first-year students, and up to $1,300 for second-year students. Eligible students must be U.S. Citizens who are Pell Grant recipients and are enrolled as full-time students. In addition, recipients must have completed a rigorous high school program. Students receiving a second year of an ACG Grant must also have a cumulative grade-point average of 3.00.

Federal National Science and Mathematics Access to Retain Talent (SMART) Grant

A new Federal need-based grant that was created to encourage students to pursue majors in high demand in the global economy. National SMART Grants are available to students in their third or fourth years of college. Up to $4,000 will be awarded each year to eligible students. To qualify, students must be U.S. Citizens who are Pell Grant recipients and are enrolled as full-time students. In addition, recipients must be pursuing a major in mathematics, science (including computer science), technology, or engineering and must have a cumulative GPA of 3.00 at the conclusion of each semester.

State Grants

The State of Pennsylvania by way of the Pennsylvania Higher Education Assistance Agency (PHEAA) makes grants available to needy and eligible students. Other states also have grant programs. Information on such programs can be obtained from the State Grant agency in the capital of your state of legal residence. The Pennsylvania residents filing deadline for the FAFSA form is May 1st.

Saint Joseph’s University Scholarships and Grants

The Scholarship committee awards the following scholarships to students based on their High School academic merit: Board of Trustees, Presidential, University, Achievement Award, Transfer and Academic Incentive Award. Other scholarships awarded are: Food Marketing, Martin Luther King, Regis Grant, Saint Joseph’s Assistance Grant, Athletic Grant-in-Aid, Villager Debating and Cap and Bells. Please refer to our catalog for further information.

Work Study

Federal Work Study Program

This is a federally supported employment program through which students are enabled to find jobs on and off campus to help them meet educational expenses. Money earned is paid directly to the student, biweekly, based on hours worked.

Payment Plans

Please contact the Student Service Center at 610-660-2000 or www.sju.edu/student_services
Veterans’ Benefits

Saint Joseph’s University is approved by the Federal Government for education benefits for Veterans and Dependents of Veterans. For information concerning these benefits contact the Veterans’ Administration or the Coordinator of Veterans’ Administration program at the University. Certifications for VA benefits are processed in the Student Service Center. All students are expected to familiarize themselves with the policies posted by the Veterans’ Administration.

Bureau of Vocational Rehabilitation

State Bureaus of Rehabilitation provide financial assistance for qualified students. Eligibility requirements must be discussed with a local service office. The office which generally serves Saint Joseph’s University is located at 444 N. 3rd Street, fifth floor, Philadelphia, PA 19123.

Air Force ROTC Scholarships

Air Force ROTC offers scholarships for two, three, and four years on a competitive basis to qualified applicants. Four-year scholarships are available to high school seniors. Scholarships for two, and three years are offered to cadets enrolled in the AFROTC program and college entrants to AFROTC. All scholarships are applied to tuition and lab fees, and include a textbook allowance, plus a tax-free monthly stipend which varies from $300 to $500, depending on graduation date. For more information contact the Professor of Aerospace Studies at Saint Joseph’s University at (610) 660-3190.

Army ROTC Program

The primary purpose of Army ROTC is to provide leaders of character for the 21st century. Students can enroll in ROTC and participate in a uniquely interactive program focused on leadership development with emphasis on self-discipline, integrity, confidence, and responsibility. Our intent is to help the student improve whether they decide to pursue a career as an officer in our Army or in the private sector.

Students can join the program without any obligation either to complete it or to serve in the Army. Qualified students only sign a contract to serve in the Reserve Forces or Active Army when they begin their junior year or upon receiving an ROTC scholarship.

Army scholarships offer an excellent incentive to join the ROTC program. The Army ROTC scholarship program provides financial assistance for the education and training of highly qualified and motivated students who desire to be commissioned as officers in the Army after graduation from college. Scholarships pay up to $17,000 per year for tuition and education fees. Army scholarship winners also receive a tax-free allowance of $250-400 a month for up to 10 months for each year the scholarship is in effect and the student is in school. An additional scholarship benefit is a $600 per year designated book allowance. Certain stipulations apply.

For more information, visit the Army ROTC website at www.taskforcedragon.com or call (215) 590-8808, ext. 30 or email at a-bpa-dx@1rotc.bragg.army.mil.
Scholarships Awarded by the University

Merit-Based Academic Scholarships

Each year Satin Joseph’s awards merit-based scholarships to freshman candidates who have outstanding academic and achievement records. Students are selected by the Scholarship Committee.

A student’s merit award can be reduced or revoked at the discretion of the Scholarship Committee if the student does not achieve the required cumulative grade point average as stipulated by their award. The review process will take place at the end of each academic year. If in the subsequent academic year, the required cumulative grade point average is achieved, the scholarship can be revoked or further reduced. Conversely, the Scholarship Committee will reinstate the award to its original annual amount should a student achieve the required cumulative grade point average at the time of the review process.

The value of the merit scholarships ranges from $7500 per year to full-tuition. Typical recipients have a minimum B+ grade point average and achieved strong SAT or ACT scores. Each year the profile of the scholarship recipients varies based on the quality of the applicant pool. The scholarship committee awards the Board of Trustees, Presidential and University Scholarship as well as the Achievement Award. The Board of Trustees Scholarship requires a separate scholarship application.

The University also awards merit-based scholarships in the following categories:

International Merit-based Scholarships—International students who submit an SAT score will be considered for all merit-based scholarships.

Transfer Scholarships—Each year these awards are given to transfer students who have achieved academic excellence. Recipients must maintain a 3.0 grade point average to retain their scholarship each year.

Martin Luther King Residence Scholarship—This scholarship is awarded to a selected number of African American resident students.

The Cap and Bells Club Dramatics Scholarship—This scholarship is granted annually to an entering or current student selected by the Director of the Cap and Bells Club on the basis of academic record, an audition, and experience in dramatics.

Villiger Debating Scholarships—Each year the University awards two half-tuition scholarships to students who exhibit strong academic potential and successful speech and debate experience. Recipients are required to participate in the Villiger Debating Society, as well as maintain a satisfactory academic record, in order to retain the award.

Eagles Fly for Leukemia Scholarship—awarded each year to an incoming freshman who has survived cancer in his or her lifetime.

Legacy Awards—awarded to admitted first-year students with a parent who graduated from SJU.

Jesuit Preparatory Scholarships—awarded to admitted freshmen who are graduating from a Jesuit high school and have maintained a 3.5 cumulative high school GPA or higher.

The University acknowledges with gratitude the generosity of its benefactors in establishing the following scholarships. These funds subsidize already existing presidential merit scholarships.

Anthony B. Baker ’46 Scholarship—established by Anthony B. Baker ’46 to provide scholarship assistance to academically qualified students who demonstrate strong financial need, giving preference to disadvantaged students from Philadelphia.

James W. Barrett ’64 Scholarship—established by this alumnus to provide tuition support for graduates of a Philadelphia Archdiocesan High School who demonstrate financial need.

Rev. Herbert S. Baum, S.J., Scholarship—established with gifts from his family and friends in 1967.

Bellarmine Guild Scholarships—founded by the Guild, whose members are parents of students, alumni and friends of the University.
Black Alumni Scholarship—established by the Black Alumni Chapter to provide scholarship assistance to qualified students.

Joseph M. ’47 and Amelia S. Bochey Scholarship—established to provide tuition assistance to students who demonstrate financial need.

Dr. Michael P. Boland Scholarship—a memorial scholarship was established with gifts from family, faculty and students to honor Dr. Boland, Saint Joseph’s first full-time registrar.

David M. Brennan ’76 Scholarship—established by Sandra and David M. Brennan ’76 to provide scholarship assistance to academically qualified students who demonstrate financial need, giving preference to their descendants.

William A. Bruckheiser Scholarship—an estate gift established this fund in 1991.

Eugene E. ’47 and Virginia Byrne Scholarship Fund—established by Virginia Byrne Mooney in honor of her late husband to provide aid to any academically qualified and needy student in the Haub School of Business.

Peter J. Byrne Scholarship—established by Peter J. Byrne ’48 to provide financial assistance to academically qualified students who demonstrate financial need.

Anthony D. & Blanche W. Calabro Scholarship—a gift from Mr. and Mrs. Calabro, in 1983, established this fund.

Domenico Capuzzi Scholarship—this fund assists students in the College of Arts & Sciences.

Thomas C. Carr Memorial Scholarship—founded by family and friends to provide assistance for needy athletes.

Frank and Providence Casino Memorial Scholarship—to provide financial aid to undergraduates enrolled in the College of Arts and Sciences.

Torrence H. and Marion C. Chambers Scholarship—to provide tuition assistance to students who qualify for financial aid.

Louis A. Church Scholarship—established by Louis A. Church ’52 to provide tuition assistance to a deserving university student who is continuing in his/her third or fourth undergraduate year.

Louis J. Cissone’56 Scholarship—to provide tuition assistance to students who qualify for financial aid.


Rev. Dennis Comey, S.J., Scholarship—this scholarship is awarded to students majoring in Labor Studies.

Robert G. Condiff Scholarship Fund—established by Robert G. Condiff ’59 in memory of his parents.

John F. Connelly Scholarship—established in 1988 to provide tuition support for graduates of a Philadelphia Archdiocesan high school who demonstrate financial need.

R. Pearce Connor Memorial Scholarship—established by a bequest from the Connor family in memory of R. Pearce Connor ’19.

Corpus Christi Scholarship Fund—established by donors to provide scholarship assistance to qualified students in the Fine Arts Program who demonstrate financial need, with preference for students from under-represented minority groups.

Salvatore N. & Anthony H. Corso Scholarship—two brothers are commemorated by this fund. Neither brother received a college education, but both left money to Saint Joseph’s to assist students.

John W. & Louise M. Cullinan Scholarship—established in 1986 by John Cullinan to provide scholarship aid to students.

Daniel J. Curran, Sr., Memorial Scholarship—this scholarship was founded by two alumni in memory of their father, Dr. Daniel J. Curran, Jr. ’73 and Michael J. Curran ’79.

Francis L. ’33 and Constance G. Daly Scholarship—established by Constance G. Daly to provide scholarship assistance to qualified undergraduates.
John B. Del Marco Scholarship—a gift from his mother’s estate established this fund to provide scholarship assistance for qualified students.

Eugene M. Dillmore Scholarship—to provide financial aid to graduates of Monsignor Bonner High School.

Stumpy DiPaolo’96 Memorial Scholarship—to provide financial aid to graduates of Monsignor Bonner High School and Archbishop Prendergast High School who demonstrate financial.

Robert A. DiStefano’75—to provide financial aid to graduates of Saint Joseph’s Prep who demonstrate financial need.

Thomas J. Dugan Scholarship—a scholarship for students majoring in Labor Studies.

Dr. Joseph C. and Dr. Mary R. Eichman Scholarship—to provide financial aid to deserving and needy students enrolled in pre-medical biology programs.

Michael J. Emmi Scholarship—to provide financial aid to students who demonstrate financial need.

Feeney Family Scholarship—established by the family and friends of Joseph J. Feeney, S.J. to provide scholarship assistance to qualified students, based solely upon academic excellence.

Alfred D. Ferraris’54 Scholarship—to provide financial aid to students who demonstrate financial need.

Megan E. Ferris ’97 Memorial Scholarship—established by the Family and Friends of Megan E. Ferris ’97 to provide scholarship assistance to deserving students in the College of Arts and Sciences, with preference for female students who are studying education and live in New Jersey.

Catherine and John C. Fox ’59 Scholarship—Mr. and Mrs. Fox established this scholarship to provide tuition assistance to students who qualify for financial aid.

Friends of the University College Scholarship—established to provide financial assistance to students in the University College who demonstrate financial need.

Catherine M. and James J. Gallagher ’50 Scholarship Fund—established by Catherine M. and James J. Gallagher ’50 to provide scholarship assistance to qualified students.

John P. Gallagher ’31 (Hawk) Memorial Scholarship—this scholarship provides assistance to the “Hawk” basketball mascot. John P. Gallagher ’31 had suggested a hawk mascot for Saint Joseph’s College. His son, John P. Gallagher ’63, established this fund in memory of his father.

Gallagher Truax Golf Scholarship—established in memory of John P. Gallagher ’31 by his sons John P. Gallagher ’63 and Robert F. Gallagher ’66 to provide financial support to an outstanding student on the men’s golf team.

Michael D. Gallagher’71 Memorial Scholarship—to provide merit scholarship assistance to deserving students from the Greater Philadelphia area.

Phillip Garbarino Memorial Scholarship—established by the estate of Phillip Garbarino.

Rev. Joseph Geib, S. J. Memorial Scholarship—established by Christopher W. Smith ’73 to honor the memory of Father Geib.

Dr. Joseph J. George Memorial Scholarship—established in 1991 to provide scholarship assistance for English Majors enrolled in the Honors Program.

Glas Family Scholarship Fund—established by Dr. and Mrs. Joseph P. Glas, to provide financial assistance to deserving students.

James D. Grady, Jr. ’68 Memorial Scholarship Fund—established by the family and friends of James D. Grady to provide tuition assistance to an upper class student whose financial circumstances might jeopardize the student’s ability to remain in school.

Grimes Family Scholarship—established by the Dr. and Mrs. Grimes family to provide financial support to qualified students at the University.

William J. Gross ’38 Chemistry Fund—established by William J. Gross ’38 to provide research assistance to undergraduate chemistry students.
Financial Assistance

John W. Gruber '48—to provide financial aid to students who demonstrate financial need.

Michael J. ’85 and Joyce Hagan Scholarship—established by Mr. and Mrs. Hagan to provide financial assistance to students with financial need, giving preference to students taking Business-to-Business and E-Commerce courses.

Sharon Haluska Memorial Scholarship—established by family, friends, Saint Joseph’s faculty and students, in memory of Sharon Haluska ’92. This fund provides scholarship assistance for qualified students to take part in the Saint Joseph’s University International Marketing Study Tour Program.

Rev. Edward J. Harkin Scholarship—established by his sister, in his honor.


Henry Hartman, M.D. Scholarship—to provide financial aid to students.

Healey Family Scholarship Fund—established by the Healey family to provide financial aid to academically qualified students at the University.

Joseph W. Hickey Memorial Scholarship—established by Family and Friends of Joseph W. Hickey, ’51 to provide scholarship assistance to qualified students in the University College who demonstrate financial need.

Daniel J. Hilferty, M.D. ’39 Pre-Medical Scholarship Fund—established by Dr. Hilferty to provide financial assistance to students preparing to study medicine.

Rev. Joseph S. Hogan, S.J., Scholarship—a fund which commemorates one of many Jesuits who have helped to shape the lives of the Saint Joseph’s students.

Ignatian Scholars Program—an alumni group, The New York Council, established this scholarship to provide assistance for economically challenged students from all social, cultural and geographical backgrounds.

Investment Traders Association of Philadelphia Scholarship Fund—to provide financial aid to a rising junior, or senior Business major from the Philadelphia area with demonstrated financial need and a GPA of 3.0 or higher.

Rev. Albert H. Jenemann, S. J. Scholarship—established by Mr. and Mrs. Richard E. Mack, in honor of Father Jenemann.

Saint Joseph’s College Scholarships—a pool of small scholarship funds established prior to 1978, and awarded to any qualified student at the University.

L. Robert Juckett Memorial Scholarship—a scholarship for Accounting Majors who have a history of community service. Robert Juckett was Professor of Accounting for many years and worked selflessly for many community-based social programs.

Stanley J. ’68 and Dianne Kabala Scholarship—established by Mr. and Mrs. Kabala to honor their parents, to provide financial assistance to students from the Philadelphia School Systems.

Paul E. Kelly Scholarship—established in 1988 by Paul E. Kelly ’34.

Leo Kennedy ’72 Memorial Scholarship for Marine Corp Veterans—established in memory of this alumnus to provide financial assistance to Marine Corps veterans studying at the University or University College.

Klock Scholarship—established by Dorothy Klock to provide financial assistance to qualified students.

James W. and Eileen R. Lannon Scholarship—established by the Board of Trustees and friends of Timothy R. Lannon, S.J.

Joseph B. Leach ’99 Memorial Fellowship Fund—established by family and friends of Joseph B. Leach ’99 to provide financial assistance to a student doing summer research in Chemistry.

Lenfest Scholars Endowment—established by Mr. and Mrs. Lenfest to provide scholarship support to qualified graduates from the Gesu School who are part of the Ignatian College Connection.

Bernard & Amelie M. Levy Scholarship—established in 1965 through the estates of Bernard and Amelie Levy.

Richard J. ’49 & Florence T. Logan Scholarship—established in 1997 by an alumnus and his wife who want to contribute to the success of future students at the University.
David A. Lyle Memorial Scholarship—founded in 1977 through an estate gift.

David A. Lynch '76 Memorial Scholarship—to provide financial assistance to students in the University College who demonstrate a willingness to work hard to achieve their goals, and who may not qualify for other academic merit-based awards.

Joseph L. Jr. '52 and Rosemary Maher Scholarship—established by Joseph L. '52 and Rosemary Maher to provide scholarship assistance to deserving students.

Martelli Family Scholarship—to provide financial assistance to students who demonstrate financial need, giving preference to minority students.

MBNA America Bank Scholarships—merit-based scholarships to be awarded to financially needy students in the Haub School of Business, with preference for students from under-represented minority groups.

Daniel J. McCauley, Jr. Scholarship—the friends and family of Daniel McCauley established this scholarship to provide assistance to qualified students at the University.

Thomas P. & Rita M. M. McCrash Scholarship—to provide financial assistance to deserving undergraduates at Saint Joseph’s University.

McDermott Family Golf Scholarship—to provide financial support to a student on the golf team at the University.

Thomas J. '75 and Crista McHugh '97 Endowment Scholarship Fund—established by Dr. Thomas J. McHugh '75 to provide financial assistance to deserving students from Philadelphia Archdiocesan High Schools.

Thomas J. and Patricia S. McHugh Scholarship Fund—established by the McHugh family to provide scholarship assistance to qualified students at the University.

Edwin M. '53, Thomas S. '54, and Barry R. '68 McKeon Family Scholarship—established to provide scholarship assistance to qualified students at the University.

Joseph F. McKinney '52 Memorial Scholarship—established through a bequest to support students who demonstrate financial need.

Mary E. H. McMichan Scholarship—established in 1966 and awarded to qualified students.

Jean R. & Francis J. McNamara—to provide financial assistance to qualified students, with preference for students in the Haub School of Business.

Dr. William and Margaret R. McNamee Scholarship—to provide financial support to students in the pre-medical program.

Marie T. McNulty Memorial Scholarship—established by Michael P. '85 and Denise McNulty in memory of Mrs. McNulty.

John McShain Scholarship Fund—established by John McShain Charities.

Charles E. Merrill Scholarship—to provide scholarship assistance for qualified students.

Gregory Milanowycz '98 Memorial Scholarship—established in 2002 by friends and family of Gregory who lost his life assisting victims of the attack on the World Trade Center attack, to provide scholarship assistance to a student who is an Orientation Leader, giving preference to one who demonstrates financial need.

Mills-Drexel Arms Scholarship—in honor of their association with the Drexel Arms Apartments, the Mills family established this fund shall provide financial resources to academically qualified students. It is the Donor’s wishes that preference be given to students who are residents of Northeast Philadelphia.

Kenneth L. Mines Fund—established to provide financial support to qualified students at the University.

Joseph E. '42 and Ruth Monte Endowed Scholarship Fund—established by the Monte family to provide tuition assistance to a deserving and financially needy student.
James M. Mulligan, Jr. Class of 1954 Scholarship—to provide financial aid to academically qualified students who demonstrate financial need, giving preference to those who are legacies of the Class of 1954.

Lt. Col. James F. Mumaw USAF Ret, ’56 and Margaret Mumaw Scholarship—established by the Mumaw family to provide scholarship support to qualified students, with preference given to a legacy of the Mumaw family, or to a son or daughter of an active military person.

Joseph M.’53 and Rita G. Nardi Family Scholarship—to provide scholarship assistance to qualified students.

Rev. Francis J. Nash, S.J. Scholarship—established by Christopher W. Smith ’73, in honor of Father Nash.

Catherine M. Nolan Memorial Scholarship—to provide tuition assistance to students who demonstrate financial need in the College of Arts and Science.

Sgt. Joseph M. Nolan ’99 Memorial Scholarship Fund—established by the friends and family of Joseph Nolan to provide financial aid to students majoring in International Relations or Foreign Languages who demonstrate financial need.

Joseph J. Oakes III Scholarship Fund—in honor of Joseph J. Oakes, III ’64, this scholarship was established to provide financial aid to one or more students enrolled in the University.

Jeremiah F. O’Brien, MD ’76 Memorial Scholarship—established by friends of Dr. O’Brien to provide tuition assistance to students who demonstrate financial need.

Joseph C. O’Connor’63 Scholarship—to provide financial aid to students who demonstrate financial need.

Francis T. O’Hara Scholarship—established by the estate of Francis T. O’Hara.

Dr. Aloysius P. J. O’Harra Scholarship—to provide scholarship assistance for qualified students.

Patrick D. O’Pake Scholarship—to provide assistance to a deserving student, with preference given to a team manager within the athletics program.

Office Depot Scholarship—in honor of their commitment to Saint Joseph’s University, this scholarship was established by Office Depot to provide tuition assistance to students who demonstrate great financial need.

Society of Old Boys’ Scholarship—to provide scholarship assistance for qualified students.

Chandu Patel Scholarship in Pharmaceutical Marketing—established to provide financial aid to one or more students enrolled in the university in the Pharmaceutical Marketing Program.

David P. Pearce ’38 Scholarship—established to provide scholarship aid to a student who demonstrates financial need.

John A. Pergolin, Sr., ’56 Scholarship—established by the University to honor John Pergolin’s service to the university. This fund is to provide financial assistance to deserving students.

Perone Scholarship—the scholarship was established by F. Frederick Perone ’51 and A. Ralph Perone ’55.

Anthony L.V. Picciotti ’55 Scholarship—established in memory of and in gratitude to the parents of Anthony Picciotti, Ermete and Adella Picciotti. It provides aid to a student who demonstrates financial need, high academic achievement and has an interest in studying law.

Pre-Medical Alumni Scholarship—to provide scholarship assistance to qualified students at the University who are preparing to study medicine.

Mary Louise Finlayson Quinlan’75 Scholarship—to provide financial aid to female students who demonstrate financial need from Cardinal Dougherty High School.

Henry A. Quinn Scholarship—established by Henry A. Quinn ’56.

Nicholas P. & Brigit A. Rashford Scholarship—established by Rev. Nicholas S. Rashford, S.J., President of Saint Joseph’s University, to honor his mother and father.

Joseph A. Roesser ’62 Memorial Scholarship—established through the estate of Joseph A. Roesser ’62 to provide assistance to students with financial need who do not qualify for other merit-based awards.
Alexis Rosenberg Foundation Scholarship—established in 1985 by the Alexis Rosenberg Foundation.

Brother Paul A. Rosenecker, S.J., Scholarship—established through the estate of Drew O’Keefe ‘38.

Peter B. & Adeline W. Ruffin Scholarship—to be awarded with preference for students from traditionally under-represented minority groups.

Rev. George Ruggieri, S.J., Memorial Scholarship—named in honor of Rev. George Ruggieri, S.J., former Director of the New York Aquarium’s Osborn Laboratories of Marine Sciences and former Saint Joseph's faculty member. This scholarship is for students from Brooklyn, NY, who major in the Natural Sciences.

John T. & Emma D. Rusin Memorial Scholarship—established by the Rusin family and loyal friends.

Joseph L. San Giorgio Memorial Travel Fund—this fund provides travel support to students majoring in Food Marketing to aid them in attending conferences, trade shows and other Food Marketing related events.

Clarence G. Schilling Scholarship—established in 1976 by Clarence G. Schilling, a faculty member 1939-43.

John W. Schmidt Memorial Scholarship—established by the family of John Schmidt, and awarded to qualified juniors or seniors pursuing University College Programs.

Robert J. Seider Scholarship—established in memory of Robert J. Seider ‘41 to provide scholarship assistance to qualified students at the University.

Francis J. Sellinger ’36 Scholarship—to provide financial aid to students who demonstrate financial need.

Shield of Loyola Scholarship Fund—established by members of the alumni from proceeds of the Sesquicentennial Gala in Nov. 2000.

Esther and Thomas Smith Scholarship—established by Christopher W. Smith ’73 in honor of his parents.

Michael J. Smith, S.J. Class of 1955 Scholarship—to provide financial aid to students who demonstrate financial need.

Terrence J. Smith ’63 Scholarship—established by Terrence J. Smith ’63 to provide financial assistance to deserving students.

Society of the Friendly Sons of St. Patrick Irish Studies—established by the Society for students in the Study Abroad in Ireland Program to support scholarly activities that will encourage greater interest in, understanding of, and appreciation for the culture and history of Ireland, and the historical links between Ireland and the United States.

Eugene P. Spillane, Esq. ’80 Endowed Scholarship—established by friends of this alumnus to provide financial aid to one or more students with preference given to qualified students from Staten Island, NY or students who participate in Division I Track and Field.

Herta M. Stephenson Scholarship—established by a Charitable Gift Trust in 1991 to benefit students in German Programs.

J. Edward Sunkes Scholarship Fund—established in memory of J. Edward Sunkes ’32 to provide financial aid for tuition and/or residence fees to deserving undergraduate students with a preference for those in the Business School.

Edward G. Sutula Scholarship—established by friends of Edward G. Sutula to provide scholarship assistance to senior accounting students.

Tengelmann Scholarship Fund—to provide financial aid to students.

Rev. Terrence Toland, S.J. Scholarship—established by Christopher W. Smith ’73, to honor Father Toland.

Leo L. Tully Scholarship—established by Leo L. Tully ’11.

United States Liability Insurance Group Endowed Scholarship Fund—established by this company to provide financial aid to one or more students enrolled in the University who have designated the risk management and insurance track of the Finance major as his/her course of study.
Peter W. Urbaitis, II ’64 Scholarship—to provide financial aid to students who demonstrate financial need, giving preference to graduates of Reading Central Catholic High School in Reading, Pennsylvania.

Andrew Wallace’96 Memorial Scholarship—to provide financial aid to a men’s varsity soccer player who demonstrates financial need and represents the spirit of Andy Wallace.

William T. Walsh ’61 Memorial Scholarship—established by family and friends of William T. Walsh ’61 to provide assistance to students in the Accounting Program who intend to enter the Accounting Field.

Steven T. Whelan, M.D., ’36 Scholarship—established by Stephen T. Whelan ’36 to provide scholarship assistance to qualified pre-medical students.

Robert J. ’50 and Marie K. White Scholarship Fund—established to provide scholarship assistance to qualified students who demonstrate financial need.

Wismer Family Fund—established by a bequest from Ann K. Wismer to provide scholarships for needy and deserving students who demonstrate great financial need.

Margaret J. Wittthuhn Scholarship—to provide financial aid to students who demonstrate financial need.

Joel M. ’56 and Roseanne N. Ziff Scholarship—established to provide scholarship assistance to students with special consideration for students from West Catholic High School and those who are interested in pursuing a degree in business.

Gerard A. ’50 and Doris M. Zulli Scholarship—established to provide support for a deserving student in the School of Business.

Food Marketing Scholarships

The following special scholarships are available to students majoring in Food Marketing:

Robert P. Barry, Jr. Memorial Fund—founded in memory of their son by Mr. and Mrs. Robert P. Barry, Sr.

Donald D. Bennett/Richfood Scholarship—for deserving Food Marketing majors.

Thomas C. Butler Scholarship—for deserving Food Marketing majors.

W. Jackson Catt Memorial Scholarship Fund—scholarships to deserving Food Marketing majors.

Frank Celauro Scholarship—for deserving Food Marketing majors.

The Cherry Foundation Scholarship—for students interested in food service.

Eastern Frosted Foods Association, Inc. Scholarships—to be awarded to sophomore or junior Food Marketing majors in good academic standing to continue in the next academic year.

Eden Charitable Foundation Scholarship—scholarship for deserving Food Marketing majors.

Joseph Ferolie Scholarship—for deserving Food Marketing majors.

The Genuardi Family Foundation Scholarship (honoring the Genuardi brothers)—to be awarded to a deserving sophomore in good academic standing to be continued in the next academic year.

Herman J. Heim Scholarship—for deserving Food Marketing majors.

T.P. Infusino Scholarship—for deserving Food Marketing majors.

William J. Kane Memorial Scholarship—to a deserving Food Marketing major.

Myer B. Marcus Scholarship—founded as a memorial to Mr. Marcus.

McCullom/Nabisco Scholarship—for deserving Food Marketing majors.

Daniel J. McLaughlin, Jr. Memorial Scholarship—for deserving Food Marketing major.

David J. Neville’83 Memorial Scholarship—to provide financial aid to students majoring in Food Marketing who demonstrate financial need.
Undergraduate Programs

William B. Nixon Scholarship—awarded to a deserving second-year student.

Harry Odolf Scholarship—for deserving Food Marketing majors.

Pennsylvania Food Merchants Association Scholarship—for Food Marketing students.

Milton J. Perlmutter Memorial Scholarship—to be awarded to a deserving Food Marketing student.

R.M.I.-Richard McCready Scholarship—awarded to a Food Marketing major from the Baltimore/Washington area.

Nicholas S. Riso Memorial Scholarship—founded in memory of long-time board member by Giant Food Stores, Inc. to be awarded to a Giant Associate, an Ahold Associate or a deserving Food Marketing major.

Alfred Rotelle Memorial Scholarship Fund—awarded to deserving Food Marketing majors.

John Rotelle Scholarship—for deserving Food Marketing majors.

John Saker, Sr. Scholarship—awarded to a deserving fourth-year student.


Annual Scholarships

The University is also grateful for additional scholarship funds provided by individuals, corporations and foundations, which are awarded annually. Most notably, every year since 1981 the University has received The W. W. Smith Charitable Trust Scholarships.
Student Life

Consistent with the mission of Saint Joseph’s as a Catholic, Jesuit University, the division of Student Life helps to achieve institutional objectives by assessing the status of students at different stages of their education; by collaborating with other university personnel in creating learning conditions which facilitate the complex process of student development; by identifying and addressing situations which impede learning; and by devising programs and services to enable students to use the opportunities the university offers for growth and wholeness of body, mind and spirit.

Campus Ministry

Mary Margaret Wolfington Center (610) 660-1030 (www.sju.edu/campusministry)

Campus Ministry serves the mission of Saint Joseph’s University by making visible the religious identity of the institution, and by nurturing the spiritual development of students, faculty and staff. In the context of Catholic higher education, Campus Ministry provides opportunities to encounter God active in our world, to develop a conscience rooted in Gospel values, and address issues of faith and justice. Challenged by a world in need of healing and motivated by Jesus Christ, Campus Ministry fosters a community of believers called to be “persons for others” and empowers leaders for church and society, thus participating in the unfolding of God’s plan of creation. (Mission Statement)

The men and women who form the Campus Ministry team at Saint Joseph’s seek to support the spiritual growth of all members of our community. Through the programs in liturgical ministry, community service, retreats, faith-sharing groups, and service immersion trips, students have opportunities to deepen their faith, to develop a spirituality that will serve them as young adult believers, and to discuss the religious and ethical aspects of questions that are essential for all of us. Campus Ministry at Saint Joseph’s encourages all students to integrate their faith into their lives experience and to strive to become men and women with and for others.

Athletics and Recreation

Alumni Memorial Fieldhouse (610) 660-1707 (www.sjuhawks.cstv.com)

Athletics

All Saint Joseph’s University students are encouraged to participate in intercollegiate, club and/or intramural activities as well as in the numerous recreational and fitness opportunities that are available. There are many indoor and outdoor locations for athletic and recreational events. These facilities are utilized to enhance the student’s physical development under the supervision of Saint Joseph’s staff.

Intercollegiate Sports

Varsity intercollegiate athletics at Saint Joseph’s University maintains a high profile as an NCAA Division I program. The University competes throughout the region as a member of the prestigious Atlantic 10 Conference and the Philadelphia Big 5. Comparing enrollments, Saint Joseph’s is one of the smallest schools in Division I, yet the University competes regularly with some of the most recognizable names in college athletics.

The University’s athletes take advantage of modern, well-equipped facilities, experienced coaching, expert conditioning and medical support as well as the benefits of extensive academic support and publicity.
Undergraduate Programs

programs. A complete athletic training and medical staff, academic advisors and the Office for Sports Media Relations work together to allow each student athlete to receive personal attention.

The University offers 20 varsity sports, 10 for men and 10 for women:

**Men**—baseball, basketball, crew, cross country, golf, indoor track, lacrosse, outdoor track, soccer, and tennis.

**Women**—basketball, crew, cross country, field hockey, indoor track, lacrosse, outdoor track, soccer, softball, and tennis.

Club Sports ([www.sju.edu/clubsport](http://www.sju.edu/clubsport))

Competition at the club level provides for the opportunity to challenge “outside” opponents in a competitive setting. Sports club offerings include ice hockey, rugby, field hockey, martial arts, volleyball, and roller hockey.

Intramurals ([www.sju.edu/intramurals](http://www.sju.edu/intramurals))

The intramural sports program consists of approximately 30 activities conducted throughout the academic year. Those persons not affiliated with any organized group, but wishing to participate, should contact the Intramural office. Specific information and deadline dates can be found in the Intramural/Recreation Handbook and are posted in the Student Sports/Recreation Center. All Intramural/Recreation participants should ask for a copy of the “Eligibility Statement” and the “Release Statement.”

University and individual champions will be determined in all tournaments conducted throughout the year as part of the Intramural Sports program. Awards will be presented to all University and individual champions. University champions are invited to participate in the City Six Extramural Classic in flag football, basketball, volleyball and softball.

Recreation (610) 660-1722 ([www.sju.edu/recreation](http://www.sju.edu/recreation))

The University’s Student Sports/Recreation Complexes are versatile fitness centers designed to accommodate the University community’s need for exercise, recreation and sports activities.

The Sports/Recreation Complexes consist of:

- courts convertible for basketball, tennis, and volleyball
- indoor and outdoor running tracks
- indoor pools
- racquetball/handball courts
- locker rooms and saunas
- fitness centers featuring state-of-the-art cardiovascular, resistance and free weight equipment
- tennis courts
- playing fields

The recreation office offers outdoor recreation trips. The trips are offered on select weekends each semester. Trips include whitewater rafting, skiing, hiking, and orienteering. Special instructional programs including aerobics, qi gong, and fitness programs are available for an additional fee.
Student Life

Student Educational Support Services

Science Center 113 (610) 660-1081 (www.sju.edu/sess)

This office provides academic support services for all Saint Joseph’s University students. Through this office a wide range of programs and services are designed to meet the learning needs of the general population, as well as provide for the needs and advocacy of specific populations:

Learning Resource Center

Science Center 302 (610) 660-1775 (www.sju.edu/lrc)

The Learning Resource Center offers all Saint Joseph’s University undergraduate students a wide range of free academic support services. The LRC schedules tutoring and study skills assistance for students by the assigning of one-on-one sessions, small group sessions, and walk-in sessions. Peer tutors facilitate the sessions in a variety of entry level courses. Supplemental student instruction leaders also offer weekly review sessions out of class to students enrolled in designated difficult courses such as history, biology and chemistry. Additionally, the Learning Skills Specialist administers and provides individual student study styles assessments, referrals, and learning strategy workshops.

Academic Services for Student Athletes

Science Center 113 (610) 660-1729 (www.sju.edu/assa)

The staff monitors academic progress of all student athletes in accordance with University and National Collegiate Athletic Association (NCAA) guidelines. Student athletes receive assistance in academic planning, course selection, and choosing a major, as well as assistance in the pre-registration, add/drop, the withdrawal process and referral to other resources for additional support services. Students are referred to their faculty advisors for course selection. Monday through Thursday, the staff monitors mandatory study hall and offers workshops in order to enhance the student athletes’ academic success.

Services for Students with Learning/Physical/Psychiatric Disabilities

113 Science Center (610) 660-1774 TTY (610) 660-1620 (www.sju.edu/ssd)

In accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA) of 1990, the Office of Services for Students with Disabilities coordinates support services and recommends “reasonable academic adjustments” based on the needs of the student and appropriate documentation. The Office is responsible for promoting access to facilities and programs, ensuring equal educational opportunities, acting as an informational and referral source, providing counseling and serving as a liaison between faculty and student.

Passport Programs

Science Center 113, (610) 660-1663 (www.sju.edu/passport)

The Passport Programs provide an intensive summer program to select groups of incoming freshmen. The program includes a math course and credit-bearing GER courses that are designed to promote student success during the students’ years ahead at SJU. Throughout the academic year, advisors monitor students’ academic
progress and provide academic advising, study skills counseling, career counseling, and referrals to faculty advisors and other support services on campus.

Counseling Center

*Merion Gardens (610) 660-1090 (www.sju.edu/counseling)*

The Counseling Center helps students reach their personal and academic goals through the provision of brief counseling, consultation and outreach programming. The staff includes licensed professional counselors, psychologists and doctoral level interns, well equipped to help students cope with a variety of concerns, including: depression, anxiety, relationship conflicts, stress, sleep difficulties, and substance abuse. Located in A504 Merion Gardens, the Counseling Center is open Monday through Friday from 8:30 am to 4:30 pm with some additional early evening hours available. For added convenience, our satellite office is located in the LaFarge Residence Hall, office 110, on the main campus with daily walk-in times for students with urgent concerns. The Counseling Center’s web site provides self-help material and links to mental health resources in the area.

PLEASE NOTE: Services for part-time students and graduate students are limited to consultation/assessment and referral.

The mission of the Prevention and Intervention of Substance Abuse (PISA) program is to educate students about substance abuse issues while reducing the associated negative consequences. PISA delivers a comprehensive program which provides empirically-supported prevention and intervention techniques in a variety of formats including on-line assessment and education, classroom instruction, small group sessions and individual counseling. PISA is staffed with counselors and interns who specialize in substance abuse problems and addiction.

Office for the Prevention and Intervention of Substance Abuse

*Campion 238 (610) 660-3462*

The mission of the Office of Prevention and Intervention of Substance Abuse is to educate students about the effects of alcohol, and to reduce the negative consequences associated with drinking and other drug use. The program utilizes a multi-pronged, comprehensive approach to implement empirically supported prevention and intervention techniques including on-line assessment and education, classroom instruction, group presentations, and individual substance use assessments.

Career Development Center

*Overbrook Hall (610) 660-3100, careerhelp@sju.edu, www.sju.edu/careers*

Career Development provides comprehensive life-long services and programs to all students at Saint Joseph’s University. The Career Development staff is dedicated to teaching students and alumni to be self-directed in connecting the academic and work worlds by providing career related experiences, information, services, programs and counseling. The Career Development Center offers 24 hour, 7 days a week access to resources via a web-site. Below is a list of services and resources:

- Career Counseling (call (610) 660-3100 for scheduling)
- Choosing Your Major Workshops
- Full-time Job Listings
- On-Campus Recruitment Program
- Mock Interviews
Student Health Center

**Sourin Hall (610) 660-1175 (www.sju.edu/studenthealth)**

The Student Health Center provides primary assessment and treatment of illnesses and injuries to students. Any student in need of health care is encouraged to use the Student Health Center on a walk-in basis. There are no fees charged for treatment received in the Student Health Center. However, students are charged for some special immunizations, prescriptions and laboratory work. Students are also responsible for any expenses incurred when referred to either Lankenau Hospital or a local specialist.

The Student Health Center is staffed by a full-time Primary Care Nurse Practitioner/Director, a part-time Physician and several Registered Nurses. A part-time Women’s Health Nurse Practitioner is available to see students needing gynecological care. The Student Health Center is open Monday 8 a.m.–7 p.m., Tuesday through Friday 8 a.m.–5 p.m., and Saturday 11 a.m.–3 p.m. while classes are in session during the fall and spring semesters. The Student Health Center is closed on Sunday. Limited summer hours are available.

Students are encouraged to visit the Student Health Center not only when they are ill or injured, but also when they have questions or concerns about any health issue. Information will be given in a confidential and nonjudgmental manner.

Office of Multicultural Life

**229 Campion (610) 660-1141 (www.sju.edu/multicultural)**

This office is responsible for facilitating programs and activities that promote the understanding and appreciation of cultures and heritages of underrepresented populations at Saint Joseph’s. The Director strives to develop a strong support system for African American, Hispanic American, Asian American, Native American and international students, and to promote social, cultural and academic programming for the University. As advisor to the Multicultural Council, Black Student Union, Asian Student Association, Carribean Student Association, International Student Association, Latino Student Association, Latino Student Association, Women of Color “Chat n’ Chew” Series, Hawks of India, and the University’s Gospel Choir, “Voices of Praise,” the Director serves as an advocate and resource for all students of color.

Residence Life

**LaFarge 1st Floor (610) 660-1062 (www.sju.edu/reslife)**

Living on campus at Saint Joseph’s University is an experience that gives students the opportunity to immerse themselves in the campus community. Students at Saint Joseph’s University are exposed to new ideas and issues they may want to question and explore beyond the limits of the classroom.

As resident students they will have the added opportunity to address and discuss ideas and issues in an environment that encourages such interaction. Often this occurs informally with a roommate and a few friends.
or formally through organized hall programs. At other times it can occur during academically focused Living Learning programs with faculty members who come into the residence halls to discuss current and intellectually stimulating ideas and issues with students.

Saint Joseph's University offers students a variety of housing options: traditional corridor-style housing, suite-style housing, campus houses, apartments and townhouses. All residence halls are fully furnished, provide laundry facilities, vending areas, study and recreational space, basic cable television access, and some buildings provide direct access to the University’s computer network.

Within the residence halls there are Academic Interest housing areas. Currently, the Academic Interest housing options include Honors, Business, and Science. Additional academic theme options are being developed based on faculty and student needs. The purpose of this type of housing option is to further bridge the classroom experience and the Living Learning experience.

Students interested in living in University housing should contact Residence Life. Housing is required for freshmen and sophomore students. Housing for juniors and seniors is based on availability. It is the policy of Saint Joseph's University to offer full, equal and non-discriminatory assistance to all students without regard to their race, color, religion, sexual orientation, handicap or nationality in both placement and in the furnishing of facilities and services connected with University housing.

Student Leadership and Activities

*Campion 3rd floor (610) 660-1073 (www.sju.edu/studentleadership)*

The Office of Student Leadership and Activities is dedicated to enhancing the educational development of students by providing opportunities for involvement in co-curricular programs and services. These include leadership programs, student clubs and organizations, Greek Life, event programming and planning, and University Student Senate. Through innovative programming that complements academic and personal development, we nurture the mind, body, and spirit of each individual student while enhancing the Jesuit mission of the University.

The Campion Student Center is the hub of campus life. Services offered in Campion include copier services, a computer lab, student club meeting space and offices, event ticket sales and sign ups, and the cafeteria is located on the ground floor.

The Hawk Rock is the place on campus where students hang out. Weekend and late-night programming, as well as band nights and coffeehouses are just some of the events that take place in The Hawk Rock.

University Student Senate

*Campion 227B (610) 660-1075 (www.sju.edu/studentsenate)*

The University Student Senate is the governing board for the student body dedicated to addressing student issues through advocacy and policy recommendations. The Senate is comprised of an executive board that includes the President, Speaker of the Senate, Vice President for Financial Affairs, Vice President for Student Life, Vice President for Communications, four elected representatives from each class, and five appointed at-large members. Elections for the Senate take place in November. Freshman representatives are appointed for the fall semester in September.
Student Participation in University Governance

*University Student Senate Campion 227B (610) 660-1075*

The University recognizes the need for student participation in the governance of academic and community affairs, not only for the sake of educational experience, but, more importantly, because students have vital contributions to make to the enterprise. Students participate in the governance of the University and its activities through the University Council and Standing Committees, the University Student Senate, and the Student Budget Advisory Committee.

Student Union Board

*Campion 230 (610) 660-1078 (www.sju.edu/sub)*

The Student Union Board, known as SUB, is a student-run organization that encourages the students’ development of leadership, responsibility, and social competency by planning and participating in campus programs. These activities are designed to enhance the educational, recreational, cultural, and social aspects of the collegiate experience. All registered undergraduate students are welcome to take part in the activities, and to be a part of the standing committees that are responsible for the programming.

Communications and Publications

*Campion 3rd floor (610) 660-1073*

Students having journalistic or literary interests participate on the staffs of the campus newspaper, literary magazine, the yearbook, and radio station. Published weekly during fall and spring semesters, *The Hawk* reports news and opinions on events and issues of significance to the campus community. *Crimson and Gray*, the campus literary magazine, publishes student contributions. *The Greatonian* yearbook records campus activities and personalities of the academic year. Radio station WSJR broadcasts music and programs of current interest to campus listeners.

Special Academic and Interest Organizations

*Campion 3rd floor (610) 660-1073*

Members of the day colleges pursue a broad range of special and academic interests through various organizations and interest groups. A number of these organizations also become actively involved in service to the University and broader communities. Membership is usually open to anyone having an interest in the organization’s activities. For an updated list of active organizations, please contact the Office of Student Leadership and Activities or visit www.sju.edu/studentleadership.

Office of Community Standards

*Campion 239 (610) 660-1046 (www.sju/communitystandards)*

The Mission Statement of Saint Joseph’s University shapes the responsibilities and privileges afforded to members of the University community. These Community Standards are designed to foster a community conducive to achieving the mission of the University. Rooted in the Catholic Jesuit tradition, Saint Joseph’s University aims to create and to sustain an educational environment that facilitates students’ academic, personal, and spiritual development. At the core of these values is the Ignatian tradition of “cura personalis,”
which affirms the goodness, the worth and the dignity of every human being. Students affirm this commitment through adherence to the standards of conduct established within our community.

In the broadest terms, all members of the Saint Joseph's University community are expected to:

- Be honest;
- Have respect for self;
- Have respect for others, their well-being and their property; and
- Have respect for the standards of the University and the laws of the larger community.

For a full copy of the community standards policy: www.sju/communitystandards.
Special Programs

Service-Learning

Integral to the mission of Saint Joseph’s University, Service-Learning challenges students to combine traditional academic coursework with community service experiences. The student engaged in Service-Learning works in two classrooms, one here at the University and the other in the inner-city of Philadelphia. Classroom lectures, texts, and tests are enhanced by the service commitment of three hours per week to schools and social agencies that are selected for each course.

Service-Learning courses are now offered in 12 departments. A team of staff and students assist the faculty in the recruitment, placement and orientation of students enrolled in Service-Learning courses. Contact the Faith-Justice Institute to find out which classes are being offered each semester.

Post-Graduate Volunteer Service Program

The Faith-Justice Institute encourages its graduates to devote a year or two in full-time domestic or international volunteer service by hosting an annual volunteer fair for over 35 postgraduate volunteer programs, informal sessions with returning graduates of volunteer programs, and discernment workshops. In addition, Faith-Justice staff are available to provide individual counseling as well as assistance in facilitating the application process. Interested students are advised to consult with the Director of the Faith-Justice Institute early in their senior year.

Teacher Education

The Department of Education has a number of programs designed to prepare students for teaching careers in public and private schools at both the elementary and secondary levels. The Education Department is housed in the College of Arts and Sciences and offers programs that lead to certification in elementary, elementary/special education and/or secondary areas; students wishing to earn a secondary certification major in the academic department associated with the content area and minor in education. Both programs culminate in a supervised student teaching experience in one of the several local schools cooperating with the Department’s certification programs. Successful completion of the Teacher Education curriculum leads to a degree from the University and eligibility for certification from the Pennsylvania Department of Education.

The Department of Education maintains a strong commitment to the training of teachers for all sectors of our society. As an academic component of a Catholic Institution, the Department takes special interest in the preparation of teachers for Catholic schools. Arrangements between the Education Department and the Theology Department make it possible for students to pursue a combined major/minor program with a special focus on theology and education. This specialized program leads toward certification with a specialized emphasis on the mission and role of Catholic schools in the United States.

The Department now offers a special five-year program that enables graduates to earn a Masters of Science while acquiring three certifications, elementary, special education and reading specialist. Students qualify for participation in this program by developing a strong professional dossier through course work and field participation and by earning a cumulative grade point average (GPA) of 3.0 at the completion of the junior year. Students interested in this program should inform their advisor early in their academic career.
Admission to Schools of Law

The Law Professions Advisory Committee provides counseling and other assistance to students interested in law school. Since the Committee's formation in 1972, a significantly higher percentage of Saint Joseph's graduating seniors than the national average have been admitted to schools accredited by the American Bar Association.

Students are strongly encouraged to meet with the chair of the Committee to analyze their prospects for law school early in their freshman year and again in their sophomore year. During the spring semester of junior year, they should draw up, with the assistance of the chair of the Committee, a list of law schools to which they might realistically apply.

In addition to individual advising, the Law Professions Advisory Committee coordinates on-campus information sessions with law school representatives and presents a series of lectures dealing with the problems surrounding law school admission. It also maintains a collection of catalogs, informational material, and LSAT/LSDAS applications in the office of the chair, Dr. Francis Graham Lee, 105D B/L, (610) 660-1753, glee@sju.edu.

Admission to Schools of the Health Professions

Students preparing to enter medical, dental, or other schools of the health professions usually major in one of the natural sciences. It is also possible to major in humanities and social science areas and still fulfill the minimum requirements for all health professional schools. The minimum requirements for pre-medical and pre-dental studies include the following courses: general biology (8 credits), general chemistry (8 credits), organic chemistry (8 credits), and general physics (8 credits). A superior knowledge of these fundamental disciplines is essential. A one-year course in calculus is strongly recommended, although it is not required by most health professional schools. In addition, courses which touch upon the sociological, philosophical, and moral aspects of health problems—the human dimension—are an intrinsic part of this program in the Jesuit educational tradition.

The twelve-member Health Professions Advisory Committee evaluates the qualifications of students applying to health professional schools and provides the composite letter of recommendation from the University. In addition, the Health Professions Advisor counsels students on course selection, preparation for the MCAT and DAT, and procedures to follow when applying to health professional schools. In recent years, over 85% of Saint Joseph's applicants to health professional schools were admitted, a rate that is twice the national average. For more information, contact Mrs. Connie O'Hara, 335 Science Center, (610) 660-1043, ohara@sju.edu.

Fellowships Office

The Fellowships Office offers guidance and advice to fellowship and scholarship applicants already enrolled in the College of Arts and Sciences, the Erivan K. Haub School of Business, and the University College. In the majority of cases, these fellowships and scholarships are given by off-campus granting institutions or foundations, such as the Fulbright Program, the Barry M. Goldwater Excellence in Education Foundation, the Harry S. Truman Scholarship Foundation, or the Rhodes Scholarship Fund. The Fellowships Office works closely with fellowship/scholarship applicants in every step of the application process, from discerning which fellowships/scholarships best suit their needs to discussing and implementing the steps that need to be taken along the way. For more information, contact Rev. Patrick Samway, S.J., Director Fellowships Office, Bellarmine 14-A, x 3130, psamway@sju.edu.
International Student Services at the Center for International Programs

The Center for International Programs (CIP), located in Barry Annex, is responsible for meeting the needs of international students from the time they apply until they graduate. CIP serves as the primary advising office for non-academic issues for international students. The most significant arena is in dealing with immigration issues for students in F and J visa status, including:

- initial and transfer issuance of the I-20 form to apply for a student (F-l) visa or initial/transfer issuance of the DS-2019 form to apply for an exchange visitor (J-1) visa;
- orientation for international students;
- documentation required to travel in and out of the United States;
- change of status applications to F-1 status;
- extensions of stay;
- practical training and other work permission requests.

Washington Internship Program

The Washington Internship program offers an opportunity for qualified students who have completed a minimum of four regular semesters to serve as interns in a legislative, judicial, administrative, or public interest group office, as well as the opportunity to work in the sciences, business, and communications fields. The internship is equivalent to two three-credit courses. The program also entails participation in a three-credit course taught at the Washington Center and completion of an Independent Study directed by a Saint Joseph’s University faculty member. Students who take part in the semester program ordinarily take an additional course in the summer session preceding or following the internship.

The internship satisfies six credits of the major requirements in political science. For all other majors the internship may be credited toward the social sciences portion of the General Education Requirement. In addition, depending on the internship experience, credit may be given by the student's major department. This is possible for majors in Economics, Environmental Science, Finance, Health Services, History, Information Systems, International Relations, Management, Marketing, and Public Administration. Other majors may also participate, subject to the approval of their advisor/department chair. Students must have a GPA of at least B- and should have completed POL 1011, Introduction to American Government and Politics or an equivalent course. Tuition and fees for the semester in Washington (and supplementary courses) are approximately the same as those for on-campus study.

A College-Plus program is available for students in the two semesters after they graduate. The program involves an internship without the course requirement.

Further information is available from Dr. Francis Graham Lee, Coordinator of the Washington Internship program, Barbelin 105.

Study Abroad

Students are eligible to study abroad during the second semester of their sophomore year, all or part of their junior year or their senior year (with permission of the Associate Dean). Degree credit is granted upon successful completion of an approved program of foreign study. Permission to study abroad in the fall or spring semester must be obtained from the Center for International Programs (CIP) in the preceding semester. Students should plan early and review their plans with their academic advisor and the Center for International Programs.

Various scholarships that are funded by the University may be applied in full to the cost of tuition for studying abroad in the semester programs listed below that are conducted by or affiliated with Saint Joseph's. Typical
of such scholarships are the Board of Trustees, Presidential, University, Assistance Grants, Jesuit scholarships, and employee family scholarships. In some cases, athletic grants may be applied. Please consult with the Center for International Programs and the Financial Assistance office for more details.

Semester/Year Study Abroad Policy and Procedures

Saint Joseph’s University students who wish to study abroad and receive credit toward their Saint Joseph’s degree will remain registered at SJU and pay SJU tuition plus a Continuing Registration fee for the semester or year they will be studying abroad.

Students will be considered to be enrolled at Saint Joseph’s University while abroad and will be allowed to receive his/her entire financial aid package. Saint Joseph’s University will then pay the overseas program for the tuition portion of the program. Students will be responsible for paying all non-tuition fees associated with the program they will be attending. Please note that for some Saint Joseph’s University affiliated programs, students may be required to pay other fees to Saint Joseph’s University first and Saint Joseph’s University will then forward these fees to the program sponsor. Students must receive proper approval for their proposed program of study.

Upon successful completion of an approved foreign program of study, credit will be granted towards graduation for all appropriate courses taken on SJU affiliated or approved programs.

Saint Joseph’s Approved Programs

Students apply first to the Center for International Programs and also directly to the sponsoring institution. Application deadlines at CIP are early March if applying for Fall study abroad and early October if applying for Spring study abroad. It is important to remember that the deadlines for individual programs may be earlier than Saint Joseph’s deadline. Space for some programs is limited and early applications are encouraged.

Although we will try to help Saint Joseph’s University students gain admission into the programs of their choice, our approval does not guarantee admission. Students are responsible for understanding and meeting the regulations, requirements, and deadlines specific to the program of their choice.

Program Requirements

Students are required to maintain full time enrollment, attend class regularly and comply with all program regulations and individual course requirements in any program they choose. Students who leave the program before it is officially over will not receive credit for their work.

Credit Toward Graduation

Credit will be given towards graduation for all appropriate courses taken on SJU programs or approved programs abroad. Students must, however, get approval for their proposed courses from their academic advisor and/or department chairs. All courses including internships must be taken on A-F basis. Grades are reported on the Saint Joseph’s University transcript and counted toward the student's overall GPA.

Before study abroad course credits and grades are posted to student transcripts, every student is required to do an exit interview, so that CIP has the opportunity to find out more about his/her study abroad experience.

Academic and Disciplinary Good Standing

Students who apply to study abroad programs should be in good academic and disciplinary standing with Saint Joseph’s University and have a minimum cumulative GPA of 2.5. Students will be asked to sign a waiver allowing the Center for International Programs to check with the Dean’s Office regarding both academic and disciplinary standing. Any current or pending discipline issue will be taken into account in evaluating a student’s application to study abroad.

Fees and Financial Aid
Special Programs

Students remain enrolled at Saint Joseph’s University while abroad, and will therefore pay Saint Joseph’s tuition fees. Saint Joseph’s University will then pay the program for the tuition portion of the program.

Depending on the specific program, some students will be billed for room and board costs in addition to the tuition fees on their Saint Joseph’s invoice. However, most students will pay these fees directly to the abroad program. Please see specific program descriptions available at the Center for International Programs to determine how room and board costs will be billed.

All forms of financial aid can be applied to Saint Joseph’s approved programs. This includes Saint Joseph’s grants, loans, scholarships, and state and federal awards, such as Pell Grants and Guaranteed Student Loans. A financial aid package for a student participating on a Saint Joseph’s approved program will be based on the specific costs of the program in which the student will be studying. The following expenses will be included when calculating a student’s financial need: tuition and fees, room and board, books, airfare for round-trip ticket and miscellaneous expenses such as local transportation, police registration fees, immunizations and any health insurance required by the host country. Students may not use any of their financial aid towards a non-approved program.

**Petitioning to Participate on a Non-Approved Program**

If a student wishes to attend a university or study abroad program that is not currently an approved program and therefore not recognized for academic credit, the student must submit a petition to the Center for International Programs. Please note that this is only an option for students who have specific academic needs that can not be met on any of the current Saint Joseph’s approved programs. The petition will be reviewed by a committee before a decision is made to determine if the proposal will be accepted.

Please note that petitions for study abroad on non-approved programs are not routinely approved. Only petitions with clear academic objectives and compelling academic reasons are considered. Applications may be obtained at the Center for International Programs. Before preparing a petition, the student must consult with their academic advisor as well as a study abroad advisor. Petitions are judged on the merit of the student’s academic objectives in relation to specific study abroad opportunities for which they are seeking approval. Petitioners are expected to have superior grades and sound academic preparation. It is also expected that the student will have strong support from their major academic advisor. Petitions for programs that are largely similar to existing Saint Joseph’s programs will not normally be approved. Petitions are judged on the merit of the student’s academic objectives in relation to specific study abroad opportunities for which they are seeking approval. Petitioners are expected to have superior grades and sound academic preparation. It is also expected that the student will have strong support from their major advisor. Petitions for programs that are largely duplicate or are in enrollment competition with existing Saint Joseph’s programs, reciprocal university exchanges, or recognized affiliated programs in the same city or country will not normally be approved.

The absolute deadline for filing petitions for study abroad during the spring semester is October 1 of the preceding semester, and for fall semester the deadline is February 15 of the preceding semester. If the student’s petition is approved, the student’s study abroad program will be administered by Saint Joseph’s University in the same way as all other study abroad programs and the student must pay Saint Joseph’s tuition.

**Current SJU-Affiliated and Approved Semester Programs**

**Strasbourg, France**

Conducted by Saint Josephs’ University in cooperation with French Jesuits, the SJU spring semester in Strasbourg program offers five courses taught in French in various academic fields. Students reside with families for the initial four weeks and then move into university dormitories for the remainder of the semester. Meals are provided by families while in the homestay and while in the dormitory students have their meals in university restaurants. An accompanying SJU professor teaches two of the courses and directs the program during the semester.
London, England

The program is conducted at Birkbeck College of the University of London in conjunction with the Institute for Study Abroad at Butler University in Indianapolis. Students may attend either the Fall and/or Spring semester. All courses are taught by British faculty. Students live in apartment-like residences, prepare their own meals, and commute to class on public transportation. Orientation includes a stay of several days with a British family. Students also have the option to apply for a part-time internship related to their academic major while in London. A minimum GPA of 2.7 is required for this program and a 3.0 GPA is required for the internship.

Lancaster, England

Students are enrolled as visiting students at Lancaster University in Lancaster, England. Students may attend either one or two semesters. In this program, students are fully integrated into the university and attend classes with British students. Natural science students are especially encouraged to apply, since the university has a wide range of semester courses in biology, physics and chemistry. Students reside in dormitories. A minimum 3.0 GPA is required for this program.

Tokyo, Japan

This program at Sophia University is staffed by an international faculty of Jesuit and lay professors. Students may study for an entire academic year or just one semester (usually the spring semester). Other than Japanese language study, course offerings are in English. Prior to leaving the U.S., students should have taken at least an introductory course in Japanese as preparation for the program. Sophia also offers a summer session. A minimum GPA of 3.0 is required for this program.

Marburg, Germany

This program is conducted in conjunction with Millersville University at the Philipps University in Marburg. Students may enroll for the academic year or the spring semester. Students can choose from a wide selection of courses in German language, literature and humanities. All courses are taught in German. Students reside in dormitories.

Madrid, Spain

Conducted in conjunction with St. Louis University, Missouri, students may enroll for one or two semesters or in the summer. Residence is with families or in a dormitory-like facility. Courses are offered in either Spanish or English. A minimum GPA of 3.0 is required for this program.

Galway, Ireland

Students are enrolled as visiting students at National University of Ireland, Galway and may attend either the fall or spring semester. In this program students are fully integrated into the college and attend classes with Irish students. A minimum 3.0 GPA is required for this program.

Cork, Ireland

Students are enrolled as visiting students at University College Cork and may attend either one or two semesters. In this program, students also are fully integrated into the college and attend classes with Irish students. Food Marketing majors are especially encouraged to apply, as the college has both Food Science and Technology and Food Economics departments. For Food Marketing majors, it is best to attend during the fall semester. Students reside in dormitories. A minimum 3.0 GPA is required for this program.

Beijing, China

This program in Beijing is organized by the Center for China Studies, a consortium of over 20 Jesuit institutions. The Beijing Center for Language and Culture hosts the program. Students may attend for either one or two semesters. Courses are offered in English in the humanities, business and the social sciences. Each semester an exciting two- to three-week excursion is organized. Students are housed in a residence for international students. A minimum 2.8 GPA is required for this program.
**Santiago, Chile**

The Universidad Alberto Hurtado (UAH) is a member of the Jesuit network of more than 200 institutions of higher education. Depending on language ability, students may enroll in UAH courses directly and take classes with Chilean and other international students; or, students may take specially designed classes for study abroad students. A high level of Spanish is expected as all courses are taught in Spanish. Students are housed with home-stay families. A minimum of 2.75 GPA is required for this program.

**Rome, Italy**

The American University of Rome, located in a wonderful section of Rome not far from the historical center, hosts this program. Students may attend either one or two semesters. Courses are offered in the arts and sciences, business and Italian language, literature and culture. Students are usually housed in apartments in nearby neighborhoods or in a hotel/dorm type facility. A minimum 2.5 GPA is required for this program.

**Brisbane, Australia**

Students are enrolled as visiting students at the University of Queensland and may attend either the fall or spring semester. In this program, students are fully integrated into the college and attend classes with Australian students. Living arrangements and support services are provided by the Institute for Study Abroad at Butler University. A minimum 3.0 GPA is required for this program.

**Melbourne, Australia**

Students are enrolled as visiting students at the University of Melbourne and may attend either the fall or spring semester. In this program, students are fully integrated into the college and attend classes with Australian students. Living arrangements and support services are provided by the Institute for Study Abroad at Butler University. A minimum 3.0 GPA is required for this program.

**Sydney, Australia**

Students are enrolled as visiting students at Macquarie University in Sydney and may attend either the fall or spring semester. In this program, students are fully integrated into the college and attend classes with Australian students. Students also have the option to apply for a part-time internship related to their academic major while in Sydney. Living arrangements and support services are provided by the Institute for Study Abroad at Butler University. A minimum 2.5 GPA is required for this program and a 3.0 GPA is required for the internship.

**Additional Study Abroad Programs**

The list of approved and affiliated programs grows each year. Please visit [http://www.sju.edu/cip/studyabroad/](http://www.sju.edu/cip/studyabroad/) for more information on the following Approved Study Abroad programs:

- IFSA-Butler Argentine Universities Program, Buenos Aires, Argentina
- University of Delaware, Grenada, Spain
- Casa de la Solidaridad, El Salvador
- Fairfield University, Florence, Italy
- Gonzaga University, Florence, Italy
- Temple University, Rome, Italy
- The Intercollegiate Center for Classical Studies, Rome, Italy
- SIT, Santiago, Chile
- IES, Vienna Austria
- John Cabot University, Rome, Italy
- Brussels Internship Program, Belgium
Saint Joseph’s University Summer in Greece Program

The SJU Summer in Greece Program is organized by SJU and takes place on the Greek island of Syros. Excursions are also typically offered in Athens and Santorini. Students may enroll in one or two courses offered by SJU faculty and earn 3-6 credits. Students live in a neoclassical villa on Syros. Courses offered change from year to year, but in the past courses have been in Theology, Politics and Psychology. (Summer only, four weeks from late May to late June)

Saint Joseph’s University Summer in Rome Program

The SJU Summer in Rome program takes place in the heart of Rome with some visits to Pompeii and Florence also typically planned. Students may enroll in one or two of the courses offered and there may be three courses offered each summer in a variety of disciplines. In the past courses have been in Italian language and culture, Classics, Business, and Economics. The program is housed in a villa and former residence, so classes, dorms and faculty residences are all in one building.

Summer Study Abroad

Students interested in summer study abroad should obtain permission from the Center for International Programs and their Associate Dean prior to applying. Please contact the Center for International Programs for a copy of the summer study abroad policy and procedures.

Program at Universite Laval, Quebec, Canada

The program at Laval is available during the summer months to students at any level of French. A student earns up to six credits upon completion of the six-week course of study. Entering students may also enroll for this program. After having completed registration for the fall semester, freshmen may thus satisfy their language requirement during the summer preceding the opening of classes in September. Please contact the Foreign Language Department for more information.

International Study Tours

Study tours have become a highly successful and sought after vehicle of learning outside the traditional classroom setting. New models and destinations are continuously being explored, allowing for a large variety in subject matter and departure dates. Tours take place during the January intersession, the spring break, and the summer months. Recent study tour destinations include: Northern Ireland; the Dominican Republic; Germany, France and Italy; Bolivia; Ireland and Denmark; England and India. Students earn three credits for participation in these courses. Contact the Center for International Programs for more information.

Bridge: An Adult Day Program

The Bridge program is designed to allow men and women who are over 22 years of age to pursue their studies during the day on a part-time or full-time basis. The program provides scheduling flexibility for non-traditional-age students.

Students may combine day and evening courses on a full- or part-time basis. They may also enroll in an individual course for credit or audit.
Bridge Program students are enrolled as University College students and normally follow the University College curricula. However, they may matriculate in majors outlined in this Catalog and follow the day curricula. Entrance requirements for the program differ from those of the University College, even though S.A.T. scores are not required.

Support services include academic advising, career and personal counseling, tutorial assistance, and study skills workshops.

For further information concerning this program, contact the Bridge Program at (610) 660-1267.
Academic Policies and Regulations

Students are expected to be familiar with the policies and regulations summarized below and with any supplementary or modified policies and regulations which may be promulgated during the academic year. More detailed information is available from faculty advisors, department chairs, or the office of the Deans of the Colleges.

Degrees And Requirements

The Colleges offer two undergraduate degrees, the Bachelor of Arts and the Bachelor of Science. The degree awarded is determined by the student's major field. The ordinary Degree requirements for either degree include the completion of the number of courses specified by the major with a cumulative grade point average of 2.0, along with the satisfaction of the General Education Requirement and the approved requirements for the major field.

From the several hundred courses offered in the day, students, in consultation with their faculty advisors, select those which best serve their educational need and meet the requirements for the degree. A repeated course, even when the student receives a passing grade on both occasions for the course, counts as only one course of those required for graduation. The student is responsible for planning a program of courses that satisfies all degree requirements.

Definition of a Course

For the purpose of fulfilling curricular requirements, a course is any semester unit to which a value of three credits or more is assigned. A laboratory associated with a course is not considered a separate course, even when it carries a separate course number and grade. Audit (non-credit) courses do not fulfill any requirement. The successful completion of at least 40 such courses is required for graduation.

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
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</tr>
<tr>
<td>B</td>
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<td>3.0</td>
</tr>
<tr>
<td>B-</td>
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</tr>
<tr>
<td>C+</td>
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<tr>
<td>C</td>
<td>Fair</td>
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<tr>
<td>C-</td>
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<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
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</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>No grade points. No credit. Failure remains on record and as part of GPA even if course is repeated.</td>
</tr>
<tr>
<td>FA</td>
<td>Failure, Ab</td>
<td>Failure, absence; equivalent of F; given by the instructor when the student completed the course, but did not comply with the instructor's stated attendance policy. This grade can not be changed by an administrative withdrawal.</td>
</tr>
</tbody>
</table>

FA
Academic Policies and Regulations

P  Pass  No grade points. Credit. The grade P carries credit but is not included in the calculation of the grade point average.

NP  No Penalty  No grade points. No credit. The non-passing grade NP carries no credit and does not affect the calculation of the grade point average.

NA  Never Attended  equivalent of F; given by the instructor when the student never attended or did not attend after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.

VF  Unofficial Withdrawal  equivalent of F; given by the instructor when the student stopped attending after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.

NG  No Grade  a grade that is only used by the University Registrar to indicate that no grade has been submitted by the instructor. Just as with an I or incomplete grade, this grade will automatically turn to an F grade, if it is not resolved within four weeks from of the last day of the final examination period for the semester in question.

IP  In Progress  A temporary grade assigned to all students of a given course that extends meeting requirements beyond the grading period for a traditional semester. Other grades on the scale will be assigned by the appropriate faculty member at the conclusion of the given course or within 180 days from the initial issuance of the IP grade. At that point, the University Registrar is instructed to change all outstanding IP grades to F. Extensions may only be granted by the Dean of the college through which the course is offered.

WA  Administrative Withdrawal  equivalent to W; given by the Dean of the college to which the student belongs in consultation with the University Registrar or with the Vice-President of Student Life in selected involuntary cases, or both, following consideration of exceptional situations where a standard withdrawal from all courses is or was not possible. Students who must withdraw from the university after the end of the last day to withdraw should consult with their academic advisors for appropriate procedures, justification, and documentation to request an administrative withdrawal. Further, Administrative withdrawals are approved only in circumstances with sufficient documentation of impacted academic performance because of medical illness, death or critical illness of an immediate family member, or military service, or when it is deemed that the University can no longer provide education services to a given student (involuntary withdrawal). Administrative withdrawal petitions based upon extraordinary circumstances are only considered for all courses in a semester (not selected courses) and are only considered for courses in the calendar year immediately preceding the date of the petition. Petitions for withdrawal from a second successive semester based on the same circumstances will not be approved.

I  Incomplete  A temporary grade which may be assigned when a student has permission of the instructor to complete requirements within a short time after the end of the course. (This grade is not used when a student's work is qualitatively deficient.) The I grade must normally be resolved within four weeks of the last day of the final examination period for the semester in question. I grades may not appear on a final record. At the end of the stated period unresolved incomplete grades become Failures. Extensions may be granted only by the Dean of the appropriate college.

X  Audit  No grade points. No credit.
Grade Point Average

The grade point average is calculated by dividing the total credits attempted (excluding grades of P, NP, IP, NG, I, X, and W) into the sum of the products of points and credits for all courses taken. Only courses taken at Saint Joseph's after matriculation are included in this calculation, even if transfer credit has been given.

Change of Grade

Requests by teachers for changes in grade must be submitted to the Registrar in writing within thirty days after the last examination date of the semester. Regular semesters are considered to be the fall and spring semesters. Requests by teachers for changes in grade after this time must be submitted in writing to the appropriate Dean, with reasons. Only in exceptional circumstances will such changes be permitted.

Grade Reports

Grades are available to all students at the end of each semester. The university has made grades available via web pages and in paper mailer format. The university may require that students access grades electronically and only produce a grade mailer on a request basis. Quarterly grades, distributed through academic advisors, are issued only to freshmen; other students are to receive warnings from faculty if their performance is deficient. Quarterly grades and deficiency warnings are not recorded but are issued solely to advise students of their academic progress. NG (no grade) is not a permanent grade and is assigned in those infrequent instances when a faculty member is late in returning grades or has not recorded a grade for a given student, for one reason or another.

Course Expectation Form

In the first class meeting of a course, the teacher distributes a written course expectation form, setting forth in reasonable detail the nature of the course, the textbooks to be used, the sequence of topics or themes, assignments, the frequency and nature of tests (or of alternate modes of evaluation), attendance policy, a statement on academic honesty, and so forth.

Examinations

Students are required to take a written examination in each subject during the scheduled examination period at the end of each semester. However, with the approval of the department chair, an instructor may exempt from the final examination all students who have earned the grade of A in the course. Individual teachers who wish to substitute an alternative mode of evaluation for the final examination must submit a specific request in advance through their department chair for the approval of the appropriate Dean. The published course expectation form must include information on the alternative mode selected.

Dropping or Adding Courses

A student may add or drop a course during the add/drop period, usually the first week of class each semester, with approval of the academic advisor. Addition of an approved sixth course will require payment of an additional fee (see Student Expenses). Changes of section are permitted during the add/drop period and do not require approval of the academic advisor. Forms for changes in schedule are available in the Student Service Center (BL 121). Students can also access our website, hawkview.sju.edu, and can perform the add/drop
transaction themselves, provided they have received the proper authorization code from their advisor. In no case will dropping a course be permitted in contravention of penalties imposed through the University's Academic Honesty Policy.

Withdrawal from Courses

A student withdrawing from a course during the add/drop period will not have the course listed on his or her official record. A student who wishes to withdraw after the add/drop period must arrange to do so with the appropriate Dean no later than two weeks after the end of the quarter. Withdrawal later than the second week after the end of the quarter requires an extraordinary and unusual reason, the recommendation of the instructor, and the approval of the appropriate Dean. In no case will withdrawal be permitted after the last class day of the semester or in contravention of the penalties imposed through the University's Academic Honesty Policy. A student who withdraws without permission will receive the grade FA. The form for withdrawal is available in the Student Service Center.

Audit

Full-time students who wish to audit a course should make the arrangement privately with the instructor. At the end of the semester, the Registrar’s office will ascertain from the faculty the names of students completing courses on an audit basis. Audited courses appear on the students’ grade reports and on the official record with the grade X.

The appropriate Dean may allow a student to change from credit to audit status no later than two weeks after the end of the quarter, but not to avoid penalties imposed through the University's Academic Honesty Policy. The reverse change, from audit to credit status, however, is not permitted.

Pass/No Penalty Courses

Certain courses, particularly those requiring completion of a specified assignment or attainment of a specified level of skill, may be designated as Pass/No Penalty courses. The grading basis must be established and publicized no later than the beginning of the registration period and must apply to all students in the course. All such courses require the approval of the relevant department chair and the appropriate Dean.

Pass/No Penalty Course Grade Option

In order to encourage students to challenge their interests and limitations in areas outside their chosen field of study, the University has a Pass/No Penalty grade option for students. This provision allows students the ability to select certain courses in which they are registered to be taken on a Pass/No Penalty basis for grading. When a student opts for this basis in accord with established stipulations, the final grade will result in no effect on the student’s grade point average (GPA). However, credits earned will be awarded if a passing grade is attained. Also, a standard passing grade submitted by an instructor for such students will be converted to the grade of P on the student’s transcript and a failing grade will be converted to NP by the Registrar’s Office upon review of the final grades for the course in question. The description of these grades and their meaning and usage are described in the appropriate section of this catalog.

Students may opt to take a course on this basis as long as the following conditions are met:

- The course selected is a free elective, not counting in any way toward the student's general education requirements, or prescribed major or minor program requirements. Further, students are only permitted to
take 2 (two) such courses under this option during their undergraduate career at Saint Joseph's, and no more than 1 (one) such course in a given semester.

- The student and the course selected are on the undergraduate level and the student has attained junior or senior status at the university.

In addition to the above stipulations, students are required to submit their request to the Registrar’s Office (BL 122) by the conclusion of the add/drop period for that term. Once accepted by Registrar’s Office personnel, the student accepts responsibility for the course meeting the stated eligibility requirements. Further upon submission of the request, the Pass/No Penalty option can not be reversed. Questions regarding this option may be directed to the Registrar’s Office.

**Attendance Policy**

The course expectation form shall include a clear statement on attendance policy, specifying the maximum number of absences permitted in the course. If there is no notice to the contrary, students may assume that a policy of unlimited cuts prevails. While a teacher in a course with an unlimited cut policy may not use unannounced examinations as a means of enforcing attendance, students are responsible for the timely performance of all class assignments, including examinations. When students are required to absent themselves from class to participate in a University-sponsored activity, the director of the activity shall give written notice to the instructor in advance.

**The Academic Year**

The academic year consists of two semesters, fall and spring. A semester includes approximately seventy class days and six days of examinations.

**Academic Honesty Policy**

The University exists primarily to sustain the pursuit of knowledge. Learning, to have true value, must be linked to a sense of honesty and integrity. It is the responsibility of every person in the academic community—faculty members, students, administrators—to ensure that dishonesty is not tolerated. Personal and communal integrity have always been fundamental in Jesuit education, and a sense of honor must be kept alive in every activity at Saint Joseph's University.

In order to recognize the essential contribution of honor to University life, an official Academic Honesty Policy has been adopted. This policy addresses violations in two categories: acts of dishonesty in formal courses and acts of dishonesty outside those courses.

1. **Acts of dishonesty in formal courses**

   In all courses, each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. Specific violations of this responsibility include, but are not limited to, the following:

   a. cheating, copying, or the offering or receiving of unauthorized assistance or information in examinations, tests, quizzes, reports, assigned papers, or special assignments, as in computer programming, studio work, and the like;

   b. the fabrication or falsification of data, results, or sources for papers or reports, as in laboratory reports;

   c. any action which destroys or alters the work of another student;
Academic Policies and Regulations

d. the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor;

e. plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Compositions, term papers, or computer programs acquired, either in part or in whole, from commercial sources or from other students and submitted as one's own original work shall be considered plagiarism.

All students are directed to the standard manuals of style or reference guides for discussions of plagiarism and the means by which sources are legitimately acknowledged, cited, quoted, paraphrased, and footnoted—whether presented in an oral report or in writing.

2. Acts of dishonesty outside formal courses

Students have other academic responsibilities that may pertain to conduct outside formal coursework and which also fall under the jurisdiction of the University Academic Honesty Policy. Specific violations of such responsibilities include, but are not limited to, the following:

a. the misrepresentation of one's own or another's identity;

b. the alteration or falsification of official University records;

c. the unauthorized use of University academic facilities or equipment, including computer accounts and files;

d. the unauthorized recording, sale, or use of lectures and other instructional materials;

e. the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries.

While the main purpose of the University Academic Honesty Policy is positive, to stress the importance of personal and communal integrity within an atmosphere of learning, the commission of any offense of academic dishonesty makes the violator subject to penalties determined to be justified by the University, according to the procedures which follow.

3. Primary Responsibility

Primary responsibility for investigating alleged infractions of the University Academic Honesty Policy under section 1, above, rests with the faculty member in whose course the infraction occurred. The faculty member also has the responsibility for determining the sanctions, specified below, for infractions under section 1. Similar primary responsibilities for infractions under section 2, above, normally rest with the Vice President for Academic Affairs or his or her designee, hereinafter referred to as the Vice President. Primary responsibility for investigating infractions filed as complaints under section 5, below, and for determining the sanctions also rests with the Vice President. Whenever an infraction is alleged, the faculty member or the Vice President shall summon the student to an interview.

4. Interview

a. Notice. An attempt to notify the student by letter or phone must be made within 10 consecutive days of the discovery of the alleged infraction. An interview is to be held as soon as possible after the student is notified of the alleged infraction. However, cases in which the time frame cannot be met will not be dismissed for this reason alone.

b. Penalties

i. Under section 1, above: After a review of the evidence, if a student is found guilty of an infraction, depending on its severity, the faculty member must either record a grade of zero or failure for the examination or assignment, or record a grade of failure for the course. In cases of failure for the course, withdrawal from the course is not permitted; in cases of failure or the grade of zero for an
assignment or examination, withdrawal from the course must have the written approval of the responsible faculty member.

ii. Under section 2, above: After a review of the evidence, if a student is found guilty of an infraction (excepting those under section 2.e.), depending on its severity, the Vice President must either suspend or dismiss the student. If a student is found guilty under section 2.e., one or more of the following sanctions may be imposed: restitution, fine, suspension, or dismissal. In cases of suspension, no credits for courses taken during the suspension will be accepted towards graduation requirements.

c. *Files.* In all cases where a student is found guilty, the names of the principals, the pertinent dates, and the nature of the offense must be communicated in writing to the Office of the Registrar to be maintained in a separate, confidential file. In cases of second offenses, the Director of the Office of the Registrar shall immediately notify the Chair of the Academic Honesty Board.

5. Complaints

Any member of the academic community may file with the Vice President a written complaint against a student alleging that an infraction has occurred. If, after prompt investigation, the Vice President finds that the complaint may be justified, the Vice President shall investigate further, hold an interview with the student, and also notify the instructor of the course involved.

6. Academic Honesty Board

a. *Composition.* The Academic Honesty Board shall consist of seventeen members: a chair; eight faculty members, including two from each of the four divisions (business, humanities, social sciences, and natural sciences/math); and eight students, including two from each of the four constituencies (CA&S, HSB, University College, and Graduate Programs). All members, including the chair, shall be nominated by appropriate deans or student governments and appointed by the Vice President, with consideration given to anyone interested in serving on the Board. All members shall serve two-year terms which are renewable. In the event that the chair is temporarily unable to convene the board, he/she will designate one of the eight faculty members to act as chair until such time as the chair is again able to convene. Six Board members, including the Chair (or his/her designate) and at least one student representative, constitute a quorum in order to conduct business. Decisions of the Board shall be rendered by a simple majority of those present. The Chair (or his/her designate) shall vote only in the case of a tie.

b. *Appeals and Referrals.* An accused student may appeal to the Board in order to contest a determination of guilt if he or she believes the decision to have been unsubstantiated or procedurally unfair. The responsible faculty member or the Vice President may refer a case to the Board if he or she believes because of the severity of the offense that the penalties specified under section 4.b., above, are inadequate. All appeals and referrals must state grounds and must be made in writing to the Chair within seven days after notification of the decision.

c. *Hearings.* As soon as possible after the receipt of a written request for an appeal or a referral, the Chair (or his/her designate) shall consult a minimum of four board members, including at least one student representative, to determine whether sufficient grounds exist for conducting a formal hearing. For cases in which it is decided that there are not sufficient grounds for appeal, a letter explaining the basis for that decision shall be written and mailed to the student who made the appeal. Upon notification of a second offense, the Board must hold a hearing to decide what further action should be taken. Written notice of a formal hearing must be provided to the parties involved, normally seven days before the hearing. Present at the hearing may be the following: the accused student, the accusing person, any witnesses or advisor from the academic community called by the student or the accuser, anyone called by the Board. The decision of the Board shall be communicated in writing by the Chair to the accused student and to the responsible faculty member or the Vice President, as defined under section 3, above, usually within seven days after the hearing.
d. **Penalties.** If the Board finds a student guilty, it shall do one or more of the following: allow the original decision to stand; suspend the student for a specified period of time; dismiss the student from the University; or impose some other penalty which the Board deems more suitable. However, the Board cannot lessen penalties imposed under section 4.b., above.

e. **Files.** The Board shall retain a confidential file on each hearing specifying the names of the principals, the pertinent dates, the nature of the charge and its final disposition. At the end of each academic year the Chair shall submit a summary report on the proceedings of the Academic Honesty Board to the Vice President.

**Approved by University Council May 20, 1982**

### Courses outside the Colleges

Matriculated students may be permitted to take courses for degree credit in other four-year colleges and institutions or in other divisions of Saint Joseph’s University only with written approval from their Dean. Unless an approved degree program provides otherwise, no more than six such courses (of the forty required) may be credited toward the degree. By prior arrangement with their Dean, students engaged in study abroad or in an approved exchange program may be granted degree credit for a maximum of ten courses. For students who have received academic suspension under the Academic Honesty Policy, no credits for courses taken during the time of suspension will be accepted toward graduation requirements.

### Satisfactory Academic Progress

The standard academic program in the day colleges at Saint Joseph’s University calls for students to progress toward their degree in eight regular (fall and spring) semesters in which five courses are taken each semester. Following such a program a student will have completed 40 courses, which should represent a minimum of 120 credits, by the end of the eighth semester. Transfer students are reminded that a minimum of 20 courses are to be taken in the fall and spring semesters at Saint Joseph’s University.

Satisfactory academic progress at Saint Joseph’s University requires students to earn a minimum of 24 credits in at least eight courses in each school year, beginning in September and ending in August.

It is the policy of the University to allow for a ninth and sometimes a tenth semester if significant reasons or a change in major justify such an extension. Permission for a ninth or tenth semester will ordinarily be obtained from the associate academic Dean of the appropriate college. The Deans of the Colleges reserve the right to consider special cases differing from the above statement.

Students who are receiving federal, state, or University aid need to maintain satisfactory academic progress in order to keep their eligibility. Evaluation of a student’s academic progress to determine financial assistance eligibility will be made at the end of the spring semester. Students not meeting criteria for satisfactory progress will be informed in early summer that their current academic record disqualifies them for financial assistance.

Students should not assume that Saint Joseph’s University would necessarily recommend and/or award financial assistance for more than eight semesters. Students intending to complete their degree program in more than eight semesters should first consult with the appropriate academic Dean and the Financial Assistance Office.

In addition to the quantitative parameter of twenty-four (24) earned credits within each academic year as a requirement for retaining financial assistance, Saint Joseph’s University also adheres to the qualitative parameter defined as follows:

Utilizing the academic probation structure as described in this Catalog, the recommendation of the Board on Student Academic Review and approval of the appropriate Dean to impose an academic dismissal on a student...
automatically includes the termination of financial assistance by the University. Under no circumstances will a student be eligible for financial assistance beyond the second consecutive academic probation.

Academic dismissal is mandatory if the student has not achieved the required cumulative grade point average at the end of the second academic probation. The Board on Student Academic Review may recommend the continuation of a second academic probation only for a student who has completed six semesters of study or for a student who has changed his/her major during the second probation. Academic dismissal may also occur after the first probation if sufficient improvement in studies has not been shown. In rare instances academic dismissal may be given without any previous probation if the student’s academic standing is so poor that academic probation would not be in the student’s best interest.

The qualitative parameter for financial assistance is linked to the academic dismissal procedures of the University.

Since these judgments involve issues of academic qualifications and performance as well as federal and state regulations concerning financial assistance, decisions about the loss of financial assistance will be made jointly by the Financial Assistance Director and the appropriate academic Dean, acting on the recommendation of the Board on Student Academic Review.

Class Standing

Separate from the notion of “Satisfactory Academic Progress” is the subject of class standing. Advancement through the stages of freshman, sophomore, junior and senior is predicated on the number of semesters completed and hours earned toward completion of the degree program. Normally, eight (8) semesters completed are required to finish a baccalaureate degree program. Hence, class standing at Saint Joseph’s is based on the following scale, for candidates in the day division:

<table>
<thead>
<tr>
<th>class standing</th>
<th>semesters completed</th>
<th>credit hours earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>less than 2</td>
<td>less than 24</td>
</tr>
<tr>
<td>sophomore</td>
<td>2 to 3</td>
<td>24 to 53</td>
</tr>
<tr>
<td>junior</td>
<td>4 to 5</td>
<td>54 to 83</td>
</tr>
<tr>
<td>senior</td>
<td>6 or more</td>
<td>84 or more</td>
</tr>
</tbody>
</table>

Please be advised that completion of a semester means that grades for courses have been issued. Semesters and courses in progress are not semesters earned. Questions about class standing may be directed to the Registrar’s Office.

Sixth Course

Although the usual load is five courses, students with superior records may petition the Dean of the appropriate college for permission to carry a sixth course. (See Incidental Fees.) No student may carry more than six courses in any semester. Additional tuition is charged for this overload.

Evening Courses

Day students wishing to register for University College (UC) courses must obtain permission from the chair of the department in which the UC course is offered. A dean’s signature is not required. Juniors and seniors may take a maximum of two UC courses per year. Sophomores are generally discouraged from taking UC courses, although exceptions can be made at the discretion of the appropriate department chair. Freshmen may not take UC courses. Day student enrollment in UC courses is limited to 20% of the class; some day students who wish to take a specific UC class may be unable to enroll if the 20% capacity has already been reached.
Day students in CAS who wish to take evening classes in HSB need special permission from department chairs or the Associate Dean of HSB, depending on the department. See Mr. Joseph Ragan for Accounting classes, Dr. Karen Hogan for Finance classes, and Mr. Patrick O’Brien for all other classes.

Course Deficits and Academic Deficiencies

Although the Deans may occasionally permit students to carry a sixth course to remedy deficits in their programs, course deficits and academic deficiencies are ordinarily made up in summer sessions at Saint Joseph’s. Only students who live beyond reasonable commuting distance or whose programs require courses not offered in any of the summer sessions at Saint Joseph’s may, on the recommendation of their faculty advisors, be granted their Dean’s permission to take courses at comparable four-year institutions. The Dean’s permission to register for summer courses at Saint Joseph’s or at other institutions is ordinarily sought during the pre-registration period of the spring semester.

Early Graduation/Acceleration

While the normal degree program requires eight semesters’ attendance, students may seek the Dean’s approval for an accelerated program.

Extraordinary academic achievement on the pre-college level, through Advanced Placement and similar programs, may, at the discretion of the appropriate Dean, significantly reduce the normal semester requirement. Students should request the Dean’s evaluation of their pre-college work before the end of the freshman year.

Other superior students may, for sound academic reason, request permission to accelerate their degree programs. Such acceleration is limited to ten courses or one academic year. After consultation with their faculty advisors and department chairs, interested students petition their Dean, ordinarily in the spring semester of the sophomore year but not later than the fall semester of the junior year, to approve a plan of acceleration. If the plan of acceleration includes summer session courses, not more than three courses may be scheduled for any one summer. The normal limitation of five degree courses in other institutions applies to accelerated programs. Transfer students with five courses or more in other institutions or other divisions of Saint Joseph’s University are not eligible for program acceleration. Tuition charges are based on the prevailing rates in the school in which the students will receive their degrees.

Delayed Graduation

Students may request their Dean’s permission to extend their degree program beyond the normal eight semesters. Extensions beyond ten semesters are granted only for extraordinary reason.

Transfer Students

To qualify for a degree, students transferring from another college or university or the University College of Saint Joseph’s must fulfill the General Education Requirement and department requirements, either by transfer credit or by courses completed in the day colleges (see Admissions).
Undergraduate Programs

Residence Requirement

Twenty courses in the fall and spring semesters of the day colleges is the ordinary residence requirement for a degree. Except where an approved degree program or an approved plan of acceleration provides otherwise, the last ten courses must be completed in the regular sessions (fall and spring semesters) of the day colleges.

Summer Courses

Degree credit is granted for courses taken in summer sessions only when the student has secured in advance written permission from the appropriate Dean. Summer school courses that are a part of the GER or major course requirements must be taken at Saint Joseph’s University unless the course is not being offered that summer and is necessary for a student to maintain normal academic progress or the proper sequence of courses in his or her major field of study. Such courses, as well as elective courses, must be taken at a four-year college. Permission from the appropriate Dean to register for summer courses at Saint Joseph’s or at other institutions is ordinarily sought during the pre-registration period of the spring semester.

The approved uses of summer session courses for matriculated students are as follows:

- to make up academic deficiencies, \textit{i.e.}, courses failed or not completed during a regular semester;
- to make up course deficits, \textit{i.e.}, additional courses needed as result of change of major, or, in some instances, transfer;
- to enrich the student’s educational program; or
- to reduce the student’s course load in an ensuing semester.

Permission to register for summer courses does not constitute permission to accelerate a degree program. For all students registered in our day colleges, the maximum number of courses allowed for any one summer will normally be two. For exceptional reasons, the Dean may grant permission for a third course. Registration and payment for summer courses are governed by the regulations and procedures of the summer sessions.

Academic Advising

\textit{College of Arts and Science}

Incoming freshmen who have declared a major are assigned an advisor in their major. Incoming freshmen who are undeclared are assigned an advisor in their division (Math/Natural Sciences, Social Sciences, or Humanities). In the sophomore, junior and senior years students are assigned faculty advisors by the chair of the department in which they have their major. Students should consult with their faculty advisors at least once each quarter, either during the advisor’s posted office hours or at some other mutually convenient time. Any major alteration in the student's program is subject to the approval of the faculty advisor or the chair of the student’s major department. The student’s pre-registration form also requires the faculty advisor’s or the chair’s review and signature. In the second semester of junior year, students are responsible for making an appointment with their faculty advisor to review course requirements completed and course requirements not yet fulfilled for their bachelor’s degree. Such a review will ensure the proper set of courses to be taken in the senior year.

\textit{Haub School of Business}

In the Haub School of Business (HSB), academic advising functions are shared between faculty advisors and the staff in the HSB Advising Center. In this shared model, faculty advisors and the Advising Center have
distinct roles in the advising process but work collaboratively to help students successfully transition to college and benefit fully from the collegiate experience.

**The Role of the HSB Advising Center**

The HSB Advising Center is a primary resource for general advising questions, especially during the first two years of college when students are mastering the course selection/registration process, navigating the transition to SJU, and making decisions about their major. As a way to orient student to the HSB, all first-year students are required to participate in an advising session (i.e., HSB Advising 101) prior to registering for spring classes. These sessions cover essential topics including academic planning for the General Education Requirement (GER) and Business Foundation, course selection and registration procedures, and an introduction to special programs, resources, and academic opportunities available at SJU.

**The Role of Faculty Advisors**

Every HSB student also has a faculty advisor whose role focuses primarily on mentoring and academic/career planning. Each student who has declared a major will be assigned a faculty advisor from the department in which they are majoring and will work with their advisor to plan a curriculum and explore potential career options. Each undeclared student will be assigned to an HSB faculty advisor and will work with his/her advisor to explore possible majors and to develop educational and career goals.

**The Office of Student Success**

The role of the Office of Student Success is to assist students as they face obstacles associated with college life. Workshops and individual coaching sessions enable students to connect with University resources, explore academic options and develop strategies for meeting their goals.

Every SJU student is fully capable of earning a degree from Saint Joseph’s University. At times, students experience difficulties: academic, emotional, health-related, family emergencies, disciplinary actions, and the Office of Student Success is here to help students who are facing challenges.

The Office of Student Success, located in St. Thomas Hall has walk-in hours every day from 3:00 to 4:30. To set up an appointment please e-mail stuck@sju.edu or call 610-660-1339.

**Minimum Standards for Retention and Graduation**

A cumulative grade point average of 2.0 is the minimum required for a bachelor’s degree from Saint Joseph’s University. Students with a grade point average below 2.0 at the end of any semester will be cautioned that their level of performance is insufficient to satisfy the requirements for graduation. Students with a grade point average below the minimum level indicated in the table below will be placed on academic probation.

<table>
<thead>
<tr>
<th>Semesters completed</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st semester freshman</td>
<td>1.5</td>
</tr>
<tr>
<td>2nd semester freshman</td>
<td>1.6</td>
</tr>
<tr>
<td>1st semester sophomore</td>
<td>1.7</td>
</tr>
<tr>
<td>2nd semester sophomore</td>
<td>1.8</td>
</tr>
<tr>
<td>1st semester junior</td>
<td>1.9</td>
</tr>
<tr>
<td>2nd semester junior and beyond</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Transfer students are required to maintain the minimum GPA for the semester level to which they are assigned.
Students will be placed on academic probation after a review of their grades by the Board on Student Academic Review. This review takes place at the end of the fall and spring semesters. Normally, probation decisions by the Board are not subject to appeal.

Academic Probation

Students who fail to maintain the required grade point average or an acceptable level of progress toward the degree are placed on probation by their Dean, acting on the recommendation of the Board on Student Academic Review. A student on probation is required to report to the Dean, who may prescribe appropriate remedial measures, and is not permitted to register for more than five courses a semester. (If circumstances warrant, the Dean may require a student on probation to limit his/her course load to four with no reduction in tuition.)

Ordinarily, the period of probation will extend one semester, during which time the student must show sufficient improvement to raise his/her GPA above the minimum level. In extraordinary cases, one additional semester of probation may be allowed by the Board on Student Academic Review if the improvement during the first probationary semester indicates that the student will probably reach the necessary level by the end of the second probationary semester. A student may be permitted as many as three semesters of probations, provided that no more than two are consecutive.

A student on academic probation is ineligible to participate in major extracurricular activities, including intercollegiate athletics, or to serve as officer or director of any student activity.

Academic Dismissal and Suspension

A student who fails to make sufficient improvement in his/her level of performance or rate of progress during this period of probation is subject to academic dismissal by the appropriate Dean. While a student is normally granted at least one academic probation, the Board on Student Academic Review may recommend academic dismissal without any probation where the student’s cumulative grade point average is so low that an academic probation would not be in the student’s best interest. A student may also be dismissed or suspended from the University, i.e., prohibited from enrolling in and/or attending classes for a specified period of time, under the provisions of the Academic Honesty Policy.

Honors at Graduation

Honors at graduation will be awarded for grade point averages in all subjects as follows:

- summa cum laude . . . . .3.85
- magna cum laude . . . . .3.70
- cum laude . . . . . . . . . . .3.50

Averages for honors will be computed on the basis of work completed at Saint Joseph’s in the day colleges only. To be eligible for honors at graduation, students must complete twenty courses in the day colleges.

Dean’s List

Students who achieve a grade point average of 3.5 for a semester in which they complete at least 15 credits, all at Saint Joseph’s University, and have no grade below B will be included on the Dean’s List.
Academic Policies and Regulations

Phi Beta Kappa Society

Phi Beta Kappa was established in 1776 as a philosophical society. Eventually, it evolved into the paramount honor society for the liberal arts in America. Its major goal is to support, foster, and recognize the excellence of liberal arts scholarship in the institutions of higher education in America. There are presently 262 chapters in the United States; the Saint Joseph’s University chapter was established in 2001. The chapter is sheltered by the University and consists of the faculty and staff members who are members of the Society. These members carry on the business of the chapter and elect the student members each year.

Student members are elected in the second semester of the junior or senior year primarily on the basis of broad cultural interests, scholarly achievement, and commitment to the intrinsic value of learning. Eligible students must present a program including not less than 90 credit hours of liberal studies among the 120 or more credit hours required for the bachelor’s degree. In addition, they must have completed at least three full semesters of work (45 credit hours) in residence at Saint Joseph’s University and be fully registered, as a full time student, for the fourth semester. They must have obtained the minimum grade point average (at Saint Joseph’s University) specified by the chapter. While this may vary slightly from year to year, usually it is 3.75 for juniors and 3.5 for seniors.

Liberal studies shall be considered to be those designed principally for knowledge or understanding or appreciation of the natural and social world in which we live. Grades earned in applied or professional work may not be counted in computing the liberal arts hours or the grade point average for eligibility. Applied and professional work shall be understood to include all training intended to develop skills or vocational techniques; this work often leads to licensure or certification. Such courses generally are taken by students who are preparing for a specific type of job. Examples of courses not recognized by the national office of Phi Beta Kappa under the heading of “liberal studies” would be those in business administration, accounting, education, journalism, library science, military science, applied physical education, speech, applied art, applied music, social work, applied communication, and computer science.

Weight will be given to the breadth of the program of each candidate as shown by the number and variety of courses taken outside of the major. Weight will also be given to the balance and proportion of the liberal arts in the student’s degree program as a whole. Students who have violated the academic honesty policy of the University will not be eligible for membership.

Students who complete their college studies at the end of the Summer session or at the end of December, shall be considered for membership during the following spring.

Election to membership in Phi Beta Kappa is wholly within the discretion of the local chapter, subject only to the limitations imposed by the Constitution and By-Laws of the Chapter. No right to election shall adhere to any student solely by reason of fulfillment of the minimum grade point average for election to “membership in course,” and no reason need be given for non-election.

Beta Gamma Sigma

In the spring of 1907, a group of commerce students at the University of Wisconsin received permission from the faculty to organize a commerce honor society, which they called Beta Gamma Sigma. The purpose of the Society was to encourage and reward scholarship and accomplishment in the field of business studies among commerce students at the University. At about the same time, students at the University of Illinois and the University of California felt the need for such an organization on their campuses and respectively organized Delta Kappa Chi (1910) and The Economics Club (1906). In 1913, having become aware of their coexistence and common purpose, representatives of the three societies met at Madison, Wisconsin, to consummate a merger which made Beta Gamma Sigma into a national organization.
Action was initiated in 1919 to establish Beta Gamma Sigma as the only scholastic honor society recognized by the American Assembly of Collegiate Schools of Business (AACSB). This organization, which was renamed AACSB International - The Association to Advance Collegiate Schools of Business, includes in its membership collegiate schools of business that meet high standards of eligibility required of accredited member institutions with respect to curricula, teaching staff, teaching loads, library and laboratory facilities. Beta Gamma Sigma amended its constitution in 1921 to restrict the installation of new chapters to collegiate schools of business which are accredited members of AACSB International.

The Mission of the International Honor Society Beta Gamma Sigma is to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the Society, and to serve its lifelong members.

Honor Societies

Distinguished achievement is also recognized by admission to Alpha Sigma Nu, national Jesuit honor society, and the following more specialized national honor societies: Upsilon Pi Epsilon (Computer Science), Omicron Delta Epsilon (Economics), Alpha Upsilon Alpha (Education), Kappa Delta Pi (Education), Delta Phi Alpha (German), Phi Alpha Theta (History), Pi Mu Epsilon (Mathematics), Phi Sigma Iota (Modern Languages/Classics), Sigma Xi (Student Research), Phi Sigma Tau (Philosophy), Sigma Pi Sigma (Physics), Pi Sigma Alpha (Political Science), Alpha Epsilon Delta (Premedical), Psi Chi (Psychology), Alpha Kappa Delta (Sociology), Sigma Delta Pi (Spanish), and Theta Alpha Kappa (Theology).

Independent Study/Directed Readings, Research/Tutorials

Students who have completed four regular semesters with an overall grade point average of 3.0 (or cumulative average of 3.4 or higher for courses in the major field) may, with the prior approval of the chairs and Dean's office concerned, register each semester for one upper division course in the major field (or a closely related field) to be taken in the Independent Study/Directed Readings or Research/Tutorial format. Such courses are offered to enrich the student's major program and not as a special arrangement to facilitate a student's fulfillment of course or credit requirements. Additional conditions are described in Guidelines for Directed Readings, Independent Study, and Similar Courses issued by the appropriate Dean's Office.

Second Major

Qualified students may request permission to pursue a second major for sound academic reason. Such a request requires the approval of the chair of the secondary major department and of the Dean of that college. The Dean shall notify the chair of the student's primary major department. Certification of completion of requirements for the second major will be the responsibility of the chair of the secondary major department. The final transcript will record the completion of the second major. The degree granted will be the degree appropriate in the primary major. Two separate degrees will not be granted to students who complete a second major.

Second Degree

Students who have earned one bachelor's degree may request permission to study for a different bachelor's degree. Applications for a second degree require the approval of the major department and the Dean of that college. Candidates for a second degree must meet all ordinary degree requirements, but courses applied toward a first degree may be applied toward a second degree, as if the candidate were a transfer student, but
at least ten additional courses must be taken for a second degree. Holders of bachelor’s degrees are advised that a second degree is rarely, if ever, required for certification or preprofessional qualification. Specific course requirements for certification or preprofessional qualifications can usually be met by enrolling in the required courses as an adjunct student. Many institutions offer graduate credit for courses which may be applied toward certification requirements.

Special Program

A set of requirements leading to a specific objective secondary to the degree, either vocational or liberal, with the required courses simultaneously satisfying degree requirements, constitutes a Special Program. A minimum of eight courses and two disciplines are necessary for a Special Program. Completion of a Special Program is noted on the student’s permanent record.

Minors

Students may have a minor listed on their permanent records in areas where the department has approved one or in an interdisciplinary program. For a minor, at least 18 credits in the specified area must be obtained. Permission forms for minors are available in the Dean’s office. Students choosing a minor must seek the approval of the chair in the department of the minor no later than the last day of the add/drop period of their seventh semester. Students should also be aware that their choice of a minor may be restricted based on their major or primary area of study.

Advisory Options

Advisory Options constitute a list of suggested courses which provide an integrated focus, concentrating electives, GER courses, or major courses in such a way as to attain some specific education objective. Courses required for the option simultaneously satisfy degree requirements. Such courses are usually, but not always, offered in a specific department.

Withdrawal from College

A student may withdraw from the day colleges on application to the appropriate Dean, provided any indebtedness to Saint Joseph’s has been settled and that he/she is not liable to dismissal because of failure or disciplinary action. In making this decision the student should consult with his/her academic advisor. The form for withdrawal is available in the Student Service Center.

Leave of Absence

A student may be granted a leave of absence from the day colleges upon application to the appropriate Dean no later than the last day to add or drop a course. The leave of absence will be granted for one semester and may be renewed once. No degree credit may be earned during a leave of absence. In making this decision, the student should consult with his/her academic advisor. A continuing registration fee is charged for each semester of leave. The form for leave of absence is available in the Student Service Center.
Confidentiality of Student Records

The University's policy with respect to the confidentiality of and access to student records is in conformity with the relevant state and federal regulations.

The Family Right and Privacy Act of 1974 grants eligible students the right to inspect and review certain education records, and safeguards the student against improper or unauthorized disclosure of such education records or personally identifiable information contained therein.

A detailed statement of Saint Joseph’s policy, including a description of education records kept and the administrative officers responsible for them, a procedure for initiating inspection and review, and a procedure for challenging information in such records, is available from the Registrar’s Office.

Complaints with respect to this policy or its administration may be registered with the Family Policy Compliance Office, United States Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

Transcripts

Students may obtain transcripts of their grades by applying at the Student Service Center, provided their financial obligations to Saint Joseph’s have been fulfilled. Official transcripts bear the signature of the Registrar and the seal of the University; they are sent, on request of the student, directly to other institutions or organizations. Copies given directly to students are official copies but are marked with the notation: This transcript has been issued to the student and may be verified by mail. Each student is entitled to receive a transcript, without charge, at the time of graduation. A fee is charged for all other transcripts.

Commencement and Diplomas

Students who will complete requirements for a degree in a given semester must make written application for graduation at the time specified by the Registrar. Commencement exercises are held annually in the spring. Diplomas are issued three times a year, on September 15, January 15, and on the date of the Commencement exercises. Students receiving diplomas in September or January are invited to participate formally in the Commencement exercises of the following May.
Curricula

A curriculum is a course of study planned to assist students, according to their individual abilities and desires, to progress toward their educational goals. It is the plan for fostering efficient interaction of students, teachers, books, and the physical and intellectual environment. The course of study within the University is structured to facilitate the development of those abilities and qualities of a liberally educated person in the Christian tradition. Saint Joseph's bachelor's degree curricula consist of two parts: the General Education Requirement and the Major Concentration.

The General Education Requirement (or GER) enables students to examine the principal issues and achievements of the major fields of human learning, provides an opportunity to master skills required for more advanced study, and gives them freedom to pursue further studies in areas in which they find an interest, to experiment with previously unexplored areas, or to enter a chosen field of study.

The Major Concentration offers the opportunity for that deepened knowledge of a special area which is an essential characteristic of a full education and also provides a basis for an effective career or for study in graduate or professional school.

General Education Requirement

The General Education Requirement (GER) includes the GER Common Courses requirement, the GER University Distribution requirement, and GER free electives. Depending on the academic discipline, there may also be a GER Divisional Distribution requirement.

GER Common Courses

To enable students to share a widened range of reference, an experience in critical thinking, and skill in effective and reflective communication, certain courses are established as common to all curricula. The common course component includes six courses, distributed as follows:

ENG 1011 The Craft of Language
ENG 1021 Texts and Contexts
PHL 1011 The Human Person
PHL 1031 Moral Philosophy
HIS 1011-1021 Historical Introduction to Western Civilization

GER University Distribution

The GER University Distribution requirement includes fourteen courses, exclusive of free electives, distributed as follows:

Foreign Language (two courses at intermediate level)

The foreign language requirement may be satisfied by two courses in sequence in a modern or classical foreign language at the intermediate (1211-1221) level or higher. Students who have insufficient preparation for language study at this level may satisfy the requirement through an intensive three-semester, twelve-credit sequence (FRE, GRM, ITA, SPA 1011, 1021, 1031 or SPA 1051, 1061, 1071) which is designed to result in a comparable level of proficiency. The initial course (1011) would then be used to
fulfill a free elective requirement. Students whose primary language is not English may request permission to satisfy the language requirement by completing comparable courses in English.

**Art/Literature (one course from either field)**
The art/literature requirement may be satisfied by one of the courses listed in the GER section of the departmental listing for the Department of Fine and Performing Arts. This requirement may also be satisfied by a course in Fine and Performing Arts, courses in English, a modern foreign language, a classical language, or a course in classical literature in translation. The various departments list courses that satisfy this requirement in their departmental sections of this catalog. In addition to satisfying the art/literature requirement described above, humanities majors must also take a course in Fine and Performing Arts. That divisional requirement may be satisfied by completing *any* course in the Department of Fine and Performing Arts.

**Mathematics (two courses)**
Unless particular courses are specified by the major department, students may fulfill the mathematics requirement by completing any two mathematics courses (normally both semesters of a two-course sequence) for which they qualify.

**Natural Sciences (two courses)**
Students majoring in the natural sciences must meet the requirement as specified by their departments. Other students may satisfy the natural science requirement by completing any two of the introductory courses in biology, chemistry, or physics for which they qualify; or by completing any two of the special one-semester science courses designed for non-science majors.

**Philosophy (one course)**
In addition to the two philosophy courses specified under the GER common courses, all students are required to complete a course chosen from those listed under the heading *God, World, and Society* under Philosophy in this Catalog. PHL 1011 is prerequisite to all other courses offered in the department.

**Social/Behavioral Sciences (three courses)**
The social/behavioral sciences requirement requires three courses from economics, political science, psychology, or sociology, with no more than two courses from one area.

**Economics**—ECN 1011 and ECN 1021 may be taken independently; each course is prerequisite to a specified group of upper division courses. ECN 2201, ECN 2221, ECN 2681 and ECN 2691 satisfy the GER requirement for Economics for non-Economics and Business majors.

**Education**—EDU 1011 and EDU 2031 satisfy the GER requirement.

**Political Science**—POL 1011 and POL 1031 may be taken independently. All upper division political science courses are open to non-majors.

**Psychology**—All psychology courses numbered 1001 to 1781 are specifically designed to satisfy the social/behavioral sciences requirement, as well as to serve as electives in the psychology major. Courses at the 2000 level or above may be taken to satisfy the requirement if the student has successfully completed PSY 1001.

**Sociology**—SOC 1011 and SOC 1021 may be taken independently, and either course serves as prerequisite for upper division courses in sociology which can satisfy the GER requirement.

**Theology (three courses)**
Theology, taught as an academic discipline not necessarily implying a faith commitment, is considered an essential element in the Jesuit tradition of a liberal arts education. For this reason, all students must fulfill the theology requirement. All students select a first course in theology from the courses numbered THE 1000 through THE 1499; this course is prerequisite to all other courses offered in the department. All
students select a second course from the courses numbered THE 1500 through THE 1999 and a third course from the courses numbered THE 2000 through THE 2999. The courses must be taken in sequence.

**GER Divisional Distribution**

The disciplinary divisions may also establish divisional distribution requirements for their own majors. Where such requirements have been established, they are listed for the various majors in the departmental section of this Catalog. In the Haub School of Business, the GER divisional distribution requirement has been designated as the Business Foundation.

**GER Free Electives**

Electives in the General Education Requirement are chosen by the student with no departmental restrictions other than the ordinary prerequisites.

**Major concentration**

The **Major Concentration** includes departmental or ancillary courses (of which at least eight must be on the upper division level) and may, in addition, include specification of certain courses in the GER otherwise denoted as open for student choice.

**Course Numbers**

Course numbers in the 1001 series refer to introductory courses; numbers in the 2001 series are advanced. The following numbers are also available for use with the course area codes for the types of courses indicated even if they are not individually listed in the department section:

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>2911–2921</td>
<td>Independent Study</td>
</tr>
<tr>
<td>2931–2941</td>
<td>Directed Readings</td>
</tr>
<tr>
<td>2951–2961</td>
<td>Research</td>
</tr>
</tbody>
</table>

Students interested in these courses must consult the appropriate department chair. Registration for these or any other tutorial courses may be made only after written permission has been given by the department chair and the appropriate Dean.

In order for students to be eligible for these courses, they will normally have completed 60 credits with an overall grade point average of 3.0 (or cumulative average of 3.4 or higher for courses in the major field). Such courses, which are registered as upper division courses in the major field (or a closely related field), are primarily offered to enrich the student's major program and not necessarily as a special arrangement to facilitate a student's fulfillment of course or credit requirements. Additional conditions are described in *Guidelines for Directed Readings, Independent Study, and Similar Courses* issued by the appropriate Dean's Office.
Arts and Sciences Programs

College of Arts and Sciences

Dean: William Madges, Ph.D.
Associate Dean: James W. Moore, S.J.
Associate Dean: Nancy Ruth Fox, Ph.D.
Associate Dean: Michael P. McCann, Ph.D.

Mission

The College of Arts and Sciences (the College), through its General Education Requirement (GER) and a rich variety of programs, promotes learning, individual growth, and the common good. Drawing upon the heritage of the Catholic, Jesuit identity of the University, the College challenges students to develop habits of careful inquiry and precise expression both to realize fully their own potential and to see the gifts of others. The College curriculum is so structured that graduates shall know nature, value culture, and endeavor to serve others. The ultimate unity of knowledge demands the breadth of the curriculum in the GER. For depth, the multiple majors prepare graduates in particular fields, diverse methodologies, and practical applications. The College encourages making connections—intellectual, spiritual and social—meant to sustain a lifetime of distinguished achievement which honors God's creation and nourishes the human spirit.

For centuries, the Jesuit tradition of excellence has stressed liberal arts and the sciences, including the formative disciplines of philosophy and theology. Through education, the College promotes key Ignatian values: seeking God in all things, seeing Jesus Christ as exemplar, caring for the person, working for others, engaging in individual and communal discernment, and cultivating a personal relationship with one's God. In this spirit, the Faculty of the College—both in the classroom and in scholarly endeavors—models and inspires a lifelong love of learning, an increase of understanding, and a desire to solve problems. The College seeks to foster a sense of community, dedicated to the free, unfettered exchange of ideas and centered on imaginative collaboration wherein heads and hearts engage in constructive purpose.

Whether students are reading a classic text, speaking a foreign language, molding clay in a fine arts studio, exploring the purity of symbolic mathematical expression, or developing new knowledge through scientific experimentation, growth in learning aims to foster stronger faith, deeper wisdom, and a keener spirit of caring. Graduates of the College should be able, with lasting consequence, to:

- Speak thoughtfully with others in their languages,
- Delight in the wonder of diversity,
- Draw good sense out of confusion,
- Couple past to present and future,
- Listen carefully and write powerfully,
- Reflect with reverence and respect,
- Be generous with knowledge and teach others,
- Walk the earth with dignity, integrity and grace,
- So as to live and die before God in peace.

Academic Advising

In freshman year two advising programs are provided. For some majors and for undeclared majors there are sections of GER freshman courses and major courses designated as Freshman Seminars. The instructors for these seminar sections serve as the academic advisors for the students enrolled in them. The maximum number of students in a Freshman Seminar is limited to twenty.
The second advising program is provided for all other freshmen not enrolled in a Freshman Seminar. Academic advisors for these freshmen will be faculty members of the department in which the freshmen have chosen to major.

All students in the sophomore, junior and senior years are assigned faculty advisors by the chair of the department in which they have their major. All freshmen enrolled in the College of Arts and Science are required to meet with their academic advisor at least twice in each semester: first, to obtain a copy of their midterm grades and second, shortly before pre-registration time for the coming semester. During this second meeting freshmen are to discuss with their academic advisor the courses to be selected for the coming semester. After this discussion the advisor will give the advisee a personal identification number to be used for pre-registration on-line. Freshmen are encouraged to meet with their academic advisor as often as they have concerns, academic or personal, that need to be addressed.

**Major Concentrations**

The following majors are offered in the College of Arts and Sciences (Where the name of the major is not part of the name of the department, the department is indicated in parentheses):

**Bachelor of Arts**
- Art Education, Economics, English, European Studies (Foreign Languages and Literatures), Fine and Performing Arts, French (Foreign Languages and Literatures), French Studies (Foreign Languages and Literatures), German (Foreign Languages and Literatures), History, International Relations (Political Science), Italian (Foreign Languages and Literatures), Latin (Foreign Languages and Literatures), Philosophy, Political Science, Spanish (Foreign Languages and Literatures), and Theology

**Bachelor of Science**
- Actuarial Science, Biology, Chemical Biology, Chemistry, Criminal Justice (Sociology), Computer Science, Elementary, Elementary and Special Education, Environmental Science (Biology), Interdisciplinary Health Services, Mathematics, Physics, Psychology, and Sociology

**Interdisciplinary Programs**

Students may obtain a minor or certificate in the following interdisciplinary programs: Aerospace Studies, Africana Studies, American Studies, Ancient Studies, Asian Studies, Classics, Environmental Science, European Studies, Faith-Justice Studies, Gender Studies, Interdisciplinary Health Care Ethics, International Relations, Latin American Studies, Medieval, Renaissance and Reformation Studies.

**Five Year Combined Bachelors/masters Programs**

The following programs offer the option of a five year combined bachelors/masters degree: B.S. in Biology/M.S. in Education; B.S. in Chemistry/M.S. in Education; B.S./M.S. in Education with Certifications in Elementary Education, Special Education and Reading; Fifth Year M.A. in Writing Studies; B.S. in Environmental Science/ M.S. in Education; B.S. in Mathematics/M.S. in Secondary Mathematics Education; B.S. in Physics/M.S. in Education; B.S./M.S. in Psychology.
Actuarial Science

Director: Cavaliere

Committee on Actuarial Science: Bobo, DeLiberato, Klimberg, Liebman, Lurie, Schellhorn

Program Overview

The Actuarial Science major seeks to build upon the Jesuit tradition of excellence, as embodied in the GER, by giving students a strong analytical foundation with which to solve the problems encountered in the management of risk. The Actuarial Science major recognizes that success in the actuarial profession derives from the confluence of insightful business perspectives, rigorous analytical reasoning and a love of learning. The Actuarial Science major bridges the traditional distinction at Saint Joseph’s between the Haub School of Business and the College of Arts and Sciences. To be a successful actuary, a strong business background utilizing Finance and Decision & System Sciences courses in the Haub School of Business must be combined with the analytical skills developed in mathematics and economics courses found in the College of Arts and Sciences. The Actuarial Science major is, of necessity, an inter-college and interdisciplinary program. The actuarial profession stresses the ‘love of learning’ component not only in word, but also in deed. Actuaries continue to learn throughout their careers and take great pride in passing the strenuous exams their profession requires for certification. The combination of liberal arts Jesuit values with analytical problem solving skills will uniquely position our graduates to assume leadership roles in the field of Actuarial Science.

In addition to the benefits afforded by the Jesuit liberal arts tradition at Saint Joseph’s, the Actuarial Science major has three goals specific to the actuarial profession: First is to maintain a high level of analytical training while providing the business perspectives and love of learning necessary for success in the actuarial profession. Second is to prepare students to take the first two actuarial exams. Third is to make certain that students’ performance in the three Validation by Educational Experience (VEE) courses is sufficient to receive VEE credit upon completion. Actuarial Science majors will thus be ideally poised to enter the actuarial profession.

Requirements for the Actuarial Science Major

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including Mathematics:

MAT 1351 Calculus I
MAT 1361 Calculus II

Natural Science:

a 2-semester sequence of a laboratory science

Social/Behavioral Sciences:

ECN 1011 Introductory Economics (Micro)
ECN 1021 Introductory Economics (Macro)

GER Electives: any five courses

Major Concentration: fifteen courses, including

CSC 1401 (or CSC 1421) Introduction to Computer Programming
MAT 1371 Calculus III
MAT 1591 Fundamental Ideas of Mathematics
MAT 1461 Introduction to Linear Algebra
MAT 2211 Mathematical Probability
MAT 2221 Mathematical Statistics
MAT 2231 Applied Statistical Methods I
FIN 1341 Introduction to Finance
FIN 2401 Intermediate Managerial Finance
FIN 2541 Introduction to Insurance
ACC 1011 Financial Accounting
ASC 2011 Actuarial Probability
ASC 2021 Mathematics of Finance
DSS 2311 Database Management
MAT One elective chosen from MAT 1381, MAT 2011, MAT 2131, MAT 2461 or approved by the Actuarial Science program director

Satisfactory completion of the Actuarial Science major automatically qualifies the student to apply for a minor in mathematics. Students are ready to take the first and second actuarial exams at the end of their junior and senior years, respectively. Students are encouraged to participate in a summer internship during their junior/senior year. In the past, these internships have proven to be most valuable to students and their subsequent job search.

MINOR IN ACTUARIAL SCIENCE

Advisor: Cavaliere

With the approval of the Actuarial Science Director, students may minor in actuarial science. Students desiring to minor in actuarial science must take the following courses:

- ECN 1011 and ECN 1021 which satisfy the GER Social Sciences requirement
- MAT 1351 and MAT 1361 which satisfy the GER Mathematics requirement
- MAT 1371 or MAT 1391, MAT 2211, MAT 2221, ASC 2011, ACC 1011, FIN 1341

ASC 2011 Actuarial Probability 3 credits

This course provides an introduction to the basic probabilistic principles of insurance and Risk Management. Selected topics are covered to enable the application of probability theory to solve problems found in insurance and risk management applications. A problem solving approach will be adopted to provide preparation to pass the first actuarial exam co-sponsored by the Casualty Actuarial Society (Part 1) and the Society of Actuaries (Part P). Prerequisite: MAT 2211.

ASC 2021 Financial Mathematics of Actuarial Science 3 credits

This course provides an in depth study of the theory of interest. Topics that will be covered include: calculation of the effective rates of interest and discount, evaluation of accumulated and present values of fixed and variable annuities, solution of interest problems involving unknown time periods and rates, determination of yield rates, amortization of loans and sinking funds, calculation of the price of a bond, and valuation of securities. This course will prepare students for the actuarial science examination in financial mathematics which is co-sponsored by the Casualty Actuarial Society (Part 2) and the Society of Actuaries (Part FM). Prerequisite: MAT 1371.

Aerospace Studies

Air Force Reserve Officer Training Corps (AFROTC)

Professor: Fournier (Chair)
Assistant Professors: Lilley, Marchesini, Miller

Objectives

The AFROTC objectives are to:

- recruit, select, and retain officer candidates until they are commissioned as second lieutenants in the U.S. Air Force;
• provide college-level education that qualifies cadets for commissioning in the U.S. Air Force; and
• develop each cadet’s sense of personal integrity, honor, and individual responsibility; enhance knowledge of how the U.S. Air Force serves the national interest; increase understanding of officer professionalism in the U.S. Air Force; and develop potential as a leader and manager.

Program

The Department of Aerospace Studies offers two-year, three-year, and four-year curricula leading to a commission as a Second Lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course (GMC) during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. A student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the three-year curriculum, a student attends a five-week summer training program and then enters the POC in the junior year. In the two-year curriculum, a student attends a five-week summer training program following the spring semester of their junior year.

The subject matter of the freshman and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with the emphasis on the development of air power and its relationship to current events. During the junior and senior years the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, each student participates in a two-hour Leadership Laboratory each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab utilizes a student organization designed for the practice of leadership and management techniques.

Air Force ROTC offers scholarships for two, three, and four years on a competitive basis to qualified applicants. All scholarships are applied to tuition and lab fees, and include a textbook allowance, plus a tax-free monthly stipend which varies from $300 to $500, depending on graduation date.

Minor in Aerospace Studies

A minor in Aerospace Studies is available to any student completing the courses of study listed below. Students must receive approval of the Professor of Aerospace Studies. Students desiring a minor in Aerospace Studies must declare this choice no later than the add/drop period of their seventh semester. Students successfully completing the following requirements will have a minor in Aerospace Studies transcribed on their student record:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER 2011-2021</td>
<td>Air Force Leadership Studies</td>
</tr>
<tr>
<td>AER 2031-2041</td>
<td>National Security Affairs and Preparation for Active Duty</td>
</tr>
<tr>
<td>ENG</td>
<td>Composition-oriented course</td>
</tr>
<tr>
<td></td>
<td>Upper Level Foreign Language course</td>
</tr>
</tbody>
</table>

Specific English and Foreign Language courses must receive approval by the Professor of Aerospace Studies to qualify.

AER 1011-1021  **The Foundation of the United States Air Force**  2 credits

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with followership experiences.
AER 1031-1041 The Evolution of USAF Air and Space Power 2 credits
A survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC candidate. Featured topics include: Air Force heritage, Air Force leaders, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class.

AER 2011-2021 Air Force Leadership Studies 6 credits
This course is a study of leadership and quality management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AER 2031-2041 National Security Affairs and Preparation for Active Duty 6 credits
This course examines the national security process, regional studies, advanced leadership ethics, Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

American Studies
Director: Hyson
The minor in American Studies provides a framework within which students can focus their elective and related courses on the study of American history, literature, art, politics, ideas, and institutions. Students majoring in economics, English, history, fine arts, political science, sociology, and theology are especially encouraged to consider a minor in American Studies. By examining the United States from a variety of intellectual perspectives, American Studies minors will develop both a more nuanced understanding of the development and dynamics of American culture and a more sophisticated, interdisciplinary approach to academic study.

Participants must choose a minimum of six courses from those listed below, with at least two from each group:

History Group:
- HIS 2611 Colonial America
- HIS 2621 America in the Age of Revolutions
- HIS 2631 The Civil War Era
- HIS 2651 Ethnic America
- HIS 2661 Urban America
- HIS 2671 Progressive Era to New Deal
- HIS 2681 Postwar America, 1945 to the Present
- HIS 2691 American Ideas: From the Colonial Era to the Civil War
- HIS 2701 American Ideas: From the Gilded Age to the Present
- HIS 2711 Foundations of American Foreign Policy, 1775-1914
- HIS 2721 U.S. as a Global Power, 1914 to the Present
- HIS 2751 The Civil Rights Movement in America
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<th>Course Code</th>
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<tr>
<td>HIS 2761</td>
<td>History of Women in America Since 1820</td>
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<td>HIS 2771</td>
<td>American Environmental History</td>
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<td>HIS 2781</td>
<td>Popular Culture in the United States</td>
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<td>HIS 2811</td>
<td>Colloquium in American History</td>
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<td>HIS 2821</td>
<td>Seminar in American History</td>
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<td>ENG 2701</td>
<td>American Colonial and Federal Literature</td>
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<td>ENG 2711</td>
<td>American Romantic and Transcendental Literature</td>
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<td>ENG 2721</td>
<td>American Literature, 1865-1915</td>
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<td>ENG 2731</td>
<td>Nineteenth Century American Fiction</td>
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<td>Twentieth Century American Novel</td>
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<td>ENG 2821</td>
<td>Southern Literature</td>
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<td>ENG 2831</td>
<td>Contemporary American Literature</td>
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<td>ENG 2841</td>
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<td>ENG 2911</td>
<td>Literature and Culture</td>
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<td>ART 1041</td>
<td>Experience of Architecture</td>
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<td>ART 2061</td>
<td>American Art and Architecture</td>
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<td>ART 2571</td>
<td>American Music</td>
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<td>ART 2691</td>
<td>American Theatre</td>
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<td>ECN 2131</td>
<td>United States Economic History</td>
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<td>HON 1273-1283</td>
<td>America: Myths, Images, Realities</td>
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<td>HON 1633</td>
<td>Philadelphia: In Black and White</td>
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<td>PHL 2671</td>
<td>Philosophy of Cornel West</td>
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<td>PHL 2691</td>
<td>Philosophy of Martin Luther King</td>
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<td>PHL 2711</td>
<td>American Philosophy</td>
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<td>POL 2031</td>
<td>American Political Thought</td>
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<td>POL 2101</td>
<td>Public Policy</td>
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<td>POL 2111</td>
<td>Congress and the Legislative Process</td>
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<td>POL 2121</td>
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<td>POL 2141</td>
<td>State and Local Government</td>
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<td>POL 2151</td>
<td>Constitutional Politics</td>
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<td>POL 2161</td>
<td>Constitutional Law: Civil Rights and Liberties</td>
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<td>POL 2211</td>
<td>Women, Gender, and American Politics</td>
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<td>POL 2221</td>
<td>Suburban Government and Problems</td>
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<td>POL 2231</td>
<td>Practical Politics</td>
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<td>POL 2241</td>
<td>Environmental Politics in America</td>
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<td>POL 2251</td>
<td>Political Parties, Pressure Groups and Voting Behavior</td>
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<td>POL 2281</td>
<td>Philadelphia Politics</td>
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<td>POL 2541</td>
<td>U.S. Foreign Policy</td>
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<td>POL 2571</td>
<td>The Viet Nam Wars</td>
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<td>THE 2381</td>
<td>American Religious Thought</td>
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<td>THE 2391</td>
<td>American Catholicism</td>
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<td>THE 2601</td>
<td>Religious Vision in Film and Fiction</td>
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Additional courses in each group, as approved by the director and the Committee on American Studies, may become available each year. Selected Honors courses are also eligible for American Studies credit. Consult the Director regarding such credit.

Courses taken to satisfy requirements of the program may also serve to satisfy other degree requirements, as appropriate. Students who successfully complete the program requirements are eligible for a Minor in American Studies, which will be awarded only on written application to the Director and following an exit interview with the Director.

**Ancient Studies**

**Director:** Payne

**Objectives**

The interdisciplinary minor in Ancient Studies provides students with a unified and comprehensive formal avenue for exploiting the university’s resources in the study of antiquity. It is especially well adapted to students with interests in the ancient Near East, ancient Greece and Rome, ancient Judaism, early Christianity, comparative religion, ancient philosophy, archaeology, and contiguous fields of research. Opportunities for developing multicultural awareness, critical thinking skills, engagement with a wide array of disciplines, and sensitivity to the history of religions firmly ground the program in the university’s Jesuit heritage.

**Requirements**

Students must take six courses in Ancient Studies. To ensure the interdisciplinary nature of the program, students must take courses from three groups. No more than three of these courses may come from any one group except in the case of the language group, where no such restriction applies. Courses taken to fulfill requirements of the minor may also fulfill a GER or major requirement. No more than three courses taken at another university may count toward the minor.

Study of ancient languages is not required for the minor. However, students with an interest in graduate work in a field related to ancient studies are strongly encouraged to concentrate on courses in ancient languages. Such students should consult with the program director as early as possible for guidance on pursuing the ancient languages most appropriate to the student’s interests. Arabic (including modern), Egyptian, Hebrew (including modern), and other languages not currently offered at Saint Joseph’s University may be studied at other institutions to fulfill the minor requirements or to acquire additional language competence. Details on study at other institutions are available from the program director and in the section on “Foreign Language Courses Outside the University” in the Foreign Languages and Literatures program description of the university catalogue.

**Minor Concentration**

Six courses from any of the following groups with no more than 3 from any one group unless it is a language group; at least 4 must be at 2000 level:

**Anthropology**

- SOC 2371 Human Origins and the Prehistory of Cultures

**Art and Archaeology**

- ART/CLA 1111 Art and Archaeology of Greece
- ART/CLA 1121 Art and Archaeology of Italy
- CLA 2111 Pompeii and Herculaneum: Life in the Roman Empire
CLA 2121  Topics in Ancient Art and Archaeology  *(may be taken more than once as topics change)*

**Field Experience**
- **Archaeological Fieldwork** *(usually one or two courses, offered in cooperation with various other universities as approved in advance, usually as summer transfer credit; because of methodological and experiential value, sites need not be limited to geographical areas normally implied in the minor).*
- **International Study Tour** *(usually equivalent to one course); location as appropriate (e.g., Italy; Greece; Turkey; Israel; Egypt; and others), usually with advance approval of director.*
- **Study Abroad** *(at Appropriate Foreign University (Semester, Summer, Junior Year, et al.)).*

**History**
- HIS 2111  Grandeur That Was Rome
- HON 1913-1923  Cities, Slaves, and Philosopher Kings: The Ancient World
- HON 2213  Golden Age of Rome

**Language**
- GRK 1011-1021  First Year Ancient Greek
- GRK 1211-1221  Second Year Ancient Greek
- LAT 1011-1021  First Year Latin
- LAT 1211-1221  Second Year Latin
- LAT 2501  Historiography
- LAT 2511-2581  Epic Poetry
- LAT 2521  Lyric Poetry
- LAT 2531  Oratory
- LAT 2541  Drama
- LAT 2551  Silver Latin
- LAT 2561  Republican Prose
- LAT 2571  Golden Age Latin

Any other course beyond the equivalent of the second year of university study in Greek, Latin, Hebrew (including modern), Arabic (including modern), or any other relevant language.

- *Lower-level language courses: The six courses required for the minor may include courses in the first and second years of language study in any ancient language or in closely related languages such as modern Arabic and modern Hebrew ONLY if a student already has satisfied the GER foreign language requirement through study of another ancient language or already has taken the equivalent of two years of university courses in another ancient language.*

**Literature in Translation**
- CLA 2001  Classical Mythology
- CLA 2011  Classical Epic in Translation
- CLA 2021  Readings in Classical Tragedy
- CLA 2911-2921  Independent Study [in Classics]
- HON 2223  Sexuality and Gender in the Ancient World

**Philosophy**
- PHL 2021  Ancient Philosophy
- PHL 2051  Plato and Aristotle
- PHL 2151  Love and Friendship in the Ancient World
Religion

THE 1101 Introduction to the New Testament
THE 1501 Hebrew Bible
THE 1821 Women and Religion in the Ancient World
THE 1901 Religions of Ancient India
THE 2031 Myth and History in the Bible
THE 2051 The Psalms
THE 2001 Israelite Religion
THE 2011 Origins of Law and the Bible
THE 2091 Apocalypticism in the Ancient World
THE 2101 Letters of Paul
THE 2111 Synoptic Gospels
THE 2221 Early Church

Other Courses

Selected variable content courses in various departments when topics are appropriate; see director in advance.

Asian Studies

Director: Carpenter

Asian Studies is an interdisciplinary minor and certificate program that encourages, facilitates, and recognizes the study of Asia, broadly defined as the region from the Persian Gulf to the Philippines, including the present states of China, Japan, Korea, Mongolia, Taiwan, Vietnam, Cambodia, Laos, Thailand, Indonesia, Malaysia, Singapore, Burma, Bangladesh, India, Pakistan, Afghanistan, Iran, and the Central Asian Republics of the former Soviet Union.

Asian Studies students prepare themselves for graduate study or professional work by studying the language, history, culture, and politics of the region. Currently, departments including Fine and Performing Arts, History, Political Science, Theology, Foreign Languages, and Economics offer Asian Studies courses. Students are encouraged to study abroad in the region as part of their university program.

Students are required to register and consult with the Director of the Asian Studies program, and may earn a minor and/or a certificate in Asian Studies.

Minor

Students completing the Minor in Asian Studies fulfill a six-course requirement. To ensure the interdisciplinary nature of the program, courses must be taken from at least three departments, and no more than three courses from any one department may count for credit toward the minor. Although language competency is not required for the minor, language study is encouraged.

Certificate

Students completing the Certificate program in Asian Studies fulfill a nine-course requirement and must achieve intermediate-level language competency in an approved Asian language (currently, Chinese and Japanese are offered at SJU). Competency may be demonstrated by examination or coursework: completion of two courses at the 1200-level or higher will meet this requirement. To ensure the interdisciplinary nature of the program, courses must be taken from at least three departments.
List of Approved Courses

ART 1731 International Cinema: Asia and Australia
CHN 1011-1021 First-year Chinese
CHN 1211-1221 Second-year Chinese
CHN 1311-1321 Chinese conversation and composition
CHN 1331-1341 Selections in Chinese literature
JPN 1011-1021 First-year Japanese
JPN 1211-1221 Second-year Japanese
JPN 1311-1321 Japanese conversation and composition
JPN 1331-1341 Selections in Japanese literature
HIS 1561 Historical Introduction to South Asia
HIS 1571 Historical Introduction to East Asian Civilizations
HIS 2231 * The Age of Empires
HIS 2421 Exchange and Conquest in Modern East Asia
HIS 2431 Gender, Ideology, and Revolution in Modern East Asia
HIS 2441 History of Late Imperial China
HIS 2451 History of Modern China
HIS 2461 History of Modern Japan
HIS 2471 Colonial Southeast Asia
HIS 2511 Modern South Asia
HIS 2521 * Colonialism and Culture
HIS 2771/81 Colloquium/Seminar in Asian History
HIS 2921 Directed Readings in Asian History
POL 2381 Japan and the U.S.
POL 2441 China Emerging
POL 2461 * Political Economy of the Third World
POL 2571 The Viet Nam Wars
ECN 2081 * Modern Economic Systems
ECN 2091 * Economic Development
ECN 2671 Asian Economies
THE 1901 Religions of Ancient India
THE 1911 Hinduism
THE 1921 Indian Buddhism
THE 1931 Mahayana Buddhism
THE 1961 * Islam

* These courses may be counted as auxiliary courses. To receive Asian Studies credit, a student must petition the committee on Asian Studies, which may approve the course if a substantial part of the student’s work in the course emphasizes Asia.

Biology

Professors: Grogan, King Smith, McCann, McRobert, Snetselaar (Chair), Tudor, Watrous
Associate Professors: Tefft
Assistant Professors: Fingerut, Lee, Springer
Visiting Assistant Professor: Guenther
Core Lab Coordinator: Ratterman
Program Overview

The undergraduate Biology curriculum begins with a core of courses that teach students the fundamentals of the life sciences, both in concept and methodology. After completing the core, students take a distribution of upper division courses with at least one course in each of the three major areas of biology. This distribution strategy insures that all students have broad exposure to an extensive range of topics including cell and molecular biology, microbiology, genetics, mycology, plant biology, evolution, physiology, ecology, environmental biology, and animal behavior. The curriculum provides appropriate training for students seeking admission to professional and graduate schools and those who wish to enter the job market directly following graduation.

The faculty of the Biology Department view teaching as the primary mission of both the Department and the University. In addition, Biology faculty are involved in high caliber scientific research. The interplay between teaching and research, and the involvement of students in faculty research, strengthens the Biology curriculum. One of the hallmarks of the Biology Department is the close relationship between faculty and students. As an example, all of the labs associated with upper division courses are taught by full-time faculty and not by adjunct professors or teaching assistants.

One of the most important qualities of the Department is the opportunity for undergraduates to participate in faculty research. This mentor-student relationship involves the design and execution of experiments, and as such is a very enriching learning experience. Students can work with faculty as volunteers, for academic credit, or for pay during the summer months. The research done by students often leads to publications and presentations at national and regional conferences. Whatever the career plans, students are encouraged to seriously consider participating in undergraduate research. One semester of research may be counted as one of the biology electives.

The Biology Department also has a small but strong graduate program that leads to either a MS or a MA degree in biology. The MA degree is primarily designed for post-graduates who are working or wishing to improve their credentials for professional school. The MS degree requires the development and presentation of a thesis based on original research. This degree is more appropriate for full-time students wishing to engage in research as part of their career or to continue their graduate training at the doctoral level. Students in the MS program may be eligible for a teaching assistantship that provides a tuition scholarship and stipend. The presence of diverse and engaged graduate students enhances both faculty research and the academic experience for undergraduate students.

Department Mission

The Biology Department has as its aim the education of broadly trained biologists who are well grounded in chemistry, physics, and mathematics, and have command of the written and spoken word. Emphasis is placed on the understanding of basic principles and concepts in biology, and the application of those principles through analysis of data and synthesis of information learned in the classroom and the research laboratory. The Biology Department has always been known as a training ground for individuals pursuing professional careers in the life sciences. Many graduates from the Biology Department have gone on to professional schools, pursued graduate studies, or entered the work force directly in academic, government, and industrial labs. This part of the mission requires that our students are prepared to face the challenges of a competitive world. To help them meet these challenges the Biology Department has established a strong advising program. Faculty commitment to academic advising and accessibility of faculty advisors to students exemplifies the institutional mission of *cura personalis*.

Goals

1. Students will gain an appreciation and understanding of evolutionary biology, genetics, cellular and subcellular biology, organismal biology and supraorganismal biology.
2. Students will develop skills in experimental design, surveying of scientific literature, data collection, and the interpretation of results, including statistical analysis. Students will also have the opportunity to become involved in faculty research.

3. Students will develop skills in presenting scientific information both orally and in writing.

Objectives

After completing the curriculum in the Biology Department students should be able accomplish the following:

1. Describe the basic mechanisms of evolutionary change.
2. Demonstrate knowledge of the major taxa of life on earth.
3. Demonstrate knowledge of anabolic and catabolic pathways used by living organisms to provide energy and macromolecules for synthesis.
4. Describe the components of the major trophic levels and diagram the flow of nutrients through food webs in the environment.
5. Describe how organisms are designed to face major physiological changes such as nutrition, growth, water conservation, gravity and reproduction.
6. Describe the role of genetic expression on development and function.
7. Demonstrate an understanding of the importance of protein structure and function.
8. Demonstrate competency in operating basic laboratory equipment required to quantify and measure accurately.
9. Apply skill in data reduction including choosing and interpreting the appropriate statistical tests.
10. Develop cogent, well structured, and researched written and oral presentations of scientific content.

Requirements for the Biology Major

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including

Mathematics (freshman year):
MAT 1251 Applied Calculus I
MAT 1281 Applied Statistics

Natural Science (freshman year):
BIO 1011 Biology I: Cells
BIO 1021 Biology II: Genetic and Evolutionary Biology

GER Electives: any four to six courses

Major Concentration: fourteen courses

Biology
BIO 1031 Biology III: Organismic Biology
(first semester sophomore year)
BIO 2281 Seminar (Required each semester for sophomores, juniors, and seniors.)

One course from each of the following groups:

Group A
BIO 2061 Microbiology
BIO 2141 Molecular Genetics
BIO 2201 Immunology
BIO 2211  Biochemistry
BIO 2221  Histology
BIO 2262  Light and Electron Microscopy
BIO 2301  Advanced Cell Biology

**Group B**
BIO 2011  Comparative Anatomy
BIO 2041  Systemic Physiology
BIO 2051  Developmental Biology
BIO 2161  Neurobiology
BIO 2191  Plant Systematics
BIO 2231  Invertebrate Zoology

**Group C**
BIO 2021  Biometrics and Modeling
BIO 2111  Animal Behavior
BIO 2131  Ecology
BIO 2181  Plant Physiological Ecology

*Four additional upper level biology courses*

BIO 1011, 1021, 1031 and CHM 1011, 1021 are prerequisite for all 2000 level BIO courses.

**Chemistry**

CHM 1011-1021  General Chemistry (*freshman year*)
CHM 1112-1122  Analytical-General Chemistry Laboratory (*freshman year*)
CHM 2311-2321  Organic Chemistry (*sophomore year*)
CHM 2312-2322  Organic Chemistry Laboratory (*sophomore year*)

**Physics**

PHY 1031-1041  General Physics (*junior year*)
PHY 1032-1042  General Physics Laboratory (*junior year*)

Biology majors may graduate with 38 or 39 courses instead of the usual 40 course requirement. The student retains the option to take 40 courses. *Note*: Directed readings, special topics Biology Graduate courses and other Biology courses without a lab component can only be counted as a Biology elective and no more than one such non-lab course may be applied to this requirement.

**Requirements for Departmental Honors**

Requirements for departmental honors are found under *Honors Program* and in the brochure published annually by the Director of the Honors program.

**Teacher Certification for Secondary Schools**

Students majoring in Biology may minor in Education to obtain an Instructional I, Secondary Education (7-12) Teaching Certificate. Students seeking this certification are URGED to apply for the Education minor during the spring semester of their freshman year. While students continue meeting with their Biology advisor, they will also be assigned an Education advisor who will guide them through their required Education courses. The Education advisor will also assist students seeking teacher certification in formally applying for the teacher certification program, usually in the spring semester of their sophomore year. Students must have an overall GPA of 3.0 or higher to be accepted into the teacher certification program. Students must maintain an overall GPA of 3.0 or higher to obtain teacher certification upon graduation.

Students seeking the Education minor and teacher certification complete a sequence of five Education courses, three field experience labs, and a semester-long, full-time student teaching placement (for twelve credits). Students seeking the Education minor and teacher certification may complete their Social Science GER by...
taking: EDU 1011/1012 (Schools in Society and the accompanying lab); PSY 1001 (Introduction to Psychology); and EDU 2031/2032 (Educational Psychology and the accompanying lab).

Five Year Combined B.S. in Biology/M.S. in Education Option

This program allows a student to complete in five years the requirements for both the B.S. in Biology and M.S. in Education degrees with certification to teach biology by permitting an undergraduate student to begin graduate coursework in Education during his/her senior year. The program features: (1) an independent faculty-directed research project in biology in the summer between the fourth and fifth years, (2) two graduate courses in biology, and (3) seven graduate courses in education, including a one semester student teaching experience. A student should apply to the Chair of the Department of Biology for admission to this program by the second semester of his/her junior year at the latest. It is anticipated that the graduates of this program will be highly competitive in the rapidly expanding market for qualified high school biology teachers.

Advisory Option—Biology Pre-Professional

Biology majors may satisfy entrance requirements for medical, dental, osteopathic medical, and other schools of the health professions. Students are advised to take elective courses in liberal arts and behavioral sciences.

Minor in Biology

The minor in biology requires completion of CHM 1011, 1021, 1112, 1122, BIO 1011, 1021, and 1031, along with three additional courses in the 2000 series representing at least two of the course groups (A, B, C) listed above. Minors will register for biology courses with majors and be subject to the same pool for course availability.

BIO 1011 Biology I: Cells

The study of the structure and function of representative prokaryotic and eukaryotic cells. Chemical makeup, organelle interactions, energy producing and biosynthetic reactions will be stressed. Three lecture periods, one three-hour laboratory period. First of three courses in the core program.

BIO 1021 Biology II: Genetic and Evolutionary Biology

The study of heredity and the mechanism of transmission of genetic information in biological systems. The course material is approached from the population, organismic, and biochemical perspectives. Three lecture periods, one three-hour laboratory period. Prerequisite: BIO 1011.

BIO 1031 Biology III: Organismic Biology

The study of common problems and their solutions in animals and plants. Topics include development, nutrition, locomotion, transport, and homeostatic controls. Three lecture periods, one three-hour laboratory period. Prerequisites: BIO 1011 and 1021.

BIO 1311 Heredity and Evolution

A study of human genetics at three levels: human heredity and the inheritance of disease, genes and DNA, and human evolution. Includes discussion of how a cell uses its genetic information and how scientists study genes using genetic engineering techniques. Open to all students except biology majors. Biology majors need permission of the Biology Chair to take this course. Three lecture periods.

BIO 1321 The Human Organism

A study of the basic principles of human anatomy, physiology, and genetics. The organization and function of the human body will be described with an appreciation of underlying genetic and evolutionary concepts. Open to all students except biology majors. Biology majors need permission of the Biology Chair to take this course. Three lecture periods.
BIO 1331 Plants and Civilization 3 credits
This course will examine plants in the context of their importance to people. Plants used for food, fiber, medicine, and recreation will be included. *Open to all students except biology majors. Biology majors need permission of the Biology Chair to take this course. Three lecture periods.*

BIO 1341 Introductory Pharmacology 3 credits
This course will provide an overview of key topics in applied pharmaceutical sciences including drug nomenclature; classification and categorization; rudimentary elements of structure-function relationships; principles of drug absorption, distribution, metabolism and excretion; structure and function of the human body to understand the mechanism of action drugs; the drug discovery process. The course is taught with application to current issues in use of medicines in society. *Prerequisite BIO 1321. Open to Pharmaceutical Marketing Majors only or by permission of the chair.*

BIO 1501 Unseen Life on Earth 4 credits
Over half of the biomass on earth is in the form of life too small to be seen with the unaided eye. This course will emphasize the positive aspects of microorganisms and their role in the everyday events of humans. The course will also look at the negative impact that microbes have on the world around us, such as disease and bioterrorism. There will be a two-hour laboratory in which these extraordinary organisms will be studied. *This course satisfies one of the Natural Science requirements in the GER and is recommended for Elementary Education majors that might be teaching science in the future. Three lecture periods, one two-hour laboratory.*

BIO 1011, 1021, 1031, and CHM 1011 and 1021 are prerequisite for all 2000 level BIO courses, or permission of the Chair.

BIO 2011 Comparative Anatomy 4 credits
An integrated comparative study of vertebrate structure and development. A synthesis of the embryological development, the gross anatomy, and the histology of selected forms. *Two 75-minute lecture periods, one three-hour laboratory period.*

BIO 2021 Biometrics and Modeling 4 credits
Computer simulation of life science phenomena from the subcellular to population levels. Appropriate statistics are included along with exposure to simulation software. *Three lecture periods, one three-hour laboratory period.*

BIO 2041 Systemic Physiology 4 credits
A study of the fundamental mechanisms of vertebrate physiology. The basis for the function of the various organ systems and the biological controls that result in the integration of these systems will be discussed. *Two lecture periods, one four-hour laboratory period.*

BIO 2051 Developmental Biology 4 credits
A study of the molecular and cellular aspects of development. Emphasis will be on induction, regeneration, and genetic control of differentiation. *Two lecture periods, one four-hour laboratory period.*

BIO 2061 Microbiology 4 credits
The structural, cultural, and physiological characteristics of microorganisms and their role in the economy of nature. The principles of immunity, serology, and virology are also considered. *Two lecture periods, one four-hour laboratory period.*

BIO 2111 Animal Behavior 4 credits
The study of animals and their behaviors, with a strong emphasis on evolutionary relationships and ecology. Live animals will be studied in the classroom, laboratory, and field. *Two lecture periods, one four-hour laboratory period.*
BIO 2131 Ecology 4 credits
A study of the complex interrelationship between organisms and their environment. The course will include discussions on fundamental themes in ecology such as food webs and population growth, as well as topics of current interest such as oil spills and the destruction of the rain forest. Two lecture periods, one four-hour laboratory period.

BIO 2141 Molecular Genetics 4 credits
A study of the molecular biology of the genetic material, its structure, expression, regulation, and its dynamic nature. The laboratory consists of basic experiments in gene manipulation and recombinant DNA techniques. Two lecture periods, one four-hour laboratory period.

BIO 2161 Neurobiology 4 credits
A study of neural activity using examples from invertebrate and vertebrate model systems. The emphasis will be at the cellular and tissue levels with appropriate neurochemistry and pharmacology included. Laboratory work will focus on computer simulation of neural processes including simple nerve nets. Two lecture periods, one four-hour laboratory period.

BIO 2181 Plant Physiological Ecology 4 credits
This course will focus on the physiological mechanisms plants use to respond to their environment. Major topic areas include the basic environmental physiology of carbon, water, and mineral nutrient exchange, and the adaptive mechanisms plants use to survive the variety of global environments. Labs will cover common physiological research methods ranging from cellular to whole organism level measurements and will involve both laboratory and field work. Two lecture periods, one four-hour laboratory period.

BIO 2191 Plant Systematics 4 credits
Students will learn to recognize vascular plant families and understand how taxonomists study evolutionary relationships among plant groups. Economic, medical, and ecological importance of various seed plants will be emphasized. Two lecture periods, one four-hour laboratory period.

BIO 2201 Immunology 4 credits
An introductory course providing students with an overview of how the immune system works, including molecules, cells and organs of the immune system and their functions and interactions. Discussion of the experimental techniques used to understand the cell-cell interactions that occur in immunity as well as the differentiation and activation of the immune response will be included. Three Two lecture periods, one four-hour laboratory period.

BIO 2211 Biochemistry 3 credits
An introduction to the chemistry of living systems. The study of important macromolecules, metabolic pathways, and control systems will be emphasized. Prerequisites: general chemistry and organic chemistry; second semester organic chemistry may be taken concurrently. Two seventy-five minute lecture periods.

BIO 2221 Histology 4 credits
A study in depth of the microscopic structure and function of normal cells, tissues and organs as found in the vertebrates. Students will make extensive use of computer imaging, CD-ROM presentations and biological specimens for study in the laboratory. Two three hour sessions per week.

BIO 2231 Invertebrate Zoology 4 credits
A study of the morphology, physiology, behavior, and phylogenetic relationships of the major groups of invertebrates. Participants will compare and contrast the physical and biological challenges facing the invertebrates that live on land, in water, and inside other organisms. The laboratory will include observations and experiments on live and preserved animals. Two lecture periods, one four-hour lab period.
BIO 2262 Light and Electron Microscopy  
A course in techniques of light and electron microscopy, including aspects of technique, theory, and operation through lecture, demonstration, and student exercises. Students will learn related photographic techniques as well. Time for individual use of the electron microscope will be provided. A special fee will be assessed. *Two lecture periods, one four-hour laboratory period.*

BIO 2281 Seminar  
Attendance at three seminars is required each semester during sophomore, junior, and senior years. Approved seminars are posted in the Department. *Graded on a P/NP basis.*

BIO 2301 Advanced Cell Biology  
An in-depth analysis of eukaryotic cell structure and function, including membrane structure and transport, cellular organelles and the cytoskeleton, and cell communication. Emphasis will be on experimental approaches to understanding concepts in cell biology. *Two lecture periods, one four-hour laboratory period.*

BIO 2911-2921 Independent Study  
Advanced study on a topic or problem to be arranged with any of the Departmental faculty members. *Open to juniors and seniors, with permission of the chair.*

BIO 2951-2961 Undergraduate Research  
Laboratory or field work on a specific biological problem in cooperation with a faculty member of the department. Normally requires three hours of work per week for each unit of credit. This course may be taken for credit multiple semesters but only the first semester counts as biology elective. In subsequent semesters this course will count as a general elective. *Students need to complete the application form for independent study and have the approval of the department chair and Associate Dean.*

BIO 2953-2963 Honors Research  
Laboratory work on a specific biological problem for students enrolled in the Honors program. The student is expected to prepare a finished research paper suitable for publication. *Must be elected in junior year to allow adequate research time.*

BIO 2991 Biology Internship  
Students who register for Biology Internship are considered full-time students by the University during their internship semester. *Open to juniors and seniors, with permission of the chair.*

**Chemical Biology**

**Co-Chairs: Murray, Snetselaar**

The major in Chemical Biology addresses the increasing interest that many biologists have in the molecular aspects of biology and the increasing emphasis that many chemists place on the significance of chemical interactions and reactions in biological systems. The mission of the major in Chemical Biology is to provide students with the relevant training in both biology and chemistry so that they can understand and investigate the chemical processes that take place in living systems. Students majoring in Chemical Biology engage in faculty directed independent research projects which give them the opportunity to apply the principles that they have learned in the classroom for the solution of real world scientific problems in the laboratory. A major in Chemical Biology provides a strong academic background for students who want to pursue careers in molecular biology, biochemistry, pharmacology, medicinal chemistry, biotechnology, and forensic chemistry.
Requirements for the Chemical Biology Major

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including

Mathematics:
- MAT 1251-1261 Applied Calculus I-II
- MAT 1251-1281 Applied Calculus I and Applied Statistics
- MAT 1351-1361 Calculus I-II

Natural Science:
- PHY 1031-1041 General Physics I-II
- PHY 1032-1042 General Physics Laboratory I-II
- PHY 1051-1061 University Physics I-II
- PHY 1052-1062 University Physics Laboratory I-II

GER Electives: any five courses

Major Concentration: fifteen courses

Biology
- BIO 1011 Biology I: Cells
- BIO 1021 Biology II: Genetics and Evolutionary Biology
- BIO 1031 Biology III: Organismic Biology

Any three of the following Biology courses:
- BIO 2061 Microbiology
- BIO 2141 Molecular Genetics
- BIO 2161 Neurobiology
- BIO 2201 Immunology
- BIO 2262 Light and Electron Microscopy
- BIO 2301 Advanced Cell Biology

Chemistry
- CHM 1011-1021 General Chemistry I-II
- CHM 1013-1023 General Chemistry Honors I-II
- CHM 1112-1122 General Chemistry Laboratory I-II
- CHM 2221 Analytical Chemistry II
- CHM 2222 Analytical Chemistry Laboratory II
- CHM 2311-2321 Organic Chemistry I-II
- CHM 2312-2322 Organic Chemistry Laboratory I-II
- CHM 2461 Physical Chemistry for Chemical Biology I

Any one of the following Chemistry courses:
- CHM 2261 Advanced Analytical Chemistry
- CHM 2351 Advanced Organic Chemistry
- CHM 2471 Physical Chemistry for Chemical Biology II
- CHM 2531 Bioinorganic Chemistry
- CHM 2621 Advanced Biochemistry

One course from the following:
- BIO 2211 Biochemistry
- CHM 2611 Biochemistry
- CHM 2612 Biochemistry Laboratory
One course from the following:

- BIO 2211 Undergraduate Research
- CHM 2611 Senior Research Studies I
- CHM 2612 Senior Research Studies II

A Chemical Biology major must register for BIO 2281 Biology Seminar or CHM 2811 Chemistry Seminar each semester as a junior and a senior.

Requirements for Departmental Honors

The requirements for honors in Chemical Biology are found under Honors Program and in the brochure published annually by the Director of the Honors program.

Chemistry

Professors: Berberian, Murray (Chair)
Associate Professors: Forman, Rao, Smolen, Zurbach
Assistant Professors: Cerda, Graham, Reynolds
Laboratory Coordinator: Longo

The objective of the major in chemistry is to develop in students the ability to solve problems employing the techniques of the various subdivisions of chemistry. Emphasis is placed on understanding the nature of processes studied as well as their interpretation in terms of theoretical constructs.

Since chemistry is an art as well as a science, stress is placed on the development of good laboratory techniques. Problem solving, however, requires more than knowledge and experimental ability. It requires a creative imagination. For this reason, students are encouraged by the choice of their electives to obtain a broad background in a variety of disciplines not related to their specific area of study.

The chemistry curriculum is flexible. It prepares students for graduate and professional schools as well as for immediate employment upon graduation. Chemistry majors can select a curriculum which will prepare them for:

- employment in research and development laboratories;
- graduate programs in chemistry leading to the M.S. and Ph.D. degrees;
- professional programs leading to doctorates in medicine, dentistry, or other health professions;
- management-marketing positions in the chemical industry, as well as admission to M.B.A. programs;
- high school science teaching, including state certification.

Requirements for the Chemistry Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including
Language: German recommended, but not required
Mathematics:
- MAT 1351-1361 Calculus I-II
Natural Science:
- PHY 1051-1061 University Physics
- PHY 1052-1062 University Physics Laboratory
GER Electives: any six courses
Major Concentration:

- CHM 1011-1021 General Chemistry 6 credits
- CHM 1112-1122 General Chemistry Laboratory 4 credits
- CHM 2311-2321 Organic Chemistry 6 credits
- CHM 2312-2322 Organic Chemistry Laboratory 4 credits
- MAT 1371 Calculus III 4 credits
- CHM 2211-2221 Analytical Chemistry 6 credits
- CHM 2212-2222 Analytical Chemistry Laboratory 2 credits
- CHM 2411-2421 Physical Chemistry 6 credits
- CHM 2412-2422 Physical Chemistry Laboratory 4 credits
- CHM 2611 Biochemistry 3 credits
- CHM 2612 Biochemistry Laboratory 1 credits

*plus two chemistry electives chosen from:*

- CHM 2261 Advanced Analytical Chemistry 3 credits
- CHM 2431 Advanced Physical Chemistry 3 credits
- CHM 2521 Advanced Inorganic Chemistry 3 credits
- CHM 2351 Advanced Organic Chemistry 3 credits
- CHM 2621 Advanced Biochemistry 3 credits
- CHM 2961 Senior Research 3 credits

Enrollment in CHM 2811 Chemistry Seminar is required each semester for junior and senior chemistry majors. Students planning to go into industry or attend graduate school should take two semesters of research. The first semester of research may be counted as one of the chemistry electives. All students who meet the above requirements satisfactorily will be certified by the American Chemical Society.

Requirements for the Chemistry Major: Biochemistry Option

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

*Language:* German recommended, but not required

*Mathematics:*  
MAT 1351-1361 Calculus I-II

*Natural Science:*  
PHY 1051-1061 University Physics  
PHY 1052-1062 University Physics Laboratory

**GER Electives:** any five courses

**Major Concentration:**

- BIO 1011 Biology I: Cells 4 credits
- BIO 1021 Biology II: Genetics 4 credits
- CHM 1011-1021 General Chemistry 6 credits
- CHM 1112-1122 General Chemistry Laboratory 4 credits
- CHM 2311-2321 Organic Chemistry 6 credits
- CHM 2312-2322 Organic Chemistry Laboratory 4 credits
- MAT 1371 Calculus III 4 credits
- CHM 2211-2221 Analytical Chemistry 6 credits
- CHM 2212-2222 Analytical Chemistry Laboratory 2 credits
- CHM 2411-2421 Physical Chemistry 6 credits
- CHM 2412-2422 Physical Chemistry Laboratory 4 credits
Chemistry

CHM 2511  Inorganic Chemistry  3 credits
CHM 2512  Inorganic Chemistry Laboratory  3 credits
CHM 2611  Biochemistry  3 credits
CHM 2612  Biochemistry Laboratory  1 credits
CHM 2621  Advanced Biochemistry  3 credits

Enrollment in CHM 2811 Chemistry Seminar is required each semester for junior and senior chemistry majors. Students planning to go into industry or attend graduate school should take two semesters of research in biochemistry. All students who meet the above requirements satisfactorily will be certified by the American Chemical Society.

Requirements for the Chemistry Major: Environmental Chemistry Option

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

**Mathematics:**
- MAT 1351-1361 Calculus I-II

**Natural Science:**
- PHY 1051-1061 University Physics
- PHY 1052-1062 University Physics Laboratory

**GER Electives:** any four courses

**Major Concentration:**
- CHM 1011-1021 General Chemistry  6 credits
- CHM 1112-1122 General Chemistry Laboratory  4 credits
- CHM 2311-2321 Organic Chemistry  6 credits
- CHM 2312-2322 Organic Chemistry Laboratory  4 credits
- MAT 1371 Calculus III  4 credits
- CHM 2211-2221 Analytical Chemistry  6 credits
- CHM 2212-2222 Analytical Chemistry Laboratory  2 credits
- CHM 2411-2421 Physical Chemistry  6 credits
- CHM 2412-2422 Physical Chemistry Laboratory  4 credits
- CHM 2511  Inorganic Chemistry  3 credits
- CHM 2512  Inorganic Chemistry Laboratory  3 credits
- CHM 2611  Biochemistry  3 credits
- CHM 2612  Biochemistry Laboratory  1 credits
- CHM 2711  Environmental Chemistry  3 credits
- ENV 2721  Environmental Geology  3 credits
- CHM 2731  Aquatic Chemistry  3 credits
- CHM 2741  Geochemistry  3 credits

Enrollment in CHM 2811 Chemistry Seminar is required each semester for junior and senior chemistry majors. Students planning to go into industry or attend graduate school should take two semesters of research. All students who meet these requirements satisfactorily will be certified by the American Chemical Society.

Requirements for the Chemistry Major: Education Option

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

**Mathematics:**
- MAT 1351-1361 Calculus I-II
Natural Science:

PHY 1051-1061 University Physics
PHY 1052-1062 University Physics Laboratory

Major Concentration: Chemistry

CHM 1011-1021 General Chemistry 6 credits
CHM 1112-1122 General Chemistry Laboratory 4 credits
CHM 2311-2321 Organic Chemistry 6 credits
CHM 2312-2322 Organic Chemistry Laboratory 4 credits
CHM 2211-2221 Analytical Chemistry 6 credits
CHM 2212-2222 Analytical Chemistry Laboratory 2 credits
CHM 2461-2471 Physical Chemistry 6 credits
CHM 2511 Inorganic Chemistry 3 credits
CHM 2611 Biochemistry 3 credits
CHM 2711 Environmental Chemistry 3 credits

Enrollment in CHM 2811 Chemistry Seminar is required each semester for junior and senior chemistry education majors.

Minor Concentration: Secondary Education Certification

EDU 1011-1012 Schools in Society 4 credits
EDU 2031-2032 Educational Psychology 4 credits
SPE 2111 Education of the Special Learner 3 credits
EDU 2311 Reading in the Content Areas 3 credits
EDU 2361-2362 Instructional Techniques Science 4 credits
EDU 2911 Secondary School Student Teaching 12 credits

Five Year Combined B.S. in Chemistry Education/M.S. in Education Option

This program allows a student to complete in five years the requirements for both the B.S. in Chemistry and M.S. in Education degrees with certification to teach chemistry by permitting an undergraduate student to begin graduate coursework in Education during his/her senior year. The program features: (1) an independent faculty-directed research project in chemistry in the summer between the fourth and fifth years, and (2) nine graduate courses in education, including a one semester student teaching experience. A student should apply to the Chair of the Department of Chemistry for admission to this program by the first semester of his/her sophomore year. It is anticipated that the graduates of this program will be highly competitive in the rapidly expanding market for qualified high school chemistry teachers.

Requirements for Departmental Honors

Requirements for honors in Chemistry are found under Honors Program and in the brochure published annually by the Director of the Honors program.

Advisory Option—Chemistry Premedical

Students planning to enter medical or dental school should take BIO 1011-1021.

Advisory Option—Chemistry and Business

Students who intend to pursue studies toward the M.B.A. or who plan careers in the marketing or management areas of the chemical industry should minor in business.
**Minor in Chemistry**

The following courses constitute the minor in chemistry:

- CHM 1011-1021 General Chemistry  
  Theories of chemical bonding and structure of molecules; thermodynamics; oxidation potentials; chemical equilibrium; descriptive chemistry of the elements emphasizing group relations and structural considerations. CHM 1011 or CHM 1013 prerequisite to CHM 1021.

- CHM 1013-1023 General Chemistry (Honors)  
  The material covered in this honors course is the same as CHM 1011-1021 but more extensive in depth. Additional topics may be added as time permits. The course assumes that the student has had chemistry in high school. The format of the course may differ from the standard lecture model. CHM 1011 or 1013 is a prerequisite to CHM 1023.

- CHM 1031 Chemistry for the Consumer  
  This course is designed to help one understand the chemistry that affects him/her through life. Topics covered: nuclear power, detergents, food additives, brewing, pollution, chemotherapy, and home products. May be taken for science or elective credit without previous chemistry courses.

- CHM 1051 Environmental Pollution  
  Origins and control of pollution of air, water, and land; pesticides; carcinogens; noise pollution. Non-mathematical. May be taken for science or elective credit without previous chemistry courses.

- CHM 1081-1091 Food Chemistry  
  The study of chemistry as it specifically relates to food. Underlying basic chemical principles will allow the study of particular molecules found in food and the changes these molecules undergo as they are cooked and absorbed. Topics will also include preservation, food safety, and food additives. A passing grade in CHM 1081 (or equivalent) is required for registration for CHM 1091. Previous chemistry background not required. Satisfies GER science requirement for food marketing majors.

- CHM 1112-1122 General Chemistry Laboratory  
  A lecture-laboratory course to accompany CHM 1011-1021 with emphasis upon concepts in chemistry, quantitative and qualitative analysis, and introduction to instrumental methods. One four-hour period. Successful completion of CHM 1112 is a prerequisite to CHM 1122.

- CHM 2211-2221 Analytical Chemistry  
  Theory and practice of analytical chemistry including data analysis, volumetric and gravimetric analysis, equilibrium, spectroscopic methods, electrochemistry, chromatography and various instrumental methods. Prerequisite: PHY 1031-1041 or 1051-1061.

- CHM 2212-2222 Analytical Chemistry Laboratory  
  Laboratory applications of those topics covered in CHM 2211-2221. Pre- or co-requisite: CHM 2211-2221.
CHM 2261  **Advanced Analytical Chemistry**  3 credits  
Some of the more complex and innovative methods utilized in analytical chemistry will be discussed.  
*Prerequisite: CHM 2211-2221.*

CHM 2311-2321  **Organic Chemistry**  6 credits  
Modern organic chemistry in which the treatment of aliphatic and aromatic compounds is integrated as much as possible. Reactions of the functional groups are explained in terms of electronic mechanisms.  
*CHM 2311 is a prerequisite to CHM 2321.*

CHM 2312  **Organic Chemistry Laboratory**  1-2 credits  
This semester concentrates on experiments designed to introduce students to the various techniques used in the organic laboratory.  
*Non-Chemistry majors: one four-hour laboratory period, 1 credit. Chemistry majors: one five-hour laboratory period, 2 credits.*

CHM 2322  **Organic Chemistry Laboratory**  1-2 credits  
Syntheses of various types. For Chemistry majors, this course involves extended synthetic work (multi-step syntheses) and an introduction to qualitative organic analysis.  
*Non-Chemistry majors: one four-hour laboratory period, 1 credit. Chemistry majors: one five-hour laboratory period, 2 credits. CHM 2312 is a prerequisite to CHM 2322.*

CHM 2351  **Advanced Organic Chemistry**  3 credits  
Application of simple HMO and PMO calculations to reactivity of organic systems; organic photochemistry; orbital symmetry relationships; selected topics in organic reaction mechanisms.  
*CHM 2321 is a prerequisite to CHM 2351.*

CHM 2411-2421  **Physical Chemistry**  6 credits  
Study of gases, liquids, and solutions; thermodynamics of ideal systems; thermochemistry; colligative properties of solutions; transference and conductance; ionic equilibrium; electromotive force; chemical kinetics; classical mechanics.  
*CHM 2411 is a prerequisite to CHM 2421.*

CHM 2412-2422  **Physical Chemistry Laboratory**  4 credits  
Experiments are performed to reinforce the concepts learned in CHM 2411-2421. Laboratory reports are submitted for each experiment.  
*One four-hour laboratory period. CHM 2412 is a prerequisite to CHM 2422.*

CHM 2431  **Advanced Physical Chemistry (HON 2433)**  3 credits  
Thermodynamics; quantum theory; molecular structure and valence; group theory.  
*CHM 2421 is a prerequisite to CHM 2431.*

CHM 2451  **Thermodynamics and Statistical Mechanics**  3 credits  
*Prerequisite: CHM 2421.*

CHM 2461-2471  **Physical Chemistry for Chemical Biology**  6 credits  
Study of atomic and molecular structure; chemical thermodynamics; states of matter; kinetics and mechanisms of reactions; phase and chemical equilibria; emphasis on applications in biological systems.  
*CHM 2461 is a prerequisite to CHM 2471.*

CHM 2511  **Inorganic Chemistry**  3 credits  
Atomic structure, chemical bonding, stereochemistry, crystal field theory, reactions, and reaction mechanisms.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHM 2512</td>
<td>Inorganic Chemistry Laboratory</td>
<td>3</td>
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<tr>
<td></td>
<td>A laboratory course designed to correlate</td>
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<td>modern inorganic descriptive and theoretical</td>
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<td>chemistry with a series of synthetic and</td>
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<td>analytical experiments. One five-hour</td>
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<td></td>
<td>laboratory period. Prerequisite: CHM 2511.</td>
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<tr>
<td>CHM 2521</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
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<tr>
<td></td>
<td>Basic structure and reactivity of organo-</td>
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<td>transition metal complexes will be discussed</td>
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<td>on mechanistic pathways and applications.</td>
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<td>Active areas of research and current topics</td>
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<td>will be kept at the forefront. Topics will</td>
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<td></td>
<td>include carbon-hydrogen bond activation,</td>
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<td>oxidative addition and migratory insertion</td>
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<td>reactions in addition to standard</td>
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<td>organometallic reactions. The majority of</td>
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<td>the course material will be taken from</td>
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<td>recent journal articles ensuring</td>
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<td>contemporary topics. Prerequisites: CHM</td>
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<td>2311-2321, CHM 2511.</td>
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<tr>
<td>CHM 2531</td>
<td>Bioinorganic Chemistry</td>
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<td></td>
<td>The roles of metal ions in biological</td>
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<td></td>
<td>systems will be discussed. The electronic</td>
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<td>structure and coordination geometries of</td>
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<td>each metal ion will be related to its</td>
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<td>chemical reactivity and biological function.</td>
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<td>Prerequisite: CHM 2321.</td>
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<td>CHM 2611</td>
<td>Biochemistry</td>
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<td>A basic introduction to the chemistry of</td>
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<td>living systems emphasizing their major</td>
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<td>metabolic activities. Structure and function</td>
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<td>of proteins, lipids, and carbohydrates.</td>
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<td>Basic principles of intermediary metabolism</td>
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<td>and photosynthesis. Prerequisite: CHM</td>
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<td></td>
<td>2311-2321.</td>
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<tr>
<td>CHM 2612</td>
<td>Biochemistry Laboratory</td>
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<td>Laboratory applications of the topics</td>
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<td>covered in CHM 2611. One three-hour</td>
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<td>laboratory period. Pre- or co-requisite:</td>
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<td></td>
<td>CHM 2611.</td>
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<td>CHM 2621</td>
<td>Advanced Biochemistry</td>
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<td>Aspects of the chemistry of biological</td>
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<td>systems will be discussed. Topics will</td>
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<td></td>
<td>include: signal transduction, bioenergetics</td>
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<td>, cofactor reaction mechanisms, advanced</td>
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<td>metabolism, photosynthesis, and molecular</td>
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<td>genetics and gene expression. Prerequisite:</td>
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<td></td>
<td>CHM 2611.</td>
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<td>CHM 2711</td>
<td>(ENV 2711) Environmental Chemistry</td>
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<td></td>
<td>Characterization of both pristine and</td>
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<td>polluted environments using basic concepts</td>
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<td>of chemistry. Topics to be covered include:</td>
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<td>atmospheric chemistry, water quality, soil</td>
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<td>chemistry, mass transfer and transformation</td>
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<td>pathways of organic pollutants, and concepts</td>
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<td>of green chemistry. This class is intended</td>
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<td>for Environmental Science and Natural</td>
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<td>Science majors. Does not fulfill the</td>
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<td>requirement of a natural science GER for</td>
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<td>non-science majors. Prerequisites: CHM 1011</td>
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<td>, CHM 1021.</td>
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<td>CHM 2731</td>
<td>Aquatic Chemistry</td>
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<td>This course builds a solid foundation in the</td>
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<td>general principles of natural water</td>
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<td>chemistry and then proceeds to a thorough</td>
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<td>treatment of more advanced topics. Key</td>
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<td>principles are illustrated with a wide</td>
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<td>range of quantitative models, examples, and</td>
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<td>problem-solving methods. Major subjects</td>
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<td>covered include: chemical thermodynamics</td>
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<td>and kinetics; trace metals; acids and</td>
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<td>bases; kinetics of redox processes;</td>
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<td>carbonate system; photochemical processes;</td>
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<td>atmosphere-water interactions; kinetics at</td>
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<td>the solid-water interface; metal ions in</td>
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<td>aqueous solution; precipitation and</td>
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<td>dissolution; particle-particle interactions;</td>
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<td>composition of natural waters. Prerequisite:</td>
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<td></td>
<td>CHM 2711.</td>
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<td>CHM 2741</td>
<td>Geochemistry</td>
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<td>This course will examine the chemical</td>
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<td>composition of the atmosphere, hydrosphere,</td>
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<td>and lithosphere with an emphasis on the</td>
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<td>cycling of matter and energy between</td>
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<td>different geological reservoirs. Isotope</td>
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<td>geochemistry and geochemical studies of</td>
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<td>environmental and hydrological issues will</td>
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<td>be discussed. Prerequisite: ENV 2721.</td>
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</table>
CHM 2811 Chemistry Seminar  Non-credit
Lectures by outside and local speakers and discussions of special topics in chemistry. Enrollment is required each semester for junior and senior chemistry majors. *Graded on a P/NP basis.*

CHM 2901 Junior Research Studies  3-6 credits
Integrated literature and laboratory investigation of an assigned problem under the supervision of a departmental faculty member. *Each credit of CHM 2901 requires four hours each week in the research laboratory.*

CHM 2911-2921 Independent Study  3-6 credits
Advanced study on a topic or problem to be arranged with a departmental faculty member.

CHM 2951-2961 Senior Research Studies  3-6 credits
Integrated literature and laboratory investigation of an assigned problem under the supervision of a departmental faculty member. Includes a seminar, a poster presentation, and written reports. *Each credit of CHM 2951 and CHM 2961 requires four hours each week in the research laboratory. CHM 2951 is a prerequisite for CHM 2961. CHM 2951 is counted as one of the GER elective courses and CHM 2961 as one of the advanced chemistry courses.*

CHM 2953-2963 Honors Research  3-6 credits

Classics

**Director:** Marsilio
**Visiting Assistant Professor:** Neilson

Objectives

Through its courses in the Latin and Greek languages, the Classics Program seeks to develop in students a proficiency in the reading of Latin and Greek as well as a deep understanding of the ways in which the literature of the classical world has influenced that of the Western world. The language courses are driven by the philosophy that Latin and Greek are *parent* languages. This approach leads students to deepen their perception of the structure of their own language and, by comparison, that of another language.

Beyond promoting linguistic competency, the Program offers a series of courses in the classical humanities. These are designed to foster the development of cultural competency in students of any major. Courses in Greek and Roman mythology, art and archaeology, and literature in translation place students in immediate contact with the rich sources of the classical tradition which have shaped much of the thinking of the Western world. The Program also offers study abroad through its membership in the Intercollegiate Center for Classical Studies in Rome.

While providing courses which complement such majors as English, elementary education, fine and performing arts, history, languages, psychology, theology, and philosophy, the Program also seeks to address the national need for competent Latin teachers. With its focus upon the languages, literatures, and civilizations of ancient Rome and Greece, the major in Latin is excellent preparation for students who intend to teach Latin. Students may also be certified to teach Latin in both secondary and elementary school by completing thirty credits in Classics beyond the elementary level and at least fifteen credits in education (plus student teaching). The Latin major also prepares students for careers in law, museum work, and publishing.

Requirements for the Latin Major

**GER Common Courses** (See Curricula): six courses
**GER University Distribution** (See Curricula): fourteen courses
GER Divisional Distribution: One course in Fine Arts
GER Electives: any nine courses

Major Concentration:

Eight approved upper division courses in Latin language and literature at the 2000 level and two courses in the Classical humanities. Classical Humanities courses examine Greek and Roman literature and civilization in translation and are selected from the following:

- CLA 1111 The Art and Archaeology of Greece
- CLA 1121 The Art and Archaeology of Italy
- CLA 2001 Classical Mythology
- CLA 2011 Classical Epic in Translation
- CLA 2021 Readings in Classical Tragedy
- CLA 2111 Pompeii and Herculaneum: Life in the Roman Empire
- CLA 2121 Topics in Ancient Art & Archaeology
- HON 1913-1923 Cities, Slaves, and Philosopher Kings: The Ancient World
- HON 2213 Golden Age of Rome
- HON 2223 Sexuality & Gender in the Ancient World

Classics in the GER (See Curricula)

The foreign language portion of the GER University Distribution Requirement may be satisfied by either of the courses:

- LAT 1211-1221 Second Year Latin
- GRK 1211-1221 Second Year Ancient Greek

Any of the following courses will satisfy the Literature/Fine Arts portion of the GER University Distribution Requirement:

- CLA 1111 The Art and Archaeology of Greece
- CLA 1121 The Art and Archaeology of Italy
- CLA 2001 Classical Mythology
- CLA 2011 Classical Epic in Translation
- CLA 2021 Readings in Classical Tragedy
- CLA 2111 Pompeii and Herculaneum: Life in the Roman Empire
- CLA 2121 Topics in Ancient Art & Archaeology
- CLA 2911-2921 Independent Study
- LAT 2501 Historiography
- LAT 2511-2581 Epic Poetry
- LAT 2521 Lyric Poetry
- LAT 2531 Oratory
- LAT 2541 Drama
- LAT 2551 Silver Latin
- LAT 2561 Republican Prose
- LAT 2571 Golden Age Latin

Advisory Option—Teacher Certification in Latin

Advisors in both Classics and the Education Department guide Latin students seeking teacher certification in Latin to use electives to fulfill the following courses required for certification:
Required Classics courses:
Ten courses selected from
- LAT 1211-1221 Second Year Latin
- LAT 2501 Historiography
- LAT 2511-2581 Epic Poetry
- LAT 2521 Lyric Poetry
- LAT 2531 Oratory
- LAT 2541 Drama
- LAT 2551 Silver Latin
- LAT 2561 Republican Prose
- LAT 2571 Golden Age Latin
- LAT 2591 Research Materials and Methods
- CLA 1121 The Art and Archaeology of Italy
- CLA 2001 Classical Mythology
- CLA 2121 Topics in Ancient Art and Archaeology
- GRK 1011-1021 First Year Ancient Greek
- GRK 1211-1221 Second Year Ancient Greek

Education courses:
Please consult with advisors in the Department of Education.

Linguistics course:
In order to meet the certification requirements for Latin, students are required to take a course in linguistics. Any of the following courses will meet that requirement:
- LIN 2331 Language Development
- LIN 2371 Linguistics and Selected Topics in Education
- LIN 2911 Directed Topics in Linguistics

Electives:
Two courses selected from
- CLA 1111 The Art and Archaeology of Greece
- CLA 2011 Classical Epic in Translation
- CLA 2911-2921 Independent Study

Minor in Latin
With the approval of the director of the Classics Program, students may elect a minor in Latin by taking six courses beyond the second-year level.

Minor in Classical Humanities
With the approval of the director of the Classics Program, students may elect a minor in Classical Humanities by taking six courses, at least two of which must be at the 2000-level of Latin. Four additional courses are selected from: courses numbered CLA 1111 or higher, HON 2213, HON 2223, GRK 1211, or GRK 1221.

Requirements for Departmental Honors
Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors program.
LAT 1011-1021  First Year Latin  6 credits
Basic Latin vocabulary, grammar and syntax are taught. English and foreign language derivatives are stressed. Traditional as well as contextual approaches enable the student to develop reading ability through Latin passages, carefully arranged in order of difficulty.

LAT 1211-1221  Second Year Latin  6 credits
After a review of first-year Latin, remaining points of grammar and syntax are presented. The student then reads selections from prose authors such as Caesar and Livy. The second semester features selections from the Roman poets Ovid, Catullus, and Horace.

LAT 2501  Historiography  3 credits
Readings will be chosen from Livy’s *Ab Urbe Condita* and Tacitus’ *Annals*. Students will do additional reading on the problems of dealing with historical authors, and examine comparable Greek writers (in translation). *Fulfills the Art/Literature requirement of the GER.*

LAT 2511-2581  Epic Poetry  3 credits
The primary focus of this course will be readings from the first six books of Vergil’s *Aeneid*, with equal emphasis given to the poetry and the social context of this seminal work. The course could include further reading selections from Ovid’s *Metamorphoses*. *Fulfills the Art/Literature requirement of the GER.*

LAT 2521  Lyric Poetry  3 credits
This course will investigate the development of Latin lyric through a study of the poems of Catullus, the *Odes* of Horace, and the lyric poetry of Ovid. Critical approaches to lyric poetry will also be included. *Fulfills the Art/Literature requirement of the GER.*

LAT 2531  Oratory  3 credits
This course allows the student to study Roman rhetoric by reading several of Cicero’s orations in the original and to examine the complex political and social background of the late Republic. *Fulfills the Art/Literature requirement of the GER.*

LAT 2541  Drama  3 credits
Readings in this course will include plays of Latin “New Comedy” including Plautus and Terence as well as readings from their Greek models in translation. Readings may also include the imperial period tragic plays of Seneca. *Fulfills the Art/Literature requirement of the GER.*

LAT 2551  Silver Latin  3 credits
Readings from the period of the early Empire will illustrate Roman life under the Julio-Claudian and Flavian dynasties. Authors to be read will be chosen from the following: Petronius, Martial, Juvenal, Apuleius, Seneca, Pliny. *Fulfills the Art/Literature requirement of the GER.*

LAT 2561  Republican Prose  3 credits
The historical/political works of Julius Caesar and Sallust, supplemented by various works of Cicero, will be used to investigate the causes of the breakdown of the Roman Republic. *Fulfills the Art/Literature requirement of the GER.*

LAT 2571  Golden Age Latin  3 credits
Readings from the age of Augustus will illustrate the period of the “Roman Revolution.” Authors read will include Vergil (*Georgics and Eclogues*), Ovid, Horace, Livy, Tibullus, and Propertius. *Fulfills the Art/Literature requirement of the GER.*
LAT 2591 Research Materials and Methods 3 credits
This course is a seminar-style exploration of primary and secondary source materials for research principally in Latin literary and cultural studies. A full range of research materials in print and online formats will be examined and evaluated, and research methods for teaching and publishing will be studied and practiced.

GREEK

GRK 1011-1021 First Year Ancient Greek 8 credits
Through innovative texts, students who have had no previous exposure to ancient Greek will learn to read selected Greek authors in the original. The first semester is devoted to the mastery of basic grammar and vocabulary, while the second semester features graduated selections from various Greek authors. English derivatives from Greek and cultural background will be stressed throughout the course.

GRK 1211-1221 Second Year Ancient Greek 6 credits
After an extensive review of the material covered in First Year Greek, the student continues to read selections from original Greek texts. Although primary emphasis is placed upon comprehension and translation, the literary, historical, and archaeological aspects of Greek texts will also be closely examined.

CLASSICAL HUMANITIES

CLA 1111 (ART 1111) The Art and Archaeology of Greece 3 credits
An introduction to the art and archaeology of select sites in the Greek world. Troy, Mycenae, Knossos, Delphi, Olympia, and Athens are several of the cities which will be studied through slides. Fulfills the Art/Literature requirement of the GER.

CLA 1121 (ART 1121) The Art and Archaeology of Italy 3 credits
An introduction to the art and archaeology of Roman Italy by examining through slides the major surviving monuments of Rome and its environs, of the Etruscans, and of other famous sites in Italy. Fulfills the Art/Literature requirement of the GER.

CLA 2001 Classical Mythology 3 credits
Students study the sources, nature, and function of the myths, legends, and folklore of the Greeks and the Romans as they developed in their life, thought, and literature. Representative examples from various periods of art history are also included to reflect the profound influence of classical mythology on Western man's identity. Fulfills the Art/Literature requirement of the GER.

CLA 2011 Classical Epic in Translation 3 credits
As an in-depth reading of the Iliad, Odyssey, and Aeneid in English, this course features literary analysis of the characters, themes, story lines, and values common to each poem. Connections between these early epics and their more modern descendants will also be frequently made. Fulfills the Art/Literature requirement of the GER.

CLA 2021 Readings in Classical Tragedy 3 credits
Selected tragedies of Aeschylus, Sophocles, and Euripides will be read in English. Students should have taken Classical mythology prior to this course. Literary, thematic, and structural aspects will be examined. Fulfills the Art/Literature requirement of the GER.

CLA 2111 Pompeii and Herculaneum: Life in the Roman Empire 3 credits
This course examines the archaeological evidence of the ancient Roman towns of Pompeii and Herculaneum, and also literary and epigraphical evidence from the Roman world, to bring to light
various aspects of daily life in the Roman empire in the first century AD, including politics, religion, art, housing, entertainment, and industry. It is recommended that the student has taken CLA 1121 Art and Archaeology of Italy. Fulfills the Art/Literature requirement of the GER.

**CLA 2121 Topics in Ancient Art & Archaeology** 3 credits

Once the masters of the Italian archipelago, the Etruscans have suffered at the pens of historians both ancient and modern; in redressing the record, archaeology has opened as many problems as it has solved. The Etruscans’ non-Indo-European language, wealth and technology set them apart from their Italic and Greek neighbors; though Romans adopted Etruscan religious doctrine and material culture, they ultimately conquered and eliminated this unique culture. This course examines the ancient written sources and the latest archaeological discoveries, from painted tombs and bronze armor to DNA, to identify the character of Etruscan civilization from 1000 BC to the days of Augustus, as well as its modern heritage. “Hands-on” visits to the world-class Etruscan collection in the University of Pennsylvania Museum will supplement illustrated lectures. Fulfills the Art/Literature requirement of the GER.

**CLA 2131 Cleopatra Through Ancient and Modern Eyes** 3 credits

The last pharaoh of Egypt was also the first of its Macedonian rulers to speak the Egyptian language; Cleopatra was a charismatic woman, who directed her efforts toward protecting and enriching her family and subjects. Her efforts to enhance her realm collided with her family and romantic life, leaving a legacy for scholars, poets and artists down to the present day. The course will examine the Hellenistic period and the beginning of the Roman domination of the Mediterranean world, as focused in the character and historical career of Cleopatra, the last of the Ptolemaic rulers of Egypt. We will read the ancient sources on Cleopatra, the Ptolemies, Caesar and Marc Antony, the Battle of Actium and its aftermath, the consolidation of power by Octavian/Augustus. We will also analyze the evidence of ancient art and architecture, inscriptions, and archaeological contexts, including the background of Egyptian culture, the phenomenon of Alexander and the creation of the Hellenistic kingdoms.

**CLA 2911-2921 Independent Study** 3 credits

The student will study a Greek or Latin author whose works are not treated in the usual sequence of courses. Or the student may undertake a research project in the Classical field that is acceptable to the Department. Fulfills the Art/Literature requirement of the GER.

**Computer Science**

**Professors:** Banerji (Emeritus), Gowdy, Hecker (Chair), Hodgson, Klingsberg, Rash, Riddle (Emeritus), Smith

**Associate Professors:** Cavaliere, Cooper, Costello (Emeritus), Fillebrown, Foley, Forman, Forouraghi, Hall, Laison, Lurie, Wei

**Assistant Professors:** Atalay, Berezovski, Grevera, Hayes, Terry, Regis

**Visiting Assistant Professors:** Bobo, DeLiberato, Köknar-Tezel, Snively

The Department of Mathematics and Computer Science offers a B.S. and a M.S. in Computer Science. The undergraduate program prepares students for professional careers and for advanced degree programs. Students learn to solve problems using the tools of computer science: networking, database management, artificial intelligence, graphics, web design, etc. Not only do students learn the science of the field in this program, but also the art of computer science as a creative endeavor. For information on the M.S. program in Computer Science, see the Graduate Programs catalog.

The Department also offers a B.S. degree in mathematics, a B.S. degree in actuarial science and a five-year B.S./M.S. in mathematics education (with secondary certification). For information on these programs, see Mathematics in this catalog.
Requirements for the Computer Science Major

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

*Mathematics:*
- MAT 1351-1361 Calculus I-II

*Natural Science:*
- PHY 1051-1061 University Physics I, II (with 1052-1062)

**GER Electives:** any six courses

**Major Concentration:**

*Computer Science:*
- CSC 1401 Introduction to Computer Programming
- CSC 1601 Intermediate Computer Programming
- CSC 2011 Computer Organization and Architecture
- CSC 2301 Data Structures
- CSC 2331 Systems Programming
- CSC 2371 Formal Languages and Compiler Construction
- CSC 2901 Computer Science Project

*Mathematics:*
- MAT 1391 Calculus III and Linear Algebra
- CSC 1671 Discrete Structures for Computer Science (or MAT 1591 with permission)

**Electives**

five courses chosen from CSC courses numbered 2000 or above or MAT courses numbered 1381 or above

**Notes**

- MAT 1371 and MAT 1461 can be taken in lieu of MAT 1391 and one MAT/CSC elective.
- Credit toward the major cannot be given for both MAT 1461 and MAT 1391, and not both MAT 1371 and MAT 1391.
- CSC 1421 (Programming in C++) is available only as transfer credit.
- CSC 1621 (Intermediate Computer Science with C++) is available only as transfer credit.

**Minor in Computer Science**

Advisor: Dr. Wei

With the approval of the Department, students may minor in Computer Science. Upon acceptance, the advisor will assist in selecting courses appropriate for their area of interest. Students who elect this minor must take six courses numbered CSC 1341 or higher, with permission of the Departmental advisor.

**Requirements for Departmental Honors**

Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors program.

**Computer Science Offerings**

**CSC 1301 Building Virtual Worlds** 3 credits

A gentle introduction to programming with user-friendly software (Alice). Students will use 3D animated interactive virtual worlds to develop an understanding of basic programming constructs. Open
Computer Science

to all students. Computer science majors may take this course to prepare for CSC 1401. Prerequisite: Presupposes no previous programming experience.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CSC 1401</td>
<td>Introduction to Computer Programming</td>
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<td>Computer programming for beginners. Very little prior knowledge regarding how computers work is assumed. Learn how to write understandable computer programs in a programming language widely used on the Internet. Go beyond the routine skills of a computer user and learn the programming fundamentals: data, variables, selection, loops, arrays, input/output, methods and parameter passing, object and classes, abstraction. Take what is learned and write programs for use on the Internet. One hour per week of the course is a required laboratory. Prerequisites: none.</td>
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<tr>
<td>CSC 1421</td>
<td>Introduction to Computer Programming in C++</td>
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<td>This course is equivalent to CSC 1401, but uses the programming language C++ instead of Java. This course is only available as transfer credit.</td>
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<tr>
<td>CSC 1601</td>
<td>Intermediate Computer Programming</td>
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<td>The course covers intermediate programming techniques emphasizing advanced object oriented techniques including inheritance, polymorphism, and interfaces. Other topics include recursion, exception handling, design patterns, simple GUI programming, and dynamic containers such as linked lists, stacks, queues, and trees. Prerequisite: C- or better in CSC 1401, or permission of instructor.</td>
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<tr>
<td>CSC 1621</td>
<td>Intermediate Computer Science using C++</td>
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<td>This course is equivalent to CSC 1601, but uses the programming language C++ instead of Java. This course is only available as transfer credit.</td>
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<tr>
<td>CSC 1671</td>
<td>Discrete Structures for Computer Science</td>
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<td>Mathematics needed for Computer Science. Topics covered include: functions, relations, propositional and first order predicate logic, set theory, proofs and their construction, counting and elementary probability. The course will use a declarative language as a tool to support concrete implementations of the mathematical ideas. Prerequisite: CSC 1401, MAT 1351.</td>
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<tr>
<td>CSC 2011</td>
<td>Computer Organization &amp; Architecture</td>
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<td></td>
<td>Overview of computer system organization, hardware, and communications. Introduction to combinational and sequential logic, arithmetic, CPU, memory, microprocessors, and interfaces. CISC vs. RISC processors. Assembly language programming, microarchitecture, and microprogramming on a variety of processors. Prerequisites: CSC 1601, or permission of instructor.</td>
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<tr>
<td>CSC 2141</td>
<td>Introduction to Computer Graphics</td>
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<td>The course provides an introduction to the principles of computer graphics. The emphasis will be placed on understanding how the various elements that underlie computer graphics interact in the design of graphics software systems. Topics include pipeline architectures, graphics programming, 3D geometry and transformations, modeling, viewing, clipping and projection, lighting and shading, texture mapping, visibility determination, rasterization, and rendering. A standard computer graphics API will be used to reinforce concepts and the study of basic computer graphics algorithms. Prerequisite: C or better in CSC 2301, junior or senior standing in Computer Science or Mathematics, or permission of instructor.</td>
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<tr>
<td>CSC 2151</td>
<td>Computer Vision</td>
<td>3</td>
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<td>Computer vision is the science of analyzing images and videos in order to recognize or model 3D objects, persons, and environments. Topics include the underlying image formation principles, extracting simple features like prominent points or lines in images, projecting a scene to a picture, tracking features and areas in images and make a mosaic, making an image-based positioning system, obtaining 3D models from two or more images, and techniques to recognize simple patterns and objects. The class includes programming exercises and hands-on work with digital cameras and laser scanners.</td>
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</table>
Prerequisites: C or better in CSC 2301, and junior or senior standing in Computer Science or Mathematics, or permission of instructor.

**CSC 2251 Cryptography and Network Security** 3 credits
Topics include classical cryptosystems, public and symmetric cryptography, key management, digital signatures, cipher techniques, authentication and federated identity management. Course also covers concepts relating to cryptovirology, malware, viruses, Trojan horses, worms and other types of infectors as they relate to network security. Course includes programming projects. **Prerequisite:** CSC 2301.

**CSC 2261 Web Technologies** 3 credits
Topics include organization of Meta-Markup languages, Document Type Definitions (DTDs), document validity and well-formedness, style languages, namespaces, Transformations, XML parsers, Web Services, and Web Security Specifications. Course includes programming projects. **Prerequisite:** CSC 2301.

**CSC 2301 Data Structures** 3 credits
The course covers fundamental data structures, algorithms for manipulating and retrieving information from these data structures, and techniques for analyzing their efficiency in terms of space and time. The distinction between an Abstract Data Type and its implementation is emphasized. Topics include lists, vectors, trees (general trees, binary search trees, and balanced trees), priority queues, hashing, graphs, and various searching and sorting algorithms. **Prerequisites:** C or better in CSC 1601, or permission of instructor. **Co-requisites:** CSC 1671 or MAT 1591.

**CSC 2321 Interactive 3D Game Development** 3 credits
This is a technology-based course that uses the latest computer games technology to teach advanced programming, mathematics, and software development. The course is ideal for students with an interest in computer games who plan to seek employment in one of the country’s more profitable industries, or students looking for a career in new technologies or software development. The interactive entertainment industry in the US and throughout the world is entering a new phase. New technology platforms are forcing existing development firms to diversify. There are many aspects of game design, development, production, finance, and the distribution process. This course specializes in the programming and technology aspects of the industry. **Prerequisite:** CSC 2301.

**CSC 2331 Systems Programming** 3 credits
The functions of an operating system. Operating system utilities. The process model of computation. The producer consumer problem. The C programming language. System calls and interprocess communication threads. **Prerequisite:** C or better in CSC 2301.

**CSC 2371 Formal Languages and Compiler Construction** 3 credits
Introduction to formal languages and abstract machines: finite automata and regular sets, context free grammars and pushdown automata. Syntax trees and decorated trees. Application of these ideas to the construction of compilers and other language translation software. The course will include programming projects that will illustrate the major features of compiler construction. **Prerequisite:** C or better in CSC 2301, and CSC 1671 or MAT 1591.

**CSC 2401 Database Management Systems** 3 credits
The course will cover the concepts and structures necessary to design and implement a relational database system. Topics to be covered: entity-relationship and relational data models, relational algebra, SQL, normalization, file organization, indexing, hashing, and enterprise-wide web-based applications. **Prerequisite:** C or better in CSC 2301.

**CSC 2451 Principles of Programming Languages** 3 credits
The general principles underlying programming languages, including such topics as syntax and its specification, data types, data control, flow control, storage management and support for design
patterns. Examples drawn from a variety of programming languages, including functional, logical and procedural languages. *Prerequisite: C or better in CSC 1601, or permission of instructor.*

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CSC 2481</td>
<td>Software Engineering</td>
<td>3</td>
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<td>Principles of designing large programs, including issues of specification, documentation, design strategies, coding, testing and maintenance. Students work in small groups to design and implement a major software project. <em>Prerequisite: C or better in CSC 2301.</em></td>
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<tr>
<td>CSC 2501</td>
<td>Artificial Intelligence</td>
<td>3</td>
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<td>The course covers fundamental concepts such as role of logic in reasoning, deductive proofs, and blind and informed search techniques. Additional topics may include inductive learning, genetic algorithms, decision trees, planning, natural language processing, game trees and perceptron learning. A language suitable for symbolic processing will be introduced. <em>Prerequisites: C or better in CSC 1601 or permission of instructor, and CSC 1671 or MAT 1591.</em></td>
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<tr>
<td>CSC 2601</td>
<td>Data Communications and Networking</td>
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<td>Topics include mathematical foundations of data communications, logical and physical organization of computer networks, the ISO and TCP/IP models, communication protocols, circuit and packet switching, the Internet, LAN/WAN, client/server communications via sockets, routing protocols, data encryption/decryption and network security issues. <em>Prerequisite: C or better in CSC 2331.</em></td>
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<tr>
<td>CSC 2721</td>
<td>Signal Processing (See MAT 2321)</td>
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<td>CSC 2811</td>
<td>Topics in Computer Science</td>
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<td>The course introduces students to recent theoretical or practical topics of interest in computer science. Content and structure of the course are determined by the course supervisor. The special topic(s) for a given semester will be announced prior to registration. <em>Prerequisite: C or better in CSC 2301, senior or junior standing in Computer Science or Mathematics, or permission of instructor.</em></td>
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<tr>
<td>CSC 2901</td>
<td>Computer Science Project</td>
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<td>Students will work on a substantial application based upon their prior knowledge. <em>Prerequisite: C or better in CSC 2301 and two other CSC courses numbered 2001 and above, senior standing in Computer Science.</em></td>
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<tr>
<td>CSC 2911-2921</td>
<td>Independent Study</td>
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<td>A one- or two-semester, independent research project on a topic selected by the student and a faculty research advisor, and approved by the department. The student may undertake the two-semester option to graduate with departmental honors, in which case he/she must notify the department by spring of his/her junior year. <em>Prerequisites: Junior or senior standing in Computer Science, and GPA of Computer Science courses should be 3.3 or higher.</em></td>
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<tr>
<td>CSC 2971</td>
<td>Internship</td>
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<td>The course goals are: to gain first-hand experience of the daily activities of professionals in computer science and related fields, to verify an interest in a particular area of computer science, to develop and hone skills required for computer science professions, to establish contacts outside the academic community who will facilitate a career in computer science. An internship journal and an academic paper are also required.</td>
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Criminal Justice

Chair: Moore

The criminal justice major is designed to provide theoretical and practical knowledge for students interested in professional careers in traditional law enforcement fields such as corrections, courts, police, and probation; in administrative and management positions in criminal justice and private security; and in law and para-legal occupations. Moreover, the major’s curriculum is intended to facilitate entry into graduate programs in criminal justice, sociology, and law, while also retaining a humanistic understanding of the study of crime. The criminal justice major at Saint Joseph’s is distinguished by its emphasis on creative participation, with student-faculty interaction being maximized through field placements and independent research projects.

Requirements for the Criminal Justice Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including
Social/Behavioral Science:
- SOC 1011 Introductory Sociology
- SOC 1021 Social Problems
GER Electives: any seven courses the student selects as appropriate for his or her own intellectual or career development
Major concentration:
- ACC 1011 Financial Accounting
- SOC 2061 Theories of Crime
- SOC 2071 Juvenile Justice
- SOC 2121-2131 Social Research Methods I-II (with lab)
- SOC 2191 Social Deviance
- SOC 2631 Criminology
- SOC 2841-2851 Research Seminar
and four other approved criminal justice courses at the 2000 level

Minor in Criminal Justice

The minor in criminal justice requires completion of SOC 1021; two from SOC 2061, 2071, SOC 2191 and 2631; and any three additional 2000-level approved courses.

Economics

Professors: Bookman, Prendergast (Chair)
Associate Professors: Dragonette, Fox
Assistant Professors: Liebman, Pardo
Visiting Assistant Professors: Burke, Zech
Lecturers: Kelly, Mallowe, Ostick

Objectives

In its introductory courses the Economics Department tries to give students an appreciation of the way economists view the world and some acquaintance with the economist’s techniques for analyzing problems. It strives to produce persons who will be informed and valuable participants in public and private decision-making.
Beyond that, the Department endeavors to offer a sufficient range of upper division courses so that students with a variety of intellectual and after-graduation career plans might be able to select a set of courses that matches individual interests and provides an appropriate preparation for individual careers. Department advisors will help students select the best assortment of courses for those going into graduate training in economics and business, to law school, and for those going into employment in business, not-for-profit enterprises, or government.

Requirements for the Economics Major

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

*Mathematics—one of the following two-course sequences:*

- MAT 1151 Finite Mathematics with Applications in Business
- MAT 1161 Brief Business Calculus
  - or MAT 1251-1261 Applied Calculus I-II
  - or MAT 1351-1361 Calculus II

*Social/Behavioral Sciences:*

- ECN 1011 Introductory Economics (Micro)
- ECN 1021 Introductory Economics (Macro)

**GER Electives:** any twelve courses

**Major Concentration:**

- ECN 2011 Economic Statistics
- ECN 2101 Macroeconomic Theory
  - or ECN 2111 Microeconomic Theory
  - and any six other ECN 2000-level economics courses

Minor in Economics

The minor in economics requires ECN 1011-1021 and four economics courses numbered ECN 2000 level or higher.

Requirements for Departmental Honors

Requirements for departmental honors are found under Honors Programs and in the brochure published annually by the Director of Honors programs.

Advisory Option—Teacher Certification in Social Studies

Economics majors may receive teacher certification in social studies by using their electives to take courses in education, including supervised teaching, as specified under Education in this Catalog. Candidates for certification should consult Dr. Keefe, coordinator, as early as possible.

**ECN 1011 Introductory Economics (Micro) 3 credits**

By analyzing the behavior of buyers and sellers in product and factor markets, this course explains how a market economy determines how scarce resources are allocated to the production and distribution of various goods and services. Supply-and-demand models are used to explain the determination of the prices of products and of factor inputs, and the consequences of government controls and of different types of market structures on prices, wages, and economic efficiency are analyzed.

**ECN 1021 Introductory Economics (Macro) 3 credits**

Theoretical models of the economy as a whole, show what determines the level of national output, employment, and prices, and how these might be stabilized by the proper fiscal and monetary policies.
The course also looks at the mechanism by which our money supply changes, and considers the benefits and problems associated with international trade. Topics covered include the measurement of GDP, inflation and unemployment; Keynesian and Classical theories of output and price determination; the Federal Reserve System; the federal budget and the national debt; and the balance of payments. *ECN 1011 not prerequisite for ECN 1021.*

**ECN 2011 Economic Statistics**  
3 credits  
This course covers classical statistics, both descriptive techniques and modern methods of statistical inference. Descriptive measures of central tendency (averages) and dispersion are covered. The concept of a random variable and its probability distribution is emphasized as the foundation for the subsequent inferential problems of estimation and hypothesis testing. Correlation and regression analysis are also introduced. Special descriptive topics include index numbers and time-series analysis. *Prerequisite: GER mathematics requirement.*

**ECN 2021 International Trade**  
3 credits  
This course investigates a primary component in the study of international economics: the causes and effects of international trade and barriers to trade. The class begins with an overview of world trade patterns and then focuses on classical and modern trade theory, exploring the Ricardian and Heckscher-Ohlin models, as well as non-comparative advantage based models that incorporate economies of scale and monopolistic competition. The second part of the class focuses on trade policy, starting with a theoretical analysis of tariffs, and then investigating the debate over free trade as it pertains to both developing and advanced economies. The class also looks at the economic institutions involved in the management of global trade, such as the World Trade Organization. *Prerequisite: ECN 1011.*

**ECN 2031 International Macroeconomics**  
3 credits  
This course investigates international macroeconomic theory and its application to current events and policy issues, including the study of the principles and practices of the balance of payments, exchange rates, and international money markets for achieving both domestic and international policy objectives. Coverage includes the description, analysis and history of financial crises, currency policy, the development of international financial markets and the relevant national and international institutions. *Prerequisite: ECN 1021; ECN 1011 is recommended.*

**ECN 2041 Economics of Labor**  
3 credits  
This course concentrates on the analysis of the major contemporary issues concerning labor relations and labor unions; in particular: unemployment, wage-price relations, the settlement of disputes, minimum-wage legislation, wage differentials and discrimination, and competition from imports. Discussion is not confined to the purely economic dimensions of these topics. The course includes descriptive material on the development and present structure of the labor union movement in this country and on the more interesting and significant features of labor-management relations in selected foreign countries. *Prerequisite: ECN 1011.*

**ECN 2071 Government Finance**  
3 credits  
This course examines the nature of government spending, the decision-making process, and trends. It describes and evaluates several kinds of taxation and proposals for reform. It utilizes microeconomics to investigate tax incidence and the welfare effects of taxation. *Prerequisite: ECN 1011.*

**ECN 2081 Modern Economic Systems**  
3 credits  
This course examines the nature of economic systems such as the market economy, the centrally planned economy and market socialism. It includes an assessment of how these systems have changed over time and compares the performance of each with respect to various economic indicators (such as GNP, employment, health care, etc.).
ECN 2091 Economic Development 3 credits
This course focuses on the economic growth and development of the Third World; conditions that are conducive to growth are explored and the transformation that results from growth is studied. Also addressed is the development impact on trade, poverty, industrialization, etc.

ECN 2101 Macroeconomic Theory 3 credits
This course examines a complete model of the economy to show the forces that determine the rate of unemployment, the rate of inflation, the rate of growth, and the international financial position of an economy. This model is used to show the logic of, and the limitations of, monetary, fiscal, and other stabilization policies. Prerequisite: ECN 1021.

ECN 2111 Microeconomic Theory 3 credits
This course presents an analysis of the behavior of households as buyers of output and suppliers of inputs, an analysis of firms as suppliers of output and buyers of inputs, and a study of their interaction in markets that determines the prices and quantities of outputs and inputs. Applications of analytical tools are demonstrated. Prerequisite: ECN 1011.

ECN 2121 Evolution of Economics 3 credits
The origin and development of the dominant ideas of modern economics investigated by study of a succession of major economists who shared in its making; the place of Economics in the history of ideas.

ECN 2131 U.S. Economic History 3 credits
Economic principles are used in an informal manner to assist in the interpretation of the history of U.S. economic development from colonial times to the recent past. Sociocultural factors are also noted as they relate to U.S. economic history.

ECN 2141 Monetary Economics 3 credits
The course analyzes the nature and functions of money to show its influence on GNP, the price level, unemployment, and the allocation of resources. Commercial banking and other financial institutions will be studied, as well as central banking and aspects of international finance. Prerequisite: ECN 1021.

ECN 2151 Economics of Multinational Enterprises 3 credits
This course will examine theories of foreign direct investment, initial investment strategies and organizational structure of multinational companies and their impact on the economies of both the host and home countries. It will also include the study of U.S. and host country policies toward multinationals and the business problems of firms operating in a foreign environment.

ECN 2161 Econometrics 3 credits
Basic principles of econometrics beginning with the classical linear regression model and the method of least squares. Special problems arising from the violation of classical assumptions, and statistical procedures for dealing with them, are covered. Identification and estimation problems are also studied, as well as forecasting with single-equation regression and simultaneous system of equations. Modern time-series models are evaluated, with numerous forecasting illustrations from economics and business. Prerequisite: ECN 2011.

ECN 2171 Seminar in Economics 3 credits
The process of developing and executing a research project according to the standards of modern economic science is the subject of this seminar. Attention is also given to the use of the computer as a research tool.

ECN 2201 Nationalism and Economy 3 credits
An interdisciplinary study of the relationship between nationalism and economics. Topics include economics and the rise of nationalism in 20th century Europe; nationalism and economics in the Austro-
Hungarian and Ottoman empires; Hitler and German nationalism; nationalism and Europe’s colonies after World War II; nationalism in the post-communist world; and the breakup of the Soviet Union, Czechoslovakia, and Yugoslavia. *Satisfies Social Science GER.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECN 2211</td>
<td>The Economics of Transition</td>
<td>3</td>
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<td>This course will consider from the point of view of economics the various aspects to be found during a transition.</td>
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<tr>
<td>ECN 2221</td>
<td>African Economies</td>
<td>3</td>
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<td>Africa is a continent of contrasts. The poorest country in the world is in Africa and the world’s highest rate of economic growth is also found in an African country. In this course, we will assess the economic performance of contemporary African countries and then we will analyze the reasons for their differing growth patterns. In the process, we will study what is produced, how it is produced and for whom it is produced. <em>Satisfies Social Science GER.</em></td>
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<tr>
<td>ECN 2291</td>
<td>Consumer Economics</td>
<td>3</td>
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<td></td>
<td>Development of strategies to improve personal financial management. These strategies will specifically relate to life cycle or family development stages. Topics covered include budgeting, consumer information and protection, and decision-making with respect to borrowing, housing, insurance, pensions and, especially, investment in financial assets such as stocks and bonds. Not open to those who have already received credit for FIN 1571.</td>
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<tr>
<td>ECN 2501</td>
<td>(THE 2501) Ethical Values and the Marketplace</td>
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<td>This course will identify and explore tensions between the free market and Catholic Social Thought (CST). We will trace theological and ethical evaluations of usury and private property to establish a framework for ethical assessment of contemporary socioeconomic issues. We will examine basic economic concepts (value and rationality), commodification, and economic justice. We will apply this theory through service learning and current public policy issues such as globalization, living/minimum wage, death and dying, and selling body organs and babies.</td>
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<tr>
<td>ECN 2621</td>
<td>Managerial Economics</td>
<td>3</td>
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<td>This course presents those parts of microeconomic analysis which are useful to those making decisions about price, output, sales promotion, capital investment, etc. It also presents useful techniques from other disciplines.</td>
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<tr>
<td>ECN 2631</td>
<td>Industrial Organization</td>
<td>3</td>
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<td></td>
<td>Applications of microeconomic theories to public policies affecting structure and performance of markets and behavior of firms. Antitrust and other aspects of government regulation. <em>Prerequisite: ECN 1011.</em></td>
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<tr>
<td>ECN 2661</td>
<td>The Economics of Health Care</td>
<td>3</td>
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<td>This course examines major policy issues associated with the delivery of health care in the United States from an economic perspective. Particular emphasis will be placed on the challenges and trade-offs involved in containing health care costs, maintaining quality, and ensuring access. This course will provide students with a better understanding of the major health policy issues. <em>Prerequisite: ECN 1011.</em></td>
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<tr>
<td>ECN 2671</td>
<td>Asian Economies</td>
<td>3</td>
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<td></td>
<td>This course will encompass a theoretical and empirical approach to the study of the economies of Asia. First, the nature of the various economies will be assessed by the observation of some indicators of economic and social development. Then, theories will be explored that attempt to explain the differences in the economies and their growth patterns. This theoretical section will entail the study of international and indigenous characteristics of Asian countries. The aim of the course is to convey to students the changes in the world distribution of economic power and in the international division of labor as it involves the Asian countries, and the implications of these trends.</td>
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Education

ECN

2681 Economics of Poverty and Income Distribution

3 credits

This course will examine poverty and income distribution, both in the US and abroad. The course is
divided into four parts: (1) description—what is poverty and who is poor? (2) analysis—what are the
causes of poverty? (3) public policy—what programs are in place to respond to poverty? (4)
international issues in poverty. Satisfies Social Science GER.
ECN

2691 Economics of Migration and Immigration

3 credits

In this course, population movements are analyzed from the economics perspective. With respect to
voluntary migration, we study both the macro issues (namely, the economic consequences of the loss
and gain of population; the effect of globalization on labor markets) as well as the micro issues (such
as who migrates and why). We study the different kinds of migrations that occur and the conditions that
cause them to predominate. In the study of involuntary migration, we focus on the economic pressures
used to force relocation. We also study the options open to displaced peoples, including encampments,
repatriation, integration and third country asylum. Finally, we ask what happens to the economies of
host countries when they are inundated with foreign migrants. Given that at this time, the majority of
the annual migrants go to just four host countries: United States, Germany, Canada, and Australia, it is
imperative to understand the effect of migration on their economies and the concerns that underlie
immigration policy. Satisfies Social Science GER.
ECN

2941 Directed Readings in Economics

3 credits

Selected topics will be investigated in depth under the direction of a tutor. Written reports are required.
ECN

2953-2963 Honors Readings and Research in Economics

6 credits

Taken in senior year under the direction of a thesis mentor.

Education
Professors: Applegate, Brady (chair), McDuffie, Spinelli
Associate Professors: Horn, Kong, Lazar, Palestini
Assistant Professors: Cifelli, Clapper, Furin, Johnson, Mercantini, Nilsson, Rodriguez, Sabbatino, Sosa, Vacca,
Wang,
Lecturer: Clark

Division of Teacher Education
Elementary and Early Childhood Education . . .Director, to be announced
Fifth year Program . . . . . . . . . . . . . . . . . . . . . .Director, A. Lazar
Field Experiences . . . . . . . . . . . . . . . . . . . . . . .Assistant Director, B. Gormley

Division of Special Education
Special Education . . . . . . . . . . . . . . . . . . . . . . .Director, C. Spinelli

Division of Education Leadership and Professional Studies
Ed.D. Program . . . . . . . . . . . . . . . . . . . . . . . . .Director, R. Horn
Educational Leadership . . . . . . . . . . . . . . . . . . .Director, R. Horn
Training and Development . . . . . . . . . . . . . . . .Director, to be announced
Education Learning Institute . . . . . . . . . . . . . . .Director, M. Beiter
Instructional Technology . . . . . . . . . . . . . . . . . .Director, S. Gary
Educational International Programs . . . . . . . . .Director, T. Furin

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Objectives

The teacher education programs are built upon the strong liberal arts curriculum provided through the General Education Requirement (GER) at Saint Joseph's University. The programs seek to increase students’ awareness of the function of schools in a modern, pluralist society as well as develop the concept of teaching as a career of vital service.

Saint Joseph’s University regards the preparation of teachers to be a function of the University as a whole. A faculty advisory committee works with the Department in coordinating this function.

The teacher education programs seek to develop and refine competencies in prospective teachers so that they will be able to meet the demands of teaching in a variety of school environments, public and private, urban and suburban. Provisions for professional competence include three components:

- thorough grounding in the liberal arts and—for secondary teachers—in an area of specialization;
- study of the foundations, principles, ethics, values, and methods of modern education; and
- field experience labs that are taken with specific courses prior to student teaching, enabling students to observe and teach in a designated school; and
- supervised student teaching during the senior year.

Each of the courses in the different programs, including elementary education, secondary education, and special education explores historical and current theories as well as problematic issues relevant to the varied areas of study in education. Courses in professional pedagogy focus on elementary or secondary students in the regular classroom, as well as on students with special education needs. Issues of inclusion and least restrictive environment, the effect of socioeconomic background, and the impact of gender and race on the learning of students are explored in a variety of course offerings.

Field experiences strike a balance between urban and suburban schools, with their differing situations, needs, problems, and opportunities. The capstone course, Student Teaching, provides students with a semester-long opportunity to relate theory to practice with the support of a cooperating teacher, a University supervisor, and a faculty member who conducts the weekly seminar.

PLEASE NOTE: The State Board of Education adopted changes that affect all of PA's teacher certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. Although these regulatory changes became effective on September 22, 2007, the PA Department of Education has not yet developed final requirements for colleges/universities to follow. Therefore, additional program requirements will be developed and incorporated into your certification program to comply with new regulations for certifying teachers that become effective on January 1, 2013.

ALSO NOTE: The year 2008-2009 is the last year for Education majors to follow the majors presented below.

Program of Studies

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

**Mathematics:**
- MAT 1011-1181 Excursions in Mathematics I and Introduction to Statistics

**Social/Behavioral Science:**
- PSY 1001 Introduction to Psychology (Social Science GER; prerequisite to EDU 2031)
GER Electives:

*Elementary education certification*—seven courses, including

- HIS 1031 History of the United States or HIS 1041 History of the United States

**Major Concentration:** Note: For students who will graduate on or before January 1, 2013.

*Elementary education certification concentration*

- EDU 1011 Schools in Society (*Social Science GER*)
- EDU 1012 Certification Lab I
- EDU 2031 Educational Psychology (*Social Science GER; PSY 1001 is prerequisite*)
- EDU 2032 Certification Lab I
- SPE 2111 Education of the Special Learner
- EDU 2241 Reading/Literature I
- EDU 2251 Reading/Literature II
- EDU 2252 Elementary Pedagogy Lab
- EDU 2261 Mathematics in Elementary School
- EDU 2271 Social Studies in Elementary School
- EDU 2281 Science in Elementary School
- EDU 2291 Creative Expressions
- EDU 2901 Elementary Student Teaching (equivalent to four courses, 12 credits)

*Elementary/special education certification concentration*

- EDU 1011 Schools in Society (*Social Science GER*)
- EDU 1012 Certification Lab I
- EDU 2031 Educational Psychology (*Social Science GER; PSY 1001 is prerequisite*)
- EDU 2032 Certification Lab I
- SPE 2111 Education of the Special Learner
- EDU 2241 Reading/Literature I
- SPE 2162 Special Education Lab II: Teaching Students with Mild Disabilities (to be taken with SPE 2141)
- EDU 2251 Reading/Literature II
- EDU 2252 Elementary Pedagogy Lab
- EDU 2261 Mathematics in Elementary School
- EDU 2271 Social Studies in Elementary School
- EDU 2281 Science in Elementary School
- SPE 2141 Inclusive Classroom Management
- SPE 2171 Special Education Diagnosis
- SPE 2181 Teaching Students with Moderate to Profound Disabilities
- SPE 2152 Special Education Lab I: Teaching Students with Moderate to Profound Disabilities
- SPE 2191 Teaching Techniques in Special Education

*Electives:*

- SPE 2131 Family, School, and Community Collaboration in a Diverse Society
- EDU 4405 Psychology of Reading (5 year students)

*K-12 art education certification concentration*

- EDU 1011 Schools in Society (*Social Science GER*)
- EDU 1012 Certification Lab I
- EDU 2031 Educational Psychology (*Social Science GER; PSY 1001 is prerequisite*)
- EDU 2032 Certification Lab I
- SPE 2111 Education of the Special Learner
- EDU 2311 Reading in Content Area
- EDU 2381 Instructional Techniques for Art Education
EDU 2382 Elementary Pedagogy Lab
EDU 2911 Student Teaching (equivalent to four courses, 12 credits)

The Art Education major must also take ten courses within the Department of Fine and Performing Arts:

ART 1311 Introduction to Studio Art
ART 1331 Basic Drawing, or the equivalent*
ART 1341 Composition and Design Studio, or the equivalent*
ART 1411 Introduction to Ceramics, or the equivalent*
ART 1501 Music History, or the equivalent*
ART 1721 Intro to Photography
ART 1011 Art History I
ART 1021 Art History II
ART 2301 (EDU 2141) Art Education in the Schools
ART 2311 Intermediate Studio Art, or the equivalent*
ART xxxx Studio Art elective (required as GER for humanities major)
ART 2981 Senior Project I
ART 2991 Senior Project II

* “equivalents” to be determined with signed recommendation of the academic advisor

The Art Education major may take any additional art course to fulfill the Humanities divisional requirement in fine and performing arts. In fulfilling part three of the Philosophy GER requirements the Art Education major must take PHL 2241, Philosophy of Art.

Early Childhood Education certification concentration (pending PDE program approval)

ECE 2601 Topics in Childhood Development
ECE 2611 Foundations of Early Childhood Education
ECE 2631 Child Development II + lab
ECE 2641 Curriculum, Instruction and Assessment (PreK-4)
ECE 2651 Social Development in Early Childhood: Movement, Behavior, and Play
ECE 2661 Assessment of Young Children (PreK-4)
ECE 2671 Reading I: Early Language and Literacy (PreK-4)/ EDU 2241: Reading Literature I
ECE 2681 Developmental Literacy
ECE 2691 Advocacy Leadership and Collaboration (PreK-4)

Minor Concentration:

Secondary education certification minor concentration

EDU 1011-1012 Schools in Society (Social Science GER)
EDU 2031-2032 Educational Psychology (Social Science GER; PSY 1001 is prerequisite)
SPE 2111 Education of the Special Learner
EDU 2311 Reading in the Content Areas
EDU 2911 Secondary School Student Teaching (equivalent to four courses, 12 credits)

and one of the following

EDU 2321-2322 Instructional Techniques for English/
Secondary Pedagogy Lab for English
EDU 2331-2332 Instructional Techniques for Citizenship Education/
Secondary Pedagogy Lab for Citizenship Education
EDU 2341-2342 Instructional Techniques for Foreign Languages/
Secondary Pedagogy Lab for Foreign Languages
EDU 2351-2352 Instructional Techniques for Mathematics
Secondary Pedagogy Lab for Mathematics
Certification

Certification Areas
Level I Teaching certificates are available in the following areas: Elementary Education (K-6), Special Education (K-12), and in the following areas of Secondary Education and K-12 content fields: Art, Chemistry, Biology, Physics, General Science, English, French, German, Latin, Spanish, Mathematics, and Citizenship Education (History). The five year Master’s program in Elementary/Special Education also provides Reading Specialist certification.

Admission and Retention
Admission and retention in a teacher certification program is a three-step process. The first step is applying to be a major in Elementary Education for students pursuing an elementary or elementary/special education teaching certificate, or to declare Education as a minor for students pursuing a secondary teaching certificate in the content area in which they are majoring. This is usually done during the freshman year or early in the sophomore year. Students then begin their course work by enrolling in two Foundations courses, Schools in Society and Educational Psychology. (Note: These two courses also count toward the Social Sciences GER.) They must complete these two courses with a minimum combined average of B in order to continue in the program. At this point, as part of their course work, students will begin the development of a professional portfolio that demonstrates success with important competences, such as writing and speaking skills.

The second step is taken after completing fifteen three-credit courses and two field experiences (labs). Students may then make formal application to the teacher preparation program. This usually occurs at the end of the fall semester of the sophomore year. To be accepted at this level, students must have an overall GPA of 3.0 after 47 credits to align with state regulations. Students who do not have this GPA at the time of application, may apply if they meet alternative criteria or they may continue in the program with the expectation that they will achieve the required 3.0 GPA at some point prior to student teaching. (See advisor for approval.)

By the time of the application, students must also have completed six credits in English and six credits in mathematics. In addition, they must have taken and successfully passed the first set of teacher exams, the PPST Praxis tests, in reading, writing, and mathematics.

The third step involves application to the student teaching program. In order to student teach in the senior year, students must apply to the Director of Student Teaching during the year preceding student teaching placement according to the deadlines established by the Department. (See Education Department home page at www.sju.edu/academics/education/ for application and guidelines.) Students are expected to complete the remaining Praxis tests during this phase of the program.

Students must complete the program with the same 3.0 GPA that is required for admission into the program (see above). A grade of C or higher in all Education courses is also required; students must retake any Education course for which they earn a grade lower than a C-. While courses in which a student earns a D or D+ will count toward graduation requirements, these courses will not be accepted as part of the teacher certification program.

Praxis Examinations
All students take and must pass the PPST reading, writing, and mathematics sections of Praxis I prior to admission into a certification program. Elementary certification candidates must also take Fundamental Subjects: Content Knowledge, as well as Elementary Education: Curriculum, Instruction, and Assessment. Special Education adds Education of Exceptional Students: Core Content Knowledge. Secondary minors,
in addition to the three PPST subtests, take the specialty test for their certification area. (See FAQ under student resources at the Education Department home page.)

The Education Department offers programs leading to certification in the following areas:

**Certification in Elementary Education**
Students majoring in elementary education will apply for certification in Elementary Education, K-6. They are encouraged to acquire either a minor in another academic area or an appropriate distribution of courses among designated liberal arts areas, such as mathematics, fine and performing arts, history, linguistics, and the natural sciences.

**Dual Certification in Elementary/Special Education**
Students will begin to take Special Education courses in their junior year following the required initial course *Education of the Special Learner*, and will continue integrating regular elementary and special education studies during their senior year, working with students placed in Special Education facilities during this time. This dual certification program of studies is rooted in the liberal arts; students complete the required GER Common Courses, GER University Distribution, GER electives, and all major and minor requirements. In addition to major requirements, students take two special education field experience labs.

**K-12 and Secondary Certification**
Students seeking certification in secondary education and K-12 content fields will major in Art Education, Biology, Physics, Chemistry, General Science, English, French, German, Latin, Spanish, Mathematics, or Citizenship Education. See the section of this Catalog that applies to each of these majors.

Secondary and K-12 certification students should refer to the appropriate section of this catalog for further information regarding the Education minor in a content field. They should also declare their intention to participate in a certification program by declaring Education as a minor during their sophomore year. The secondary candidate’s application for student teaching must include a letter of recommendation from the department chair of the student’s major attesting to the readiness of the candidate to teach in his or her content field. Foreign language candidates must have demonstrated proficiency in the specific language as defined and assessed by the Department of Foreign Languages.

**The Five-Year Combined B.S./M.S. in Education with Certifications in Elementary Education, Special Education, and Reading**
Saint Joseph’s University’s combined B.S./M.S. program in Education offers students an opportunity to complete two degree programs while gaining three certifications in their five years of study: Elementary Education, Special Education, and Reading Specialist. During the summer of the fifth year, students will teach in the University’s summer Reading Center. To be eligible for the five-year program, students must have a 3.0 GPA. 37% scholarships are available for “day” students. For more information on the five-year program, contact the Department of Education.

**Five-Year Combined B.S./M.S. in Biology, Chemistry, Physics, General Science, and Mathematics**
This program allows a student to complete in five years the requirements for both the B.S. in one of the sciences or mathematics and the M.S. in Education with certification to teach at the secondary level. Interested students should consult the description of the program provided in the curriculum section of this catalog that deals with the content field in which they wish to major.

**Obtaining a Teaching Certificate**
Upon completion of all University requirements, students apply for teaching certification in the Department of Education. Students’ certification application packets must include the following: 1)
application forms, 2) a 3.0 GPA upon completion of the program, 3) evidence of successful completion of all required subtests of the Praxis II, 4) a complete transcript, and 5) a postal money order for the appropriate fee to Saint Joseph’s University. Upon approval of the University Certification officer, the Pennsylvania Department of Education issues the appropriate Level I teaching certification. (For certification application and guidelines see Education Department home page.)

Preparation of Students for Catholic Schools

The Departments of Theology and Education, in consultation with representatives from the Office of Catholic Education of the Archdiocese of Philadelphia, have developed special programs to prepare men and women who have a commitment to teach in Catholic elementary and secondary schools. One program combines an elementary education major with a theology minor; the other is a combination of a theology major with some education courses. Further information about these programs is available from the Chair of the Theology Department or the Department of Education.

Curriculum Center

A curriculum center is maintained in Drexel Library for the use of all interested students. Instructional materials representing a wide variety of grade levels and subject areas are available for student use.

EDUCATION

EDU 1011 Schools in Society 3 credits
The course studies American education structurally. The origins, evolution, and realities of contemporary public and private schools are examined through critical readings. Visits to elementary classrooms in multicultural settings provide a strong link to the teacher’s world and the course content. Enrollment in Certification Lab I, EDU 1012, is required with this course. Satisfies a Social Science GER.

EDU 1012 Certification Lab I 1 credit
For one morning each week students will be placed in schools where they will observe and analyze issues related to the schools and the societal contexts in which they operate.

EDU 2031 Educational Psychology 3 credits
This course provides students with the opportunity to apply theories of human development to teaching practices. Special attention is directed towards intrinsic and extrinsic motivation, social dynamics in the classroom, tests and measurements, and various instruction models. Enrollment in Certification Lab II, EDU 2032, is required with this course. Satisfies a Social Science GER.

EDU 2032 Certification Lab II 1 credit
This field experience is to be taken in conjunction with Educational Psychology. For one morning each week students will be assigned to an elementary or secondary school classroom and will study issues related to topics covered in Educational Psychology, assist the teacher, and do some teaching.

EDU 2141 (ART 2301) Art Education in the Schools 4 credits
Certain qualified students will be invited to take part in a supervised practicum, teaching at a local grammar school. In this course there will be lectures in methods of teaching, followed by an eight-week intensive experience of working with a partner, team-teaching a group of fifteen primary school students. While this is being done, the students will keep a weekly diary from which they will construct a ten-page term paper on the meaning of the experience. Meets requirements for Service Learning course. This course may count as a GER course if taken in conjunction with ART 1311.
EDU 2241 Reading/Literature I 3 credits
This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of Basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas. Prerequisite: EDU 2031.

EDU 2251 Reading/Literature II 3 credits
The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of multicultural literature and the writing process. Enrollment in Elementary Pedagogy Lab, EDU 2252, is required with this course. Prerequisite: EDU 2241.

EDU 2252 Elementary Pedagogy Lab 1 credit
This field experience is to be taken by elementary education majors in conjunction with Reading/Literature II. Students will be placed in a classroom where they will study issues related to teaching pedagogy, assist the teacher, and do some teaching.

EDU 2261 Mathematics in Elementary School 3 credits
This course provides an overview of the development of mathematics as a part of the elementary school curriculum. Emphasis will be placed upon current research and the development of techniques useful in the presentation of mathematical concepts. Included in this course is a thorough investigation into the Standards and of the National Council of Teachers of Mathematics and examination of gender bias in the mathematics classroom. Prerequisite: EDU 2031.

EDU 2271 Social Studies in Elementary School 3 credits
The purpose of this course is to connect theory and practice in the teaching of elementary school social studies. Strategies for planning, implementing, and evaluating social studies instruction are designed with a focus on preparing children to be critical thinkers and young citizens in a global, technological and culturally diverse world. Prerequisite: EDU 2031.

EDU 2281 Science in Elementary School 3 credits
This course is designed to provide students with the opportunity to investigate teaching modalities relevant to elementary school science. Emphasis is placed upon the philosophy, curriculum planning and organization, skill development, instrumental methodology, and classroom resources for the natural sciences. Prerequisite: EDU 2031.

EDU 2291 Creative Expressions 3 credits
This course is designed to provide students with the opportunity to investigate issues related to the integration of the elementary school curriculum. Special attention is directed towards the use of art, music, and movement as central tools to integrate the various content areas with literacy. Prerequisites: EDU 2241, 2251, 2261, 2271, 2281. Students pursuing dual certification (elementary and special) are not required to take EDU 2291.

EDU 2311 Reading in the Content Areas 3 credits
Teaching and using of reading skills in various content fields in middle and secondary schools; problems in reading textbooks, special needs in different curriculum areas, general and specific reading skills, study methods, critical reading, and adjustment to individual differences. Special focus on the use of audiovisual materials in the classroom is a core element of the course. Prerequisites: EDU 1011/1012, 2031/2032.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDU 2321</td>
<td>Instructional Techniques for English*</td>
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<tr>
<td></td>
<td>A course designed to introduce pre-service and</td>
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<td>in-service secondary school teachers of English</td>
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<td>to instructional processes, strategies,</td>
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<td>materials, assessment practices and classroom</td>
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<td></td>
<td>management theory that will be of practical</td>
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<td>value in the classroom. Emphasis is on lesson</td>
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<td>planning that utilizes questioning and discovery</td>
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<td>strategies, inductive and deductive teaching</td>
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<td>skills, process writing procedures and</td>
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<td>traditional grammar, plus oral English skills</td>
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<td>as demonstrated on a video-taped mini lesson.</td>
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<td><strong>Prerequisites:</strong> EDU 1011/1012, 2031/2032,</td>
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<td>2311, SPE 2111. **Enrollment in EDU 2322 is</td>
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<td>EDU 2322</td>
<td>Secondary Pedagogy Lab for English</td>
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<td>pedagogy course in English. Students will be</td>
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<td>placed in a secondary classroom where they will</td>
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<td>study issues related to teaching pedagogy.</td>
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<tr>
<td>EDU 2331</td>
<td>Instructional Techniques for Social Studies*</td>
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<td></td>
<td>This course introduces pre-service and in-service</td>
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<td>secondary schools and classroom management</td>
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<td>techniques that will be of practical value in</td>
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<td>the classroom. Investigations involve studies of</td>
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<td>the integration of social, economic, and</td>
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<td>political impact upon groups. Instruction is</td>
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<td>designed to explore the structure of the</td>
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<td>discipline with a focus on preparing students</td>
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<td>to be critical thinkers and citizens in a global,</td>
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<td>technological and culturally diverse world.</td>
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<td><strong>Prerequisites:</strong> 1011/1012, 2031/2032, 2311, SPE</td>
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<td>EDU 2332</td>
<td>Secondary Pedagogy Lab for Social Studies</td>
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<td>This course is taken in conjunction with the peda-</td>
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<td>gogy course in Social Studies. Students will be</td>
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<td>study issues related to teaching pedagogy.</td>
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<tr>
<td>EDU 2341</td>
<td>Instructional Techniques for Foreign Languages*</td>
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<td>This course introduces the student or teacher to</td>
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<td>the substance and strategies of proficiency-</td>
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<td>oriented second-language instruction(K-12). The</td>
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<td>course will enable the student to compose a</td>
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<td>working definition of proficiency, and explore</td>
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<td>possible approaches (instructional techniques)</td>
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<td>for attaining the goals indicated by this</td>
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<td>definition. Attention is also given to selected</td>
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<td>topics in both first and second language</td>
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<td>acquisition theory and practice. An introduction</td>
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<td>to general linguistics is helpful but not</td>
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<td>required. <strong>Prerequisites:</strong> 1011/1012, 2031/2032,</td>
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<td>2311, SPE 2111. **Enrollment in EDU 2342 is</td>
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<td>required with this course.**</td>
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<td>EDU 2342</td>
<td>Secondary Pedagogy Lab for Foreign Languages</td>
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<td>This course is taken in conjunction with the</td>
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<td>pedagogy course in Foreign Languages. Students</td>
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<td>will be placed in a secondary classroom where</td>
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<td>they will study issues related to teaching</td>
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<td>pedagogy.**</td>
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<td>EDU 2351</td>
<td>Instructional Techniques for Mathematics*</td>
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<td>This course is intended to assist students in</td>
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<td>the development of their individual approaches</td>
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<td>to instructional styles and strategies. Emphasis</td>
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<td>will be placed upon the current research and the</td>
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<td>development of techniques useful in the</td>
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<td>presentation of mathematical concepts at the</td>
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<td>secondary level. Included in this course is a</td>
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<td>thorough investigation of the National Council</td>
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<td>of Teachers of Mathematics' Standards and</td>
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<td>examination of Gender Bias in the mathematics</td>
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<td>classroom. <strong>Prerequisites:</strong> 1011/1012, 2031/2032,</td>
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<td>2311, SPE 2111. **Enrollment in EDU 2352 is</td>
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<td>EDU 2352</td>
<td>Secondary Pedagogy Lab for Mathematics</td>
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<td>pedagogy course in Mathematics. Students will be</td>
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<td>EDU 2361</td>
<td>Instructional Techniques for Science*</td>
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<td>the development of their individual instructional</td>
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<td>styles and strategies. Well-conceived and</td>
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<td>effective curriculum and instruction are based</td>
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<td>upon both an understanding of the adolescent and</td>
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<td>the nature of science. Instructional techniques</td>
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and demonstrations to laboratory and computer simulations will be modeled and analyzed. Issues in classroom management and safety, among other topics, will be explored. Prerequisites: 1011/1012, 2031/2032, 2311, SPE 2111. Enrollment in EDU 2362 is required with this course.

EDU 2362 Secondary Pedagogy Lab for Science 1 credit
This course is taken in conjunction with the pedagogy course in Science. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 2371 Linguistic Topics in Education 3 credits
This course is an introduction to linguistics through the lens of educational research. First, we will overview the broad field of linguistics. Then, we will focus on an analysis of recent research in discourse analysis and explore particular contexts of discourse such as legal fields, family interactions, the workplace, and the classroom. Special attention will be given to language classroom discourse. We will focus on substantive issues addressed by the research and theoretical frameworks used to structure the inquiry.

EDU 2381 Instructional Techniques for Art Education 3 credits
This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom. Enrollment in EDU 2382 is required with this course.

EDU 2382 Art Education Pedagogy Lab 1 credit
This course is taken in conjunction with the pedagogy course in Art. Students will be placed in a K-12 classroom where they will study issues related to teaching pedagogy.

EDU 2422 Independent Lab 3 credits
This lab is reserved for students with very special circumstances who need a lab independent of any particular course. It is only to be enrolled in with permission of the Education Department through the student’s advisor.

EDU 2471 Literature for Adolescents 3 credits
An exploration of fiction, poetry, and biography likely to appeal to students in grades seven through twelve. Major points of focus will include identification of themes which reflect developmental concerns, delineation of parallels between contemporary literature for young adults and selected classics, evaluation of standards for selecting and strategies for using bibliographical resources

EDU 2581 Computers for Educators 3 credits
This is an introductory course designed to offer an overview of the role of technology, especially computers, in learning. The course will focus on the application of computers and technology in the learning process. Investigations of computer-assisted learning, computer-managed instruction, computer literacy, hardware and software, and related technological learning systems will be central in the course. The impact of new technology on individuals, society, and educational agencies will be explored.

EDU 2601 Perspectives of Women in Education 3 credits
This course is designed to provide teachers and teacher candidates with an overview of the issues, including women’s perspective, in considering the role of gender in educational settings. Specifically, the course will provide an historical perspective of women’s role in education, a feminist view of education and the necessity for integrating women’s issues in the basic educational curriculums.
ECE 2601 Topics in Childhood Development 3 credits
This course is designed as a special topics course to provide students with an orientation to current issues in child development. Attention will be paid to present trends in early childhood research, laws and court cases involving young children and families, inclusive educational and therapeutic practices appropriate for children in early care and education settings. Students will be given several opportunities to explore the implications current trends in the early childhood field have with pedagogy.

ECE 2611 Foundations of Early Childhood Education 3 credits
This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs. Prerequisite: Schools in Society and Educational Psychology.

ECE 2631 Child Development II + Lab 3 credits
This course is designed to provide students with in-depth study of development in early childhood. A two-pronged approach is taken where students will both understand major theories supporting views of early development and learning and apply this understanding to the design of developmentally appropriate practices for young children from birth to grade four who are enrolled in early care and education settings. Specific topics include early brain development, sensitive periods in maturation, neurobehavioral and developmental disabilities, and teacher as researcher.

ECE 2641 Curriculum, Instruction and Assessment (PreK-4) 3 credits
This course provides multiple approaches to the critical linked processes of assessment, curriculum development, and instruction of young children. National Association for the Education of Young Children (NAEYC) standards as well as state and federal early learning standards, and guidelines for personnel preparation in early childhood education will be used to structure early learner curriculum and developmentally appropriate programs. Topics of study include: planning and preparation; implementing thematic units and child-centered studies using appropriate curricular materials, scope and sequence; and resources and strategies for student-centered assessments which address academic, cultural and linguistic differences. Prerequisites: Intro to ECE.

ECE 2651 Social Development in Early Childhood: Movement, Behavior, and Play 3 credits
This course examines the role of cognitive and psychomotor influences on young children's social development. Topics studied include: purposes of play and play behavior; motor development and the goals of physical development programs; and behavioral structures that promote prosocial competencies. Special attention will also be directed towards the use of art, music, and movement as central tools to support learning and development.

ECE 2661 Assessment of Young Children (PreK-4) 3 credits
This course addresses the five critical functions played by assessment in early childhood: screening, eligibility, program planning, program monitoring, and program evaluation. Various models of assessment will be explored including standardized/norm-referenced test, curriculum based assessment, criterion-referenced assessment, and portfolio/work sampling assessment. Students will also have practice in using classroom based assessment strategies for both summative and formative evaluations.

ECE 2671 Early Language and Literacy (PreK-4)/EDU 2241: Reading and Literature 3 credits
This course will focus on an investigation of the interrelatedness of language acquisition and development and cognitive development as reflected in contemporary theories in early childhood development and education with specific attention to language variation. This focus will serve as the foundation of an understanding of emergent literacy. Special attention will be given to early book
handling and shared readings between children and caregivers and to the use of authentic literature to enhance development of decoding skills and comprehension. In addition, students will investigate practices for use with English Language Learners. Prerequisite: Intro to ECE.

**ECE 2681 Developmental Literacy** 3 credits
This course will focus on an investigation of the various theoretical models of the reading process and will connect insights of language and cognition as a vehicle for developing successful reading. Students will become aware of the relationship between the reading and writing process. Students will also study a wide range of genres as a means of developing higher-level reading and writing abilities. Practical features in this course will include a critique of the use of basal reading as a means of developing literacy skills with special attention given to the development of phonemic awareness and phonics as an integral part of the reading/thinking process. Prerequisite: Intro to ECE.

**ECE 2691 Advocacy Leadership and Collaboration (PreK-4)** 3 credits
This course is designed to orient students with the roles of advocacy, leadership, and collaboration in early care and education. Content will also address skills needed by early childhood educators to effectively develop and operate early childhood programs. This includes supervision of personnel, creation and management of program budgets, compliance with standards for accreditation and professional development, accountability measurements and data monitoring for compliance with regulations from the US Office Management and Budget and the Office of Special Education Programs (OSEP). Students will also have several opportunities to explore effective strategies for parent-professional collaboration and child and family advocacy.

**EDU 2711 Education and the Jesuit Mission in Latin America** 3 credits
This course takes students into the reality of schools in Latin American where poverty, ethnic marginalization and political disenfranchisement define the lives of most communities. The course focuses on the Jesuit ethic in Latin America and highlights the tradition of the theology of liberation which understands the school as a forum for advocacy, social empowerment, and personal spirituality.

**EDU 2901 Elementary Student Teaching** 12 credits
This experience is designed as the capstone professional course for the elementary education major; it is to be the final course taken in the major sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, the student attends a seminar once each week in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, the use of technology, using reading, language, and literacy skills in all classrooms, the identification of instructional resources, and the assessment of student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Director of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. (See Education Department home page at www.sju.edu/academics/education/ for application and guidelines.)

**EDU 2911 Secondary School Student Teaching** 12 credits
This experience is designed as the capstone professional course for the Secondary Education Certification program; it is to be the final course taken in the educational coursework sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, each week students attend a seminar in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student will have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using technology in the classroom, identifying instructional resources, and assessing student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Director of Student Teaching by the application deadlines available in the Student Teaching Office. These deadlines are more than one semester in advance of Student Teaching. (See Education Department home page at www.sju.edu/academics/education/ for application and guidelines.)
**SPE 2111 Education of the Special Learner 3 credits**

This introductory course is designed to provide teachers-in-training with an understanding of the exceptional child in various instructional settings. Students will be provided with an overview of Special Education with emphasis on historical and emerging perspectives. Topics to be examined will include types and natures of exceptionalities; legal and ethical responsibilities of teachers; least restrictive environment; various instructional settings; the inclusion of exceptional children in regular education; services and programs for the exceptional child. **Prerequisites: EDU 1011/1012, 2031/2032.**

**SPE 2131 Family, School, and Community Collaboration in a Diverse Society 3 credits**

This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems. **Elective**

**SPE 2141 Inclusive Classroom Environments 3 credits**

This course provides the pre-service teacher with an introduction to the theory, vocabulary, principles, and techniques of fostering a learning environment that has a positive behavioral atmosphere. Techniques of behavior modification, familiarity with a variety of management models, preserving the dignity and human rights of the students, and knowledge of legal and district policy constraints regarding behavior and behavior management are included. **Prerequisite: SPE 2111. SPE 2162 is required with this course.**

**SPE 2152 Special Education Lab I: Teaching Students with Moderate to Profound Disabilities 2 credits**

This 30-hour lab will consist of observations and interactions with students with low-incidence disabilities in approved private and/or public schools. **This lab must be taken with SPE 2181.**

**SPE 2162 Special Education Lab II: Teaching Students with Learning and Behavior Problems 2 credits**

This 30-hour lab provides the student with a field placement in which the student demonstrates competency in teaching the exceptional child. The lab will consist of observations and interactions with students with high-incidence disabilities. **This lab must be taken with SPE 2141.**

**SPE 2171 Special Education Diagnosis 3 credits**

This course is designed to provide the candidate with an in-depth understanding of the complex issue of assessing students with special needs including academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will include an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative assessment techniques. In addition, course topics will include an examination of evaluation approaches and strategies, from pre-referral intervention, eligibility/placement/program decision-making to IEP development and progress monitoring. Current assessment legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting will be covered. **Prerequisite: SPE 2111. Taken with SPE 2191.**

**SPE 2181 Teaching Students with Moderate to Profound Disabilities 3 credits**

This course is designed to provide the student with an in-depth understanding of the complex issues of teaching students with moderate to profound disabilities. Students will learn to use a variety of assessment methods and person-centered-planning to develop individualized curricula based on capacity building and enhancing quality of life. **Prerequisite: SPE 2111. SPE 2181 is required with this course.**
SPE 2191 Teaching Techniques in Special Education 3 credits

This course is designed to provide the student with various teaching techniques in special education. There will be an in-depth study of child behavior and the particular strategies that coincide with maintaining cooperation in the classroom. This will provide students with teaching techniques geared towards the behaviors of Mental Retardation, Social/Emotional Disturbance, ADHD, Autism, and Communication Disorders. Students will be able to adapt lessons to provide appropriate instruction while addressing various behaviors. Prerequisite: SPE 2111; Must be taken with SPE 2171.

SPE 2921 (EDU 2921) Elementary/Special Education Student Teaching 12 credits

This experience is designed as the capstone professional course for the Elementary/Special Education Major. It is to be the final course taken in the major sequence. The Student Teaching experience approximates a full-time working experience for the semester (fourteen weeks) and includes experiences in both regular and special education classrooms. It includes a seminar class each week in which issues related to student teaching are studied. At the conclusion of the Student Teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the education setting, using reading, language and literacy skills in working with exceptional students, identifying instructional resources, using technology, and assessing student achievement. Students may take a maximum of one additional course during the student teaching semester. Students should apply to the Director of Student Teaching prior to the expected semester of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. Student teaching applications must be downloaded from the Education Department’s website.

English

Professors: Burch, S.J., Cohen (Emerita), Feeney, S.J., Gilman, Morris, Parker (Chair), Samway, S.J., Sorensen, Wendling (Emeritus)
Associate Professors: Berret, S.J., Fusco, Goldthwaite, Green, Haslam, Lindner, Norberg,
Assistant Professors: Brennan, S.J., Conrey, Darlington, Gautier, Mezey, Pattillo, J. Powell, Spinner
Visiting Assistant Professors: Fadda-Conrey, K. Powell
Lecturer: Macnow

Program Overview

Through its challenging and rewarding program of study, the English Department introduces students to the formative traditions of British, Irish, American, and Anglophone literature. We supplement these historical, critical, and generic courses with specialized courses that (1) offer an in-depth examination of individual authors and critical problems, (2) balance theory with the practice of rhetoric, and (3) develop creative talents. Throughout our program, we present fundamentals of research in order to foster intellectual maturity and to prepare our students for more advanced study in literature and writing.

Because we wish our English majors to explore their particular interests, we offer three tracks to guide their course selections: (1) literature, (2) writing, and (3) theatre/drama. The English major thus equips our students to enter many careers, including teaching, publishing, editing, writing, and business. Current English graduates include college professors, teachers, journalists, novelists, poets, lawyers, pharmacists, physicians, and public-relations specialists.

Departmental Mission

Crucial to the centuries-old Ignatian vision that guided the establishment of Jesuit colleges and universities are two concepts: caring for the student as an individual (cura personalis) and imparting to the student a skill in thoughtful, imaginative, and well-organized language (eloquentia perfecta). The English Department and its
curriculum encourage the growth of our students in these traditions. Our courses guide them to appreciate imaginative literature and to master rhetorical skills traditionally associated with Jesuit education—including cultivating an individual and discerning voice in both writing and speaking. We remain committed to the University's mission by connecting faith, intellectual commitment, and social justice in our teaching. By offering service-learning and diversity courses and by developing mentoring relationships between faculty and students, we encourage a striving for the greater intellectual and social good.

The English Department supports the University mission by calling upon our students to embrace:

- A life-long openness to imaginative, moral, and spiritual growth
- A confidence in their own intellectual reach and competence
- A commitment to being men and women with and for others
- A commitment to social justice
- A willingness and ability to lead.

Departmental Educational Goals and Objectives

**Goal 1:** Knowledge of Significant Texts in the British, Irish, American, and Anglophone Literary Traditions. Students will demonstrate a familiarity with these key texts and an understanding of the historical continuities among literary conventions and imaginative traditions.

**Goal 2:** Development of Rhetorical Skills. Students will learn to recognize and use various rhetorical modes, including (but not limited to) narrative, exposition, analysis, and argument.

**Goal 3:** Development of Creative Abilities. Students will exercise their imaginations in crafting their own creative works and performances, particularly through creative writing workshops and theatre courses.

**Goal 4:** Knowledge of Significant Schools of Literary Theory. Students will develop an understanding of the historical development of literary theory and draw upon these models for their own literary analyses. They will be encouraged to formulate their own theories about what literature is and does.

**Goal 5:** Appreciation of the Connection between Literary Studies and Faith/Justice Issues. Students will develop an understanding of the value-laden nature of English studies, including issues of faith and social justice.

**Goal 6:** Development of Revision Strategies and Editing Skills. Students will develop an understanding of revision, and they will practice editing skills through examining their own writing and the writing of their peers.

**Goal 7:** Knowledge of Research Fundamentals in English. Students will learn how to locate, assess, and incorporate secondary sources (including electronic ones) into their own arguments.

**Goal 8:** Specialization in Area of Choice. Students will choose a specialized track (literature, theatre, or writing) that best addresses their strengths and interests, usually during their sophomore year.

**English in the GER (See Curricula)**

**GER Common Courses**

| ENG 1011 | The Craft of Language |
| ENG 1021 | Texts and Contexts |
Students who wish to satisfy the Literature/Fine Arts portion of the University Distribution component of the GER by completing a course in English literature should select from the list of “Recommended GER courses at the 1000 and 1200 levels” or from the many GER-approved courses in the English program listing.

**Recommended GER courses at the 1000 and 1200 levels**

- **ENG 1031** The World of Fiction (AP students only)
- **ENG 1041** The Poet's Voice (AP students only)
- **ENG 1201** Major American Writers
- **ENG 1211** Cultural Diversity (e.g., American Voices, African American Literature, Chinese American Literature, Between Men and Women, British Multiculturalism and the Booker Prize)
- **ENG 1221** Rhetoric in Modern Practice
- **ENG 1231** Literature and Medicine (service-learning course)
- **ENG 1241** Special Topics in Literature (e.g., Body and Soul in Nineteenth-Century British Literature, Shakespeare on Film, Re-Reading the Sixties, American Protest Fiction, Vietnam War Literature and Film, Poets as Liberating Gods, Fiction into Film, Detective Fiction, Madness in Literature, Psychology and Literature)

**Requirements for the English Major**

- **GER Common Courses** (See Curricula): six courses
- **GER University Distribution** (See Curricula): fourteen courses
- **GER Divisional Distribution**: one Fine Arts course (*not included in the above fourteen courses*)
- **GER Electives**: any nine courses

**Major Concentration**: ten courses, at least nine at the 2000 level

- **ENG 2011** Backgrounds for English Studies (*offered in fall semester*)
- **ENG 2021** Sophomore Seminar, Critical Approaches to Literary Studies (*offered in spring semester*)

plus four courses in a departmental distribution pattern (*see below*)

plus four courses in one of the three track options: **Writing, Literature, Theatre/Drama**.

There is also a general major option, whereby students may take four courses across the three tracks.

**Departmental Distribution Pattern**

As part of the major requirements, students must take one course from each of the four areas listed below: Writing; Shakespeare; British/Irish/World Literature; American Literature.

All English majors will be assigned a Departmental advisor with whom they will consult during the course of their studies and who will help them select a pattern of courses in tracks appropriate to their talents, interests, and possible careers.

**Teacher Certification for Secondary Schools**

Students majoring in English may minor in Education to obtain an Instructional I, Secondary Education (7-12) Teaching Certificate. Students seeking this certification are urged to apply for the Education minor during the spring semester of their freshman year. While students continue meeting with their English advisor, they will also be assigned an Education advisor who will guide them through their required Education courses. The Education advisor will also assist students seeking teacher certification in formally applying for the teacher certification program, usually in the spring semester of their sophomore year. Students must have an overall GPA of 3.0 or higher to be accepted into the teacher certification program. Students must maintain an overall GPA of 3.0 or higher to obtain teacher certification upon graduation.
Students seeking the Education minor and teacher certification complete a sequence of five Education courses, three field experience labs, and a semester-long, full-time student teaching placement (for twelve credits). Students seeking the Education minor and teacher certification should complete their Social Science GER by taking: EDU 1011/1012 (Schools in Society and the accompanying lab); PSY 1001 (Introduction to Psychology); and EDU 2031/2032 (Educational Psychology and the accompanying lab).

In order to meet the certification requirements for English, students are required to take a course in linguistics. Any of the following courses will meet that requirement:

- LIN 2151 (ENG 2341) History of the English Language
- LIN 2201 Basic Linguistics
- LIN 2211 Sociolinguistics
- LIN 2371 Linguistic Topics in Education

**Minor in English—Literature Concentration**

The minor in English with concentration in literature requires four English courses beyond the common courses (ENG 1011/ENG 1021) of the GER:

- ENG 2011 Backgrounds for English Studies

And three additional textual analysis courses, at least two at 2000 level

**Minor in English—Writing Concentration**

The minor in English with concentration in writing requires four English courses beyond the common courses (ENG 1011/ENG 1021) of the GER:

**Three of the following courses:**

- ENG 1221 Rhetoric in Modern Practice
- ENG 2041 Introduction to Journalism
- ENG 2051 Communication in the Media
- ENG 2061 Feature Story in Journalism
- ENG 2071 Writing for the Worldwide Web
- ENG 2091 Writing for Organizations
- ENG 2101 Seminar in Rhetorical Theory
- ENG 2111 Seminar in Narrative Form
- ENG 2131 Writing Fellows: Theory/Practice in Peer Tutoring
- ENG 2141 Writing Through Race, Class, and Gender
- ENG 2161 The Essay
- ENG 2171 The Art of Editing
- ENG 2181 Feminist Narrative Strategies
- ENG 2201 Creative Writing: Introductory Workshop
- ENG 2211 Poetry Workshop
- ENG 2221 Fiction Workshop
- ENG 2231 Nonfiction Workshop
- ENG 2241 Writing for Publication
- ENG 2951 Independent Study: Writing Project
- ENG 2961 Independent Study: Intern Program

And one 2000 level course that focuses closely on textual analysis
Minor in English

The minor in English without concentration requires four English courses beyond the common courses (ENG 1011/ENG 1021) of the GER, with at least two being at the 2000 level.

Requirements for Departmental Honors

Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors program.

Programs in American Studies, Gender Studies and Medieval Studies

English majors are eligible to participate in the Program in American Studies, Program in Gender Studies, and the Program in Medieval Studies described elsewhere in this Catalog.

Seminars and Writing Workshops

All seminars offered by the Department will be designed to fit into our seminar room, with class size optimized at 16; the main purpose of any such seminar will be to give the student experience in intensive reading or writing experience. Literature seminars often involve closely supervised research in a specific area of literary studies. Writing Workshops will involve development of creative texts (poems, stories, essays).

Independent Study Program

Any qualified English major has the privilege of applying for credit in an independent study program. At the end of the sophomore or early in the junior year, the student should submit a written proposal describing, with particulars, the planned study project. The minimum requirement for such a proposal is that it include a substantial critical or creative writing project. If the proposal is accepted, the student will be assigned a faculty mentor who will oversee the writing project, offer advice on readings, help with the selection of courses, and establish a timetable for the completion of the writing project. The project may extend over one or two semesters. Serious and satisfactory work for one semester will earn three credits. A student who successfully completes the two-semester project will receive six credits (ENG 2941-2951).

Writing Center

The Department of English also supports The Writing Center, located in Bellarmine 129, a congenial place which any interested student can visit to discuss her or his writing. The Center is staffed by trained peer tutors. Writers can talk with the tutors about brainstorming and other prewriting strategies, topic selection and focus, drafting, revision, and editing. The Center welcomes creative writing projects and analytical essays, as well as resumés, cover letters, and graduate school personal statements.

Students who are interested in becoming peer tutors take ENG 2681, Writing Fellows: Theory and Practice of Peer Tutoring. The Writing Fellows course is open to students in any major and is particularly appropriate for pre-law, pre-med and education majors, as well as English majors and anyone interested in writing as a profession. Permission of the instructor is required; applications for the fall semester course are available in the spring.

GER Common Courses

<table>
<thead>
<tr>
<th>ENG 1011 The Craft of Language</th>
<th>3 credits</th>
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<tr>
<td>A study of the use and power of words—including poetic terms—and of how words are best put together in an essay. This is mainly a writing course, and literary form will be used as a means to teach</td>
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writing. The emphasis will be on expository prose. Required of all students except those qualifying for Honors or Advanced Placement; some sections may be designed for the Freshman Seminar Program.

**ENG 1021 Texts and Contexts 3 credits**
A course in the reading of key literary texts in both the British and American traditions. Students will examine a representative sampling of texts in detail, with guided instruction in writing personal, critical, and creative responses to them.

**Recommended GER Courses at the 1000 and 1200 Levels**

**ENG 1031 The World of Fiction 3 credits**
Extensive and intensive readings primarily in short stories. Continental writers will be included, although the emphasis will be on English and American authors of the late 19th and 20th centuries. Students will be required to write critical essays based upon readings in the course. Generally reserved for students with AP credit.

**ENG 1041 The Poet's Voice 3 credits**
The primary emphasis will be on the reading of major poems in English seen as performances in language requiring close attention to the text. The historical and cultural concerns reflected will also receive attention. Generally reserved for students with AP credit.

**ENG 1201 Major American Writers 3 credits**
Study of selected works of those writers who have most influenced the continuity and development of our national literature. Among those considered will be Irving, Poe, Emerson, Hawthorne, Melville, Whitman, Twain, Frost, Hemingway, and Faulkner.

**ENG 1211 Cultural Diversity 3 credits**
Specific focus of the course will depend on the instructor. Possible approaches to the issue of cultural diversity in literature might include: Chinese American literature and culture; American voices, telling stories: men and women writing their lives, texts and neighborhoods (service learning course); African American literature; images of women in literature; British Multiculturalism and the Booker Prize. Diversity.

**ENG 1221 Rhetoric in Modern Practice 3 credits**
A practical course in the oral presentation of carefully crafted material. Based on principles of rhetoric, new and old, the course helps students in discovering, structuring, and expressing ideas with conviction and confidence. Some attention will be given to the appreciation of significant speech texts within these rhetorical traditions. Students will make multiple presentations and engage in peer critiques.

**ENG 1241 Special Topics in Literature 3 credits**
A course exploring a specific topic of concern in literature, varying from semester to semester depending upon the instructor (e.g., Body and Soul in Nineteenth-Century British Literature, Shakespeare on Film, Re-Reading the Sixties, American Protest Fiction, Vietnam War Literature and Film, Poets as Liberating Gods, Fiction into Film, Detective Fiction, Madness in Literature, Psychology and Literature).

**English Major Program Structure**

*Common Core for All English Majors (6 courses)*
- ENG 2011 Backgrounds for English Studies
- ENG 2021 Sophomore Seminar: Critical Approaches to Literary Studies
- AREA III Shakespeare
- AREA IV British/Irish/World Literature
AREA V  American Literature
AREA I  Writing (creative, journalism, rhetoric, pedagogy)

Writing Track  Literature Track  Theatre/Drama Track
Writing Area  Medieval/Renaissance (Area II)  ENG 2421 Theatre Medium
Writing Area  Literature course  Theatre/Drama
Writing Area  Lit. Theory/Genre Studies  Theatre/Drama
Elective  Elective  Elective

For the general major, students may take their four courses across the three tracks.

For all tracks:
- Students would be able to count no more than one 1200-level course toward the major.
- One internship can count toward the major.
- One course within the ten must be a diversity course, which can be taken at any level.

Cycle of 2000 Level Courses

With the exception of ENG 2011 and 2021, which are offered each year, upper division courses will generally be offered in a two-year cycle. Most courses not offered in the current academic year will be offered in the following year. Some of the Writing area courses are offered each semester.

**ENG 2011 Backgrounds for English Studies**  3 credits
A study of major classical and continental works significant for and influential in the development of English and American literature. A required course for students majoring in English. Continuation in upper division work is contingent upon successful completion of the course. *Does not fulfill GER requirement. Offered every fall semester.*

**ENG 2021 Sophomore Seminar: Critical Approaches to Literary Studies**  3 credits
A seminar, ideally taken by English majors in the sophomore year, to explore a variety of significant texts in The British and American tradition, each to be examined from diverse critical perspectives, including (but not limited to) the following: formalist/New Critical, structuralist, New Historicist, Feminist, Deconstruction/poststructuralist, Marxist, psychoanalytic, race/ethnic/postcolonial studies. *Not for GER. Offered every spring semester.*

**Literary Theory/Critical Theory Area, English Major Program**

(one acceptable for GER, as noted)

**ENG 2031 Introduction to Literary Theory**  3 credits
Examination of some of the major issues in literary theory from the time of Plato to the present. Students will examine selected literary texts from the traditional critical orientations: mimetic, pragmatic, expressive, and formalist. *Not for GER.*

**ENG 2101 Seminar in Rhetorical Theory**  3 credits
Focused examination of some key factors in rhetoric over the ages; e.g., invention strategies, ethics of writing, methods of delivery.

**ENG 2111 Seminar in Narrative Form**  3 credits
Drawing on both fictional and theoretical texts, the course explores how narrative attempts to give meaning and coherence to experience and how readers process narrative. Literary texts include linear and non-linear narratives, from classical to postmodern texts. Theoretical perspectives include structuralist, poststructuralist and feminist. *Acceptable for GER.*
ENG 2121 Special Topics in Critical Theory 3 credits
This course provides an intense focus on a particular area of contemporary literary theory. Depending on the instructor, course may cover major theoretical movements (e.g., feminist theory, deconstruction, new historicism) or concentrate on certain major figures (e.g., Bakhtin, Derrida, Cixous, Foucault).

AREA I, WRITING, ENGLISH MAJOR PROGRAM
(a few acceptable for GER, as noted)

ENG 2041 Introduction to Journalism 3 credits
The focus of the course will be on interpretative reporting. Topics covered will include the media in America, the skills and techniques of the newperson, assembling the story, cultivating sources, and understanding the social responsibilities of the journalist. Does not fulfill GER requirement.

ENG 2051 Communication and the Media 3 credits
This course is designed to deal with the organization and construction of feature stories, longer reporting projects, magazine writing, investigative reporting, and broadcast writing. It explains the interrelationships between print and electronic journalism, weighing the strengths and weaknesses of both, and the communication philosophy behind both research and analysis of current media problems and trends will also be discussed. Does not fulfill GER requirement.

ENG 2061 The Feature Story in Journalism 3 credits
Guided practice in development of strong feature stories as found in local, regional, and national magazines, as well as in newspaper and broadcast journalism.

ENG 2071 Writing for the World Wide Web 3 credits
Investigation of the World Wide Web from a writer’s perspective, with consideration for new vistas of identity, politics, and artistic expression. Besides core reading list of critical essays, the course involves steady writing activity and design of a web site. Knowledge of computers or the www is not a prerequisite.

ENG 2091 Writing for Organizations 3 credits
Comprehensive examination of various forms of writing that are produced in managing organizations, including e-mail, memoranda, letters, reports, brochures, guidelines, and PowerPoint presentation materials. Does not fulfill GER requirement.

ENG 2131 Writing Fellows, Theory and Practice in Peer Tutoring 3 credits
Course presents readings in rhetoric and composition theory, then adds practical experience through assignment of fellows to work with students in various writing-intensive courses across the curriculum. Mainly for juniors and seniors with strong interest in writing and/or teaching of writing. Permission of instructor required.

ENG 2141 Writing Through Race, Class, and Gender 3 credits
Through critical readings in autobiography and creative writing exercises, an exploration of the forces brought to bear on production of texts by race and gender experience. Diversity. Acceptable for GER.

ENG 2151 Literacy as a Social Practice 3 credits
An investigation of literacy as a social practice, using composition theory, ethnography, fiction, autobiography, and popular culture to define literacy and ask questions about it. With concern for the defining forces of race, class, and gender, the course explores different uses of literacy and considers the concept of a literacy “crisis.” Students will compose narratives of their own literacy practices and pursue independent research on some aspect of literacy and its applications to schools, society, and quality of life. Diversity.
ENG 2161 The Essay 3 credits
A comprehensive study of the essay form through time, with special concern for identifying forces of change upon the style and function of the essay within selected cultural contexts. Acceptable for GER.

ENG 2171 The Art of Editing 3 credits
Practical orientation to the challenges of balancing aesthetic and pragmatic concerns in the art of editing. Students will undertake a range of editing projects designed to provide experience in all the decisions that an editor must make.

ENG 2181 Feminist Narrative Strategies 3 credits
A writing course designed to explore alternative and experimental genres that combat sexism and do social and political work, with particular focus on narratives developed to challenge dominant cultural structures and practices; diversity. Diversity. Acceptable for GER.

ENG 2191 Screenwriting 3 credits
Exploration of screenwriting in a workshop format with consideration of the whole process involved in development of screen projects, including feature-length film projects.

ENG 2201 Creative Writing: Introductory Workshop 3 credits
Exploration of at least two creative genres (fiction, nonfiction, poetry). For models and inspiration, students will examine selected works by contemporary creative writers in varied styles. Workshop format for student creative writing in class.

ENG 2211 Poetry Workshop 3 credits
Exploration of poetry by reading and writing. Each student will be responsible for creating a set of poems. Writing workshop format.

ENG 2221 Fiction Workshop 3 credits
Exploration of fiction by reading and writing. Each student will be responsible for creating a set of stories. Writing workshop format.

ENG 2231 Nonfiction Workshop 3 credits
Exploration of creative nonfiction by reading and writing, with particular focus on the form of the personal essay. Each student will be responsible for creating a set of essays. Writing workshop format.

ENG 2241 Writing for Publication 3 credits
A course designed to increase the student’s ability to write clear, orderly, effective prose in genres appropriate for contemporary publications. It assumes (1) that the principles of organization, sentence structure, and diction are best presented through examples of good writing, (2) that the close study and frequent imitation of good writing is the best way to learn to write well, and (3) that good writing should be intended for publication.

ENG 2251 Playwriting 3 credits
Experience in creating original material for stage presentation, with particular focus on the one-act play structure and concern for character, scene, and plot development. Acceptable for Theatre/Drama track.

ENG 2261 Dramaturgy 3 credits
Examination of the diverse functions of the dramaturge—developing background perspective for bringing dramatic texts to the stage, adapting various texts for stage presentation, writing interpretive notes for staged productions. Students will adapt literary texts for Reader’s Theatre performance. Acceptable for GER and for Theatre/Drama track.
ENG 2271 Special Topics in Journalism 3 credits
Focus on a particular issue in journalism (for example, Ethics), or examination of some trend (for example, “new journalism,” alternative media, narrative journalism), or consideration of selected columnists/distinctive voices in journalism (for example, Joan Didion or Maureen Dowd).

ENG 2281 The Art of the Interview 3 credits
Inside consideration of the interview process and the factors which produce success or failure—background research, organization of questions, dealing with different interview subjects and settings. Focus on proper methods for interviewing for a daily newspaper, especially beat reporting in politics and sports.

ENG 2291 Writing the Novel 3 credits
Workshop course designed to develop a novel-length piece of fiction, at least sketching out the first 80-100 pages, with close attention also paid to several published novels showing alternative options in point-of-view, structure, and style that can be used in narrating long fiction. Students should have taken ENG 2221 Fiction Workshop previously.

AREA II, MEDIEVAL/RENAISSANCE LITERATURE, ENGLISH MAJOR PROGRAM
(all acceptable for GER)

ENG 2301 Chaucer and the Medieval World 3 credits
An examination of the development of various medieval narrative forms, including the romance, and the climax of their development in the poetry of Geoffrey Chaucer. The major historical focus will be on work written in England from 1300 to 1485; there will be some continental material included.

ENG 2311 Renaissance Non-Dramatic Literature 3 credits
Survey of the non-dramatic literature of the 16th and 17th centuries. The major figures—Sidney, Donne, Jonson, and others—will be examined.

ENG 2321 Renaissance Drama 3 credits
A study of the drama of Tudor and Jacobean England, excluding Shakespeare. The plays of Marlowe, Jonson, Webster, and Ford and their distinctive dramatic qualities will be emphasized. Acceptable for Theatre/Drama track.

ENG 2331 Renaissance Authors 3 credits
Study in depth of one or two major authors, the choice to be made by the instructor.

ENG 2341 The History of the English Language (See LIN 2151) 3 credits

ENG 2351 Middle English Literature 3 credits
This course will provide an overview of Middle English literature, excluding Chaucer, by beginning with the earliest Middle English texts and ending with Sir Gawain and the Green Knight. We will focus on language, translation, and close reading to start, with the goal of arriving at a broader consideration of the Middle English literary tradition and its role in the creation of English literature as we now know it. GER approval pending.
AREA III, SHAKESPEARE, ENGLISH MAJOR PROGRAM  
(all acceptable for GER)

ENG 2401 Shakespeare: Early Works 3 credits  
Shakespeare’s early plays and poems before 1601, primarily the histories and comedies. Close attention will be given to the dramatic structure in Shakespeare’s plays with special emphasis on the poetic.

ENG 2411 Shakespeare: Later Works 3 credits  
A reading of Shakespeare’s plays from Hamlet to The Tempest. Close attention will be given to the dramatic structure in Shakespeare’s plays with special emphasis on the poetic. A special study of the problem plays and the tragedies.

AREA IV, BRITISH/IRISH LITERATURE, ENGLISH MAJOR PROGRAM  
(all acceptable for GER)

ENG 2501 Eighteenth-Century Literature 3 credits  
The theories and achievements of the eighteenth century writers. The chief poets and prose writers of the period, with emphasis on Dryden, Pope, Swift, and Dr. Johnson.

ENG 2511 Eighteenth-Century English Novel 3 credits  
A study of the origins of the English novel through the eighteenth century, with attention given to the cultural background for the rise of the novel.

ENG 2521 Wordsworth, Coleridge, and Their Contemporaries 3 credits  
A study of the first generation of Romantic writers in England: Paine, Godwin, Blake, Burns, Wollstonecraft, Helena Maria Williams, Joanna Baillie, Maria Edgeworth, William and Dorothy Wordsworth, Scott, Coleridge, Southey, Charles and Mary Lamb.

ENG 2531 Keats, Shelley, and Their Contemporaries 3 credits  
A study of the second generation of English Romantics: Landor, Mary Matilda Betham, Campbell, Hazlitt, Moore, Hunt, De Quincey, Byron, Shelley, Felicia Hemans, Keats, Mary Wollstonecraft Shelley.

ENG 2541 Victorian Literature 3 credits  
A study of the representative authors from 1832-1890: Tennyson, Browning, Arnold, Hopkins, Carlyle, and Newman.

ENG 2551 Nineteenth-Century English Novel 3 credits  
A study of the development of the English novel in the nineteenth century, with concern for cultural changes linked to major works of fiction in this period.

ENG 2561 Eighteenth-Century Authors 3 credits  
A study in depth of one or two major authors of the period, the choice to be made by the instructor.

ENG 2571 Nineteenth-Century Authors 3 credits  
A study in depth of a limited number of significant authors of the period, the choice to be made by the instructor.

ENG 2581 Irish Supernaturalist Fiction 3 credits  
Interrogating issues of genre and historical context, this course traces the evolution of Irish gothic and ghost stories from the early nineteenth century to the present.
ENG 2601 Twentieth-Century British and Irish Novel 3 credits
A study of the major developments in fiction from World War I to the present: Conrad, Ford, Lawrence, Joyce (Ulysses), Forster, Virginia Woolf, Beckett, Greene, and Fowles.

ENG 2611 Literature of South Asia 3 credits
Examines fiction, poetry, and drama (including film) that focuses mostly on the Indian subcontinent of the twentieth century. Works studied will include anglophone texts and also selected works in translation, both to be read in relation to the major events of South Asian history. Featured authors may include, but will not be limited to, Mahasweta Devi, Qurratulain Hyder, Saadat Hasan Manto, Kamala Markandaya, R.K. Narayan, Arundhati Roy, Salman Rushdie, and Rabindranath Tagore. Diversity.

ENG 2621 Twentieth-Century Irish Poetry 3 credits
Analyzes crucial stages in the progress of Irish poetry in English from the period of W.B. Yeats to the present.

ENG 2631 Twentieth-Century Irish Fiction 3 credits
Investigates primary phases in the development of Irish fiction from the period of James Joyce to the present.

ENG 2641 Postcolonial Studies 3 credits
An examination of diverse literary texts, films and theoretical essays that engage the idea of “postcolonialism,” the circumstances and effects of one nation having sovereign power over another. We will emphasize works with a relationship to the British Empire (e.g., Forster, Conrad, Rushdie, Collins, Dickens, Joyce, Winterson), but we will not be limited to this particular historical context. Diversity.

ENG 2651 World Literature Written in English 3 credits
A study of world literature written in English by writers as diverse as Chinua Achebe, Salman Rushdie, J. M. Coetzee, Arundhati Roy, Michael Ondaatje, and Nadine Gordimer, to name a few. We will play with the idea of “global culture” and examine texts that show cultures in conflict and collusion with one another across shifting categories of race, class, gender, and sexuality. Diversity.

ENG 2671 Twentieth-Century Irish Drama 3 credits
Explores key works of Irish drama from the early twentieth-century to the present, encompassing aesthetic dimensions, performance histories, and cultural contexts. Acceptable for Theatre/Drama track.

ENG 2691 Twentieth-Century Authors 3 credits
A study in depth of one or two major authors of the period, the choice to be made by the instructor.

AREA V, AMERICAN LITERATURE, ENGLISH MAJOR PROGRAM
(all acceptable for GER)

ENG 2701 American Colonial and Federal Literature 3 credits
A study of the evolution of literary form and content to 1820. Concentration will be upon such authors as Bradford, Bradstreet, Franklin, Jefferson, and Freneau.

ENG 2711 American Romantic and Transcendental Literature 3 credits
A study of the evolution of literary form and content from 1820 to 1880. Concentration will be upon such authors as Poe, Hawthorne, Emerson, Thoreau, Melville, and Whitman.
ENG 2721 American Literature, 1865–1915 3 credits
A survey of American literature between the Civil War and World War I, from realism to naturalism, with consideration of such writers as Twain, Howells, James, Crane, Dickinson, Robinson, Cable, Wharton, Norris, and Dreiser.

ENG 2731 Nineteenth-Century American Novel 3 credits
The beginnings and development of the American novel; romantic fiction, novels of the American Renaissance, works of realism and early naturalism; emphasis on Hawthorne, Melville, Twain, Howells, James, and Crane.

ENG 2741 American Poetry 3 credits
An analytical study of poetic development, with emphasis on romantic and modern theory and practice. Among those studied: Poe, Whitman, Dickinson, Pound, and Frost.

ENG 2751 American Drama 3 credits
A critical study of selected plays. The emphasis will be on the works of O’Neill, Wilder, Williams, Miller, MacLeish, and Albee. Acceptable for Theatre/Drama track.

ENG 2761 American Authors 3 credits
A study in depth of one or two major American authors, the choice to be made by the instructor.

ENG 2771 The Beat Rebellion 3 credits
A study of writers in the 1950s and early 1960s whose work reflected rebellion with regard to social and cultural norms.

ENG 2811 Twentieth-Century American Novel 3 credits
A study of major American novels and novelists from Dreiser to the present: development of content, structure, and style; Hemingway, Faulkner, Fitzgerald, and Mailer.

ENG 2821 Southern Literature 3 credits
An overview of Southern literature from the nineteenth century to the present, with consideration of both poetry and fiction. Selected authors may include Poe, Twain, Faulkner, Welty, Warren, Taylor, Styron, Smith, Edgerton, and McCorkle.

ENG 2831 Contemporary American Literature 3 credits
Broad consideration of literature from the fifties to the present, with primary focus on fiction. Selected authors may include Updike, Bellow, Morrison, Tyler, Stone, Pyncheon, Smith, and Walker.

ENG 2841 Nature Writing in America 3 credits
Examination of the literary treatment of nature in American culture, from Thoreau’s Walden through the environmentalist writers of the contemporary period.

ENG 2851 Contemporary American Poetry 3 credits
An exploration of the American poetry scene, from the 1950s to the present, including representative works from a number of movements: the Beats, the Confessionals, the Black Arts movement, women’s poetry, the New York School, deep image poetry, and most recently, Language Poetry and New Formalism. The course is writing-intensive, with a student response journal and various assignments—including creative imitations, an explication, an analytical essay, and a review of a poetry collection.
# Theatre/Drama, English Major Program

(some acceptable for GER, as noted)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 2421</td>
<td>Introduction to Theatre</td>
<td>3</td>
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<tr>
<td>ART 1601</td>
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<tr>
<td>ENG 2431</td>
<td>American Theatre</td>
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<tr>
<td>ART 2691</td>
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<tr>
<td>ENG 2441</td>
<td>Women in Modern Theatre</td>
<td>3</td>
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<tr>
<td>ART 2661</td>
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<tr>
<td>ENG 2451</td>
<td>Modern Drama</td>
<td>3</td>
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<tr>
<td>ENG 2461</td>
<td>Theatre Design and Craft</td>
<td>3</td>
</tr>
<tr>
<td>ART 2671</td>
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<tr>
<td>ENG 2471</td>
<td>Acting I</td>
<td>3</td>
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<tr>
<td>ART 2631</td>
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<tr>
<td>ENG 2481</td>
<td>Acting II</td>
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<tr>
<td>ART 2641</td>
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<tr>
<td>ENG 2491</td>
<td>Directing</td>
<td>3</td>
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<tr>
<td>ART 2651</td>
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</tbody>
</table>

- **ENG 2421 (ART 1601) Introduction to Theatre**: Major traditional and modern plays with emphasis upon the styles and conventions which govern the relationship between drama and its audience; relevance of these styles to the work of actors, directors, and designers. A required course for the concentration in drama and theatre. *Acceptable for GER.*

- **ENG 2431 (ART 2691) American Theatre**: Tracing the colorful and unique history of the American stage through the 19th and 20th centuries, this course will touch upon such phenomena as the Mississippi showboat, the minstrel show, the rise of burlesque and vaudeville, and spectacular melodrama, the emergence of major American dramatists, musical comedy, and experimental theatre. This course will examine the theatrical developments which influenced actors, producers, and playwrights in one of the most exciting theatrical environments in the modern world. *Acceptable for GER.*

- **ENG 2441 (ART 2661) Women in Modern Theatre**: This course will investigate the images of women in major dramatic works of the 20th Century, and the influence of women as creators of the theatrical art. The stage history and reception of the drama in question will be discussed, with the play treated against the background of relevant aspects of the playwright's oeuvre. To uncover the ambiguities of gender identity and family relationship in female characters, we will employ the tool of feminist criticism. *Acceptable for GER.*

- **ENG 2451 Modern Drama**: Major English and continental dramatists of the modern period from Ibsen to the present; a survey emphasizing not only major writers but also significant changes in dramatic form. *Acceptable for GER.*

- **ENG 2461 (ART 2671) Theatre Design and Craft**: A concise introduction to theatrical production with concentration on particular theatre works and their staging. Costume, lighting, sets, and make-up will be discussed and demonstrated. *Prerequisite: ENG 2421 Introduction to Theatre.*

- **ENG 2471 (ART 2631) Acting I**: Study of the techniques of voice, movement, and characterization required to achieve an integrated, effective stage performance. *Does not fulfill GER requirement.*


- **ENG 2491 (ART 2651) Directing**: Selected plays as examples of the demands upon the actor and director in the performance of drama. Technique of advanced acting. Basic technique of play direction, particularly in guiding actors. Laboratory work in workshops and/or full stage production. *Does not fulfill GER requirement.*
2900 LEVEL COURSES, English Major Program
(variable theme/concept courses, applicable to AREAS I-V as noted each semester, acceptable for GER as indicated)

ENG 2901 Literary Forms and Styles 3 credits
Specific focus of the course will depend on the instructor. Approaches to the study of genres could include “The Satiric Mode,” “The Lyric,” “The Short Story in America,” “Autobiography,” “The Sonnet,” “Science Fiction,” “Travel Literature and Travel Writing,” and “Books That Cook.”

ENG 2911 Literature and Culture 3 credits

ENG 2921 Special Topics in Theatre 3 credits

ENG 2931 Special Topics in Writing 3 credits
In this course, students will engage in writing projects based on a specialized area of study (e.g.: “Writing and Faith,” “Nature Writing”). Does not fulfill GER requirement.

ENG 2923 Honors Reading and Research Project 3 credits

ENG 2933 Honors Writing Project 3 credits

ENG 2941 Independent Study: Reading and Research Project 3 credits
The chief purpose of this independent study project is to acquire knowledge in a particular area of literature. The student will develop a course of study with the project director which may utilize audiovisual as well as printed material. In addition to a reading program, the student will write a substantial paper that develops from that reading program. The paper should use primary texts and have a textual perspective—historical, critical, aesthetic, or mythic.

ENG 2951 Independent Study: Writing Project 3 credits
The chief purpose of this independent study project is to produce a substantial piece of writing, either creative or discursive. The student will develop a program of reading and writing with the project director.

ENG 2961 Independent Study: Intern Program 3 credits
The primary purpose of this independent study is to introduce a junior or senior to professional writing, editorial, and related skills in a particular communications area. Students will normally work from ten to twenty hours per week at an appropriate site and will meet with their English-department mentors regularly during the semester. Acceptable venues include newspapers, magazines, academic journals, publishing companies, television stations, radio stations, public-relations firms and departments, advertising agencies, nonprofit organizations, private and public schools, governmental and university departments, and other suitable sites. Students will maintain a portfolio of work completed, keep a journal or field notes of their working experience, submit essays as assigned by their mentor, and secure assessments from a supervisor of their work performance.

ENG 2971 (ART 2611) Theatre Performance Practicum 3 credits
Rehearsal and performance of a campus production (produced by the Cap and Bells Dramatic Society and directed by a faculty director) with the student in the role of actor or stage manager. Comprehensive
study of the rehearsal and performance processes which culminates in the writing of a final research paper of ten pages in length. In order to register for this course, the production must be the third campus production in which the student has served as cast member or stage manager. Departmental approval is required for the student to register for the course.

ENG 2981 Journalism Practicum 3 credits
Independent learning project involving on-site practical journalism experience—either print or broadcast—designed to develop understanding of the journalist’s role in society, whether as a reporter or as an editor. Reflective writing expected to assess the learning experience, supplemented by published pieces of work where possible and appropriate.

ENG 2991 Advanced Writing 3 credits
Workshop course designed to provide in-depth writing experience for students in fiction (e.g., novella, novel), creative non-fiction (e.g., memoir), poetry, and journalism.

Environmental Science

Director: Smolen
Advisory Board: Fingerhut, Grogan, Hyson, McRobert, Rao, Smolen, Snetselaar

The Environmental Science Program provides an interdisciplinary perspective on today’s many environmental concerns and prepares students for careers in the ever-growing field of environmental science. Emphasis is placed on developing an understanding of environmental issues from the perspectives of biological science, physical science, and policy.

The strength and uniqueness of the Environmental Sciences Program at Saint Joseph’s University is a strong foundation in the natural sciences, which is crucial to understanding the scientific concepts that underlie all environmental issues. Majors will work through a course of study that will develop an understanding of the basic principles and concepts of biology, chemistry, physics, and mathematics, then move on to a series of upper-level courses in biological sciences, physical sciences, and environmental policy. By choosing upper division courses in the areas that most interest them, each student will have the ability to design a unique course of study that will prepare him or her for a particular environmentally related career. A semester-long internship allows students the opportunity to gain hands-on experience working in the field of environmental science.

Requirements for the Environmental Science Major
GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including
Mathematics (freshman year):
MAT 1281 Applied Statistics
MAT 1251 Calculus for Biology and Social Science
Natural Science (freshman year):
BIO 1011 Biology I: Cells
BIO 1021 Biology II: Genetic and Evolutionary Biology
GER Electives: any five courses

Major Concentration: fifteen courses

Biology
BIO 1031 Biology III: Organismic Biology
ENV 1011 Environmental Science
ENV 1021 Seminar—Environmental Theory and Ethics
Chemistry
CHM 1011-1021 General Chemistry (freshman year)
CHM 1112-1122 General Chemistry Laboratory (freshman year)
CHM 2311 Organic Chemistry (fall semester, sophomore year)
CHM 2312 Organic Chemistry Laboratory (fall semester, sophomore year)

Physics
PHY 1051 General Physics (junior year)
PHY 1052 General Physics Laboratory (junior year)

Internship
ENV 2111 Environmental Science Internship (junior or senior year)

One course from each of the following groups:

Group A Biological Sciences
BIO 2131 Ecology
BIO 2171 Plant Ecology and Conservation
BIO 2061 Microbiology
BIO 2191 Plant Systematics
BIO 2111 Animal Behavior
BIO 2401 Applied Population Ecology

Group B Physical Sciences
ENV 2711 Environmental Chemistry
ENV 2721 Environmental Geology
PHY 1061 General Physics II
PHY 1062 General Physics II Laboratory
CHM 2321 Organic Chemistry II
CHM 2322 Organic Chemistry II Laboratory

Group C Environmental Policy
PSY 2351 Environmental Psychology
POL 2241 Environmental Politics in America
POL 2461 Political Economy of the Third World
POL 2691 Global Environmental Politics
SOC 2251 Sociology of Economic Development
SOC 2301 Urban Society
SOC 2441 Populations
HIS 1591 Environmental Justice
HIS 2561 Urban America
HIS 2771 American Environmental History

Four additional upper level environmental science courses

Minor in Environmental Science

The minor in environmental science requires completion of BIO 1011, 1021, and 1031, ENV 1011, 1021, and 2011, along with three additional courses in the 2000 series (excluding Organic Chemistry I and II) representing at least two of the course groups (including the Policy group) listed above. The chemistry requirement is identical to the major.

ENV 1011 Environmental Science 3 credits
An overview of the field of environmental science. This course will examine the fundamental themes of ecology, the impact of humans on the environment, current topics in environmental science, and the interdisciplinary nature of environmental problems and solutions. Included will be an introduction to
the environmental movement and the career opportunities for people with degrees in environmental science. Three lecture periods.

**ENV 1021 Environmental Theory and Ethics Seminar**  
3 credits  
An introduction to the political, economic, social, scientific, and philosophical concerns involved in environmental issues. Students will read, discuss, and write about current and controversial topics or problems integrating the aforementioned disciplines of study. A major goal of this course is to expose the students to the interdisciplinary nature of environmental science and the challenges of solving environmentally related problems. Three lecture periods.

**ENV 1031 Introduction to Planet Earth**  
3 credits  
This course will explore the internal and external features and processes that shape our planet, and will help students gain facility with solving numerical problems in Geology. Topics will include the concept of geologic time, the development of an understanding of how the Earth’s past can be deduced from fossils and rocks, and an exploration of plate tectonics and geophysics, earthquakes, volcanism, mountain building, and weathering and erosion. Three lecture periods. Satisfies a GER natural science requirement for non-science majors.

**ENV 1041 Planet Earth In-Depth**  
3 credits  
This course will examine the geological resources of Earth, the internal processes that drive our planet, and surficial processes such as streams and flooding, coastal erosion, and the formation of glaciers and deserts. Three lecture periods. Prerequisite: ENV 1031. Satisfies a GER natural science requirement for non-science majors.

**ENV 2111 Environmental Science Internship**  
3 credits  
The Environmental Science Internship entails spending a minimum of eight hours each week in a supervised fieldwork experience or approved environmental field course. Grading is based on student reports during weekly meetings with internship instructor, preparation of an internship journal, academic papers, exams, and formal evaluation by internship supervisor. Junior and senior Environmental Science majors only.

**ENV 2711 Environmental Chemistry (See CHM 2711)**  
3 credits

**ENV 2721 Environmental Geology**  
3 credits  
This course will provide an introduction to the earth's environmental systems and resources through an integrated study of relevant topics in geology, hydrogeology, and environmental science.

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**European Studies**

**Director: Donahue**

The European Studies Program offers both a major concentration and a certificate program. The major draws upon two traditional strengths of the College of Arts and Sciences: history and foreign languages. It aims to provide a sound basis in the study of European history and a useful proficiency in one of the major continental European languages. The concentration gives both students and faculty the opportunity to explore European history on the foundation of the knowledge of a continental European language and culture.

For students majoring in economics, English, finance, fine and performing arts, French, German, history, Italian, philosophy, political science, and theology, the certificate program aims to integrate in a coherent way courses dealing with European culture, thought, and history. Emphasis is placed on competence in a continental European language through course work and proficiency testing in the senior year.

Courses taken to satisfy requirement of the program may also serve to satisfy GER, major and elective requirements, as appropriate. Students completing program requirement will be awarded a Certificate in European Studies.
Major in European Studies

Drawing on the traditional strengths of the College of Arts and Sciences of Saint Joseph's University, the major in European Studies has as its aims a sound basis in the study of European history, a useful proficiency in one of the major continental European languages, and knowledge of a continental European culture through study of its literature and civilization. The concentration gives to both students and faculty full opportunity to explore European history on the foundation of the knowledge of a continental European language and culture.

Requirements for the Major in European Studies

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses
GER Electives: any ten courses with the following strongly recommended:

**ART** 2031 Late Antique and Medieval Art
**ART** 2041 Renaissance and Baroque Art
**ART** 2051 Modern Art (1850-1960)
**ART** 2071 Neo-classicism to Impressionism (1780-1880)
**ART** 2111 Art at the Barnes Foundation I
**PHL** 2021 Ancient Philosophy
**PHL** 2031 Medieval Philosophy
**PHL** 2041 Modern Philosophy
**PHL** 2051 Plato and Aristotle
**PHL** 2151 Love and Friendship in the Ancient World
**PHL** 2411 Contemporary Atheism and the Problem Of God
**PHL** 2561 The Philosophy of Aquinas
**PHL** 2651 Philosophy of Kant
**PHL** 2661 German Idealism
**PHL** 2681 The Philosophy of Karl Marx
**PHL** 2741 Kierkegaard, Nietzsche, Dostoevsky
**PHL** 2771 German Existentialism
**PHL** 2781 French Existentialism
**PHL** 2801 Phenomenology and Its Critics
**PHL** 2841 Analytic Philosophy
**POL** 2011 Classical and Medieval Political Thought
**POL** 2021 Modern Political Thought
**POL** 2311 Politics in Western Europe
**POL** 2361 The Politics of Post-Communist Europe
**POL** 2421 Russian Politics
**POL** 2871 Model European Union
**THE** 2221 Early Church
**THE** 2251 Knowledge and Love of God in the Middle Ages
**THE** 2271 16th Century Protestant and Catholic Debates
**THE** 2281 Ignatian Spirituality in the Jesuit Tradition
**THE** 2531 Violence, Forgiveness and Reconciliation in Northern Ireland

Major Concentration:
* Four approved upper-division courses in one of the European languages or literatures offered in the Department of Foreign Languages and Literatures;
* Four approved upper-division courses in European history;
* Seminar in European History (HIS 2741);
* Directed Readings and Research in European Studies.
Proficiency testing

Oral and written proficiency testing in the language concentration normally takes place in the second semester of the senior year.

Reading requirements and papers for students in this concentration in the courses in history would reflect the student’s knowledge of a second language.

Certificate Program in European Studies

The certificate program in European studies is designed to give students majoring in diverse fields such as economics, English, finance, fine and performing arts, French, German, history, international relations, Italian, marketing, philosophy, political science, Spanish, and theology the possibility of focusing their major and elective courses in the area of European studies. Serving as preparation for graduate studies or work in the fields of international commerce and foreign affairs, the program provides considerable study of a continental European language of the student’s choice aimed at complementing studies in the major concentration.

Requirements for the program in European studies include a minimum of six courses at the 1300 level or above in French, German, Italian, or Spanish (parts of this requirement may be waived by the successful attainment of an appropriate level of proficiency); successful completion of a proficiency test in the language in the spring semester of the senior year; and a minimum of four 2000-level courses dealing with European studies in one or several of the following areas:

- Economics
- English
- Finance
- Fine and Performing Arts
- History
- International Relations at the 2000 level
- Marketing
- Philosophy
- Political Science
- Theology

Students must choose at least two courses from Group I in economics, finance, history, international relations, marketing, or political science; one from Group II in philosophy or theology; and one from Group III in fine and performing arts or European literature. A list of the courses contained in each of these groups may be obtained from the Director of the program, who must be consulted by students when selecting courses.

Faith-Justice Studies

**Director:** Bernt
**Advisory Board:** Chapman, Clampet-Lundquist, Fox, Johnson (Sabbatical leave), Linehan, McDonald, Newhouse, Porth, Widmaier

The Faith-Justice Studies program is an interdisciplinary curriculum that offers students the opportunity to integrate their major fields of study with disciplined inquiry into issues of faith and justice.

Faith-Justice Studies courses fulfill one or more of the following criteria: (1) they engage students directly with the “sufferings of the poor” and explore the call, not only to serve them, but also to stand in solidarity with them; (2) they invite students to analyze institutions and social structures and to question prevailing systems of thought or action that systematically contribute to modern-day social problems (poverty, racism, human rights violations, violence); (3) they challenge students to consider existing social values and priorities in light of Gospel values and faith-based traditions of social justice; (4) present students with alternative models (social movements or schools of thought) that challenge current modes of thinking and provide creative steps toward social transformation; (5) they provide students with tools and approaches for acting as faithful citizens in a more just society.
Requirements for the Faith-Justice Minor

Students deciding to pursue a minor in Faith-Justice Studies are strongly advised to contact the Faith-Justice Institute during their sophomore year.

Students seeking the minor are required to successfully complete 6 courses from the program’s listings, with no more than three from one’s major and at least one Theology course which directly addresses Catholic Social Thought (e.g., THE 1301 or THE 2401).

Students are permitted to convert one upper division course into a Faith-Justice course, provided that they observe the following guidelines: (1) the student will obtain written permission from the instructor of the course and from the Director of the Faith-Justice Institute within the first six weeks of the course; (2) the student will submit a written plan indicating how the course will satisfy Faith-Justice course criteria; and (3) the student will submit a brief 3-4 page report at the end of the semester outlining how Faith-Justice objectives have been met, along with supporting written materials (examinations, journals, term projects, etc.).

Students may also use 3 credits of a senior independent project to satisfy one of the course requirements, provided that they submit a proposal signed by a faculty mentor or departmental chair from their major with the first six weeks of the semester during which the three credits will be earned.

The courses listed below are a partial listing of courses which may apply toward the Faith-Justice minor. Students are advised to refer to course schedules and to meet with the Director during the registration period to determine which sections of each course apply; not all sections of every course necessarily satisfy requirements for the Faith-Justice Studies minor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 1011</td>
<td>Schools and Society</td>
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<tr>
<td>EDU 2271</td>
<td>Social Studies in Elementary School</td>
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<tr>
<td>EDU 2671</td>
<td>Perspectives of Women in Education*</td>
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<tr>
<td>EDU 2711</td>
<td>Education and the Jesuit Mission in Latin America**</td>
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<tr>
<td>ENG 2141</td>
<td>Writing through Race, Class, Gender*</td>
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<td>FMK 2171</td>
<td>Food and the Poor*</td>
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<td>HIS 1531</td>
<td>Latin American – US Immigration</td>
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<td>HIS 2651</td>
<td>The Civil Rights Movement</td>
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<td>IHS 2451</td>
<td>Seeking a Better Death: Hospice Care*</td>
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<tr>
<td>IHS 2541</td>
<td>Diversity Leadership in Health Care</td>
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<tr>
<td>IHS 2791</td>
<td>Just Health Care in Developing Nations**</td>
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<tr>
<td>MGT 1011</td>
<td>Organizations in Perspective</td>
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<td>MGT 2461</td>
<td>Business, Society, and Ethics</td>
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<td>MGT 2975</td>
<td>Topics in Management: Negotiation</td>
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<td>MKT 2111</td>
<td>Ethics in Marketing</td>
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<td>PHL 2141</td>
<td>Violence and Nonviolence</td>
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<td>PHL 2271</td>
<td>Topics in Political Philosophy</td>
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<td>PHL 2671</td>
<td>Philosophy of Cornel West</td>
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<td>PHL 2681</td>
<td>The Philosophy of Karl Marx</td>
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<td>POL 2161</td>
<td>Constitutional Law: Civil Rights and Liberties</td>
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<td>POL 2551</td>
<td>Global Security</td>
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<td>POL 2711</td>
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<td>Psychology of Violence and Aggression</td>
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<td>Psychology of Religion</td>
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<td>SOC 1631</td>
<td>Philadelphia in Black and White</td>
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<tr>
<td>SOC 2331</td>
<td>Health and Society*</td>
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</table>
Objectives

Through our curriculum and programs in the visual arts, music, and theatre, we address our two primary objectives: to help our students to discover their personal creative potential and to help them develop an awareness of lasting cultural traditions.

Fine and Performing Arts is the home of the University Gallery, Cap and Bells, the University Singers, the Jazz Band, and the University Collection. The University Gallery mounts five professional exhibitions and two student exhibits each year in Boland Hall. Cap & Bells is our dramatics society of sixty-plus students who produce several major plays each year in Bluett Theatre. The University Singers is our large mixed voice vocal ensemble which performs major classical music recitals accompanied by full orchestra. The Jazz Band performs a couple of concerts each year. The University Singers Chamber Choir performs several additional recitals of more intimate work.

Our curriculum embraces a broad array of media and varied approaches to their study. We offer three different types of courses: creative hands-on courses (e.g., Introduction to Studio Art, Music Composition, Video Production, Photography, Acting); history courses (e.g., Impressions m to the Present, Music History, History of Film, American Theatre); and analysis courses (e.g., The Theatre Medium, Understanding Music: Fundamentals and Design, Introduction to the Film). While the learning methods and emphases of these three types of courses differ, they each address our primary objectives.

The Fine and Performing Arts Major

The Fine and Performing Arts Major is designed to provide a concentration in the visual arts, music, and theatre within the context of a liberal arts education.

Our majors have developed careers in a wide range of art-related areas including advertising, gallery and museum curation, graphic design and web design, pottery, interior design and architecture. But the major is not directed towards the development of job skills in any one area. Instead it is intended to broaden the range
of understanding of the arts for each major while helping each major develop the media skills they need to use art expressively.

Requirements for the Fine and Performing Arts Major

GER University Distribution (See Curricula):

PHL  2241  Philosophy of Art must be taken as the third course of the Philosophy requirement

GER Humanities Divisional Distribution: any Fine Arts course in addition to those taken to fulfill the requirements below

Major Concentration: ten courses

Four fundamental courses chosen from

  ART  1011-21  Art History I and II
  ART  1041  The Experience of Architecture
  ART  1311  Introduction to Studio Art
  ART  1331  Basic Drawing
  ART  1371  Introductory Ceramics
  ART  1501  Music History
  ART  1511  Understanding Music: Fundamentals and Design
  ART  1601  Introduction To Theatre
  ART  1721  Photography I
  ART  1731  Digital Photography I
  ART  1811  Introduction to the Film
  ART  1821  Video Production I

Four additional courses within a specialization, three of which must be taken prior to the capstone courses

One might “specialize” in Art History, Film/Video, Studio (ceramics, drawing, painting, photography, sculpture), Theatre or Music

Plus our capstone courses:

  ART  2981  Senior Project I
  ART  2991  Senior Project II

Fine and Performing Arts As a Second Major

Students wishing a double major including Fine and Performing Arts must complete the requirements for the major with the exception of the Senior Project. They may take the Senior Project courses with departmental approval.

Art Education Major

The Art Education major must take six foundations courses in the Education Department. Three of those require completion of one-credit certification labs. Introduction to Psychology must be taken as a Social Science requirement for the Art Ed degree; Schools in Society should also be taken as a GER in Social Science. There is also a requirement of 12 credit hours of student teaching:

  EDU  1011  Schools in Society (3 credits)
  EDU  1012  Certification Lab I (1 credit)
  EDU  2031  Educational Psychology (3 credits)
  EDU  2032  Certification Lab II (1 credit)
  SPE  2111  Special Learner (3 credits)
  EDU  2241  Reading Literature I (3 credits)
  EDU  2311  Reading in Content Area (3 credits)
  EDU  2381  Practical Issues & History of Art Education (3 credits)
  EDU  2382  Practical Issues Lab (1 credit)
EDU 2911  Student Teaching (12 credits)
PSY 1011  Introduction to Psychology (3 credits)

The Art Ed major must also take ten courses within the Department of Fine and Performing Arts:

ART 1311  Intro to Studio Art, or the equivalent*
ART 1411  Intro to Ceramics, or the equivalent*
ART 1501  Music History, or the equivalent*
ART 1711  Intro to Photography I, or the equivalent*
ART 1011  Art History I, or the equivalent* (e.g. ART 1071, Women in Art, ART 1111 Art and Archaeology of Greece, ART 1811 Intro to Film, ART 1831 Asian Cinema, etc.)
ART 1021  Art History II, or the equivalent* (e.g. ART 2301 Experience of Architecture, ART 2831 Art and Culture of Australia, ART 2661 Women in Modern Theatre, etc.)
ART 2301  Art Education in the Schools
ART 2311  Intermediate Studio, or the equivalent*
ART xxxx  Art Elective (this is required as GER for humanities majors)
ART 2981  Senior Art Project I
ART 2991  Senior Art Project II

* “equivalents” to be determined with signed recommendation of the academic advisor

The Art Education major may take any additional art course to fulfill the Humanities divisional requirement in fine and performing arts.

In fulfilling part three of the Philosophy GER requirements the Art Education major must take PHL 2241 Philosophy of Art.

Fine and Performing Arts Minor

Students wishing a minor in Fine and Performing Arts must contact the chair to declare their intention. The minimum requirement for the minor is the completion of six courses in Fine and Performing Arts (18 credits) and departmental approval. The department offers advising assistance to all declared art minors.

Fine Arts in the GER (See Curricula)

All Majors

The art/language/literature GER for all majors may be satisfied by any theory or history course so marked in the course listings in this catalog as a GER course.

ART 1011-1021  Art History I and II (or the equivalent)
ART 1031  Understanding the Visual Arts
ART 1041  The Experience of Architecture
ART 1051  Return to the Classics
ART 1071  Women in Art
ART 1501  Music History
ART 1511  Understanding Music: Fundamentals and Design
ART 1551  Contemporary Music
ART 1601  The Theatre Medium
ART 1811  Introduction to the Film
ART 1831  Asian Cinemas
ART 1841  European Cinemas
ART 1851  Emerging Cinemas
ART 1861  Documentary Cinema
ART 1871  Major Figures in Cinema
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ART 1881</td>
<td>Film Theory and Criticism</td>
</tr>
<tr>
<td>ART 1891</td>
<td>History and/or Film</td>
</tr>
<tr>
<td>ART 2031</td>
<td>Late Antique and Medieval Art</td>
</tr>
<tr>
<td>ART 2041</td>
<td>Renaissance and Baroque Art</td>
</tr>
<tr>
<td>ART 2051</td>
<td>Modern Art (1850-1960)</td>
</tr>
<tr>
<td>ART 2061</td>
<td>American Art and Architecture</td>
</tr>
<tr>
<td>ART 2071</td>
<td>Neo-Classicism to Impressionism (1780-1880)</td>
</tr>
<tr>
<td>ART 2081</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>ART 2111</td>
<td>Art at the Barnes Foundation I</td>
</tr>
<tr>
<td>ART 2301</td>
<td>Art Education in the Schools (satisfies GER when taken in conjunction with ART 1311, Introduction to Studio Art)</td>
</tr>
<tr>
<td>ART 2571</td>
<td>American Music</td>
</tr>
<tr>
<td>ART 2661</td>
<td>Women in Modern Theatre</td>
</tr>
<tr>
<td>ART 2691</td>
<td>American Theatre</td>
</tr>
<tr>
<td>ART 2831</td>
<td>The Art and Culture of Australia</td>
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These courses are pending GER approval:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 1861</td>
<td>Documentary Cinema</td>
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<tr>
<td>ART 1881</td>
<td>Film Theory and Criticism</td>
</tr>
<tr>
<td>ART 2681</td>
<td>Musical Theatre History and Performance (also ENG 2901)</td>
</tr>
</tbody>
</table>

### All Majors

The art/lang/lit GER for all majors may be satisfied by any theory or history course, so marked in the course listings in this catalog as "...GER course...

### Humanities Majors

The divisional requirement in Fine and Performing Arts which all Humanities majors must take is satisfied by any course in the department. A single course may satisfy only one requirement. Humanities majors who satisfy their Art/Lit requirement with one of the approved courses above must take an additional art course to satisfy the divisional requirement.

### Independent Study Program

Independent study courses may be taken for upper division credit in a student’s major department. Advanced or specialized work in Fine and Performing Arts may be pursued under the guidance of a faculty mentor within the independent study program. Students requesting an independent study should contact the faculty member to be involved in the project at least two weeks prior to the registration period. Students must submit a written project proposal which outlines topics and goals. (See ART 2911-21)

### Art History

Students wishing to concentrate in Art History will work closely with their advisors to ensure that their chosen courses cover a wide range of art historical areas (i.e. Ancient, Medieval, Renaissance, and Modern).

**ART 1011-1021 Art History I and II**  
3 credits each

A survey of the visual arts from Pre-Historic times to the Renaissance (first semester), and from the High Renaissance to the present (second semester). An investigation of the elements which are the language of visual expression, and their use in a wide range of media. The relation of the art of each period to other cultural developments will be considered, along with the contributions of individual artists. Field trips to museums and exhibitions will be included. **GER course.**
ART 1031 Understanding the Visual Arts 3 credits
A non-historical investigation of painting, sculpture, architecture, and graphic arts. Lectures, slide presentations, and demonstrations are aimed at developing an understanding of the basic principles of the visual arts, a familiarity with various media and techniques, and an ability to perceive and respond to great works of art. GER course.

ART 1041 The Experience of Architecture 3 credits
This course is designed to acquaint the student with the medium of architecture as environmental artwork capable of both reflecting a society’s self-image, and directly influencing that image. Works from the Prehistoric through the post-Modern Periods will be included in the scope of this course. The class format will include lectures, discussions, slide presentations, and visits to exemplary buildings in this area. GER course.

ART 1051 Return to the Classics 3 credits
Classicism is an intellectual approach to art that emphasizes design and composition; a cool, analytical approach to the subject; and a dependence on pre-conceived rules and proper proportions. This survey of Western art from Egypt through the 20th century will focus on the re-occurring theme of classicism in the arts, and will explore the contributions of major artists such as Michelangelo, Picasso and others for whom classicism was a motivating source. GER course.

ART 1071 Women in Art 3 credits
This course is a survey of art history with special emphasis on the role of women as both creators and subjects of art. We will consider women’s creative role in society, including how women fought to be professional artists and still fit society’s definition of female, and explore how feminist debate has transformed approaches to art history. GER course and Gender Studies course.

ART 1111 Art and Archaeology of Greece (See CLA 1111) 3 credits
ART 1121 Art and Archaeology of Egypt and Italy (See CLA 1121) 3 credits
ART 2031 Late Antique and Medieval Art 3 credits
This course will examine human cultural production between the years 250 and 1300. Beginning in the last centuries of the Roman Empire, and continuing through the luminous art of the “dark ages,” the topics of study will conclude with the towering monuments of the French Gothic style. Particular attention will be given to works of architecture and engineering, and class discussion will explore themes of social as well as political history. GER course.

ART 2041 Renaissance and Baroque Art 3 credits
The art and architecture of the Renaissance and Baroque periods have long been upheld as the ultimate exemplars of “true art.” This course examines works created between 1300 and 1750 in terms of their formal and contextual significance. The class will discuss the cultural production of this period, and how it helped define visual representation for future historical periods—up to and including the 21st century. GER course

ART 2051 Modern Art (1850-1960) 3 credits
A lecture and slide presentation of the major cultural trends and artistic developments of the last 125 years. This course explores the major movements in 20th century art building on the groundbreaking work of Cezanne, Picasso, and Matisse. All visual arts majors are encouraged to take this course. GER course.

ART 2061 American Art and Architecture 3 credits
This course will study the development of the visual arts and architecture from our colonial roots to the evolution of a distinctly American style in the 19th and 20th centuries. Special attention will be given to Philadelphia artists and their contributions. GER course.
ART 2071 Neo-Classicism to Impressionism (1780-1880) 3 credits
Between 1780 and 1880, artists challenged tradition and introduced ideas that led to the development of modern art. By examining some of this period’s most provocative artists and their work, this course will delve into the artistic, social, and political climate that led to these radical changes. GER course

ART 2081 Contemporary Art 3 credits
"The present" represents quite a large body of work done in the arts. Performance Art, Minimalism, Pop, Non-representational, Photo-realism, Post Modern. This course will cover contemporary art with emphases depending on the current gallery schedules and other events in the local Philadelphia art scene. The course will include site visits as well as classroom lecture and visual presentation. Visual arts majors are encouraged to take this course. GER approval pending.

ART 2111 Art at The Barnes Foundation I 3 credits
This course will be taught in The Galleries of the Barnes Foundation. It provides a rare opportunity for direct study of the masterworks in one of the finest privately developed art collections in the world. Lectures, discussions and close direct observation of great work of art especially 19th and early 20th century paintings by Renoir, Monet, Cezanne, Matisse and others will be aimed at developing each student’s discernment of style, form and content. GER course.

ART 2131 (SOC 2971) The Art and Culture of Australia 3 credits
An in-depth examination of White and Aboriginal Australian art and culture, including paintings, sculpture, architecture, artifacts, and major social institutions through lectures and class discussions as well as site visits to museums and galleries, historical buildings, ecological preserves, and a working homestead. Requires a two-week study tour component. GER course.

### Painting and Drawing

ART 1311 Introduction to Studio Art 3 credits
A hands-on introduction to the basics of drawing, painting, and sculpture. The course provides a basis for further work in the plastic arts and a practical foundation in understanding the components of contemporary visual communication. Much of the class work is done from the figure, outside work will include still lifes, portraits as well as conceptual sculptural and painting projects. No prior training is required. Prerequisite to: ART 2311, 2341, 2351, and 2381.

ART 1321 Landscape Painting 3 credits
This class will take place entirely outdoors. Students will make a new painting in every class session moving rapidly through ideas and techniques. Painting from the landscape has an immediacy that differs substantially from studio work. There is a sense of urgency as light conditions change so quickly. In each class there will be critical discussions and evaluations of the day’s work. To augment the landscape painting experience there will be slide presentations of historically pertinent master works. This course may be taken as an independent study.

ART 1331 Basic Drawing 3 credits
Designed to acquaint the student with concepts and skills involved in translating a two-dimensional object onto a three-dimensional surface, the course will cover line, shape, volume, mass, tone, and texture. Attention will be given to figure drawing and to fundamental issues concerning form and space. To augment the studio experience, there will be slide presentations and museum field trips. This course may be taken as an independent study.

ART 1341 Composition and Design 3 credits
An introduction to the basic elements of Two-Dimensional Design and their practical application in using color, value, shape, balance, etc. Students will use these skills to draw and paint in class. This course may be taken as an independent study.
ART 1351 Introduction to Painting 3 credits
This course is designed to introduce the student to the essential elements of painting. Working from the figure, students will research form and space through tone, size relationships, color relationships and composing the canvas. Lectures and demonstrations by the instructor will explain issues of basic painting techniques as well as examples of historical painting applications. Students will do still-life and independent project paintings in addition to work done in class. This course may be taken as an independent study.

ART 1361 Fabricart 3 credits
Students will be encouraged to explore the potential of using fabric as a medium to create two or three-dimensional images. After a brief introduction to various types of fabrics, the student will be asked to begin working with the fabrics in order to learn first hand how to enjoy the color and texture of the material. The traditional methods of appliqué and reverse appliqué will be taught. The student will also learn how to use a sewing machine as an expressive tool. This course may be taken as an independent study.

ART 1371 Woodcut 3 credits
Woodcut printing is a process of carving into wood to create a particular image, which is then inked and printed. In this class we will explore that process resulting in as many as five projects all of which will be realized in numbered editions. The areas covered include: reversing the image, direct cutting, color registration, and developing a substantial image from working drawings. The class will include slide presentations and critical discussions of student works. This course may be taken as an independent study.

ART 2301 (EDU 2141) Art Education in the Schools 4 credits
Certain qualified students will be invited to take part in a supervised practicum, teaching at a local grammar school. In this course there will be lectures in methods of teaching, followed by an eight-week intensive experience of working with a partner, team-teaching a group of fifteen primary school students. While this is being done, the students will keep a weekly diary from which they will construct a ten-page term paper on the meaning of the experience. This is a service learning course. This course may count as a GER course if taken in conjunction with ART 1311.

ART 2311 Intermediate Studio Art 3 credits
A continuation of ART 1311. Continued instruction in drawing, painting and sculpture. While the format of this course is similar to ART 1311, there is a marked distinction in terms of scale and ambition. Class time will be spent on directed painting exercises as well as critical discussions. Students will be encouraged through outside work to explore imagery and application pertinent to their own authentic voice. This course may be taken as an independent study.

ART 2321 Intermediate Studio Art II 3 credits
A continuation of ART 2311. This course may be taken as an independent study.

ART 2331 Intermediate Drawing 3 credits
Intermediate Drawing picks up where Basic Drawing, or its equivalent, leaves off. Students will refine skills in figure drawing, solve problems in scale relationships and composition, and work with different media such as pastel, colored ink and black and white acrylic paint. Class time will be devoted to large scale drawing through directed exercises. Outside work will include producing a series of related drawings that employ experimental media and techniques. The course presupposes that drawing is a significant medium in itself, not merely a way-station to other “heavier” media, such as painting or sculpture. This course may be taken as an independent study.

ART 2341 Life Drawing 3 credits
A drawing course concentrating on the human head and figure. Students will research this form working through perception; a model will be available for most classes. An emphasis is placed on the underlying structure of the human figure. Anatomical studies will be commonplace including drawing from the
skeleton and relating that work to the figure. Class time will be divided between drawing and directed
critical discussions. Media will range from small pencil drawings to larger more ambitious charcoal
drawings. This course may be taken as an independent study.

ART 2351 Painting II 3 credits
Through lectures, critical discussions and course work, students will study in depth content and material
issues pertinent to producing compelling artworks. Finding one’s own voice as well as an authentic
application of the media are primary objectives. Formal concerns such as dynamic composition and
rigorous construction of form and space will be stressed. Excellent as a follow-up to Introduction to
Painting for art and art history majors. This course may be taken as an independent study.

ART 2361 Animation Art 3 credits
This course explores the relationship between the animated film and a variety of art forms that have
influenced it: drawing, painting, and sculpture. Tracing the history of animated films from early
experiments in stop motion to contemporary computer-generated animations, the course treats the
aesthetic concepts of form and style as they are realized in this unique medium. This course may be
taken as an independent study.

ART 2371 Works on Paper 3 credits
Works on Paper picks up where Basic Drawing, or its equivalent, leaves off. Students will address more
sophisticated problems in black and white composition, using graphite, charcoal, and ink. They will then
be introduced to color media appropriate for paper, pastel and aquarelle, investigate the interaction of
drawing and photography, and experiment with collage techniques. The course presupposes that
drawing is a significant medium in itself and that works on paper are not mere way-stations to other
“heavier” media, such as painting or sculpture. This course may be taken as an independent study.

ART 2381 Advanced Drawing and Painting 3 credits
The purpose of the advanced studio courses is quite related to the Intermediate Studio in that it is also
gear toward the student’s self-discovery as an artist. This course is directed to a more personal exploration
of a particular medium. Students are encouraged to produce a series of related images with the intention
of developing an authentic vision. This course may be taken as an independent study.

3-DIMENSIONAL MEDIA

ART 1401 Introduction to 3D 3 credits
This introductory course explores ideas and techniques for thinking critically and working 3
dimensionally. Visual language and understanding of form is taught through the use of simple materials
such as wood and wire to construct projects. The students will discuss the variety of problem solving
issues connected to making sculpture. 3 Dimensional theory, language, expression, and practical
applications are emphasized along with the use of basic tools. This course may be taken as an independent study.

ART 1411 Introductory Ceramics 3 credits
The student will be introduced to the elements of three-dimensional design through the discipline of
ceramic sculpture and hand built pottery-making. Several traditional ceramic sculptural and glazing
techniques will be explored along with the creative self expression of the student. The history of
ceramics will be explored through lectures, videos, slides and the students own research. The course
requirements will include completed works in pottery, sculpture, and ceramic art history.

ART 1421 Pottery 3 credits
We will retrace some of the more prominent periods in ceramic history including the historical pottery
from Greece, China, and Egypt. Students will make vessels using the pottery wheel and various hand
building techniques. In this class we explore a variety of functional pottery forms including cups, bowls,
vases and pitchers. Students learn to make, glaze and fire their own work. A historical research project is required. **This course may be taken as an independent study.**

**ART 1431 Mosaics** 3 credits
After reaching its pinnacle during the 'ate Byzantine period, mosaic art has remained a virtually unexplored medium. We will look at some of the most interesting historical mosaics sites through video and slides and use that information along with contemporary techniques to make two-dimensional mosaic projects. Glazing is used as a painting technique in mosaic making; therefore, it is emphasized and expertise in this area is required in the class. **This course may be taken as an independent study.**

**ART 2401 Appropriated Art (Found Object)** 3 credits
Making art from everyday objects is regarded as a form of sculptural expression. This class will focus on both the history and contemporary styles of Found Object art making. Students will be required to both find/purchase objects and re-configure them into sculptures. Common venues for acquiring objects will be explored. These include flea markets, thrift stores, recycling centers, garage sales, and your own basements/attics. Once acquired we will explore the various methods of re-configuration into objects of art. **This course may be taken as an independent study.** Prerequisites: ART 1311, ART 1401, ART 1411 or equivalent.

**ART 2411 Primitive Firing** 3 credits
Despite the primitive tools and firing techniques used during the Neolithic Age, much notable work was produced during this period. In “Primitive Firing” we will make vessels and sculptures fired under a variety of these primitive systems. We will discover how these methods of firing determine the surface and color qualities of the work. **This course may be taken as an independent study.**

**ART 2421 Pottery II** 3 credits
This class is designed for students who have had at least one class in pottery (ART 1421). The goal of this class is to further develop the student’s skills in vessel-making on the pottery wheel. Additionally, further study of glazing and firing techniques will be introduced. We will continue to study the history of pottery and make a variety of forms which will require more complex techniques. **May be taken as an independent study.**

**ART 2431 Mosaics II** 3 credits
To register for Mosaics II the student must have taken one previous class in mosaics. This class is a continuation of Mosaics (ART 1431); the student will pursue work which is more clearly focused and advanced from prior work in this medium. During the semester there will be a more thorough investigation of mosaic techniques and ideas. **May be taken as an independent study.**

**ART 2461 Intermediate Ceramics** 3 credits
This is a class that should be taken by students who have completed at least one semester of ceramic work. Students in this class may choose the following directions for their assignments during the semester: sculptural approach to clay, pottery-making on the wheel or using hand-building techniques, mosaics, or glaze investigation and kiln firing. **This course may be taken as an independent study.**

**ART 2471 Ceramic Sculpture** 3 credits
Students will explore the development of ceramic sculpture from its earliest beginnings to contemporary work being done. A variety of techniques to both construct and glaze ceramics will be studied. Students will be expected to produce a body of sculptural work that explores both personal ideas and historical techniques. **May be taken as an independent study.**

**ART 2481 Advanced Ceramics I** 3 credits
More complex work in ceramic sculpture, pottery-making or mosaics will be studied in this class. It is expected that the students in this class will be exploring and developing their personal approach to both ceramic art and glazing/firing techniques. One other class in ceramics is required before enrolling in this class. **This course may be taken as an independent study.
class. The requirements are designed to develop a strong sense of the history in ceramics and the students' own skills in ceramic art. May be taken as an independent study.

**ART 2491 Advanced Ceramics II**

3 credits

More complex work in ceramic sculpture, pottery-making or mosaics will be studied in this class. It is expected that the students in this class will be exploring and developing their personal approach to both ceramic art and glazing/firing techniques. One other class in ceramics is required before enrolling in this class. The requirements are designed to develop a strong sense of the history in ceramics and the students' own skills in ceramic art. May be taken as an independent study.

**MUSIC**

**ART 1501 Music History**

3 credits

A study of developments in the concept and style of music from the Middle Ages to the Twentieth Century. GER course.

**ART 1511 Understanding Music: Fundamentals and Design**

3 credits

A study of elements of music including notation, rhythm, scales, intervals, melody, harmony, and form. To facilitate reading skills, class exercises in ear training are included. Previous musical training unnecessary. GER course.

**ART 1521 Music Fundamentals**

3 credits

The development of reading and composing based on a study of notation, scales, intervals, and harmony. Learning will be enhanced through use of the synthesizer/computer workstation.

**ART 1531 Vocal Performance**

1 credit

In this course you will learn to professionally train your singing voice through breath management, phrasing, diction, performance practice, and accurate musicianship. Students will receive one individual forty-five minute lesson each week. This course may be repeated for credit. Prerequisite: Students should be able to read music. An audition or permission of the instructor is required.

**ART 1541 Piano Performance**

1 credit

Students will receive one individual forty-five minute piano lesson each week. This course may be repeated for credit. Prerequisite: Students must be able to read music. An audition or permission of the instructor is required.

**ART 1551 Contemporary Music**

3 credits

An investigation of the chief developments in the concept and style of music which have occurred in the Twentieth century. GER course.

**ART 2501 Music Theory I**

3 credits

This course introduces the student to the practice of tonal harmony. Students will learn the principles of chord construction and voice leading, examine the ways in which chords function in tonal music, and be able to compose effective progressions in four-part vocal style. Prerequisite: ART 1511 or permission of the instructor. Students must demonstrate to the instructor a familiarity with treble and bass clef notation and basic rhythmic notation.

**ART 2511 Music Theory II**

This course serves as a continuation of ART 2501-Music Theory I. Topics include diatonic harmony, formal design, and an introduction to chromatic harmony. Students will further develop their skills in both written theory and ear-training. Prerequisite: ART 2501
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<tr>
<td>ART 2521</td>
<td>Music Composition I</td>
<td>3</td>
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<td>In this course students will complete structured projects in instrumental composition. Contemporary and traditional approaches to melody, harmony, rhythm, form, and timbre will be explored. <strong>Prerequisite: ART 1511 or ART 2501</strong></td>
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<tr>
<td>ART 2531</td>
<td>Choral Music</td>
<td>3</td>
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<td>A study and performance of choral music with emphasis on vocal development and performing technique. <strong>Prior choral experience unnecessary. Participation in concerts and a term paper required. Prerequisite: Attendance for one semester prior to enrollment.</strong></td>
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<tr>
<td>ART 2541</td>
<td>Jazz in Performance</td>
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<td>A study and performance of the repertoire of the contemporary jazz ensemble with emphasis on the history of contemporary “BIG BAND” jazz and the mastery of its performance technique and stylistic interpretation. <strong>Participation in the fall and spring concert series and several short papers required. Prerequisite: Participation in the fall semester prior to enrollment.</strong></td>
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<tr>
<td>ART 2571</td>
<td>American Music</td>
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<td>A study of musical developments in the United States. The influences of Afro-American, Folk, American Indian, and European traditions will be examined. <strong>GER course.</strong></td>
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<tr>
<td>ART 2591</td>
<td>Appreciation of Vocal Music</td>
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<td>A survey of the art song, choral music, and opera with emphasis on developments within each genre.</td>
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**Theatre**

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<tr>
<td>ART 1601</td>
<td>Introduction To Theatre</td>
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<td>Major traditional and modern plays with emphasis upon the styles and conventions which govern the relationship between drama and its audience; relevance of these styles to the work of actors, directors, and designers. A required course for the concentration in drama and theatre.</td>
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<tr>
<td>ART 2611</td>
<td>Theatre Performance Practicum</td>
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<td>Rehearsal and performance of a campus theatre production (produced by Cap and Bells dramatic society and directed by a faculty director) with the student in the role of actor or stage manager. Comprehensive study of both the rehearsal and performance processes which culminates in the writing of a final paper of ten pages in length. In order to register for the course, the production must be the third campus production in which the student has served as cast member or stage manager. Departmental approval is required in order for the student to register for the course.</td>
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<td>ART 2631</td>
<td>Acting I</td>
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<td>Study of the techniques of voice, movement, and characterization required to achieve an integrated, effective stage performance.</td>
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<tr>
<td>ART 2641</td>
<td>Acting II</td>
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<td>Exploration of various methods and styles of acting; further development of techniques of voice, movement, characterization, script analysis, emotion memory, comic timing, and monologues. Extensive laboratory work in scene performance. <strong>Prerequisite: ART 2631 Acting I.</strong></td>
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<td>ART 2651</td>
<td>Directing</td>
<td>3</td>
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<td>Study of the basic techniques of play direction, including composition, picturization, play selection, auditions and casting, blocking and staging, including historic perspectives on notable directors. This course culminates in student-directed scenes from modern and contemporary plays.</td>
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ART 2661 Women in Modern Theatre (ENG 2441) 3 credits
This course will investigate the images of women in major dramatic works of the 20th century, and the influence of women as creators of the theatrical art. The stage history and reception of the drama in question will be discussed, with the play treated against the background of relevant aspects of the playwright's oeuvre. To uncover the ambiguities of gender identity and family relationship in female characters, we will employ the tool of feminist criticism. GER course and Gender Studies course.

ART 2671 (ENG 2461) Theatre Design and Crafts 3 credits
A concise introduction to theatrical production with concentration on particular theatre works. Costume, lighting, sets and make-up will be discussed and demonstrated. Prerequisite: ART 1601 Introduction To Theatre

ART 2681 (ENG 2921) Musical Theatre History and Performance 3 credits
A study of the history of musical theatre from its early influences in vaudeville and operetta, its origins as an American theatrical form, to contemporary forms of the genre. Practice in performance techniques used in musical theatre auditions as well as practice in scene study from the musical theatre repertoire.

ART 2691 (ENG 2431) American Theatre 3 credits
Tracing the colorful and unique history of the American stage through the 19th and 20th centuries, this course will touch upon such phenomena as the Mississippi showboat, the minstrel show, the rise of burlesque and vaudeville, and spectacular melodrama, the emergence of major American dramatists, musical comedy, and experimental theatre. This course will examine the theatrical developments which influenced actors, producers, and playwrights in one of the most exciting theatrical environments in the modern world.

PHOTOGRAPHY

ART 1701 Color Composition I 3 credits
A hands-on photography course aimed at the student who wants to develop the perceptual, creative and technical skills needed to use a camera effectively, with color film. Presentations of color photographs, class discussions and student critiques of their own work will deal with elements of photographic composition, focus, and light. Student work will be done in the medium of color slides.

ART 1721 Traditional Photography I 3 credits
This course investigates film-based black and white photography as an expressive and creative medium. Lectures, demonstrations, slide presentations and student assignments aim to develop visual perception and an understanding of the aesthetics of photography. Students will develop skills in using 35mm film cameras effectively. They will also learn traditional darkroom techniques to develop film and make enlargements. Adjustable 35mm cameras will be provided to those students who lack equipment. This course can serve as a foundation course in photography for art majors and as a stand-alone course for non-majors.

ART 1731 Digital Photography I 3 credits
This hands-on course teaches the fundamental principles of photography using the rapidly evolving technologies digital materials and equipment. Students will learn to use digital cameras, computers, scanners and digital pens as tools of their vision and their imagination. Weekly demonstrations and student shooting projects explore how elements of lighting, focus, tone, color shutter speed and framing can contribute to the impact and meaning of images. In the digital studio students will learn the basics of software image control and manipulation through the latest version of Adobe Photoshop. Each student will create a portfolio of color and black and white images using our high-end digital photo printers. No prerequisites. This can serve as a foundation course in photography for art majors and as a stand-alone course for non-majors. Students are encouraged to provide their own 4 megapixel or better digital camera. A limited number of digital SLR cameras and digital compact cameras may be borrowed by students without cameras.
ART 2711 Digital Photography II  
This second level photography course explores a broad range of topics in the creative use of digital photography. Using Photoshop software, students will develop a high level of personal control of their images. Topics include natural light and artificial lighting, perception and use of color, digital toning and “hand coloring”, combining multiple layers of images, creative masking, combining text and images, image web design, digital “silkscreen” techniques, film scanning, alternative image sources and digital fine printing of both color and black and white images. Prerequisite: ART 1731 or ART 2731. Students may use either film or digital cameras in this course but students are encouraged to provide their own 4 megapixel or better digital camera. A limited number of digital SLR cameras and digital compact cameras may be borrowed by students without cameras. This course may be taken as an independent study with the instructor’s permission during years when it is not regularly scheduled.

ART 2721 Traditional Photography II  
This course provides a brief review of film-based camera and darkroom techniques while introducing advanced printing techniques. Topics include lighting, advanced exposure controls, sequencing images, toning and manipulating the print. Slide presentations of master photographers will illustrate the flexibility of the medium and help students to develop visual analysis, as well as their own creative expression. Prerequisite: Art 1721. This course may be taken as an independent study with the permission of the instructor during years when it is not regularly scheduled.

ART 2731 Digital Photography  
This hands-on course teaches the fundamental principles of photography using the rapidly evolving technologies digital materials and equipment. Weekly demonstrations and student shooting projects explore how elements of lighting, focus, tone, color shutter speed and framing can contribute to the impact and meaning of images. In the digital studio will learn the basics of software image control and manipulation through the latest version of Adobe Photoshop. Students will learn to use digital cameras, computers, scanners and digital pens as tools of our vision and our imagination. Each student will create a portfolio of color and black and white images using our high-end digital photo printers. No prerequisites. This can serve as a foundation course in photography for art majors and as a stand-alone course for non-majors. Students are encouraged to provide their own 4 megapixel or better digital camera. A limited number of digital SLR cameras and digital compact cameras may be borrowed by students without cameras.

ART 2741 Photography III: Directed Projects  
Provides an opportunity for building a portfolio in any area of photography: black & white (silver based), digital imaging and color photography. There will be limited lecture/demonstration of topics in light, studio lighting and presentation options. Extended portfolios of a number of photographers will be analyzed and discussed. The emphasis is on developing each student’s unique photographic project with the help of the instructor and the class. Projects may revolve around traditional genres like the landscape, the portrait, the nude, or the social document. They may focus on formal concerns emphasizing abstract qualities or they might concentrate on areas that don’t fit into pre-established categories. Projects may be based in mixed media or straight photography. Completion of Photo II is NOT a prerequisite. Completion of any photography course in the department is the prerequisite. May be taken as an Independent Study.

ART 2751 Photography IV: Studio Photography  
This course investigates advanced techniques in photography, such as strobe lighting and the medium format camera, with a strong emphasis on composition and pictorial design. Topics will include portraiture, full figure, still life and staged sets. Students will develop their own visual vocabulary while producing a portfolio of prints. Contemporary and historical art references will include slide presentation, as well as visits to museums, galleries and professional studios. Prerequisite: Art 1721. This course may be taken as an independent study when it is not regularly scheduled.

ART 2761 Color Photography  
This is a comprehensive introduction to photographing in color. Students learn how light influences color, how colors interact within an image and how color influences meaning and emotional impact of
their images. Presentation topics include the use of color in contemporary fine arts photography, digital color printing techniques and technical concerns in using light and film. But this is a hands-on course and the emphasis is on each student's creation of a rich portfolio of color images. This course will include a brief overview of basic camera use. Students who have completed ART 1721 will find some aspects of the course easier but there are no prerequisites. There is no darkroom work since all prints will be made using high-quality, digital, photographic printers. This course may be taken as an independent study.

ART 2781 Digital Photography III 3 credits
This course builds on basic skills with digital photography and aims to make digital media flexible and responsive creative tools. Presentations and assignments deal with technical and perceptual issues and are aimed at freeing the imagination to direct the creation of digital images. Prerequisite: ART 2711 or equivalent. This course may be taken as an independent study.

FILM AND VIDEO

ART 1811 Introduction to the Film 3 credits
A study of cinematic form and style including plot structure, cinematography, lighting, setting, costume and editing. Selections of contemporary and historically important films will be viewed and analyzed. GER course.

ART 1821 Video Production I 3 credits
An intensive, hands-on introduction to the basic technology and structure of moving image construction. Using digital video and post-production technology, students will explore the aesthetic possibilities of the medium in time and space as well as the organization of those images into stories, information, and art. Coursework will comprise various exercises and culminate in a project of the student’s own design. This course may be taken as an independent study.

ART 1831 Asian Cinemas 3 credits
A selected study of cinematic movements and filmmakers from Asia and the Pacific Rim, specifically in how they both reflect and exemplify the culture in which they are produced. Possible areas of study include the cinemas of Japan, China, Hong Kong, India and Australia. No Prerequisites. GER course.

ART 1841 European Cinemas 3 credits
A selected study of cinematic movements and filmmakers from European nations, specifically in how they both reflect and exemplify the culture in which they are produced. Possible areas of study include German Expressionism, Russian Formalism, the French New Wave, Italian Neo-Realism, New German Cinema and British Social Realism. No Prerequisites. GER course.

ART 1851 Emerging Cinemas 3 credits
A selected study of cinematic movements and filmmakers from countries with a less established cinematic tradition, specifically in how they both reflect and exemplify the culture in which they are produced. Possible areas of study include the cinemas of Iran, Israel, Africa, and Latin America. No Prerequisites. GER course.

ART 1861 Documentary Cinema 3 credits
A critical and analytical examination of how documentary films are conceived and produced, as well as how they purport to design and deliver "the truth." Possible areas of study include the early century work of Flaherty and Riefenstahl, the Direct Cinema movement of Maysles and Wiseman, and the contemporary work of Michael Moore and Errol Morris. No Prerequisites. Pending GER approval.
ART 1871 Major Figures in the Cinema 3 credits
A critical and analytical examination of the work of selected directors and producers who have had a profound impact on the evolution of contemporary cinema. Possible figures of study include Chaplin, Welles, Hitchcock, Ford, Truffaut, Kurosawa, Kubrick, Spielberg, and Scorcese. No Prerequisites. GER course.

ART 1881 Film Theory and Criticism 3 credits
An accelerated course in the study of the critical trends and theoretical positions that have influenced, enlightened, and framed the creation and critique of cinema throughout its first century. No Prerequisites. Pending GER approval.

ART 1891 History and/or Film 3 credits
A critical examination of the interplay of technology, commerce, art, and audience and the evolution of film production, cinematic, and cultural movements. Possible areas of study include Early Cinema and the Silent Era, the Musical, the Western, the War Film, the Urban Drama, and Minority Filmmaking. No Prerequisites. GER course.

ART 2821 Video Production II 3 credits
Building on the skills and techniques learned in Studio I (ART 1821), this course is designed to move students into advanced image production. Specific areas of study will include lighting and production design, as well as advanced audio and post-production techniques. May be taken as an Independent Study.

ART 2841 Screenwriting I 3 credits
An intensive workshop in writing for the screen, focusing primarily on the narrative short form. Through the study of character and conflict, structure and setting, students will develop their own short work, culminating in a revised script ready for production. Formerly “Screenwriting and Development.” May be taken as an Independent Study.

ART 2851 Documentary Workshop 3 credits
An advanced workshop in the planning and production of documentary film. Students will conceive and execute a project of their own design while exploring such issues as collaborative design and production, cross-cultural investigation, documentary ethics and empowerment, and community and individual representation. This is a service learning course. Formerly “Community Mediamaking.” May be taken as an independent study.

ART 2861 Professional Video Production Workshop 3 credits
A participatory workshop in the production of a professional media project. Projects will be selected by merit or university need, produced and directed by the instructor, and funded through the department and university. Students will have the opportunity to work on a live set and participate according to their ambition, ability, and experience. May be taken as an Independent Study.

ART 2871 Directing for the Screen 3 credits
An advanced workshop in the practices and techniques of screen directing. Students will explore script breakdown, visualization and storyboarding, blocking and rehearsing, and set-direction through the analysis, direction, and production of selected scenes. This course may be taken as an independent study.

ART 2881 Screenwriting II 3 credits
Building on the work of Screenwriting I (ART 2841), this course will focus on the development and composition of a feature film script. Students will both study the feature form in the work of established writers and complete a revised draft of their own feature script. May be taken as an Independent Study.
ART 2891 Video Production III 3 credits
A continuation of ART 1821 and 2821.

**SPECIAL COURSES FOR MAJORS**

ART 2911 Independent Study in the Arts I 3 credits
Junior and Senior art majors may pursue investigation of topics beyond those listed in the catalog. Prior approval by the chair and a faculty mentor is required.

ART 2921 Independent Study in the Arts II 3 credits
Junior and Senior art majors may pursue investigation of topics beyond those listed in the catalog. **Prior approval by the chair and a faculty mentor is required.**

ART 2961 Art Internship 3 credits
Junior and Senior art majors may broaden their perspective by completing an approved internship in the arts. Work in industry, art studios, theatres, galleries and museums offers potential opportunities for internships. Students are expected to spend six to eight hours per week on site, and to maintain a weekly journal of their experiences and to secure a report by their immediate supervisor at mid semester and upon completion of the work. **Prior approval by the chair is required.**

ART 2981-2991 Senior Project 6 credits
A student majoring in Fine and Performing Arts (excluding double majors) must do a supervised senior project which combines both production and analysis. Under a mentor’s guidance the student will research some specific aspect of one of the arts; the first semester’s research should result in a paper describing the research and its intended product. The second semester’s work will consist of production and final exhibition, performance, or thesis.

**Foreign Languages and Literatures**

*Professors: Alborg, Donahue*

*Associate Professors: Burr, Ewald, Faccini, Giuli, Marsilio (Chair), Shannon, Wienroeder-Skinner*

*Assistant Professors: Buckley, Daniel, Fayen, Grimes, Hennes, Shenk*

*Visiting Instructors: Caballero, Gimenez, Lavner, Manghisi, Neilson, Recio*

*Instructor/Spanish Language Program Coordinator: Zmurkewycz*

**Objectives:**

- To give students an opportunity to acquire some experiential knowledge of at least one foreign culture through the medium of its own language, thereby gaining some insight into the rich linguistic and cultural variety of the human family.

In an increasingly complex, interdependent world community, the Department of Foreign Languages and Literatures takes seriously its responsibility to help students become articulate, knowledgeable and culturally aware global citizens in accordance with the values and traditions of Saint Joseph’s University and the Society of Jesus. We actively pursue this mission by:

- fostering language proficiency
- promoting an appreciation for the richness and complexity of language
- deepening students’ understanding of cultural diversity
- encouraging student engagement in active collaborative critical learning
• emphasizing learner-centered pedagogy and care for the individual

All language and literature courses are offered in the target language, except for literature courses in translation.

Foreign Languages in the GER (See Curricula)

Students who wish to satisfy the Literature/Fine Arts portion of the University Distribution component of the GER by completing a course in Foreign Languages and Literatures should select one of the following:

**Chinese**

CHN 1331 Selections in Chinese Literature
CHN 1341 Selections in Chinese Literature

**French**

FRE 1331 Selections in French Literature
FRE 1341 Selections in French Literature
FRE 2051 French Theater in Practice
FRE 2101 The French Novel
FRE 2111 French Poetry
FRE 2121 Telling Tales: Short Narratives in the Francophone Literature
FRE 2151 The French Essay
FRE 2181 Realism and Naturalism
FRE 2191 Major French Authors
FRE 2201 Medieval French Literature
FRE 2211 French Women Writers of the Middle Ages and Renaissance
FRE 2301 The Age of Louis XIV
FRE 2401 French Romanticism
FRE 2501 20th Century French Theater
FRE 2511 Surrealism
FRE 2601 Culture and Civilization
FRE 2621 Contemporary Francophone Cinema

**German**

GRM 1331 Selections in German Literature
GRM 1341 Selections in German Literature
GRM 1431 The Faust Legend
GRM 2011 Culture and Civilization
GRM 2051 Medieval German Literature
GRM 2081 From German Enlightenment to Realism
GRM 2121 From Bismarck to Hitler: German Texts, Politics and Culture 1871-1945
GRM 2131 Topics in Culture
GRM 2141 Modernity in the Literature of the Early 20th Century
GRM 2151 Literature of German-Speaking Countries: 30s to Present
GRM 2161 Phantoms, Spirits and the Uncanny: The Fantastic in German Literature from Romanticism to the Present
GRM 2191 Major German Authors
GRM 2201 Contemporary German Cinema

**Italian**

ITA 1331 Selections in Italian Literature
ITA 1341 Selections in Italian Literature
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ITA 2031</td>
<td>Advanced Italian: the Roman Experience</td>
</tr>
<tr>
<td>ITA 2101</td>
<td>Culture and Civilization</td>
</tr>
<tr>
<td>ITA 2191</td>
<td>Major Italian Authors</td>
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<tr>
<td>ITA 2201</td>
<td>L'italiano al cinema II: from Post-Neorealism to the Present</td>
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<td>ITA 2211</td>
<td>From Novel to Film: From Italian Unification to the Present</td>
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<td>ITA 2231</td>
<td>Images of Rome in Literature and Film: From Papal Rome to Present</td>
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<tr>
<td>ITA 2241</td>
<td>Italian Journeys: From Marco Polo to Global Tourism</td>
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<td>ITA 2251</td>
<td>The Medici Court: Poetry, Patronage and the Art of Power</td>
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<td>ITA 2261</td>
<td>The Artist and the Madman in the Renaissance and Reformation</td>
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<td>ITA 2411</td>
<td>Profane and Sacred Love in Medieval and Renaissance Literature</td>
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<td>ITA 2421</td>
<td>Rebels, Revolutionaries, and Romantics: Italian Literature and Society from</td>
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<td></td>
<td>Baroque to Risorgimento (1600-1850)</td>
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<td>ITA 2521</td>
<td>Women's Voices in Twentieth Century Italian Fiction</td>
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**Japanese**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>JPN 1331-1341</td>
<td>Selections in Japanese Literature</td>
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**Linguistics**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>LIN 2201</td>
<td>Basic Linguistics</td>
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**Russian**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>RUS 1331-1341</td>
<td>Selections in Russian Literature</td>
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**Spanish**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SPA 2011</td>
<td>From the Old World to the New in Hispanic Literature</td>
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<tr>
<td>SPA 2021</td>
<td>From the Modern World to the Present in Hispanic Literature</td>
</tr>
<tr>
<td>SPA 2221</td>
<td>Narratives of European Exploration and Conquest in America</td>
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<tr>
<td>SPA 2231</td>
<td>Major Latin-American Authors</td>
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<tr>
<td>SPA 2241</td>
<td>Latin-American Modern Novel</td>
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<td>SPA 2251</td>
<td>Culture, Dictatorship, and Exile in the Latin-American Southern Cone: 1973-85</td>
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<td>SPA 2261</td>
<td>Latin-American Modern Short Story</td>
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<td>SPA 2271</td>
<td>The Discourse of Latin American Modernity (Poetry)</td>
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<td>SPA 2281</td>
<td>Visions of the Vanquished: Indigenous and Meztizo Perspectives of the Conquest</td>
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<td>SPA 2311</td>
<td>Medieval Spanish Literature</td>
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<td>SPA 2321</td>
<td>Sixteenth and Seventeenth Century Spanish Poetry</td>
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<td>SPA 2331</td>
<td>Sixteenth and Seventeenth Century Spanish Drama</td>
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<td>SPA 2341</td>
<td>Cervantes</td>
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<td>SPA 2351</td>
<td>Sixteenth and Seventeenth Century Spanish Prose</td>
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<td>SPA 2411</td>
<td>Culture and Civilization</td>
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<td>SPA 2421</td>
<td>Romanticism and Realism: Heroes, Angels, and Villains in Nineteenth Century</td>
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<td>Spanish Literature</td>
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<td>SPA 2431</td>
<td>Major Spanish Authors</td>
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<td>SPA 2441</td>
<td>The Generation of 1898 and Modernismo: The Old World and the New</td>
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<td>SPA 2451</td>
<td>The Posguerra Generation: Repression and Retaliation</td>
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<td>SPA 2461</td>
<td>Spanish Literature and Film</td>
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<td>SPA 2471</td>
<td>Spain into the 21st Century: Twenty-five Years of Democracy</td>
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<tr>
<td>SPA 2511</td>
<td>Women in Spanish Literature: Literature by and about Women in the Spanish-Speaking World</td>
</tr>
<tr>
<td>SPA 2521</td>
<td>Honors Readings in Women's Voices in 20th Century Spanish and Latin American Fiction</td>
</tr>
</tbody>
</table>
Major In French, German, Italian, or Spanish

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses
GER Divisional Distribution: One course in Fine Arts (not included in the above fourteen)
GER Electives: any nine courses

Major Concentration: The 1311-21 or 1331-41 (See other requirements for Spanish) courses and eight approved upper division courses in the language of the major

Minor in French, German, Italian, or Spanish

With the approval of the Department of Foreign Languages, a student may elect to minor in French, German, Italian, or Spanish by taking six courses at the 1300 level or above.

Minor in Linguistics

With the approval of the Department of Foreign Languages, a student may elect to minor in Linguistics by taking six courses at the 2000 level. See the Advisor for Linguistics Minors, Dr. Jennifer Ewald, for more information.

Advisory Option—Teacher Certification in French, German, and Spanish

Students majoring in Foreign Languages may minor in Education to obtain an Instructional I, Secondary (7-12) Teaching Certificate. Students seeking this certification are URGED to apply for the Education minor during the spring semester of their freshman year. While students continue meeting with their Foreign Languages advisor, they will also be assigned an advisor in the Department of Education who will guide them through their required Education courses. The Education advisor will also assist students seeking teacher certification in formally applying for the teacher certification program, usually in the spring semester of their sophomore year. Students must have an overall GPA of 3.0 or higher to be accepted into the teacher certification program. Students must maintain an overall GPA of 3.0 or higher to obtain teacher certification upon graduation.

Students seeking the Education minor and teacher certification complete a sequence of five Education courses, three field experience labs, and a semester-long, full-time student teaching placement (for twelve credits). Students seeking the Education minor and teacher certification may complete their Social Science GER by taking: EDU 1011/1012 (Schools in Society and the accompanying lab); PSY 1001 (Introduction to Psychology); and EDU 2031/2032 (Educational Psychology and the accompanying lab).

NOTE: Education Majors seeking certification in Spanish must take at least 1 culture and 1 linguistics class which can be fulfilled by the following courses, respectively, SPA 2211 or 2411 and SPA 2611, 2631, 2651, 2671, or 2691. Other upper-level Spanish courses may also fulfill these requirements.

Students majoring in French, German or Spanish need to complete a course in civilization and culture in their language area, as well as a course in either basic or applied linguistics, in order to qualify for certification in education.

Requirements for Departmental Honors

Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors program.
Prerequisites

Students must seek the advice of the Department before registering for 2000 level courses in French, German, Italian, Spanish, or Linguistics. The normal prerequisite for 2001-level courses: two courses at the 1300 level.

Foreign Language Courses outside the University

Students wishing to study a foreign language on either the introductory or intermediate level not offered at Saint Joseph’s University may be permitted to pursue such study at a four-year college or university of their choice. Permission will come from the appropriate academic Dean with the approval of the chair of the Foreign Languages and Literatures Department.

In such cases, the student will pay Saint Joseph’s University full tuition, and Saint Joseph’s University will pay the institution in which the student is taking the course(s), an amount up to but not exceeding one fifth of the student’s semester tuition (excluding fees). If there is a tuition charge remaining at the institution where the courses are being taken, the student will be responsible for the remaining charges.

Upper Division Courses Taken in Study Abroad Programs

The Department will count a maximum of four upper division courses toward the major. This represents half of the upper division courses required. Minors may take a total of three courses abroad.

ENGLISH AS A SECOND LANGUAGE

All international students whose primary language is not English or who have English language deficiencies should take ESL 1251 and ESL 1261, Composition and Critical Thinking for Non-Native Speakers of English, in their first two semesters. ESL 1251 and ESL 1261 will satisfy the General Education Requirement in foreign language.

ESL 1251 Composition and Critical Thinking 3 credits

This course provides the non-native student with the critical reading and writing skills necessary to perform well in required introductory courses in English. Special emphasis is placed on analyzing both the literal and figurative levels of the language of literature and communicating these perceptions in organized, persuasive, and creative English prose. These aims encompass the writing needs of all non-native students, undergraduate and graduate. No prerequisites.

ESL 1261 Composition and Critical Thinking 3 credits

This course provides the non-native student with practice in reading and writing critically about essays in a variety of disciplines with an emphasis on the humanities. Class discussion develops the proficiency needed to engage in and master GER introductory courses. Current research skills are developed, which lead the student to a completed paper and its presentation. These aims encompass the writing and speaking needs of all non-native students, undergraduate and graduate. No prerequisites.

CHINESE

Two courses in sequence at the 1200 level or higher are needed to fulfill the language requirement.

CHN 1011-1021 First-Year Chinese 12 credits

Interactive approach is stressed. Pronunciation, vocabulary-building, basic grammatical structures, pattern practice oriented to development of speech habits, graded readings in prose and verse. One hour per week is devoted to work in the language laboratory. CHN 1011 is prerequisite to CHN 1021.
CHN 1211-1221  Second-Year Chinese  
10 credits  
A continuation of First-Year Chinese, with emphasis on the further development of conversational fluency, along with reading and writing skills. CHN 1011-1021 is prerequisite to CHN 1211.

CHN 1311-1321  Chinese Conversation and Composition  
6 credits  
This course is designed to give the student the necessary practice in spoken and written Chinese with special emphasis on the more difficult modern Chinese grammatical constructions and idioms.

CHN 1331-1341  Selections in Chinese Literature  
6 credits  
Introduction to Chinese Literature and its history. Selected readings of plays, essays, novels, short stories, and poetry. Fulfills Art/Literature requirement of the GER. Taught in Target Language.

CHN 1351  Chinese for Business  
3 credits  
This course is for students interested in conducting business in a Chinese business environment. It is designed for students in their fourth year with the Chinese program. The class will be conducted in Chinese. Simplified characters will be used. The language skills covered focus on the usage of business terms, dialogues in business settings, and business related readings. The class activities will provide students with the opportunities to simulate business situations and formal socializing situations, such as visiting customers, asking about prices, negotiating a contract, and arranging delivery of goods and payments. Students will be trained to write resumes, to write various forms of business correspondence, to read business related articles, and to listen to broadcasts of economic and foreign trade news. Social-culture awareness in business will be discussed in-depth. Pre-requisite CHN 1311 and/or 1321 or by permission of instructor.

FRENCH

Two areas of concentration in French are available to students: the French major and the French Studies major.

The French major emphasizes the acquisition of competence in spoken and written French, a sound understanding of the structures of modern French, and the ability to analyze literary texts from a variety of periods. All courses are offered in French. Course requirements for the major in French are as follows:

- Two courses at the 1300 level
- Eight courses at the 2000 level

French Studies

The French Studies major is an interdisciplinary program designed for students whose interests include the study of French language and literature, as well as fine arts, history, international relations, philosophy and political science. Course requirements for the major in French Studies are as follows:

- One course in French or Francophone civilization;
- Five courses in French language and literature of which two will be at the 1300 level or above and three at the 2000;
- Four courses distributed among at least two departments.

Appropriate courses include the following:

<table>
<thead>
<tr>
<th>ART</th>
<th>HIS</th>
<th>2051</th>
<th>Impressionism to the Present</th>
<th>2171</th>
<th>French Revolution and Napoleon</th>
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<tbody>
<tr>
<td>ART</td>
<td>HIS</td>
<td>2081</td>
<td>Impressionist and Post-Impressionist Masters</td>
<td>2221</td>
<td>France 1814-1914</td>
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<tr>
<td>ART</td>
<td>HIS</td>
<td>2111</td>
<td>Art at the Barnes Foundation</td>
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PHL 2781 French Existentialism
POL 2311-2321 Politics in Western Europe (when France is the selected country)

Students in French or French Studies are strongly encouraged to participate in our study abroad programs in Strasbourg, France or Quebec, Canada. Please see Study Abroad.

Honors in French and French Studies

In addition to the above courses, two semesters of independent study (FRE 2953-2963) during which a senior thesis on an appropriate topic is to be written under the guidance of a director. The thesis in French Studies should be of an interdisciplinary nature. An oral presentation will ordinarily take place at the end of the spring semester.

Study Abroad

For summer study at the Université Laval in Quebec, Canada, see Study Abroad. For full spring semester program of studies in Strasbourg, France, see Study Abroad.

FRE 1011-1021 First-Year French 8 credits
Proficiency-oriented instruction will encourage development of speaking, reading, writing and comprehension. Instruction in basic grammar, pronunciation and writing will accompany active student participation in a variety of activities. One hour per week will be devoted to work in the language laboratory. FRE 1011 is a prerequisite to FRE 1021 and must be taken in sequence.

FRE 1031 First-Year French 4 credits
This course is open only to those who have successfully completed FRE 1011 and 1021. It is an intensive course designed to raise the students' language skills to the intermediate level of proficiency. Speaking and listening will continue to be developed, while increased emphasis will be placed on reading and writing. FRE 1011 and 1021 are prerequisites to 1031.

FRE 1211-1221 Second-Year French 6 credits
Systematic review of the fundamentals of French grammar and pronunciation together with more advanced work in composition, conversation, and readings. FRE 1211 is prerequisite to FRE 1221.

FRE 1301 Le Français Intensif 3 credits
Review of the major structures of spoken and written French. This course is offered only in the Strasbourg Study Abroad Program during the first four weeks of the term.

FRE 1311-1321 French Conversation and Composition 6 credits
This course is designed to give the student the necessary practice in spoken and written French with special emphasis on the more difficult modern French grammatical constructions and idioms.

FRE 1331-1341 Selections in French Literature 6 credits
Introduction to French literature from Medieval to Modern times. Selected readings of plays, novels, short stories, poetry, and didactic writings. Fulfills the Art/Literature requirement of the GER.

FRE 1351 French For Business 3 credits
This course is intended to follow FRE 1031, but is open to all interested in the terminology of French commercial enterprise such as advertising, foreign trade, transportation, money, banking, and insurance.

FRE 2001 Advanced Conversation 3 credits
This course is intended to help students acquire a high level of conversational skill in French. They will improve their listening comprehension and speaking skills by acquiring and using native-like
expressions and vocabulary, by doing listening and pronunciation exercises, and by reflecting on and discussing current events. Course materials will include contemporary songs, films, television news reports, articles from the press and a variety of francophone websites. **Prerequisite:** FRE 1311-1321 or departmental approval.

**FRE 2011 (LIN 2121) French Applied Linguistics** 3 credits
Application of modern linguistic theory and modern methods of language analysis to the understanding of the structure of Modern French.

**FRE 2021 Advanced Conversation and Composition** 3 credits
This course is offered only in the Strasbourg Study Abroad Program during the spring semester.

**FRE 2031 Advanced French Composition and Stylistics** 3 credits
The purpose of this course is to improve the students’ oral and written command of the language by means of an intensive practical presentation of the structure and stylistics of the language. **Prerequisites:** FRE 1311-1321 or departmental approval.

**FRE 2041 (LIN 2111) History of the French Language** 3 credits
Study of the phonological, morphological, and syntactic development from Latin to Modern French. Reading and analysis of linguistic documents.

**FRE 2051 French Theater in Practice** 3 credits
A study of the theater text in its evolution from page to stage in order to illuminate the text as “something to be done” not merely as a text to be read. Study of French theater practice. Exercises in proper diction, elocution, and body language in order to improve students’ pronunciation and general abilities in spoken French. The course will culminate in the staged presentation of one of the plays studied during the semester. **Prerequisite:** FRE 1311-1321 or FRE 1331-1341 or permission of the instructor. Fulfills the Art/Literature requirement of the GER.

**FRE 2101 The French Novel** 3 credits
Reading, discussion and analysis of novels from a period ranging from the 17th century to the present. The period of study will be selected by the professor. **Fulfills the Art/Literature requirement of the GER.**

**FRE 2111 French Poetry** 3 credits
A study of the various forms of French poetry with a particular emphasis on the evolution of the genre from Romanticism to Modernism. **Fulfills the Art/Literature requirement of the GER.**

**FRE 2121 Telling Tales: Short Narratives in Francophone Literature** 3 credits
Reading, discussion, and analysis of short stories and folktales from a variety of French-speaking areas, including Europe, North America, Africa, and the Caribbean. We will seek to define the genres and examine how their content and form change over time and by region, which will foster an understanding of how the tales reflect the culture(s) in which they were produced. **Satisfies Art/Lit Requirement.**

**FRE 2151 The French Essay** 3 credits
Reading, discussion, and analysis of selected works of representative essayists from the 16th to the 21st century, including Montaigne, Pascal, Diderot, Gide, Camus, Sartre, Barthes, Foucault, and Derrida. **Fulfills the Art/Literature requirement of the GER.**

**FRE 2181 Realism and Naturalism** 3 credits
This course is offered only in Strasbourg Study Abroad Program during the spring semester. **Fulfills the Art/Literature requirement of the GER.**
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>FRE 2191</td>
<td>Major French Authors</td>
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<td>A study in depth of one or two major authors, the choice to be determined by the instructor. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>FRE 2201</td>
<td>Medieval French Literature</td>
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<td></td>
<td>Study of the origin and development of the various genres of the Middle Ages. Readings in selected representative works of Old French literature. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>FRE 2211</td>
<td>French Women Writers of the Middle Ages and Renaissance</td>
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<td>A study of representations of women works written by French women writers of the Middle Ages and Renaissance, with special emphasis on issues of female identity and voice in the texts. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>FRE 2301</td>
<td>The Age of Louis XIV</td>
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<td>A study of the growth of classicism and its various manifestations in the literary realm and the other arts. Selected works of Racine, Molière, Madame de LaFayette, Boileau, La Rochefoucauld, La Bruyère, Pascal, and La Fontaine will be studied. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>FRE 2401</td>
<td>French Romanticism</td>
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<td>A study of the origins of French Romanticism, its philosophical background, and its various forms of expression from Chateaubriand to Gerard de Nerval. Although principal emphasis will be placed on the study of the major genres, developments in music and the visual arts during the period will also be studied. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>FRE 2501</td>
<td>20th Century French Theater to the Present</td>
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<td>Study of the avant-garde theater from Jarry to Reza. Developments in content and structure, the influence of Antonin Artaud as well as metteurs-en-scene will be examined. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>FRE 2511</td>
<td>Surrealism</td>
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<td>A study of the origins of surrealism and its philosophical background. Particular attention will be paid to the works of the founders, Breton, Artaud, Aragon, Soupault, Vitrac, Cocteau. Relationships with the visual arts, including the film, will be studied. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>FRE 2601</td>
<td>French Civilization and Culture</td>
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<td></td>
<td>A review of the culture and history of France and other French-speaking countries, their geography, outstanding personalities, literature, art, architecture, economic and social problems, sciences, and education. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>FRE 2611</td>
<td>Francophone Press</td>
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<td>An introduction to the press of the French-speaking world. The work of the course may include library and internet research, extensive readings in French-language newspapers and magazines, viewings of television news, round-table discussions of current events and regular writing assignments. Each student will compile a comprehensive dossier of the semester's work. The course aims to familiarize students with the contemporary Francophone world and its multifaceted information media. It is also designed to improve students' general language skills in French.</td>
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<tr>
<td>FRE 2621</td>
<td>Contemporary Francophone Cinema</td>
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<td>An intensive study of selected recent French-language films. The principal activities of the course will be the viewing, analysis, and discussion of a variety of cinematographic works dealing with important issues in the French-speaking world. The course is designed to increase familiarity with francophone cultures, to promote understanding of the film medium, and to improve general language skills, with a particular emphasis on listening and speaking. Fulfills the Art/Literature requirement of the GER.</td>
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FRE 2631 Economic and Business French 3 credits
An introduction to business notions and social, economic and political problems in the francophone business world. The primary focus will be on France, although other French-speaking countries in Europe and elsewhere will be covered briefly. The course will emphasize the acquisition and use of fundamental economic and business concepts and vocabulary as tools for understanding the francophone business environment and communicating appropriately in a business setting. The course pays particular attention to current events as reported in the French-language business press and in broadcast media. Prerequisite FRE 1311-1321 or permission of the instructor.

FRE 2931-2941 Directed Readings in French 6 credits
FRE 2953-2963 Honors Reading and Research in French 6 credits
FRE 1371-1381 Course(s) taken abroad
FRE 2711-2721 Course(s) taken abroad

GERMAN

Two areas of concentration in German are available to students: the German Minor and the German Major/Double Major. For further details and scholarship opportunities, please contact the German faculty.

Minor in German

Requirements for the German Minor are: six courses beyond the second year level. These courses are chosen in consultation with the German advisor. For further details and scholarship opportunities, please contact the German faculty.

Major in German

Requirements for the German Major or the Double Major are: the 1311-21 or 1331-41 courses and eight approved courses at the 2000 level in the language of the major. The German Major and the German Double Major have become popular in combination with either a Minor or another Major in the Arts, in the Sciences, or in Business. They offer a variety of international career opportunities. All courses for the German Minor and Major/Double Major concentrate on German culture, literature, film, and business. All courses are offered in German. The approval of the Department of Foreign Languages and Literatures is needed both for the Minor and the Major/Double Major. For further details and scholarship opportunities, please contact the German faculty.

Study Abroad

Students of German are strongly encouraged to participate in the study abroad program in Marburg, Germany, or to spend a summer in Germany either within an academic program or as an intern in a German company.

GRM 1011-1021 First-Year German: The Personal and German-Speaking World 8 credits
An introduction to German through exploration of the student’s immediate world, developing student proficiency in speaking, listening, reading, and writing. At the same time, students will develop an understanding of various aspects of the German-speaking world. One hour per week will be devoted to work in language laboratory. GRM 1011 is prerequisite to 1021 and must be taken in sequence.

GRM 1031 First-Year German 4 credits
This course is open only to those who have successfully completed GRM 1011 and 1021. This is an intensive course designed to raise the students’ language skills to the intermediate level of proficiency to
satisfy the language requirement. Tasks emphasized are compositions, conversations, and readings. GRM 1011 and 1021 are prerequisites to 1031.

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<tr>
<th>Course Code</th>
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<tr>
<td>GRM 1211-1221</td>
<td>Second-Year German</td>
<td>6</td>
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<td></td>
<td>Systematic review of the fundamentals of German grammar and pronunciation together with more advanced work in composition, conversation, and readings. GRM 1211 is prerequisite to GRM 1221.</td>
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<tr>
<td>GRM 1311-1321</td>
<td>German Conversation and Composition</td>
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<td>This course is designed to give the student the necessary practice in spoken and written German with special emphasis on grammatical constructions and idioms. GRM 1311 is prerequisite to 1321.</td>
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<tr>
<td>GRM 1331-1341</td>
<td>Selections in German Literature</td>
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<td>An introduction to German literature with selected readings from the works of the principal writers through the times. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>GRM 1431</td>
<td>The Faust Legend</td>
<td>3</td>
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<td>A study of the Faust legend in German and world literature. Goethe's Faust will be analyzed in depth. The concept of the Faustian as expressed in other literature, as well as the opera and film, will be studied. Fulfills the Art/Literature requirement of the GER. Taught in English, does not satisfy the German major or minor requirements.</td>
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<tr>
<td>GRM 2011</td>
<td>German Civilization and Culture</td>
<td>3</td>
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<td>A survey of the culture and civilization of Germany and other German-speaking countries, their history, politics, economic and social aspects, art, and folklore through the reading of literary texts. Emphasis is placed on modern trends. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>GRM 2051</td>
<td>Medieval German Literature</td>
<td>3</td>
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<td>Reading passages from representative works of medieval German lyric and epic poetry, exploring the transition from the heroic to courtly society. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>GRM 2081</td>
<td>From German Enlightenment to Realism</td>
<td>3</td>
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<td>Readings, discussion, and analysis of a series of literary texts, as well as background readings on the period spanning the German Enlightenment to the beginning of German Realism (1750-1850). Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>GRM 2121</td>
<td>From Bismarck to Hitler: German Texts, Politics and Culture 1871-1945</td>
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<td>The period spanning 1871 to 1945 in Germany is a tumultuous period of transition in the country's history. This course is intended to deepen the students' knowledge of German history, literature, culture and politics. Readings, discussions and analysis both of a series of literary texts, as well as background readings on the time period. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>GRM 2131</td>
<td>Topics in German Culture</td>
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<td>This course provides an understanding of the highlights of German art, music, literature, architectures, science, history, and politics. Students will explore renowned German personalities and analyze movements they initiated. They will also trace Germany’s roots in the past, understand its cross currents, and connect them to the present. Fulfills the Art/Literature requirement of the GER.</td>
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<tr>
<td>GRM 2141</td>
<td>Modernity in the Literature of the Early 20th Century</td>
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<td>Reading, discussion, and analysis of selected works from Hauptmann to Mann. Focusing on the economic, social, and political issues of the pre-World War II era. Fulfills the Art/Literature requirement of the GER.</td>
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GRM 2151 Literature of German-Speaking Countries: 30s to Present 3 credits
Reading, discussion, and analysis of selected works by major authors, focusing on the social and cultural trends of the times. Fulfills the Art/Literature requirement of the GER.

GRM 2161 Phantoms, Spirits and the Uncanny: The Fantastic in German Literature from Romanticism to the Present 3 credits
This course explores the fantastic in German literature, utilizing examples from Romanticism up until the present. The fantastic will be investigated with respect to its function within individual works of literature as well as within its socio-historical context. Pending the Art/Literature requirement of the GER approval.

GRM 2191 Major German Authors 3 credits
A study of major contemporary German authors from German-speaking areas: Austria, Germany and Switzerland. Fulfills the Art/Literature requirement of the GER.

GRM 2201 Contemporary German Cinema 3 credits
German Cinema as a mode of present-day artistic expression. Viewing and analysis of contemporary German movies by outstanding directors dealing with key issues in modern Germany. Fulfills the Art/Literature requirement of the GER.

GRM 2311 Advanced German Conversation and Composition 3 credits
The purpose of this course is to improve the student’s oral and written command of German by further developing the four linguistic skills on an advanced level. Prerequisite: GRM 1311-1321 or departmental approval.

GRM 2321 Getting to know the German Media: Press, TV, and Cyberspace 3 credits
The course will strengthen oral and written communication skills in such diverse fields as the press, Deutsche Welle (German direct news broadcasts) and the Internet. All these areas will highlight current issues. Prerequisite: GRM 1311-1321 or departmental approval.

GRM 2351 German Business I: German Business World and Its Language 3 credits
An introduction to the most important economic and sociopolitical problems concerning the German business world. Contemporary vocabulary and syntax used in German business will be emphasized. A variety of German business texts will be translated, analyzed, and discussed. Prerequisite: GRM 1311-1321 or departmental approval.

GRM 2361 German Business II: Oral and Written Communication Skills 3 credits
The course deals with the multifaceted German business world on an advanced level. Emphasis will be placed on business correspondence, translations, and the necessary oral proficiency skills required for successful commercial transactions. Prerequisite: GRM 1311-1321 or departmental approval.

GRM 2931-2941 Directed Readings in German 6 credits
GRM 2953-2963 Honors Reading and Research in German 6 credits
GRM 1371-1381 Course(s) taken abroad
GRM 2711-2721 Course(s) taken abroad
ITALIAN

The Italian major emphasizes the acquisition of competence in spoken and written Italian, a sound understanding of the structures of modern Italian, and the ability to analyze literary texts from a variety of periods. All courses are offered in Italian. Course requirements for the major in Italian are as follows:

- Two courses at the 1300 level
- Eight courses at the 2000 level

Study Abroad

For study at SJU in Rome and Florence, Italy, see *Study Abroad*.

**ITA 1011-1021 First-Year Italian** 8 credits

Proficiency-based instruction will encourage development of speaking, reading, writing and comprehension. Instruction of basic grammar, pronunciation, and writing will accompany active student participation in task-oriented group work in classroom. One hour per week will be devoted to work in language laboratory. *ITA 1011 is prerequisite to 1021 and must be taken in sequence.*

**ITA 1031 First-Year Italian** 4 credits

This course is open only to those who have successfully completed ITA 1011 and 1021. This is an intensive course designed to raise the students’ language skills to the intermediate level of proficiency to satisfy the language requirement. Tasks emphasized are compositions, conversations, and readings. *ITA 1011 and 1021 are prerequisites to 1031.*

**ITA 1211-1221 Second-Year Italian** 6 credits

Systematic review of the fundamentals of Italian grammar and pronunciation together with more advanced work in composition, conversation, and readings. *ITA 1211 is prerequisite to ITA 1221.*

**ITA 1311-1321 Italian Conversation and Composition** 6 credits

This course is designed to give the student the necessary practice in spoken and written Italian with special emphasis on the more difficult modern Italian grammatical constructions and idioms.

**ITA 1331-1341 Selections in Italian Literature** 6 credits

Introduction to Italian Literature from Medieval to Modern Times. Selected readings of plays, novels, short stories, poetry, and didactic writings. *Fulfills the Art/Literature requirement of the GER.*

**ITA 2021 Advanced Italian: Conversation and Composition** 3 credits

The purpose of this course is to improve students’ oral and written command of the language by means of an intensive practical presentation of the structures and stylistics of the language. We shall read both literary texts and short newspaper articles. The course will be organized thematically around two main areas: issues in contemporary society and Roman literary and historical landscapes. *Prerequisites: ITA 1311-1321 or permission of the instructor.*

**ITA 2031 Advanced Italian: the Roman Experience** 3 credits

The purpose of this course is to improve students’ oral and written command of Italian through an intensive full-immersion presentation of the structures and stylistics of the language. The course is organized thematically around two main areas: issues in contemporary society and Roman literary, artistic and social landscapes. Students will read twentieth-century writers’ appreciation of Rome, and newspaper articles on local cultural and social issues. While visiting sites described in the readings, interviewing the denizens on local issues, and observing the art and architecture that has left its imprint on western civilization as we know it, students will be asked to comment on their observations both in writing and in group conversation. They will acquire a very personal appreciation of the *meraviglie di Roma* and will formulate oral and written analyses on social,
historical and artistic subjects. Prerequisites: ITA 1311-1321 or permission of the instructor. Satisfies Art/Lit requirement. Conducted in Italian. Pending departmental approval.

ITA 2101 Italian Culture and Civilization 3 credits
A survey of the culture of Italy, its geography, history, politics, outstanding personalities, arts, literature, economic and social problems, sciences, and education. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2111 Modern Italian Culture 3 credits
The purpose of this course is to study some of the principal characteristics of contemporary Italian culture. The course explores such topics as regionalism, the formation of a national language, the question of national identity, terrorism, the separatist movements, gender relations, feminism, and popular culture. It studies Italian cultural trends in Italy today, outlines their history over the last one hundred years, and explores the future of Italian culture and society. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2131 The Italian Business World and its Language 3 credits
This course explores the language and culture of the Italian business world at an intermediate-high to advanced level. Besides developing writing and speaking skills—such as writing c.v., business letters and job descriptions; practicing job interviews, business meetings and presentations—the course analyzes socio-economic issues such as the position of women in the work force, the globalization of the markets of the European Union, and business etiquette through the analysis of Italian articles, the internet and visual materials (TV and movies).

ITA 2141 Second Language Acquisition: Methods, Theories and Observations 3 credits
The goal of this course is to facilitate future educators in the teaching of foreign language and to allow those students, who are Education Majors and minors, to fully comprehend how the multidimensional world of bilingualism plays and will continue to play a very important role in the future of this country. This course will examine the intricacies of acquiring a second language through the pedagogical years and into adulthood and will be taught in Italian. It will also examine the communication skills of Italian students learning English and of American students learning Italian. Emphasis shall be placed on the characteristics of interaction within the contexts that facilitate second language acquisition. Students will explore social, environmental and cultural differences and the roles they play in promoting or impeding L2 fluency and pronunciation. Theories and methodologies will be discussed, language classes observed and, eventually, students may have the possibility to teach specific grammar points in first year classrooms. Prerequisite ITA 1311-1321. Conducted in Italian. Pending departmental approval.

ITA 2191 Major Italian Authors 3 credits
A study in depth of one or two major authors, the choice to be determined by the instructor. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2201 L’italiano al cinema II: from Post-Neorealism to the Present 3 credits
This course investigates major films as both aesthetic and cultural objects. It will introduce major directors, movements, and genres in Italian cinema from World War II to the present. We will study both “film d’autore” (Visconti, De Sica, Fellini, Scola, Risi, Monicelli) and “nuovi registi” (Belloccchio, Giordana, Muccino). We will analyze typically Italian historical drama, “commedia all’italiana” and postmodern pastiche and explore contemporary social issues such as regional, ethnic and gender diversity. We will read literary sources, screenplays and film criticism. Satisfies Art/Lit requirement. Conducted in Italian. Pending departmental approval.

ITA 2211 From Novel to Film: From Italian Unification to the Present 3 credits
This course studies representations of Italian society from unification (1860) to the present in literary works and films. We shall consider films by contemporary Italian filmmakers (Visconti, Damiani, Rosi, fratelli Taviani), and the literary works on which they are based, including works by D’Annunzio,
Pirandello, Levi, and Sciascia. While comparing cinematographic and literary techniques, we shall explore ideological and cultural currents, such as Romanticism, Risorgimento, Realism and Neorealism. Topics discussed will include: the problems of unification; regionalism and separatism between industrial north and rural south; solitude and marginalization; the search for an identity. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2231 Images of Rome in Literature and Film: From Papal Rome to Present 3 credits
This course will interpret the symbolic and political importance of Rome in literary works and film. The course is organized historically: from the struggle over Rome within the Risorgimento movement to fascist and war-torn Rome; from the 50’s Rome of reconstruction to the economic boom of the 1960’s, to the socio-political problems of a new multicultural city in the 80’s and 90’s. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2241 Italian Journeys: From Marco Polo to Global Tourism 3 credits
This interdisciplinary course investigates Italy's dual role as the home of legendary travelers and the destination for an endless retinue of tourists. We will consider three historical periods: the age of discovery (ca. 1300-1600), the grand tour (ca. 1600-1800) and the age of global tourism (ca. 1800-present). Through a variety of texts—travel diaries, ship logs, letters to kings and queens, maps, travel guides and film we will explore the reality and metaphor of travel in the lives and works of explorers, poets and artists. The course will conclude with a virtual tour of various regions of contemporary Italy via multimedia resources. Recommended for students who wish to further their cultural and linguistic preparation before studying abroad, this advanced, content-based language course emphasizes the vocabulary and idiomatic expressions necessary for travel in Italy. Conducted in Italian. Prerequisite: ITA 1311-1321 or departmental approval. Fulfills the Art/Literature requirement of the GER.

ITA 2251 The Medici Court: Poetry, Patronage and the Art of Power 3 credits
For the Medici, art and propaganda went hand in hand. This interdisciplinary course investigates the city and family that nurtured artists and humanists [including Brunelleschi, Fra Angelico, Donatello, Botticelli, Poliziano and Michelangelo]. Tracing the rise and fall of the dynasty, we will consider how the Medici fashioned an enduring image of princely power though architecture and music. We will study a variety of texts, including painting, sculpture, poetry and intimate letters exchanged between family members. This course will be complemented by visiting the Medici Collection at the Philadelphia Museum of Art. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2261 The Artist and the Madman in the Renaissance and Reformation 3 credits
What separates genius from madness? Is creativity inspiration or insanity? This interdisciplinary course examines tales of psychosis, violence and the making of artistic masterpieces. We will explore the lives and works of artists and poets, such as Sandro Botticelli, Leonardo Da Vinci, Michelangelo Buonarotti, Vittoria Colonna, Benvenuto Cellini, Galileo Galilei, Caravaggio and Artemisia Gentileschi. A variety of works [poetry, prose, painting and sculpture] will be studied against the backdrop of the crisis of the Italian Renaissance. In considering the twilight of the Renaissance, we will look closely at Counterreformation intellectual debates, religious dissent and persecution. At the center of our inquiry is the figure of the artist—genius, madman, or both? This course will be complemented by guest speakers and a trip to the Philadelphia Museum of Art. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2321 Italian Society in the Media: TV, Internet, and the Press 3 credits
The goal of this course is to develop advanced-level oral/aural and reading/writing skills while addressing key aspects of contemporary Italian culture through the consideration of exclusively authentic materials, such as Italian newspaper and magazine articles, Italian TV broadcasting, and Italian internet sites. We shall also learn how to critique the written and visual Italian media, as well as how to navigate Italian websites. Students will choose readings and topics initially within a given list of categories and, later, among a virtually endless variety of internet sources. Among the topics we may address are: style, fashion and design; geography, art and tourism; the environment; immigration and racism; the position of young people and women in Italian society; current Italian and international...
events from an Italian perspective. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2411 Profane and Sacred Love in Medieval and Renaissance Literature 3 credits
The course aspires to provide an understanding of the culture of Medieval and Renaissance Italy and of its influence on contemporary Italian culture. It focuses on how power and gender relationships are reflected in the literature—canzoni, sonetti, ballate, novelle. The works studied belong to the tradition of Courtly Love, Neo-Platonic love and the literature of the Renaissance courtesans and follows the evolution of concepts of sacred and profane love in Italian literature from the thirteenth to the sixteenth centuries. The course considers a variety of subtexts and interdisciplinary relationships especially with history and art history. Audio-visual materials (videos, movies, CD ROMs) will be used to bring home to the students the sights and sounds of this vibrant age. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2421 Rebels, Revolutionaries, and Romantics: Italian Literature and Society from the Baroque to Risorgimento (1600-1850) 3 credits
The course aspires to provide an understanding of the culture of Baroque, Enlightenment and Risorgimento Italy and of its influence on contemporary Italian culture (especially as regards definition of concepts of gender, language and national identity). It considers a variety of genres—novels, poems, essays and plays—in the context of ideological and cultural currents. Audio-visual materials (videos, movies, CD ROMs) will be used and a variety of subtexts and interdisciplinary relationships will be explored, especially with history, art and philosophy. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2521 Women’s Voices in Twentieth Century Italian Fiction 3 credits
We will investigate the relation between the emergence of a self-professed woman novelist and the changing ideologies concerning the moral and intellectual nature of women and their role in society. We will not only study the way prominent women intellectuals helped shape the debate on women’s condition and on women’s writing, but also their original contribution to the interpretation of twentieth century history (e.g. Fascism, the Resistance, the Second World War and the Holocaust). Among the literary theoretical issues we will encounter: the relationship of genre to gender, of gender to writing, and the role of gender values in historiographical representation. We shall read autobiographical and historical novels, as well as essays and non-fictional prose. The course will be complemented by a film and a lecture series. Conducted in Italian. Fulfills the Art/Literature requirement of the GER.

ITA 2931-2941 Directed Readings in Italian 6 credits
ITA 2953-2963 Honors Reading and Research in Italian 6 credits
ITA 1371-1381 Course(s) taken abroad
ITA 2711-2721 Course(s) taken abroad

JAPANESE

Two courses at the 1200 level or higher are needed to fulfill the language requirement.

JPN 1011-1021 First-Year Japanese 12 credits
Interactive approach is stressed. Pronunciation, vocabulary-building, basic grammatical structures, pattern practice oriented to development of speech habits, graded readings in prose and verse. One hour per week is devoted to work in the language laboratory. JPN 1011 is prerequisite to JPN 1021.

JPN 1211-1221 Second-Year Japanese 10 credits
A continuation of First-Year Japanese, with emphasis on the further development of conversational fluency, along with reading and writing skills. Students are introduced to more complicated patterns and...
100-150 new Chinese characters. **JPN 1011-1021 is prerequisite to JPN 1211. JPN 1211-1221 is needed to fulfill the language requirement.**

**JPN 1311-1321 Japanese Conversation and Composition**

This course is designed to give the student the necessary practice in spoken and written Japanese with special emphasis on the more difficult modern Japanese grammatical constructions and idioms.

**JPN 1331 Selections in Japanese Literature**

Introduction to Japanese Literature and its history. Selected readings of plays, essays, novels, short stories and poetry. **Fulfills the Art/Literature requirement of the GER. Taught in the foreign language.**

**JPN 1431 Japanese Film and Culture**

With the world continuingly striving towards greater levels of economic globalization, the impact of Asia can only increase. The 21st century is known as the "Pacific Century." This course will give students an introduction to ancient and modern Japanese culture and civilization through written and cinematic sources. No prior knowledge of Japanese is required. **Pending GER Art/Literature approval.**

**LINGUISTICS**

**Minor in Linguistics**

With the approval of the Department of Foreign Languages, a student may elect to minor in Linguistics by taking six courses at the 2000 level. See the Advisor for Linguistics Minors, Dr. Jennifer Ewald, for more information.

**LIN 2151 (ENG 2341) History of the English Language**

A survey of the outer and inner history of the English language, from its Indo-European origins to its present American and world-wide use. The course will be based on modern linguistic methods and information.

**LIN 2201 Basic Linguistics**

An introduction to the study of language and principles of linguistics. Linguistic topics to be explored include phonetics, phonology, morphology, syntax, semantics, sociolinguistics, pragmatics, second language acquisition, pedagogy and applied linguistics. **Satisfies GER Art/Lit requirement.**

**LIN 2211 (SOC 2211) Sociolinguistics**

This course focuses on the use of language within its social context. Students will become familiar with the basic principles of sociolinguistics by examining the variation of spoken language, paying particular attention to social categories such as class, age, gender, and ethnicity, as well as to social registers and styles. Other topics include language change over time, multilingualism and language contact, speech communities, language ideologies, and language policies and planning. We will also consider different research methodologies typically used in sociolinguistic research.

**LIN 2341 Instructional Techniques for Foreign Languages**

This course is an exploration into the interaction of language and culture—how language shapes and contributes to cultural understandings and how we make sense of our world, as well as how culture shapes and contributes to particular forms and uses of language. We will explore how language intersects with the social life of diverse individuals and communities as well as the role of language as it functions to construct and / or reinforce the ways in which we interact with one another. Course material draws on the fields of sociolinguistics and linguistic anthropology.
LIN 2361 Discourse, Style, and Presupposition 3 credits
This course builds on Sociolinguistics. Here we examine issues of register, variety (dialect), discourse structure, style, presupposition. The student will be invited to (1) examine discourse samples to analyze presupposition, implications, and fallacies. The insights of argument structure will organize this approach. The student will be challenged to “listen between the lines.” We will then look at several specific topics depending on the interests of the examination (forensic linguistics); (2) gender-based language style, and (3) the relationship between discourse style and identity.

LIN 2371 Linguistic Topics in Education 3 credits
Through the lens of educational research, THIS INTRODUCTORY-LEVEL LINGUISTICS course will provide an overview of the broad field of linguistics and will look at recent research in discourse analysis. It will also explore particular contexts of discourse such as legal fields, family interactions, childhood settings, the workplace, etc. Special attention will be given to language classroom discourse, the area of applied linguistic research that investigates empirical linguistic data from classroom interaction. The course will focus on substantive issues addressed by the research and theoretical frameworks used to structure the inquiry. This will fulfill certification requirements for (1) secondary level Foreign Language Teachers and (2) secondary level English Teachers, and is recommended for Reading Teachers.

LIN 28911 Language and Thought 3 credits

LIN 2911 Directed Topics in Linguistics 3 credits
This will allow the student to round out the minor with a supervised research tutorial which will help expand the student’s interests and concerns. Here the student will be encouraged to forge the connections between major and minor. This will revise LIN 2911-2921 Independent Studies in Linguistics, and reduce these to one semester at three credits.

LIN 2971 Course(s) Taken Abroad 3 credits

PORTUGUESE

POR 1011-1021 First-Year Portuguese 8 credits
Proficiency-based instruction will encourage development of speaking, reading, writing and comprehension. Instruction of basic grammar, pronunciation, and writing will accompany active student participation in task-oriented group work in classroom. One hour per week will be devoted to work in language laboratory. POR 1011 is prerequisite to 1021 and must be taken in sequence.

POR 1031 First-Year Portuguese 4 credits
This course is open only to those who have successfully completed POR 1011 and 1021. This is an intensive course designed to raise the students’ language skills to the intermediate level of proficiency to satisfy the language requirement. Tasks emphasized are compositions, conversations, and readings. POR 1011 and 1021 are prerequisites to 1031.

POR 1211-1221 Second-Year Portuguese 6 credits
Systematic review of the fundamentals of Portuguese grammar and pronunciation together with more advanced work in composition, conversation, and readings. POR 1211 is prerequisite to POR 1221.
**RUSSIAN**

*Two courses in sequence at the 1200 level are needed to fulfill the language requirement*

**RUS 1011-1021 First-Year Russian**  
*12 credits*  
Interactive approach is stressed. Pronunciation, vocabulary-building, basic grammatical structures, pattern practice oriented to development of speech habits, graded readings in prose and verse. One hour per week is devoted to work in the language laboratory. *RUS 1011 is prerequisite to RUS 1021.*

**RUS 1211-1221 Second-Year Russian**  
*10 credits*  
A second-year course that will develop and refine reading, writing, speaking and comprehension skills, expand students’ vocabularies, and enhance grammatical understanding. This course will include more cultural information and readings than was possible in first year. *RUS 1011-1021 is prerequisite to RUS 1211. RUS 1211-1221 is needed to fulfil the language requirement.*

**RUS 1311-1321 Russian Conversation and Composition**  
*6 credits*  
This course is designed to give the student the necessary practice in spoken and written Russian with special emphasis on the more difficult modern Russian grammatical constructions and idioms.

**RUS 1331-1341 Selections in Russian Literature**  
*6 credits*  
Introduction to Russian literature and its history. Selected readings of plays, essays, novels, short stories, and poetry. *Satisfies art/literature GER.*

**SPANISH**

The Spanish major emphasizes the learning of both spoken and written Spanish, a sound understanding of the linguistic structures of modern Spanish, an appreciation for cultures of the Spanish-speaking world, and the ability to analyze literary texts from a variety of periods. Students may choose from a variety of offerings in Latin American or Peninsular literature, film, culture, and Spanish linguistics. All courses are offered in Spanish. See Dr. Concha Alborg for more information.

**Major in Spanish**

SPA 1311-1321 (Conversation & Composition I and II)  
Eight courses at the 2000-level including:  
- at least one of SPA 2011 or 2021  
- one course in Latin American literature or culture  
- one course in Peninsular literature or culture  
- one course in Spanish linguistics  

There is also a proficiency assessment in the form of an oral interview of all Spanish majors during their final semester.

**Minor in Spanish**

Requirements for the Spanish Minor are: six courses at the 1300 level and higher. See Dr. Jennifer Ewald for more information. There is also a proficiency assessment in the form of an oral interview of all Spanish minors.

**Other Spanish Programs**

In addition to Spanish major and minor, a minor or certificate in Latin American Studies is also available to undergraduate students. See the Latin American Studies Program website at . Graduate students may enroll in
an M.S. in Education Program to receive a Spanish Certificate. See Graduate Catalog for more information or contact Dr. Heather Hennes, Department of Foreign Languages and Literatures.

Study Abroad

Spanish majors and minors are strongly encouraged to study abroad in the Spanish-speaking country of their choice. The Center for International Programs can provide information on SJU-approved programs in Argentina, Chile, El Salvador, and Spain, as well as programs in other Latin American countries, for which students may petition credit. Foreign Language faculty also offer Study Tour Courses to Spain, Uruguay and Argentina. Study Tours offered by other departments have gone to the Dominican Republic and Bolivia. (Study Tours offered by other departments do not count toward the Spanish major or minor, but they do complement students’ coursework in Spanish.) The Foreign Language faculty invites students to meet with them individually to discuss their study abroad plans.

Spanish Honorary Society

The department has an active chapter, Omicron Phi, of the National Spanish Honorary Society Sigma Delta Pi. A yearly initiation ceremony is held in the Spring Semester. Qualified students are encouraged to apply; please contact the Spanish faculty.

SPA 1011-1021-1031 First-Year Spanish 12 credits

Proficiency-based instruction will encourage development of speaking, reading, writing and comprehension. Instruction of basic grammar, pronunciation, and writing will accompany active student participation in task-oriented group work in classroom. One hour of per week will be devoted to work in language laboratory. This track—1011, 1021, 1031—is reserved for beginning students with no experience with the Spanish language and must be taken in sequence. SPA 1011 is prerequisite to 1021; SPA 1021 is prerequisite to 1031.

SPA 1051-1061-1071 First-Year Spanish (for Non-Beginners) 12 credits

Proficiency-based instruction will encourage development of speaking, reading, writing and comprehension. Instruction of basic grammar, pronunciation, and writing will accompany active student participation in task-oriented group work in classroom. One hour of per week will be devoted to work in language laboratory. This track—1051, 1061, 1071—is reserved for beginning students with limited experience with the Spanish language. SPA 1051 is prerequisite to 1061 and must be taken in sequence; SPA 1061 is prerequisite to 1071.

SPA 1311-1321 Spanish Conversation and Composition 6 credits

This course is designed to give the student the necessary practice in spoken and written Spanish with special emphasis on the more difficult modern Spanish grammatical construction and idioms. Current events and culture—literary selections, films—of Spanish-speaking countries provide the context for accomplishing the linguistic goals.

SPA 1311-1321 Service-Learning in Spanish 6 credits

This course in conversation and composition is a year-long course, connected to the Faith Justice Institute. The aim of the course is the integration of faith justice issues, with service in the Hispanic community. Conversation and composition topics revolve around service activity. The grammar component of the course is identical to SPA 1311-1321.

SPA 1311-1321 Spanish Conversation and Composition for Hispanic Heritage Speakers 6 credits

This is a special section of Conversation and Composition for students who have spoken Spanish at home or are bilingual. They will be given the opportunity to polish both their spoken and written Spanish. This course will take into consideration the different levels of ability to communicate in Spanish in everyday practical situations and to refine the skills necessary to read and write accurately and effectively. Students will continue to develop their communicative skills. Special care will be
placed on challenging grammatical constructions and Spanish idioms particular to each Hispanic country. Students will have a chance to study the heritage of their country of origin.

SPA 1211-1221 Second-Year Spanish 6 credits
Systematic review of the fundamentals of Spanish grammar and pronunciation, together with more advanced work in composition and conversation. Reading of Spanish prose and verse of medium difficulty. SPA 1211 is prerequisite to SPA 1221.

SPA 2011 From the Old World to the New in Hispanic Literature 3 credits
The purpose of this course is to introduce students to the major artistic and literary movements that marked Spanish and Spanish American cultures from the Middle Ages to 19th century romanticism. Students will study the ways in which Hispanic aesthetics and thought reflected social and historical realities on the Iberian Peninsula and, subsequently, how artistic and literary expressions were transformed when they met Amerindian realities in the New World. The course will acquaint students with the tools and terminology needed to discuss a variety of literary genres, such as short stories, histories, drama, poetry, essays, letters, and selections from novels. Upon successful completion of this course, students will be prepared for more advanced literature courses and will have a general framework for studying early Spanish and Spanish American cultures. Prerequisites: SPA 1311-1321.

SPA 2021 From the Modern World to the Present in Hispanic Literature 3 credits
This course will introduce students to literary and artistic expressions of Spain and Spanish America, beginning with the modernist movement of the late 19th century and continuing to the present day. Students will study the social, cultural, political, and historical contexts that have given rise to various forms of literary and artistic expression. The course will acquaint students with the tools and terminology needed to discuss a variety of literary genres, such as short stories, drama, poetry, essays, and selections from novels. Upon successful completion of this course, students will be prepared for more advanced literature courses and will have a general framework for studying modern to contemporary Spanish and Spanish American cultures. Prerequisites: SPA 1321.

SPA 2091 Reading the Hispanic Press 3 credits
Students will read articles about current issues, e.g., domestic and international affairs: politics, economy, arts, etc. The objective is to increase the ability to read and write in Spanish about current issues in the Hispanic world. The course also intends to increase higher level vocabulary and develop a formal style of composition.

SPA 2111 Spanish for Business I 3 credits
This course will acquaint the student with the terminology and phraseology used in Spain and Latin America. Business letters will be composed and answered in Spanish. Special information on such fields as advertising, foreign trade, transportation, money, banking, and finance will be presented and studied in Spanish. Problems of grammar and style will be studied as the need arises. Prerequisites: SPA 1311-1321 or departmental approval.

SPA 2121 Spanish for International Business 3 credits
This course is principally for students who are majoring in the Haub School. This class will assist students in a career in Business or International Relations. Comparisons will be made in the business practices between different Spanish speaking countries. All activities will be in Spanish. SPA Prerequisites: 1311-1321 or departmental approval.

SPA 2151 Advanced Spanish Conversation and Composition 3 credits
The purpose of this course is to improve the students’ oral and written command of the language by means of an intensive practical presentation of the structure and stylistics of the language. Prerequisites: SPA 1311-1321 or departmental approval.
SPA 2161 Advanced Spanish Grammar 3 credits
This course will provide a detailed review of Spanish grammar, analyzed on both theoretical and applied levels. We will consider discursive, lexical and syntactic topics related to the Spanish language that represent areas for linguistic analysis and are usually problematic for advanced English-speaking learners of Spanish. This course is designed to help students begin to develop skills in linguistic analysis as well as improve their knowledge about and use of Spanish grammar. This course will benefit students who are majoring or minoring in Spanish as well as students who are specifically considering careers in which Spanish will play a central role. Emphasis will be placed on the role of linguistics and grammatical competence in language teacher education. Students will consider how these topics affect the relationship between their understanding of grammatical structures and their actual oral and written proficiency. This course is not open to native speakers of Spanish. Prerequisites SPA 1321 or by permission of instructor.

SPA 2181 Translation 3 credits
An introduction to the technical skills required of a translator: efficient translation of unfamiliar texts, development of specialized vocabulary and resources. Spanish/English and English/Spanish. Emphasis will be placed on aspects of Spanish grammar that are problematic for non-native speakers of Spanish. Prerequisite: SPA 1321 or by permission of instructor.

SPA 2201 (EDU 5055) Commonplaces of Colonial Experience 3 credits
In this course students think about various spaces and commonplaces of human experience in Colonial Spanish America. Students will examine several artifacts—or "texts"—from early Spanish America and will engage in reflective discussion about colonial and anti-colonial discourses, common themes, critical problems, and common experiences—or commonplaces—from this period. Primary texts may include, but are not limited to ethnographies, histories, letters, maps, literary works in prose or verse, paintings, iconography, architecture and accounts of public events. Secondary sources will draw from a variety of disciplines and will contextualize primary texts. Films will also be used to support students as they build language skills and reflect on questions of identity, memory, power, and resistance. Prerequisite options: SPA2011, 2021 or 2211; a combination of SPA1321 and a course in Latin American history; or by permission of the instructor.

SPA 2211 Topics in Latin American Cultures 3 credits
The purpose of this course is to engage students in discussions about Latin American cultures and to provide them with a framework for understanding some of the geographical, historical, social, and political circumstances that have shaped Latin American realities. The course will take a thematic approach, and topics will vary. Prerequisites: SPA 1311-1321.

SPA 2221 Narratives of European Exploration and Conquest in America 3 credits
The study of narratives by 15th and 16th century explorers, conquerors and missionaries will open a path to an understanding of how America and Amerindians were perceived from European perspectives. We will explore imperialist and colonial discourses along with representational problems in recording exotic "otherness." Analysis of these narratives will consider the different genres of historical writing during the colonial period in Latin America—the diario, relacion, cronica, historia, etc.—while contemplating the ideological implications of each. Fulfills the Art/Literature requirement of the GER. Prerequisite: SPA 2011 or 2021, or by permission of the instructor.

SPA 2231 Major Latin-American Authors 3 credits
An in-depth study of selected texts by major authors in different genres (poetry, fiction, essay, and theater) with special emphasis on the interrelationship of genre, form, and content. Fulfills the Art/Literature requirement of the GER. Prerequisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2241 Latin American Modern Novel 3 credits
Analysing these "novelas" we study the (re)construction of national identity through the modern literary discourse in particular, and the question of the development of Latin American identities, in general.
Goals: throughout our literature readings and analysis we intend to answer questions such as how do these narrative texts articulate a discourse of Latin American identity; how is Latin America culturally different; what makes it culturally “the other” in relation to Occidental hegemonic cultures; should we talk about Latin American identity or/and regional/ national identities. Ways of approaching the identity questions may be: studying technical innovations that disarticulate the traditional realistic discourse of the novel of XIX century; seeing the ways these texts re-textualize the social history of Latin-America, like for example the testimonial novel; studying some examples of magical realism and the fantastic as forms of constructing/ textualizing our identities; mapping Latin American region, cities/country; studying the ways that Latin American people are constructed in this narrative, as well as their cultures, reaching the political, ideological, social subtexts of these novels. Possible authors: Gómez de Avellaneda, Bombal, Onetti, R. Castellanos, E. Garro, Sábatto, Fuentes, Vargas Llosa, Carpentier, García Márquez, Rulfo, Benedetti, M. Traba, Peri Rossi, Cortázár, Galeano, T. Mercado, Giardinelli, A. Gorodischer, L. Heker, S. Molloy, G. Gambaro, I. Verolín, among others.

SPA 2251 Culture, Dictatorship, and Exile in the Latin-American Southern Cone: 1973-85 3 credits
In this course we study different aesthetical discourses of the dictatorship period between 1973 and 1983, in the Latin-American Southern Cone. According to the theories of Jameson and Terdiman, among others, we consider these discourses as an arena of social and ideological struggle. We will elucidate the ways in which these cultural texts register and articulate that struggle in relation to the social and political situation of the region. In addition, we will consider the different ways social imaginary is refracted in those aesthetical products, reconstructing the ideologies within their subtexts. The following cultural expressions of the period are selected to be studied in this course: Movies/Videos: Un lugar en el mundo, Los ojos de los pájaros, Missing, La historia oficial (The Official History), La noche de los lápices, Death and the Maiden, School of Assassins, etc. Literary Texts: narrative by Partnoy, Galeano, Traba, Benedetti, Valenzuela, Dorfman; poetry by Benedetti, Rosencof, Gelman, La canción de los presos (Anonymous). Lyrics: by D. Viglietti, M. Sosa, V. Jara, L. Gieco, Sting, among others. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2261 Latin-American Modern Short Story 3 credits
This course includes the reading of short stories and nouvelle within the boundaries of a social and ideological framework. The (re)construction of national identities through modern narrative discourse and the development of a Latin-American identity in general will be discussed in this course. Authors: Darío, Quiroga, Felisberto Hernández, Borges, Biyo Casares, Mujica Láinez, Cortázár, Onetti, Poniatowska, Rulfo, Carpentier, García Márquez, Galeano, Haroldo Conti, L. Padura Fuentes, R. Arenas, Irma Verolín, M. L.Valenzuela, R. Ferré, Zoé Valdés, A. Somers, Benedetti, Peri-Rossi, etc. Students’ tasks may include: journal of critical readings; mid-term and final exams; final research paper. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2271 The Discourse of Latin American Modernity (Poetry) 3 credits
This course will focus on the use of the poetic discourse of Latin American Modernity as a means of constructing identity, from an aesthetical-ideological perspective. We will analyze this poetic discourse beginning with Modernism on through the Transitional Period and the Vanguard, ending with the poetry of social issues of the 70s. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2281 Visions of the Vanquished: Indigenous and Mestizo Perspectives of Colonization 3 credits
Most official histories of early contact between Europeans and Amerindians in Latin America were written by Spaniards who offered a Eurocentric version of American reality. This course will explore Amerindian perspectives as expressed through a variety of texts, such as narrative, poetry and song, illustrations and painting, maps, uprisings, and other forms of expression. The objective is to better
understand pre-Colombian civilizations and the effects of European colonization on Amerindian cultures. The course will analyze how Amerindian and mestizo subjects authorize their voices, represent their own unique identities, and respond to the cultural changes brought about through conquest and colonization. Fulfills the Art/Literature requirement of the GER. Prerequisite SPA 2011 or 2021.

**SPA 2291 Honors Readings on Identity and Power in the Americas, 1350-1650** 3 credits
In this interdisciplinary course, students will use both primary and secondary sources to examine the construction of identities and the relations between different kinds of power—for example, military, social, political—among three distinct peoples who built imperial states in the Americas: the Aztec, the Inca, and the Spanish. The first part of the course will address each of these three cultures in the era leading up to the Spanish exploration and conquest of the Americas. In the second part of the course, students will analyze changes in the construction of identity and power wrought by European-indigenous contact. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

**SPA 2311 Love, Courtship and Violence in Medieval Literature** 3 credits
This course examines the Castilian epic, lyric poetry, and narrative prose from Poema de mio Cid to Fernando de Rojas with special attention to the intermingling of Arabic, Jewish, and Christian cultures. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

**SPA 2321 Sixteenth and Seventeenth Century Spanish Poetry** 3 credits
This course will study Renaissance and Baroque Spanish poetry emphasizing the pastoral, mystic and decadence modes. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

**SPA 2331 Sixteenth and Seventeenth Century Spanish Drama** 3 credits
Reading, discussion, and analysis of selected works in 16th and 17th century Spanish drama. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

**SPA 2341 Cervantes** 3 credits
The works of Cervantes with special emphasis on the Quijote and the Novelas Ejemplares. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

**SPA 2351 The Literary Spain of Ignatius of Loyola/La Espaiia Literaria de Ignacio de Loyola (1491-1556)** 3 credits
This course places the life of the founder of the Society of Jesus within the literary age in which he lived. Students will read a current biography of Ignatius with the purpose of introducing seminal works of imaginative, political and spiritual narrative of 16th century Spain extant during his life time. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

**SPA 2411 Spanish Culture and Civilization** 3 credits
A study of the Spanish character as revealed in its language, literature, art, music, and ethnic traditions. Lectures, readings and discussions. Fulfills the Art/Literature requirement of the GER.

**SPA 2421 Romanticism and Realism: Heroes, Angels, and Villains in Nineteenth Century Spanish Literature** 3 credits
Special emphasis will be placed on a gender perspective studying each male author in relation to what his feminine counterparts were writing at the time. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.
Arts and Sciences Programs

SPA 2431 Major Spanish Authors  
3 credits
A study in depth of one or two major authors; the choice to be determined by the instructor. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2441 The Generation of 1898 and Modernismo: The Old World and the New  
3 credits
A seminar course on some of the authors of this generation, Unamuno, Machado, María Martínez Sierra, and the impact of Modernismo on Spanish literature. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2451 The Posguerra Generation: Repression and Retaliation  
3 credits
An in-depth study of the contemporary figures of Spanish literature from the Spanish Civil War to Franco's death. Emphasis will be placed on the new trends in the novel and the theater. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2461 Spanish Literature and Film  
3 credits
Films by contemporary Spanish directors (Buñuel, Saura, Camus, Erice) based on literary works from the 19th and 20th centuries (Galdós, Unamuno, Lorca, Delibes) comparing cinematographic techniques with their literary counterparts. Emphasis will be placed on a theoretical approach as well as the socio-political context of the respective works. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2471 Spain into the 21st Century: Thirty years of Democracy  
3 credits
Course description: A seminar on the cultural changes which have taken place in Spain since Franco’s death in 1975, as they are reflected in the contemporary novel, short story, and film. The objective of the course is to give a comprehensive understanding of the “New Spain” which has emerged in the last thirty years of Democracy. Our approach will be a critical analysis of the works paying attention to literary and cultural trends, themes and techniques within the context of the socio-political times. Readings, class discussions, oral presentations, and papers will be totally in Spanish. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2511 Women in Spanish Literature: Literature by and about Women in the Spanish-Speaking World  
3 credits
Feminist interpretation of major works of a given period of Peninsular or Latin American literature. Choice to be determined by instructor. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2521 Honors Readings in Women’s Voices in 20th Century Spanish and Latin American Fiction  
3 credits
A cross-cultural study of novels and short stories written by women in Spain and Latin America. Emphasis will be given to the technical aspects of each genre and to literacy, feminist and translation theories. Fulfills the Art/Literature requirement of the GER. Pre-requisite SPA 2011 or 2021 or by permission of the instructor.

SPA 2611 Introduction to Spanish Linguistics  
3 credits
This course is an introduction to the study of language and principles of Spanish linguistics including: the sound system (phonetics and phonology), the formation of words (morphology), sentence structure (syntax), as well as word and sentence meaning (semantics); in addition, we will discuss various general notions about linguistic change throughout time (historical linguistics), linguistic variation in geographical space (dial ectology) and within society (sociolinguistics), language use for communication (pragmatics), language learning (second language acquisition), and language teaching (pedagogy and applied linguistics). Prerequisite: SPA 1321 or by permission of instructor.
SPA 2621 A Linguistic Approach to Oral Communication: Analysis and Practice 3 credits
In this course, we will analyze communication from a linguistic perspective and also focus on the development of advanced oral communication skills. Drawing on current research in the field of linguistics (including discourse analysis, cross-cultural communication, semantics, pragmatics, etc.) we will explore various aspects of “communication” as well as study methods used to investigate oral communication. Significant class time will also be devoted to the continued development of students’ own communicative competence and oral language proficiency. Students will engage in activities aimed at developing their interpersonal and presentational communicative skills. This course will be beneficial to students who are majoring or minoring in Spanish as well as those who are plan to use Spanish for personal or professional reasons outside the classroom. Because of its emphasis on communication skills, this course is not open to native speakers of Spanish. Prerequisite: SPA 1321.

SPA 2631 Methods for Teaching Spanish 3 credits
This course is designed for students who are potentially interested in teaching Spanish at the university, secondary or elementary levels. We will explore general aspects of Spanish phonology, morphology, syntax, and semantics as they bear upon teaching the Spanish language. Topics discussed include second language acquisition, pedagogical theory, materials preparation and language teaching methodology. Prerequisite: SPA 1321 or consent of instructor.

SPA 2651 Spanish Dialectology 3 credits
In this course, students will become familiar with the range of dialect features exhibited in the Spanish spoken in Spain, Latin America, and the US. We will also discuss the relationship between language and dialect, examine the role of the standard language in both written and oral usage, and identify the factors that have contributed to the diversity of the Spanish language. Prerequisites: SPA 1311-1321 or by the permission of the instructor.

SPA 2671 Spanish Phonetics and Phonology 3 credits
This course consists of a theoretical investigation of the phonetic/phonological system of the Spanish language. Practical emphasis will be placed on aspects of the Spanish sound system that are typically problematic for the native speaker of English learning Spanish. The course will also consist of an investigation of some of the more salient features of Spanish dialectology at the phonetic and phonological levels. Prerequisite: SPA 1321 or by permission of instructor. This course is not open to native speakers of Spanish.

SPA 2691 Topics in Spanish Linguistics 3 credits
The purpose of this course is to explore specific topics within the field of linguistics as they relate to the Spanish language. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic. Prerequisites: SPA 1311-1321.

SPA 2911 Directed Readings in Spanish 6 credits
SPA 2953-2963 Honors Reading and Research in Spanish 6 credits
SPA 1371-1381 Course(s) taken abroad
SPA 2711-2721 Course(s) taken abroad

Freshman Seminar Courses
The purpose of the freshman seminar program is to enhance both the academic and advising experience of our students’ freshman year. Classes will be capped at 20 students. In most cases, the instructor serves as the students’ advisor. Generally, freshman seminars fall into one of two categories: a required course in the student’s major or a course in the GER. Classes are composed exclusively of freshmen in CAS. Most freshman
seminar courses are offered in the fall, although a few are offered in the spring. Coordinator: Dr. Nancy Fox, Associate Dean, CAS

Gender Studies Program

Director: C. Murray,  
Committee on Gender Studies: Amitrani-Welch, Boettcher, Burr, Darlington, Edwards-Alexander, Gallagher, A. Green, Krahmer, Logio, Lurie, Petrie, Rao, Shih, Sosa

Gender Studies is an interdisciplinary field drawing from scholarship in the humanities, natural sciences, social sciences, and business. Gender Studies addresses how gender impacts the experiences of men and women in society, and the Gender Studies program provides students with intellectually challenging and engaging way of examining the world through the lens of “gender.” In addition, Gender Studies courses examine how social structures including race, class, sexuality, and other factors impact the lived experiences of men and women and explore how gender influences human behavior, opportunities for men and women, and knowledge itself. Gender studies courses may apply recent ideas in feminist or gender theory to issues in literature, art, psychology, sociology, or business.

Gender as a social construction acts as an organizing principal for all Gender Studies courses. In addition, implicit in Gender Studies is one of the basic tenets of feminist scholarship—that academic work connects to social justice work outside of the academy. The Gender Studies program encourages its minors to pursue this connection through internships, independent studies, and service-learning experiences that connect academic inquiry to social justice work in community agencies or non-profit organizations.

Requirements for the Gender Studies Minor

Students seeking a minor are required to select six courses from the program’s listings with no more than two from the same academic discipline. GEN 2901 Seminar in Feminist Theories must be one of the six courses. Students are encouraged, but not required, to take GEN 2971 Selected Topics in Gender Studies. Students should select courses from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 1071</td>
<td>*Women in Art</td>
</tr>
<tr>
<td>ART 2661</td>
<td>*Women in Modern Theatre</td>
</tr>
<tr>
<td>EDU 2601</td>
<td>Perspectives of Women in Education</td>
</tr>
<tr>
<td>ENG 1211</td>
<td>*Cultural Differences Men and Women: Lesbian and Gay Narratives</td>
</tr>
<tr>
<td>ENG 1211</td>
<td>Women and Men Writing their Lives</td>
</tr>
<tr>
<td>ENG 1211</td>
<td>Cultural Diversity: African American Literature</td>
</tr>
<tr>
<td>ENG 1241</td>
<td>Special Topics: Contemporary American Women Poets</td>
</tr>
<tr>
<td>ENG 1911</td>
<td>*Cultural Diversity: American Voices</td>
</tr>
<tr>
<td>ENG 2511</td>
<td>*The Eighteenth-Century Novel: Genre, Gender, and Class</td>
</tr>
<tr>
<td>ENG 2501</td>
<td>*Eighteenth-Century Authors: Austen and Fielding</td>
</tr>
<tr>
<td>ENG 2511</td>
<td>*Nineteenth-Century Authors: Jane Austen</td>
</tr>
<tr>
<td>ENG 2561</td>
<td>*Exploring Postcolonialism</td>
</tr>
<tr>
<td>ENG 2651</td>
<td>*Feminist Narrative Strategies</td>
</tr>
<tr>
<td>ENG 2691</td>
<td>*Writing Through Race and Gender</td>
</tr>
<tr>
<td>ENG 2701</td>
<td>*American Authors: Morrison and Melville</td>
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<td>ENG 2901</td>
<td>Images of Women in Literature</td>
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<td>ENG 2921</td>
<td>*Elizabeth the Queen</td>
</tr>
<tr>
<td>ENG 2921</td>
<td>*The Rise of Gender in the Eighteenth-Century Novel</td>
</tr>
<tr>
<td>FRE 2191</td>
<td>Major French Authors: French Women Writers of the Middle</td>
</tr>
<tr>
<td>HIS 2111</td>
<td>Medieval and Renaissance Women</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>HIS 2431</td>
<td>Gender, Ideology, and Revolution in East Asia</td>
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<tr>
<td>HIS 2761</td>
<td>History of Women in America Since 1820</td>
</tr>
<tr>
<td>HIS 2831</td>
<td>Colloquium in European History: Gender and Authority, 500-1600</td>
</tr>
<tr>
<td>HON 1203</td>
<td>*Images of Women in Literature</td>
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<tr>
<td>HON 1213</td>
<td>*Women in Spanish Literature</td>
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<tr>
<td>HON 1223</td>
<td>*Sexuality and Gender in the Ancient World</td>
</tr>
<tr>
<td>HON 2243</td>
<td>*Women’s Writing as Emancipation</td>
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<tr>
<td>HON 2682</td>
<td>Cults and Culture: Sex, Gender, and Family in Cults/New Religious Movements</td>
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<tr>
<td>INT 2031</td>
<td>Cross-Cultural Images of Women in 20th Century Fiction</td>
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<tr>
<td>ITA 2521</td>
<td>Women’s Voices in Italian Fiction</td>
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<tr>
<td>MGT 2455</td>
<td>Managing Workforce Diversity</td>
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<tr>
<td>PHL 2501</td>
<td>*Feminist Epistemology</td>
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<tr>
<td>PHL 2861</td>
<td>*Feminist Perspectives on Self, Identity, and Moral Development</td>
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<tr>
<td>PHL 2861</td>
<td>*Contemporary Issues in a Diverse Society</td>
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<tr>
<td>POL 2211</td>
<td>*Women, Gender, and American Politics</td>
</tr>
<tr>
<td>POL 2331</td>
<td>*Global Gender Issues</td>
</tr>
<tr>
<td>PSY 1401</td>
<td>*Psychology of Violence and Aggression</td>
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<tr>
<td>PSY 1421</td>
<td>*Psychology of Intimate Relationships</td>
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<tr>
<td>PSY 1541</td>
<td>*Human Sexuality</td>
</tr>
<tr>
<td>PSY 2211</td>
<td>*Child Development</td>
</tr>
<tr>
<td>PSY 2261</td>
<td>*Adulthood and Aging</td>
</tr>
<tr>
<td>PSY 2391</td>
<td>*Psychology of Gender</td>
</tr>
<tr>
<td>SOC 1021</td>
<td>*Social Problems</td>
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<tr>
<td>SOC 2081</td>
<td>*Sociology of Gender</td>
</tr>
<tr>
<td>SOC 2091</td>
<td>*Marriage and the Family</td>
</tr>
<tr>
<td>SOC 2221</td>
<td>*The Culture and Politics of Motherhood</td>
</tr>
<tr>
<td>SOC 2321</td>
<td>*The Sociology of Human Sexuality</td>
</tr>
<tr>
<td>SOC 2511</td>
<td>*Gender, Crime, and Criminal Justice</td>
</tr>
<tr>
<td>SOC 2511</td>
<td>*Gender and the Law</td>
</tr>
<tr>
<td>SOC 2541</td>
<td>*Violence and Victims</td>
</tr>
<tr>
<td>SOC 2861</td>
<td>*Violence in Intimate Relationships</td>
</tr>
<tr>
<td>SPA 2421</td>
<td>Romanticism and Realism: Heroes, Angels, and Villains in Nineteenth Century Spanish Literature</td>
</tr>
<tr>
<td>SPA 2511</td>
<td>Women in Spanish Literature</td>
</tr>
<tr>
<td>THE 2241</td>
<td>*Feminist Theologies</td>
</tr>
<tr>
<td>THE 2061</td>
<td>Women in Muslim Tradition</td>
</tr>
<tr>
<td>THE 2261</td>
<td>*Gender and Christian Spirituality</td>
</tr>
</tbody>
</table>

* Course may also satisfy a GER requirement.

**GEN 2901 Seminar in Feminist Theories**  
3 credits

An introduction to new theoretical and methodological approaches to the study of gender in the humanities and the social and natural sciences.

**GEN 2971 Selected Topics in Gender Studies**  
3 credits

An independent study, typically undertaken in the Senior year, in which the student develops and presents a research project in her or his major field of study which incorporates gender perspectives and feminist theories. **Prerequisites:** GEN 2901, and the approval of an independent study director in the student’s major, and the approval of the Director of Gender Studies.
History

Professors: Miller, Sibley (Chair), Smith
Associate Professors: Carter, Keefe, Lewin, Warren
Assistant Professors: Hyson, Petrie
Visiting Assistant Professors: Hanson,
Lecturers: Burns, Casino, Connolly, Klaczynska, Lesko, Maher, Pavuk, Sullivan, Zeman

Objectives

The Department of History attempts to help students develop that awareness of the qualitative differences between historical eras commonly described as a sense of the past, a degree of familiarity with the political, cultural and institutional developments which have shaped the contemporary world, and an understanding of history as a field of intellectual inquiry.

In its general survey courses the Department strives to orient students to the cultural and social milieu in which they find themselves and to acquaint them with important people, movements, and events in the past.

The Department’s more specialized courses emphasize less the amassing of factual knowledge than the investigation, from various points of view, of the ideas and institutions—religious, political, social, and economic—through which people have endeavored to order their world. These courses serve also to acquaint the student with some of the problems of historiography and the basic tools of research.

With its emphasis on research, writing, and critical analysis, the history program has proved to be an excellent background for students who take up careers in business, law, communications, public service, and education. Internship opportunities add to such preparation.

Requirements for the History Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including
Social/Behavioral Science:

POL 1011 Introduction to American Government and Politics
POL 1031 Introduction to Comparative Politics
or POL 1051 Introduction to International Politics

GER Electives: any eight courses

Major Concentration:

HIS 1031-1041 History of the United States
and ten approved courses at the 1500-2000 level.

Besides HIS 1011-1021 and HIS 1031-1041, a history major will be required to complete at least: one upper division course in American history, one upper division course in European history, and one course in either Latin American or Asian history. A major must take at least two seminars/colloquia (2800 level) in any area offered, one in the junior year and one in the senior year. At least two courses at the 1500-2000 level must be before 1800. The seminars/colloquia will also count to satisfy the area or time requirements for 1500-2000 courses. Credit can be given for appropriate Honors courses or courses taken in foreign programs. History majors with credit transferred from other institutions must complete at least four courses taught by the history faculty of Saint Joseph’s University. Students who undertake a double major that includes history must consult the chair or department advisor for assistance in scheduling history courses.

Minor in History

The minor in history requires completion of HIS 1011-1021 and any four history courses numbered HIS 1500 or higher.
Requirements for Departmental Honors

Departmental Honors is open to all qualified students of the University whether they are in the Honors Program or not. Departmental Honors consists of an approved year-long research project submitted in the spring of the senior year, followed by an oral examination by a faculty committee. Specific requirements for departmental honors are found in the university catalog or in the brochure published annually by the Director of the Honors Program.

Special Academic Programs

History majors are eligible to participate in programs including programs or minors in American Studies, Ancient Studies, Asian Studies, European Studies, Faith-Justice Studies, Gender Studies, Medieval, Renaissance and Reformation Studies, and Latin American Studies, all described elsewhere in this catalog.

Internships

The history department arranges internships for qualified students with various historical, cultural, educational, and governmental organizations. Students learn such skills as archival management, collections, processing, photographic records interpretation, educational curriculum development, historic site interpretation, public relations writing for non-profit organizations, to name several. History majors from Saint Joseph’s who engaged in internship programs have moved on to history-related careers, or used their experience in other professions.

Teacher Certification for Secondary Schools

Students majoring in History may minor in Education to obtain an Instructional I, Secondary Education (7-12) Teaching Certificate. Students seeking this certification are URGED to apply for the Education minor during the spring semester of their freshman year. While students continue meeting with their History advisor, they will also be assigned an Education advisor who will guide them through their required Education courses. The Education advisor will also assist students seeking teacher certification in formally applying for the teacher certification program, usually in the spring semester of their sophomore year. Students must have an overall GPA of 3.0 or higher to be accepted into the teacher certification program. Students must maintain an overall GPA of 3.0 or higher to obtain teacher certification upon graduation.

Students seeking the Education minor and teacher certification complete a sequence of five Education courses, three field experience labs, and a semester-long, full-time student teaching placement (for twelve credits). Students seeking the Education minor and teacher certification may complete their Social Science GER by taking: EDU 1011/1012 (Schools in Society and the accompanying lab); PSY 1001 (Introduction to Psychology); and EDU 2031/2032 (Educational Psychology and the accompanying lab).

Courses

Survey Courses

Although HIS 1011-1021, Western Civilization; HIS 1031-1041, United States History; HIS 1521, Historical Introduction to Latin America; HIS 1551, Historical Introduction to the Islamic World; and HIS 1571, Historical Introduction to East Asian Civilizations, are prerequisites for more specialized courses, students can be admitted into advanced courses with departmental approval.

Upper Division Courses (1500-2000 level)

Courses above the survey level will ordinarily be offered in a two-year cycle, meaning that ones not taught in the current academic year will be offered the following year. There also may be new or revised courses not listed in the current catalog.
Seminars/Colloquia, Directed Reading, and Research Courses (HIS 2811-HIS 2941)

One or more seminars/colloquia will be scheduled each semester, and the topics and professors will be announced in advance. The seminars/colloquia and directed readings topics will vary. A colloquium typically involves readings, discussion, class presentations, and some lectures, while a seminar will have some or all of those elements but will center on a major research project. Seminars and colloquia are offered in the following areas: American History, Asian History, European History, and Latin American History.

Directed Readings Courses are also offered in the above areas. Each course is a study of significant themes and periods in the designated area under the direction of a tutor. Frequent consultations and written reports are required. The topics studied will be listed on the student’s transcript. Prior approval from the chair is required. Normally reading courses are restricted to students in the Honors Program.

HIS 2953-2963 Honors Research and Independent Study. This course requires both independent research leading to the successful completion of an honors essay and passing a department comprehensive examination.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 1011-1021</td>
<td>Historical Introduction to Western Civilization</td>
<td>6</td>
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<tr>
<td></td>
<td>A survey tracing the broad lines of Western political, cultural, and economic development from the ancient Near East to the present, set in a global context. These courses may be taken in reverse order.</td>
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<tr>
<td>HIS 1031-1041</td>
<td>History of the United States</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>A survey dealing with the origin and development of American institutions and traditions, with emphasis on the political, economic, and social history of the period after 1763. These courses may be taken in reverse order.</td>
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<tr>
<td>HIS 1521</td>
<td>Historical Introduction to Latin America</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of the development of Latin American society, emphasizing the era from the independence movements of the nineteenth century to the present day. The course will focus on the changing social, economic and political structures of the region.</td>
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<tr>
<td>HIS 1531</td>
<td>Latin American-U.S. Migration</td>
<td>3</td>
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<tr>
<td></td>
<td>This course will provide students with a deeper understanding of the processes that led migrants from Latin America and the Caribbean to the United States, and their experiences after arrival. The course focuses on three interdisciplinary topics: community formation; the variety of individual and group experiences; and current policy questions for the hemisphere.</td>
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<tr>
<td>HIS 1551</td>
<td>Historical Introduction to the Islamic World</td>
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<td>The Islamic world from the seventh century to the present; the expansion and consolidation of Islamic states; relations with Western powers; the rise and fall of empires; and social, cultural, and intellectual developments.</td>
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<tr>
<td>HIS 1561</td>
<td>Historical Introduction to South Asia</td>
<td>3</td>
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<td>This course will survey major political, social and economic developments in the Indian subcontinent and Indian Ocean region from the emergence of the earliest cities and states to the present.</td>
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<tr>
<td>HIS 1571</td>
<td>Historical Introduction to East Asian Civilizations</td>
<td>3</td>
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<td>This course will introduce students to the major political, social, and cultural movements of the East Asian Culture Area from the earliest writings to the modern period. It will emphasize major events of Chinese and Japanese history, with attention also to Korea and Vietnam.</td>
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<tr>
<td>HIS 2001</td>
<td>Freshman Seminar in History</td>
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<tr>
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<td>This course will emphasize extensive readings and discussions on selected topics in history. Chronological, geographical, and historiographical themes will be chosen each term by the individual</td>
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</table>
instructor. The course is designed primarily for first-year students in the history major and will count as part of a student’s regular load in the appropriate area category.

**HIS 2031 United States and Latin America**  
3 credits  
An exploration of the complex relationship between the United States and the Latin American nations in the nineteenth and twentieth centuries.

**HIS 2041 Colonial Mexico**  
3 credits  
This course examines social and cultural relations and conflicts in the Spanish colony that later became Mexico and the southwestern United States. Emphasis is placed on the seventeenth and eighteenth centuries.

**HIS 2051 History of Modern Mexico**  
3 credits  
A study of the major social, political, and economic factors that have shaped Mexico in the twentieth century.

**HIS 2061 The Modern Caribbean**  
3 credits  
A study of the major currents in Caribbean economic, social and political history during the nineteenth and twentieth centuries.

**HIS 2071 Religion and Politics in Latin America**  
3 credits  
This course will analyze the different ways in which religion and politics have interacted in Latin America since the Spanish conquest, with particular emphasis on twentieth century political movements, liberation theology, and the contemporary progressive church.

**HIS 2081 Identity and Power in the Americas, 1350-1650**  
3 credits  
In this interdisciplinary course, students will use both primary and secondary sources to examine the construction of identities and the relations between different kinds of power—for example, military, social, political—among three distinct peoples who built imperial states in the Americas: the Aztec, the Inca, and the Spanish.

**HIS 2091 Social Protest in Latin American History**  
3 credits  
An examination of upheaval in Latin American history, from village riots to social revolutions. Students will analyze relevant theoretical and historiographical literature on social protest and explore case studies that will test the explanatory strength of these different models.

**HIS 2110 The Glory that was Greece: The Classical and Hellenistic Worlds (750-300 BCE)**  
3 credits  
From Homer to Alexander, the Greeks of antiquity made their mark on the world both of their own time and of the present. While many know the names of great philosophers and artists, such as Plato and Sophocles, few are acquainted with the historical circumstances that often served to inspire these founders of Western civilization. Through original historical and literary texts, this course will help students better to understand the complex context of military prowess, intellectual curiosity, and artistic inspiration that created the glory that was Greece. *Satisfies GER Art/Lit requirement.*

**HIS 2111 The Grandeur That Was Rome: 709 BCE-476 CE**  
3 credits  
From its beginnings as a muddy village, Rome grew to create the largest empire and greatest uniformity the Western world has ever known. This course will: trace the course of Rome's development in the areas of military, political, social and legal history; examine the effects of Christianity and endless expansion upon the empire; and critically assess various theories explaining its demise.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>HIS 2131</td>
<td>The Medieval Experience</td>
<td>3</td>
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<tr>
<td></td>
<td>From the collision of Roman, barbarian, and Christian cultures arose a unique civilization, focused intently on survival in this world and salvation in the next. The course will focus on the mental and physical constructs of this civilization, with the goal of appreciating the extraordinary creativity of a society with few hard and fast rules or institutions to guide it.</td>
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<tr>
<td>HIS 2141</td>
<td>The Italian Renaissance 1100-1600</td>
<td>3</td>
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<td>Extraordinary creativity in all arenas flourished in Italy during the Renaissance. New forms of political theory and organization, finance, art, literature and views about human nature itself all drew on Roman and medieval traditions, and burst forth against a backdrop of constant warfare. The course will examine the formation and evolution of the northern Italian city-states and the culture they created.</td>
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<tr>
<td>HIS 2151</td>
<td>Revolutions 1517-1648: Religious, Social and Scientific</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the profound upheavals that shook Europe in the early modern period. Specific emphases on the social and political aspects of the religious wars and on the content and transmission of knowledge.</td>
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<tr>
<td>HIS 2161</td>
<td>Absolutism and Enlightenment: 1650-1789</td>
<td>3</td>
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<td>Ideas of human freedom and individual rights first spread while states attempted to impose strict controls on their subjects. The course will examine the works of absolutist and Enlightenment thinkers, the political machinery of the (would-be) absolutist state, the tensions and accommodations between the two, and the culture and society that surrounded them.</td>
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<tr>
<td>HIS 2171</td>
<td>French Revolution and Napoleon</td>
<td>3</td>
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<td>This course will examine the causes of the French Revolution of 1789, the revolutionary governments and the Napoleonic era.</td>
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<tr>
<td>HIS 2191</td>
<td>Europe in the Twentieth Century, 1914-1939</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the First World War and its impact upon the general course of European history, as well as a treatment of the political, economic, social, and diplomatic history of the period between the world wars.</td>
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<tr>
<td>HIS 2201</td>
<td>Europe in the Twentieth Century, Since 1939</td>
<td>3</td>
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<td>A course in which stress is placed on the Second World War and the recovery of Europe in the post-war era.</td>
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<tr>
<td>HIS 2211</td>
<td>Modern International Socialism</td>
<td>3</td>
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<td>This course will explore the important developments of European socialist thought from the late eighteenth-century and nineteenth-century utopians and anarchists to the Marxist-Leninists and reform variants that evolved by the eve of World War I.</td>
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<tr>
<td>HIS 2221</td>
<td>France 1814-1914</td>
<td>3</td>
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<td>A study of political, diplomatic, social, economic and religious trends from the fall of Napoleon Bonaparte to the outbreak of the First World War.</td>
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<tr>
<td>HIS 2231</td>
<td>The Age of Empire</td>
<td>3</td>
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<td>A study of European imperialism and anti-imperialism in Africa and Asia from the late eighteenth century to the present, with special emphasis on the nineteenth century and on the British Empire.</td>
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<tr>
<td>HIS 2251</td>
<td>European Diplomatic History, 1814-1914</td>
<td>3</td>
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<td>This course will examine and analyze the major European diplomatic episodes from the end of the Napoleonic Wars to 1914. Particular attention will be given to the diplomacy of Talleyrand, Metternich, Castlereagh, Canning, Palmerston, Napoleon III, Cavour, Bismarck and Disraeli.</td>
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This course will examine the ways in which official decrees—royal, noble, and ecclesiastical—affected people in all walks of life, and will furthermore explore the various roles English men and women constructed for themselves. In so doing, students will gain insight into the ways inhabitants of this island thought of themselves and the world around them.

**HIS 2281 Tudor-Stuart England, 1485-1714**

Age of the Tudor and Stuart monarchs. Topics include Henry VIII and the Reformation, Elizabethan England, Puritanism, the English Civil War, Cromwell, the Restoration, the Glorious Revolution, the growth of the early modern state, the scientific revolution, social change, and cultural life.

**HIS 2291 Age of Aristocracy: Britain 1689-1832**

The evolution of Britain from a preindustrial toward an industrial society between the Glorious Revolution and the first reform of Parliament; the political world of the Stuart and Hanoverian oligarchy; the industrial revolution; the Empire, particularly the British Atlantic world, and slavery; the Evangelical revival; radical social and political movements; warfare and the consolidation of British national identity; reform and the unraveling of the confessional state in the years after Waterloo; the arts, from Classical to Romantic.

**HIS 2301 Victorian Britain, 1815-1901**

The course is a study of Britain from 1815 to 1901 transformed by the urban and industrial revolutions; the growth of the modern state; social and political reforms; the evolution of the Liberal and Conservative parties; religious, cultural, and intellectual developments; labor movements; British foreign policy and growth of the British Empire.

**HIS 2311 Twentieth-Century Britain**

Topics will include Edwardian England; Armageddon, 1914-1918; the trials of the inter-war years and appeasement; the Finest Hour, 1939-1945; from Empire to Commonwealth to European Union; the welfare state and the politics of prosperity.

**HIS 2321 Germany: From the French Revolution through World War I**

This course will examine the impact of the French Revolution and Napoleon on the German states, the development of the German Confederation and the Zollverein, the contest between Austria and Prussia for German leadership, the Bismarck era and the rule of William II.

**HIS 2331 The Weimar Republic and Nazi Germany**

This course will focus on the German Revolution of 1918, the creation, development and collapse of the Weimar Republic, the rise of Adolf Hitler and the history of the twelve-year Third Reich.

**HIS 2351 History of Russia, 1682-1881**

A survey of the major political, social, economic, and cultural developments in Russia from the beginning of the reign of Peter the Great to the end of the reign of Alexander II.

**HIS 2361 History of Russia, Since 1881**

A study of the demise of Russian autocracy and the rise of the Soviet state to a world power.

**HIS 2391 Crime and Punishment in History**

A study of crime, police, and punishment from the Middle Ages to the present. The primary emphasis will be on Britain and Continental Europe, but there will be some treatment of developments in America from colonial times to the present. Topics will include early crime and punishment; the Enlightenment reformers; organized police forces; and development of prisons in England and America; public order and disorder; the Victorian underworld; and trends in modern criminal justice.
HIS 2421 Exchange and Conquest in Modern East Asia  3 credits
This course is a chronological survey of East Asian history from 1500 to the present, emphasizing the reciprocal influences of East Asia and the West. The primary focus will be on China and Japan, with attention also to Korea and Vietnam. Major topics will include the Jesuits in East Asia; approaches to modernization in China and Japan; the decline of China and the rise of Japan in the nineteenth century; colonialism and anti-colonial movements; the challenges of global culture; and debates over human rights in the late twentieth century.

HIS 2431 Gender, Ideology and Revolution in East Asia  3 credits
This course will examine the institutional and ideological connections between gender roles and social unrest in East Asia since 1600, with an emphasis on the twentieth century. Questions central to the class will be: changing notions of the ideal man and woman, and how changes in society and politics have been reflected in gender roles for men and women. Topics may include traditional East Asian societies; foot binding; revolutionary movements including communism, nationalism and feminism; family-planning; the Japanese samurai ideal; and gender roles in film and fiction.

HIS 2441 Late Imperial China: Prosperity and Promise  3 credits
Chinese social, political, intellectual, and cultural history during the Ming and Qing dynasties up to the Opium Wars (1368-1840). Major topics will include Ming voyages of discovery, Ming art and literature, the Manchu conquest, War of the Three Feudatories, Taiping Rebellion, and the opening of China to the West.

HIS 2451 Modern China: Struggle and Survival  3 credits
Chinese social, political, intellectual, and cultural history from 1840 to 1997. Major topics will include the Opium Wars, emergence of Chinese nationalism, the Boxer Rebellion, collapse and fall of the Qing dynasty, the May Fourth Movement in literature and politics, competing strands of Chinese communism, warlords, the anti-Japanese war, the founding of the People's Republic, the Great Leap Forward, Cultural Revolution, Deng Xiaoping’s Reforms, social protest of the 1980s, and cinema of China’s Fifth Generation.

HIS 2461 Japan Since 1800: Seeking a Place in the World  3 credits
The central theme of this course is the coexistence of traditional and modern Japan during the last 200 years. Major topics include traditional Japanese social structure, bushido and samurai culture, Perry and the opening of Japan, the Meiji Restoration; militarism and modernization, expansion onto the Asian continent, Showa democracy, the Pacific War, the American Occupation, political and economic reconstruction, cinema and literature of post-war Japan.

HIS 2471 Colonialism and Nationalism in Southeast Asia, 1600-1960  3 credits
This course will focus on the experience of colonialism and the development of independent modern nation-states in Vietnam, Cambodia, Laos, and Indonesia, and to a lesser extent, Malaysia, Singapore, Burma, and the Philippines. The course seeks to help students understand how colonialism redefined pre-existing relations among the peoples of the region and how modern nationalism and independence movements emerged in this context. Although political and economic interests are essential parts of this story, the course will focus on intellectual, cultural, and social factors.

HIS 2511 Modern South Asia  3 credits
South Asia has long had a global influence, affecting how people have dressed, dined, prayed and protested. The study of South Asia also illuminates many of the key phenomena of the modern world, such as capitalism, colonialism and nationalism. This course will survey the main currents of South Asian history from the eighteenth century to the present, examining not only “Gandhi’s India” but also Pakistan and Bangladesh. Particular attention will be paid to the impact of colonialism on various forms of identity, such as class, caste, religion, gender, nationality and language.
HIS 2521 Colonialism and Culture 3 credits
This course examines African and South Asian experiences of colonialism in the nineteenth and twentieth centuries. It will focus on indigenous perspectives and actions, as revealed by local histories and voices. Themes such as resistance, missionary encounters, health and healing, and the history of labor will contribute to our understanding of the cultural responses and identities fashioned by Africans and Indians in the context of colonialism.

HIS 2591 From Baghdad to Burgos: Jews, Christians, and Muslims in the Medieval Mediterranean World 3 credits
In this advanced course on medieval inter-cultural relations, we will explore and discuss the intensive interaction of Jewish, Christian, and Islamic communities in Europe, North Africa, and the Holy Land. Together, we will witness an Islamic caliph’s gift of an elephant to a Christian king, follow the flow of silk and sugar across the Mediterranean Sea, and watch a Jewish general lead an Islamic army into battle. We will also observe the tragic outcome of the “curious” medicine of the Franks, experience the three faiths’ rediscovery of Greek philosophy and science, and bear witness to the tragedies of religious intolerance.

HIS 2611 Colonial America 3 credits
A survey of the social, economic, cultural, and political developments in colonial America with special emphasis on the origins and evolution of the plantation system, slavery, religious diversity, cities, and scientific inquiry.

HIS 2621 America in the Age of Revolutions 3 credits
A survey of American history from the era of the American Revolution through the industrial revolutionary developments in the mid-nineteenth century with special emphasis on the Revolution, the revolution of 1800 in politics, the transportation, agricultural, and industrial revolutions, and the social revolution accompanying modernization in the nineteenth century.

HIS 2631 The Civil War Era 3 credits
A survey of the middle period of American history with special emphasis on the Civil War and Reconstruction—the causes, management, and consequences of the war in society, economics, politics, and culture.

HIS 2641 The Elections of 2008 3 credits
An analysis of the presidential, congressional, and gubernatorial races of 2008. The course will offer the student a basis for understanding the ongoing election cycle of 2008, especially drawing upon the changes that have taken place in American politics since the 1980s and the history of electioneering in America, especially in the modern era. This will include discussion of partisan realignment, the growing importance of personality and interest group politics, and the role of issues in influencing electoral choice. Particular attention will be devoted to understanding the tactics and strategies of the two major parties as they position themselves for and then campaign in the Elections of 2008.

HIS 2651 Ethnic America 3 credits
A survey of ethnicity and ethnic groups in modern America with special emphasis on immigration patterns, nativism, assimilation, and alienation of ethnic groups, and the effects and place of ethnic groups in modern society.

HIS 2661 Urban America 3 credits
A survey of the development of cities and the process of urbanization in America with special emphasis on urban institutions—government, police, voluntary associations—and the changing character and functions of cities in the modern period.
HIS 2671 Progressive Era to New Deal 3 credits
Reform affected all levels of U.S. politics and society in the first half of the twentieth century, linking the first Roosevelt administration to the last. Besides cleaning up at home, Progressives and New Dealers also tried to save the world abroad with varying success. This course will examine the origins, nature, contradictions and social and political consequences of these important Reforming Decades.

HIS 2681 Postwar America, 1945 to the Present 3 credits
This course will explore recent American history through an examination of political, social, and cultural developments, with particular emphases on the expanding, role of the presidency, social movements embracing racial, class, and gender issues, and emerging cultural currents since World War II.

HIS 2691 American Ideas: From the Colonial Era to the Civil War 3 credits
This course explores the history of American thought and culture from the Puritans to the Civil War, largely through primary source readings by major intellectual figures. The emphasis will be on social, political, and religious thought, but students will also discuss developments and trends in the arts, literature, and philosophy. Key topics include Puritanism and revivalism; liberalism, republicanism, and democracy; cultural nationalism and Transcendentalism; and abolitionism and antebellum reform.

HIS 2701 American Ideas: From the Gilded Age to the Present 3 credits
This course explores the history of American thought and culture from the late nineteenth century to the present, largely through primary source readings by major intellectual figures. The emphasis will be on social and political thought, but students will also discuss developments and trends in philosophy, religion, the arts, and literature. Key topics include Victorianism and modernism; pragmatism and Progressivism; liberalism and conservatism; and postmodernism and multiculturalism.

HIS 2711 Foundations of American Foreign Policy, 1775-1914 3 credits
This course explores the origins of United States foreign relations from their earliest days before the Revolution until the First World War. No single explanation is offered, but instead, the course takes a broad approach, embracing such issues as independence, expansion, sectionalism, idealism and imperialism.

HIS 2721 United States as a Global Power, 1914 to the Present 3 credits
This course covers the growth of United States global involvement from the First World War until the end of the Cold War. The transformation from interwar isolationism to postwar internationalism and its attendant crusades and conflicts forms a major theme.

HIS 2731 American Biography 3 credits
An examination of the role of “great” men and women in American history, with special consideration of the nature of biography as a historical method.

HIS 2741 American History—American Historians 3 credits
A critical study of American historiography which concentrates on the major historians from Parkman to the present day, their schools, their interpretations and their value for understanding the American past.

HIS 2751 The Civil Rights Movement in America 3 credits
A survey of the modern civil rights movement in the United States, with special emphasis on the desegregation struggles in the American South and the personalities, strategies, and ideologies of the civil rights movement as it became a national movement through the 1960s and 1970s.
HIS 2761 History of Women in America Since 1820 3 credits
This course will explore the history of American women from the beginnings of the antebellum period to the dawn of the post-Cold War era. It will focus upon the evolution of women’s family and work roles as well as their involvement in social reform and political movements and will emphasize both the unity and the diversity of women’s historical experiences, based upon factors such as race, ethnicity, class, and region.

HIS 2771 American Environmental History 3 credits
This course will describe our historical place in the natural landscape. It will tell that story through the methods of “environmental history,” examining ecological relationships between humans and nature, political and economic influences on the environment, and cultural conceptions of the natural world. Drawing on methods from the natural sciences, the social sciences, and the humanities, the course will survey over 500 years of North American environmental history, with topics ranging from urban pollution and suburban sprawl to agricultural practices and wilderness protection.

HIS 2781 Popular Culture in the United States 3 credits
This course will explore the production and consumption of commercialized leisure in the United States from the mid-nineteenth century to the present day. Throughout the nation’s history, American popular culture has both reflected and shaped society’s values, often serving as an arena of conflict among classes, races, and genders. By investigating selected sites on this contested terrain—from novels, stage shows, and movies to radio, television, and popular music—students will learn to think seriously, critically, and historically about the mass-produced culture that surrounds us every day.

HIS 2811 Colloquium in American History 3 credits
Extensive reading and small-group discussion on the literature of selected topics in United States history.

HIS 2821 Seminar in American History 3 credits
Lectures, readings, and discussions focusing on an announced theme in United States history. Each student undertakes a major research project associated with the selected theme.

HIS 2831 Colloquium in European History 3 credits
Extensive reading and small-group discussion on the literature of selected topics in European history.

HIS 2841 Seminar in European History 3 credits
Lectures, readings, and discussion focusing on an announced theme in European history. Each student undertakes a major research project associated with the selected theme.

HIS 2851 Colloquium in Latin American History 3 credits
Extensive reading and small-group discussion on the literature of selected topics in Latin American history.

HIS 2861 Seminar in Latin American History 3 credits
Lectures, readings, and discussion focusing on an announced theme in Latin American history. Each student undertakes a major research project associated with the selected theme.

HIS 2871 Colloquium in Asian History 3 credits
Extensive reading and small-group discussion on the literature of selected topics in Asian history.

HIS 2881 Seminar in Asian History 3 credits
Lectures, readings, and discussion focusing on an announced theme in Asian history. Each student undertakes a major research project associated with the selected theme.
HIS 2911 Directed Readings in Latin American History 3 credits
A study of significant themes and periods in Latin American history under the direction of a tutor. Frequent consultations and written reports are required. The topics studied will be listed on the student’s transcript. Prior approval from the chair is required. Normally, this course is restricted to students in the Honors Program.

HIS 2921 Directed Readings in Asian History 3 credits
A study of significant themes and periods in Asian history under the direction of a tutor. Frequent consultations and written reports are required. The topics studied will be listed on the student’s transcript. Prior approval from the chair is required. Normally, this course is restricted to students in the Honors Program.

HIS 2931 Directed Readings in European History 3 credits
A study of significant themes and periods in European history under the direction of a tutor. Frequent consultations and written reports are required. The topics studied will be listed on the student’s transcript. Prior approval from the chair is required. Normally, this course is restricted to students in the Honors Program.

HIS 2941 Directed Readings in American History 3 credits
A study, under the direction of a tutor, of significant themes and periods in American history. Frequent consultations and written reports are required. The topics studied will be listed on the student’s transcript. Prior approval from the chair is required. Normally, this course is restricted to students in the Honors Program.

HIS 2953-2963 Honors Research and Independent Study 6 credits
Both independent research leading to the successful completion of an honors essay and passing of Department comprehensive examination are required.

Honors Program

Director: Marsilio
Associate Director: Sorensen

The Honors Program offers qualified and interested students an enriched and challenging alternative to their General Education Requirement and an opportunity for intensified independent research or creative work in their major concentration.

General Honors

Honors courses in the General Education Requirement (GER) or in individual majors are intellectually rigorous and often taught by more than one faculty member, each from a different department of the University. These faculty are selected by the Honors Director working closely with the Honors Committee. Graduation with General Honors requires successful completion of eight Honors courses. These become part of the student’s regular program and the Honors Program imposes no additional courses. Students must also have a cumulative GPA of 3.5 to receive General Honors.

Departmental Honors

Departmental Honors is awarded to those students who have completed a year-long independent reading/research or reading/creative project, usually in the senior year, under the supervision of a faculty mentor. An oral presentation of work is required of all candidates for Departmental Honors, who make the arrangements for this presentation with their faculty mentor, their Department Chair, and the Honors Director. Departmental Honors is open to all seniors with at least a 3.5 GPA whether or not they are in the Honors Program.
Program. Interdisciplinary projects involving the student’s minor as well as major are encouraged, but these require the specific written approval of the Honors Director and the Department Chairs of both the student’s major and minor.

University Scholars

University Scholars are freed from two or more of their formal course requirements each semester in senior year in order to complete reading/research/creative projects of unusual breadth or depth. A faculty mentor oversees the progress of the University Scholar.

Since appointment as a University Scholar involves release from coursework, it is reserved for students of exceptional caliber who have previously demonstrated the motivation to undertake independent research of unusual depth or breadth.

Membership in the Honors Program

Membership in the Honors Program is by invitation of the Honors Director usually prior to the student’s first year at the University. Other students who wish to be considered for membership in the Program may request consideration from the Honors Director prior to the beginning of their second year at Saint Joseph’s. A minimum GPA of 3.5 is required. Occasionally, interested non-Honors students may enroll in Honors courses with permission of the Director and instructor.

Honors Recognition

Successful completion of the requirements for General Honors, or of a Departmental Honors or University Scholar project, is noted on the student’s records.

Honors Degrees

Students who successfully complete their General Honors requirements and either a Departmental Honors or University Scholar project qualify for the special degree Bachelor of Arts (Honors) or Bachelor of Science (Honors), whichever is appropriate. The distinctiveness of these degrees is acknowledged on the diploma and on the student’s transcript.

Objectives

The enriched GER curriculum offered by the Honors Program broadens cultural interests, integrates knowledge, hones writing skills, and encourages active student involvement in the learning process. Departmental Honors promotes independent academic work and mentoring relationships with the University faculty.

The General Honors curriculum consists of intellectually challenging courses, some of which are interdisciplinary, year-long courses. Students may use their Honors courses to satisfy the General Education Requirement and, sometimes, to lessen their number. In some cases, students may also use Honors courses to satisfy major or minor requirements.

Requirements for General Honors

Successful completion of General Honors requires at least eight semesters of Honors courses. Students typically schedule Honors coursework in each of the eight semesters, although adjustments may be made to this schedule on the advice of the Honors Director. The following further restrictions apply to the minimum eight-course requirement:

- At least two courses must be team-taught interdisciplinary Honors courses.
At least two courses must be honors courses satisfying Philosophy or Theology GER requirements. At least one of these two must be at the third level.

Independent Studies done at the Honors level, including the two semesters required for Departmental Honors or University Scholar, can be used to satisfy the eight-course requirement.

Honors students are permitted to convert one of their upper division courses into Honors level courses, provided that they observe the following guidelines:

i. Use a course upgrade form to obtain permission from the instructor of the course and Director of the Honors Program by the end of the Drop/Add period of the semester in which the course is being taken.

ii. Arrange a specific research project in collaboration with the instructor, which is separate from regular course requirements and which results in a substantial research essay or its equivalent in addition to regular course requirements.

iii. Take a final examination that is different from the regular examination which addresses the chosen area of research. Lower division GER courses may not be converted into Honors courses.

Study Abroad Requirements for Honors Credit

Honors students who spend a semester studying abroad may obtain a waiver of one of the eight required Honors courses by completing the Study Abroad Course Upgrade. To qualify for this upgrade, Honors students must complete the Study Abroad Course Upgrade form six weeks prior to the semester in which they intend to study abroad. This must be signed by the student and either the Director or Associate Director and given to the Assistant to the Honors Director. Students who fail to complete this form before taking courses abroad will not be considered for Honors credit.

Honors students must submit the following material to the Director or Associate Director no later than fourteen days after they have fulfilled all requirements for their Study Abroad course:

i. A fifteen-page written summary of their study abroad course, specifying the objectives of the course and how these have been met.

ii. A portfolio, including course syllabi, tests, examinations, and all other relevant assessment material.

Many Honors courses can be used to satisfy one of several university GER requirements. Students must notify the Registrar’s office, the Honors Program, and their academic advisor which GER requirement is being satisfied by which course. This must be done in writing.

To remain in the Honors program, students are expected to maintain a 3.50 GPA, which is the minimum required for graduation with General Honors. Students who are not making reasonable progress towards the eight-course requirement or not maintaining their GPA are subject to withdrawal from the Honors Program.

Students are encouraged to consult with the Honors Director or Associate Director to assure that their course schedules are arranged in such a way as to integrate the fulfillment of University requirements with those of the Honors Program.

Departmental Honors Requirements

To receive Departmental Honors credit, a student must undertake two consecutive semesters of research/study. These two courses may be counted toward the eight course Honors requirement. To apply for Departmental Honors, a student must have a 3.5 GPA.


**Departmental Honors Thesis: A Description**

The Departmental Honors Thesis should be original in its conception and analysis. This may mean the discovery of new knowledge, the reinterpretation of standard methods, theories and assumptions, or the formulation of data produced from fresh investigations. The Departmental Honors Thesis should be the result of serious research, original thinking and a clear understanding of the context in which this research is conducted. The Departmental Honors Thesis may take many forms: traditional narrative/analysis, in-depth study of specific texts or themes, empirical research, practical applications or a creative/inventive endeavor. Students submitting a proposal for a Departmental Honors Thesis should provide evidence of background knowledge and requisite skills before they begin their work. The final result will be shared in an oral presentation, as well as in a written thesis, and should place the specific topic in a broader scholarly context by demonstrating familiarity with the authoritative literature and research on the subject.

Projects involving empirical research should develop a coherent hypothesis, and test it professionally and systematically. Length may vary according to each subject; however, it is expected that Departmental Honors Theses will be in the range of 60-80 pages, independent of bibliography, and that they will be documented in accordance with the standards of the relevant discipline and include an abstract, title-page, table of contents, introduction, notes and bibliography. The final copy of the thesis should be clean, readable, and grammatically consistent and correct.

**Procedures and Deadlines**

In mid-February of their junior year, candidates planning to write a Departmental Honors Thesis should contact the Assistant to the Director of the Honors Program, who will arrange to have them meet members of the senior class working on Departmental Honors Thesis projects. These sessions will be administered either by the Director or the Associate Director of the Honors Program, and the focus will be on the requirements, preparation and contents of the various theses. By April 15 of their junior year, students should confirm with the Director of the Honors Program their intention to pursue the Departmental Honors Thesis. The Departmental Honors application is available online at [www.sju.edu/honors](http://www.sju.edu/honors). They will be expected to outline a general area of research and to name a primary advisor for the project. They will also be required to attend one of the oral presentations being given by senior students towards the end of the semester, and to select their advisor for the Departmental Honors Thesis. Students will be expected to remain in touch with their advisors throughout the summer months as they conduct preliminary research into their topics. By September 15, each student must submit a Departmental Honors Thesis proposal contract, which can be obtained online at [www.sju.edu/honors](http://www.sju.edu/honors). This form, which will outline the work load, general objectives and schedule of meetings to be held during the semester, should be signed and approved by their advisor. By October 1, each candidate should also select a second reader for the thesis, after consulting with their adviser. The second reader should be from a different department, who has a compatible interest in the thesis topic. The second reader will serve to offer advice, criticism and suggestions throughout the process of the Departmental Honors Thesis. By November 15, a joint meeting including the Honors Director or Associate Director, the Departmental Honors Thesis candidate, the primary Advisor and the second reader should be arranged. At this meeting, the student will provide a clear progress report of the work completed and an outline of what lies ahead.

A first draft of the entire project must be presented to the mentor for critical review by March 1 of the senior year. By April 20th, the student must submit a final draft to his/her mentor, to the members of the examination committee consisting of at least two additional faculty members, normally from the disciplines in which the research has been carried out, and to the Honors Director. An oral presentation of the project to the examination committee, Honors Director, and the Associate Director will occur sometime before the end of the final examination period. The members of the examination committee are asked to sign a copy of the project which will indicate that the student has passed the oral exam. The grade for the entire research project will be determined by the mentor. A copy of the signed, completed project is to be filed with the Honors Director and the appropriate department Chair before recognition can be given at graduation.
University Scholar Requirements

University Scholars are freed from two or more of their formal course requirements each semester in senior year in order to complete reading/research/creative projects of extensive and unusual breadth or depth. A faculty mentor together with a second reader will oversee the progress of the University Scholar. Since appointment as a University Scholar involves release from coursework, it is reserved for students of exceptional caliber and future academic and professional promise, who have previously demonstrated the motivation to undertake independent major research projects. A minimum GPA of 3.75 is required. Students seeking appointment as a University Scholar must apply to and be approved by the Honors Committee.

University Scholar Project: A Description

The University Scholar project should be ambitious, original and extensive in its conception and analysis. This may mean the discovery of new knowledge, the reinterpretation of standard methods, theories and assumptions, or the formulation of data produced from fresh investigations. University Scholars will have their work judged not only by a faculty mentor and a second reader, but in their oral examination, they will be expected to present their work to an audience that includes at least three recognized subject experts external to Saint Joseph's. These individuals will be chosen by the University Scholar, in consultation with the faculty adviser and the second reader.

The University Scholar project should be the result of serious research, original thinking and a wide-ranging grasp of the context in which this research is conducted. The project itself may take many forms: traditional narrative/analysis, in-depth study of specific texts or themes, empirical research, practical applications or a creative/inventive endeavor. Students submitting a proposal for a University Scholar project should provide evidence of background knowledge and requisite skills, together with a letter of recommendation from their chosen faculty mentor, before they begin their work. During the course of their work, they will be expected to contact subject experts in their fields—both national and international—and to consult and discuss their findings with them. It is expected that the University Scholar project will make an important contribution to its field, and that it will form the basis of future graduate or professional work. The final result will be shared in an oral presentation, as well as in a written thesis, and should place the specific topic in a scholarly context and demonstrate a thorough knowledge of the most authoritative literature and research on the subject.

Length may vary according to each subject; however, it is expected that University Scholar Project will be in the range of 100-150 pages, independent of bibliography, and that they will be documented in accordance with the standards of the relevant discipline and include an abstract, title-page, table of contents, introduction, notes and bibliography. The final copy of the thesis should be clean, readable, and grammatically consistent and correct.

Procedures and Deadlines

All students electing to pursue University Scholar status must verify their eligibility with the Chair of the department in which the project is to be conducted and with the Honors Director no later than April 15 of their junior year. A GPA of 3.75 in the major is required, together with a concise ten-page outline (including bibliography) of their project and a letter of recommendation from their proposed faculty mentor. The faculty mentor, the Honors Director, and the appropriate department Chair will indicate their approval by signing the proposal no later than April 30th. Copies of this signed project description must then be filed with the Honors Director, the Chair of the appropriate department, and the Associate Dean of the appropriate college. Because these projects are very demanding, it is expected that students will begin reading in their area of research over the summer. In disciplines that require extensive lab work or creative expression, other forms of summer preparation may be required. Students should consult their faculty mentor for guidance.

By September 15th, each student must submit a University Scholar proposal contract, which can be obtained from the Honors Program. This form, which will outline the work load, general objectives and schedule of meetings to be held during the semester, should be signed and approved by their faculty mentor. By October
1st, each candidate should also select a second reader for the thesis, after consulting with their faculty mentor. The second reader should be from a different department, who has a compatible interest in the project. The second reader will serve to offer advice, criticism and suggestions throughout the process of the Senior Honors Thesis.

By December 15th, the University Scholar candidate should submit a first chapter of the completed project (or its equivalent) and a concise outline for the remaining work. The faculty mentor and the second reader will then write a preliminary summary of the work, indicating the level of progress. A first draft of the entire project must be presented to the mentor and the second reader for critical review by March 1st of the senior year.

By April 15th, the University Scholar candidate must submit a final draft to his/her faculty mentor, and to organize an examination committee consisting of at least two additional faculty members, normally from the disciplines in which the research has been carried out. An oral presentation of the project to the examination committee, Honors Director or Associate Director, and three external subject experts must be scheduled before the end of the examination period. Announcements of the oral examination should be posted with the Honors Program and included in the appropriate edition of Hawkeye, so that interested members of the academic community may attend. The members of the examination committee are asked to sign a copy of the project, which will indicate that the student has passed the oral exam. The grade for the entire project will be determined by the faculty mentor. A copy of the signed, completed project be filed with the Honors Director and the appropriate department Chair before recognition can be given at graduation.

COURSES

HON 1203 Images of Women in Literature 3 credits
This course is designed as a literature course that focuses on literature about women, not necessarily by them. Primarily literary and historical, but includes the psychological and mythic. A variety of authors in a variety of genres will be examined. Satisfies Art/Literature/Classics GER for all majors. Also satisfies Gender Studies requirement.

HON 1233-1243 Reason, Revolution, and Reaction 6 credits
An interdisciplinary study in Western European civilization from 1500 to 1832 analyzing developments in history, philosophy, science, music, the arts, and literature. Satisfies any two of the following GER course requirements: HIS 1011, 1021, ENG 1011, 1021, or the Art/Literature GER requirement. Will not satisfy the ART requirement for students majoring in the Humanities.

HON 1253-1263 Modern Mosaic: Europe 1832 to 1939 6 credits
An interdisciplinary study in Western European civilization from 1832 to 1939, analyzing developments in history, philosophy, science, music, the arts and literature. Satisfies same requirements as HON 1233-1243.

HON 1273-1283 America: Myths, Images, Realities 6 credits
An interdisciplinary study of American culture from the early settlement years to the present, juxtaposing novels, films, historical documents, paintings, poems, legislation, and photographs. Satisfies GER English, Literature/Arts requirements. Students who have one semester of Western Civilization may use this course for the second History GER.

HON 1293 The Modern/Post-Modern Mood 3 credits
Two cultural movements—Modernism and Postmodernism—belong to the 20th and early 21st centuries and define our time. This course studies these two movements, mainly in literature (American, British, and Italian), but also in art, architecture, and music (classical and rock). The writers are Eliot, Woolf, Faulkner, and O’Neill (modernism) and Fowles, Donald Barthelme, Julian Barnes, and Calvino (postmodernism). Satisfies Art/Literature/Classics GER for all majors.
HON 1313 Religious Vision in Modern Fiction 3 credits
This course explores narrative as a basis for thinking about God’s presence (or absence) in human affairs. Through an exploration of novels, film, and biblical literature, the class will seek to discover the theological origins of much contemporary fiction. Satisfies third-level GER in Theology.

HON 1323 Brain and Mind 3 credits
An interdisciplinary study of particular issues in philosophy and physiological psychology: the thinking person, scientific method, and philosophical inquiry; introspection and objectivity; pain, pleasure, and the nature of motivation; the structure of the brain and the unity of consciousness; subjective freedom and physiological determinism; materialism and interaction; reductionist and holistic models of knowledge; mental illness; instinct, drives, and social interaction. Satisfies PHL 1011 or third-level GER in Philosophy or Social/Behavioral Sciences GER; also Psychology or Philosophy elective.

HON 1343 Transforming the Self: Spiritual Practice and Moral Identity 3 credits
A comparative examination of a number of spiritual disciplines drawn from a wide variety of religions: Shamanism, Hinduism, Buddhism, Judaism, Christianity and Islam. The focus will be on the way that these traditional disciplines function in the modern world, both the problems that they face and the opportunities that they represent. Satisfies third-level GER in Theology or Philosophy depending on instructor.

HON 1353 Religious Diversity 3 credits
The course deals with the ways in which philosophers and theologians have reacted to the fact of religious diversity. Is one religion true and the others false (Exclusivism)? Should the truth of one religion serve as the criterion for judging the truth of all others (Inclusivism)? Are all religions true for the people who believe in them (Relativism)? Does each religion represent an independent valid vision of the truth (Pluralism)? The course will introduce students to a number of non-Christian religions. Special attention will be given to the writings of John Hick, a well-known defender of the pluralist view. Satisfies third-level GER in Theology or Philosophy depending on instructor.

HON 1363 Defending the Divine, from Enlightenment to Idealism 3 credits
An investigation of major thinkers and texts of the Enlightenment and post-Enlightenment periods on the controversial topic of religion, and specifically Christian religion. As such it is the intellectual history of an attempt by 18th century philosophers to undermine Christianity and then by turn-of-the-century philosophers to “save” it intellectually. Authors read include Hume, Lessing, Jefferson, Rousseau, Kant, Hegel and Kierkegaard. Satisfies third-level GER in Philosophy.

HON 1403 Mathematical Models in Environmental Science 3 credits
An interdisciplinary study of the complex interrelationship between humans and their environment with an emphasis on quantitative descriptions. Topics include population dynamics, biodiversity, pollution, energy resources, descriptive statistics, data analysis, growth models and dynamical systems. Students will be required to do some computer simulation studies and participate in a field project. Satisfies one Math or one science GER.

HON 1453-1463 Mathematical Models in Chemistry 8 credits
An interdisciplinary study of how scientists express problems and laboratory results in mathematical language. Topics include differentiation, integration, matrix operations, graphical representations and group theory, chemical reactions, bonds, thermodynamics, and nuclear chemistry. Two semesters satisfy three of the four-course University Distribution Requirement in Mathematics and Natural Sciences. One semester satisfies either one Math GER or one Natural Science GER course. For non-Mathematics and non-Natural Science majors only.

HON 1473 Evolution 3 credits
A course for biology and non-biology majors in the primary issues of evolutionary theory. Topics will include the history of evolutionary thought, Darwin’s notion of mechanism, principles of natural
selection, evolution and ecology and speciation. Satisfies one GER in Natural Science or an upper division elective in Biology.

HON 1483 Mathematics of Games and Politics 3 credits
This introductory course will examine several remarkable applications of mathematics to the study of basic problems in twentieth century social and political thought. Topics will include the theory of games and its application to the study of social conflict, the mathematical analysis of democratic voting methods and the quantification of power in a parliamentary system. Other topics will be added according to student interest. The course will provide a basic introduction to enumerative combinatorics, probability theory and the meaning of mathematical proof. Satisfies one mathematics GER.

HON 1493 Mathematics, Culture and Society 3 credits
This course will consider the relationship of mathematics to other areas of human thought, and to the society in which it develops. Several critical periods in the history of mathematics, from the beginnings of mathematics to modern times will be considered. While no technical knowledge beyond high school mathematics is required, this course will do a substantial amount of mathematics, as well as relating mathematics to other things. Satisfies one mathematics GER.

HON 1503 Unseen Life on Earth 4 credits
Are you aware that over half of the mass of living things on earth is in the form of life too small to be seen with the unaided eye? Unseen Life on Earth will examine the positive aspects of microorganisms and their role in the everyday events of humans. The course will also look at the negative impact that these microbes have on the world around us, such as their role in infectious disease and bio-terrorism. There will be a weekly two-hour laboratory in which these extraordinary organisms will be further studied, and students will discover some of their findings to be quite surprising. Satisfies one of the natural science GER requirements for non-science majors.

HON 1533 Musical Sounds 4 credits
This course studies the science of musical sound—its production, transmission, and reception. Topics include the physics of sound, musical instruments, room acoustics, the ear and hearing, and high-fidelity recording and reproduction. Some laboratory work included. College level mathematics and an acquaintance with the concept of energy is required. Students need not have had any musical training. This course satisfies a science GER. Lab included.

HON 1543 Introduction to BioPhysics 3 credits
A study of the application of the principles of physics and chemistry and the methods of mathematical analysis and computer modeling to understand how biological systems work. Among the topics this course will consider are: important macromolecules, membrane properties, fluid flow phenomena and their impact on everyday life. This will be accomplished through discussions, group work, activities, demonstrations and movies.

HON 1613 Violence in Intimate Relations 3 credits
Women and children have a higher probability of being seriously injured or killed by someone with whom they are intimately associated rather than by a stranger. This course will examine questions such as: What factors contribute to the prevalence of intimate violence in the U.S.? How does intimate violence differ across groups (e.g. by race/ethnicity,social class)? How are various forms of intimate violence (i.e., partner abuse, child abuse, elder abuse) interrelated? Satisfies one Social Science GER.

HON 1623 Nationalism and Economy 3 credits
An interdisciplinary study of the relationship between nationalism and economics. Topics include economics and the rise of nationalism in 20th century Europe; nationalism and economics in the Austro-Hungarian and Ottoman empires; Hitler and German nationalism; nationalism and Europe's colonies after World War II; nationalism in the post-communist world; and the breakup of the Soviet Union, Czechoslovakia, and Yugoslavia. Satisfies one GER Social Science course.
HON 1633 Philadelphia: In Black and White 3 credits
This course will explore the impact of race on social, economic, and political life in Philadelphia. Utilizing a socio-historical approach, it will focus on the work of black social scientists such as W.E.B DuBois and Elijah Anderson, who have documented the effects of race on Philadelphians in such diverse areas as housing, health care, employment, and family life. Original writings will be supplemented with video, guest speakers, and field work. Satisfies a social science GER.

HON 1643 Profits and Prophets 3 credits
This course will examine the connections between the study of economics and theology. Theology can provide a necessary moral foundation for economics, and economics a practical application of theology. These theoretical options will be explored in the first part of this course. Satisfies a Social Science or second-level Theology GER.

HON 1713 Information Systems: The Road to Rio 4 credits
Explore modern information systems in a unique multi-media approach. Find out how history has shaped the technologies that permeate our life and how these technologies will influence business and society in the century ahead. Participate in the development of a web-based journal of inquiry that will grow as the technologies grow. Satisfies DSS 1011 for Business majors or minors.

HON 1723 Organizations in Perspective 3 credits
This course explores the nature of the firm and the development of the employer-employee relationship in work organizations since the turn of the 20th century in the U.S. We will investigate and integrate the perspectives of various stakeholders (e.g., government, unions, community) as they relate to the manager-employee relationship, and demonstrate the effects of these stakeholders on individual and organizational well-being.

HON 1753 Introduction to Law 3 credits
This course is an introduction to the legal system and some of the areas of the law that have a significant impact on our lives are presented. The structure of the legal system and how it operates is described. Areas of torts, contract, criminal, constitutional, family, employment and others are examined. Current legal issues will receive particular attention. A Moot Court exercise is included. This course is highly recommend for students who plan to attend law school. Satisfies MGT 1001 for Business Majors.

HON 1773 Smoke & Mirrors: Financial Analysis for Ethical Decision-Making 3 credits
Accounting is often referred to as the language of business. Its role is to provide a window into the company’s operation so that an outsider can make informed decisions. This course will examine how some companies do not always create “transparency” but rather engage in a distortion of their actual results through a game of “smoke & mirrors.” Through an understanding the underlying rationale and shortcomings of how accounting measures and communicates and by the use of an ethical framework for decision-making, student will gain an appreciation of the uses and abuses of accounting information. Open to students in the Honors Program. Others with permission of the Honors Director. Satisfies core course ACC 1011.

HON 1783 Measuring Value Creation 3 credits
Accounting is often referred to as the language of business because of its ability to measure and communicate various dimensions of the performance of an organization. This course examines the uses of accounting information for managerial (i.e., internal) decision making. In addition to common measures of performance such as budgeting, cost-profit-volume, standard costing analyses, alternative measures of value creation will be explored with particular emphasis on a balanced scorecard approach to performance evaluation. Prerequisite: ACC 1011 or HON 1773. Open to students in the Honors Program. Others with permission of the Honors Director. Satisfies core course ACC 1021.

HON 1793 Ethics in Finance: Strange Bedfellows? 3 credits
This is the introductory course in finance. Topics include time value of money, risk and return, financial planning, security valuation, and capital budgeting. Ethical considerations and concerns underlie the
topics covered and are woven throughout the course. An ethical problem/dilemma, an actual situation, will be presented and discussed with each of the topics in the course.

3 credits  
A study of the liturgy in relation to architecture and architectural space. The course will explore how architecture manipulates the spiritual psyche of a people and becomes an expression of a collective psyche. Satisfies one Art/Literature/Classics GER.

**HON 2013 The Problem of Evil in Philosophy, Theology and Popular Culture**  
3 credits  
An examination of the profound challenge both to philosophical understandings of a meaningful and ordered existence and to theological claims regarding an omnipotent, beneficent deity rendered by the occurrence of evil and the suffering that accompanies it. The course will contextualize particular manifestations of evil and investigate how evil is identified, explained, challenged and interpreted through texts in philosophy, theology and popular culture, with particular attention to its modern and contemporary manifestations. Satisfies either a third level philosophy or theology GER requirement depending on the instructor.

**HON 2023 Spiritual Practice in Comparative Perspective**  
3 credits  
Throughout the world’s religious traditions we find a variety of spiritual practices pursued by individuals in the hope of transforming an existence experienced as sinful, delusory, fragmented or otherwise unsatisfactory into one that is graced, enlightened, whole. The specific methods employed vary widely, as do their specific goals. Nevertheless, when viewed from a comparative perspective many of these practices share elements in common. This course will examine a number of such spiritual practices, drawn from the traditions of Hinduism, Buddhism, Greco-Roman Hellenism, and Christianity. Attention will be given to issues of their historical development, diversity of form, points of similarity and contemporary relevance. Satisfies the third level Theology GER.

**HON 2043 Rebels, Riots and Refugees: Modern India in History, Literature and Film**  
3 credits  
This course critically examines modern India from historical, literary and cinematic perspectives. Through contrasting genres of history, fiction, and film, we will explore the colonial and post-colonial eras, paying particular attention to the nationalist movement, Hindu and Muslim identities and dilemmas of economic development. Course goals include providing an opportunity for students to examine Indian texts, culture, and history at considerable depth; illuminating the complexity of understanding India’s past and current debates about power relations and identity; and creating a productive dialogue between history and literary studies as the basis for an interdisciplinary approach to Modern India. No prior coursework in or knowledge of the Indian subcontinent is required to take this class.

**HON 2053 Writing and Politics in Nineteenth-Century Ireland**  
3 credits  
This course will investigate the complex networks of cultural polemic and political conflict that traversed nineteenth-century Ireland. We shall explore (i) how competing claims of national, denominational, ethnic, class and gender affiliation led to both military and ideological combat and (ii) how the battles for Ireland’s soil and soul troubled the work of Ireland’s nineteenth-century poets, fiction-writers, and dramatists. Satisfies upper level English major requirement or Art/Literature GER.

**HON 2063 Modern Southern Fiction**  
3 credits  
This course is designed to initiate and develop an understanding and appreciation of modern Southern fiction and to stimulate a critical awareness in evaluation of this fiction. Satisfies upper level English major requirement or Art/Literature GER.

**HON 2073 The Uses and Abuses of Jesus in Modernity**  
3 credits  
A representative survey of important 19th and 20th century philosophical and theological writings about Christianity and Jesus of Nazareth as Christ, with particular attention to the role of philosophy of religion and theology within modernity. The course will address a variety of statements and standards
for articulating the meaning and identity of Jesus as Nazareth as: the Jesus of history, the Christ of faith, and the Christ-idea and archetype in Western tradition. And it will give special attention to the ways in which the texts chosen both reflect and transform the cultural, philosophical and religious contexts within which they appear. Satisfies 3rd level Theology or Philosophy GER.

HON 2083 Pens and Guns: The Literary Road to the American Civil War 3 credits
An interdisciplinary study of the links between literature and politics leading up to and occurring during the American Civil War, with emphasis on the ways American writers used fiction, poetry, and other literary forms to react to and to comment publicly upon slavery and the sectional crisis that threatened the nation from the 1840s to the 1860s. Satisfies the Art/Literature GER requirement, the 2000-level requirement for history majors, the American literature requirement for English majors, and the elective requirement for American Studies minors.

HON 2113 Kierkegaard, Mozart and Desire 3 credits
Using Kierkegaard’s famous analysis of desire as presented in Mozart operas as a point of departure, the course will survey the analysis and theories of desire in Western thought from Plato to Freud and contemporary psychoanalytic theory. Satisfies the third level Philosophy GER.

HON 2123 Violence and Nonviolence 3 credits
A philosophical examination of violence, and its contrary, nonviolence, primarily from a moral point of view. Violence is a *prima facie* evil, perhaps justified as a “lesser evil.” The rejection of violence in favor of nonviolent means of resisting evil is subject to evaluation as well, both in terms of principle and in terms of effectiveness. The course will focus on two levels: philosophical reflection on the ethical dimensions of violence and nonviolence in general, and analysis of some specific moral issues concerning the resort to violence (e.g., war, terrorism). Prerequisites: PHL 1011, 1031. Satisfies the third level Philosophy GER.

HON 2203 The Twentieth Century American Presidency 3 credits
The nature of the American presidency changed dramatically with the onset of the twentieth century. From a mainly passive office after 1900 it was occupied mostly by men who exercised an active leadership. Theodore Roosevelt will be utilized as a model for this development. The method to be used will combine history with political scientific analysis. It divides into: parties, persons, decisions, mistakes, and legacies. Student will study one or more presidents by using the above categories and present their findings in a major term paper. Satisfies upper division History.

HON 2213 The Golden Age of Rome 3 credits
An interdisciplinary approach to the most interesting and important period of Roman history, the beginning of the Principate under Emperor Augustus. This course will include a thorough study of the history, major literature and art/architecture of the period. Satisfies one Art/Literature/Classics GER.

HON 2223 Sexuality and Gender in the Ancient World 3 credits
An interdisciplinary study of the issues of sexuality and gender in ancient Greece and Rome. These issues will be examined from both a literary and a social-historical perspective. Satisfies the Art/Literature GER. Also satisfies Gender Studies requirement.

HON 2233 Identity and Power in the Americas, 1350-1650 3 credits
In this interdisciplinary course, students will use both primary and secondary sources to examine the construction of identities and the relations between different kinds of power—for example, military, social, political—among three distinct peoples in the Americas, the Aztec, the Inca, and the Spanish. The first part of the course will address each of these three cultures in the era leading up to the Spanish exploration and conquest of the Americas. In the second part of the course, students will analyze changes in the construction of identity and power wrought by European-indigenous contact.
HON 2243 Women’s Writing as Emancipation: Transatlantic Perspectives from the Scientific Revolution to Suffrage 3 credits
This course explores how British and American women of the late seventeenth to early twentieth centuries used writing as a means of emancipation. Drawing on a wide variety of women’s texts—narrative fictions, poetry, political polemics, conduct books, letters, autobiographies, social theories, sermons, etc—we will examine both the historical circumstances in which women found themselves and the literary production that resulted. Satisfies Art/Literature/Classics GER for all majors.

HON 2253 Writing as Emancipation: Transatlantic Perspectives from the Scientific Revolution to the End of Slavery 3 credits
This course explores how British and American women and men of the late seventeenth to late nineteenth centuries used writing as a means of emancipation from oppressive social, legal, political, economic, and cultural conditions in which they found themselves. Drawing on a wide variety of texts, narrative fictions, poetry, political polemics, conduct books, letters, autobiographies, social theories, sermons, etc., we will examine the historical circumstances which oppressed people, from slavery to the double standard, and the literary production that resulted. While HON 2253 -2263 is envisioned as a two-semester sequence, students may take each semester as a stand-alone course.

HON 2263 Writing as Emancipation: Transatlantic Perspectives from the Progressive Era to the Present 3 credits
This course examines how British and American women and men of the late nineteenth to early twenty-first centuries used writing, as well as newer forms of media, as a means of emancipation from oppressive social, legal, political, economic, sexual and cultural conditions in which they found themselves. Drawing on a wide variety of texts and other forms of expression, including fiction, poetry, political polemics, letters, autobiographies, social theories, music, film and websites, we will examine the historical circumstances that oppressed people, including lynching, Jim Crow laws, degrading stereotypes, and the glass ceiling, and the literary and other media production that this entailed. NOTE: While HON 2253 -2263 is envisioned as a two-semester sequence, students may take each semester as a stand-alone course.

HON 2313 Paradoxes, Problems and Proofs: Philosophical Issues in Mathematics 3 credits
Can a sentence be both true and false at the same time? Can a theorem be true if it has no proof? Can there be different sizes of infinity? Can a single solid ball be decomposed and reassembled to create two balls each with the same volume as the original? These questions all lie at the juncture of philosophy and the foundations of mathematics. This course examines the questions that have emerged in the 20th century about the nature of mathematical truth and the status of our mathematical knowledge. This is a genuinely interdisciplinary course that considers questions from both mathematical and philosophical perspectives. Satisfies third level Philosophy or Mathematics GER.

HON 2613 Civil Rights: Law and Society 3 credits
Documents-based course on the origins, evolution and effects of civil rights in American law and society. Examines issues of civil rights over time, with special emphasis on civil rights from the passage of the 13th Amendment in 1865 through the recent developments in defining civil rights in law and practice. Current issues in civil rights (including specifically civil rights issues related to race, gender, disability, and sexual orientation) also will receive significant attention, with their historical context. Satisfies one upper division Political Science, Sociology or Social Science GER.

HON 2623 Economics of Poverty 3 credits
This course will examine poverty and income distribution, both in the US and abroad. The course is divided into 4 parts: (1) description—what is poverty and who is poor? (2) analysis—what are the causes of poverty? (3) public policy—what programs are in place to respond to poverty? (4) international issues in poverty. Satisfies a Social Science GER or an elective in Economics and International Relations.
HON 2633 Cults and Culture: Sex, Gender, and Family in Cults/New Religious Movements 3 credits
This course will look at cults/new religious movements (hereafter referred to as nrms) in relation to the larger culture. We will look at the most recent wave of cults/nrms in our history, dating back to the early 1960s and continuing to the present. We will explore the sociological themes for an introductory sociology course but in the context of cults/nrms. In looking at cults/nrms sociologically, we will spend more time looking at sex, gender, and family patterns. Satisfies the Social Science GER.

HON 2723 Quantitative Methods for Business—Modeling Tools for Thinking 3 credits
This course is intended for students who wish to have an enriched experience in Quantitative Methods for Business. In this course the student will development an understanding of how to evaluate a business process. Additionally, the art of modeling, the process of structuring and analyzing problems so as to develop a rational course of action, will be discussed. The course integrates advanced topics in business statistics—two sample hypothesis testing, linear and multiple regression and forecasting, production and operations management—linear programming and simulation, and project management. Prerequisite: DSS 1311 or equivalent. Satisfies DSS 2011 for Business majors or minors.

HON 2733 Seminars in America History: American Historical Biography 3 credits
This seminar will conduct an in-depth study of the men and women who vitalized, led, and shaped the history of the American nation. From the Puritans to the Progressives, including presidents and poets, statesmen and soldiers, corporate tycoons and labor leaders, in short, the full gambit of those who have made a difference, the event-makers are singled out for attention and evaluation. The various methods of biographical writing are examined: biography in detail, Plutarchian biography, thematic biography, American types, biography used to understand historical context. The course will require an in-depth study of one important figure drawn from the historical record chosen by the student for the seminar paper. Satisfies the History GER.

Interdepartmental Major
Coordinator: Moore, S.J.

Students who wish to explore subjects, problems, or interests that cannot be served practically within the curriculum of a formally established major may do so by devising an interdepartmental major. An interdepartmental major must have an academic justification and approximate the level of difficulty of formally established majors. A minimum of ten advanced courses selected from the offerings of two or more departments (or areas) is required. A senior project, equivalent to an eleventh course, designed to serve as a means of unifying the experience of the multidisciplinary major is also required.

A student who wishes to assume responsibility for an interdepartmental major must petition the Dean of his or her College no later than the last day of March of the sophomore year. (University policy prohibits a post factum approval of interdepartmental majors.)

Before petitioning the Dean, the student consults teachers and advisors in the departments (or areas) offering courses related to his/her special interests and with their assistance, defines the limits and central purpose of the major program of study. Then, with the assistance of advisors, the student prepares a formal statement of the proposal for an interdepartmental major. The proposal should include the following:

- a statement of the reasons why the student wishes to undertake an interdepartmental major rather than an established major,
- a list of the courses that will constitute the program of study, and
- an explanation of the anticipated form and topic of the senior project.
Having satisfied these obligations, the student then obtains the endorsement of his or her proposal from those members of the faculty with whom he/she has consulted and the chairs (or directors) of the department (or areas) in which he or she plans to complete his or her major. The student must also gain assurance that a faculty advisor will continue to assist him or her and that one of them will serve as principal advisor. A letter from the advisor stating agreement to supervise the student should be attached to the proposal.

**IND 2991 Senior Project**

A project designed to serve as a means of unifying the multidisciplinary experience. Project proposals are subject to review by the Faculty Board and approved by the Dean of the College or his/her delegate.

### Interdisciplinary Courses

**Coordinator:** Moore, S.J.

An interdisciplinary course generally meets one or more of the following designations:

- a course which includes the concerns of more than one department;
- a course taught by two or more teachers from different disciplines;
- a course whose subject matter does not match departments now existing at Saint Joseph’s University.

The particular requirements and understandings of each course are found in the section on *Course Descriptions*. A fuller explanation of courses may be obtained by consulting the listed faculty.

**INT 1011 Introduction to Clinical Medicine**

This course introduces the student to clinical medicine. It will survey the human body by organ system (respiratory, circulatory, neurologic, digestive, endocrine & metabolic, skeletal & muscular) and will encompass health & disease, diagnosis & treatment. It will weave clinical applications into a discussion of basic anatomy and physiology. Students will learn selected clinical syndromes in greater depth and be introduced to basic concepts of differential diagnosis and disease management as they apply to these disease states. *This is a free elective; yet pre-health students who have completed introductory biology would be better prepared for the course.*

**INT 1021 Practicum in Career Services**

Career Development Interns will learn about career development theory and the various services and resources offered by the Career Development Center. They will learn how to write resumes and cover letters and will help their peers by giving tutorials on the Career Development web site, presenting workshops, and assisting with career-related events. Interns will market the Career Development Center and its programs, including the Fall and Spring Career Fairs. *Open to Career Development Interns, with permission of the instructor.*

**INT 1041 Geography**

This course examines the chief political and strategic features of the countries and regions of the world and their relationship to international political events. *This course counts for a Social Science requirement in the GER.*

**INT 1061 Leadership Theory and Practice**

This course will explore various dimensions and applications of leadership theory with special emphasis placed on the role of a leader in contemporary society. Some of the areas to be covered are leadership theory, communication skills, group process, and basic organizational development concepts. Special guest lectures from persons who have assumed high leadership positions will be included. Enrollment is limited to those students holding membership in the Alpha Sigma Nu Honorary Society, the Student Association Board, organizational or residence hall officers, or with the permission of the instructor.
INT 1081 Interdisciplinary Approaches to Personal Growth   3 credits
This course is intended for students who wish to explore and expand their intra- and interpersonal growth through application of theory of young adult development to their own life experiences. Issues of identity, intimacy, morality, life style choices and family relationships will be considered through the disciplines of psychology, sociology, education, philosophy and theology.

INT 1091 Introduction to African American Culture   3 credits
This course is designed to provide an overview of African American culture by examining its belief systems and customs, social institutions, language, art, religious and secular musics as well as historical and contemporary literature.

INT 2041 Leadership Theory and Practice in a Diverse and Global Society   3 credits
This course will explore the various dimensions and applications of leadership theory with a special emphasis placed on the role of a leader in contemporary society. Course topics include: contemporary theories of leadership; self esteem and identity, values and personal growth; leadership skill development; group dynamics and process; the dynamics of change; decision making, technology and leadership; developing a multi-cultural leadership perspective, gender and leadership; and special topic sessions (Presentation Skills, Assertiveness Theory and Training, MBTI and Leadership, Stress Management, Living a Balanced Life). Alumni in positions of leadership will serve as expert guest lecturers and mentors to class participants.

Interdisciplinary Health Care Ethics
Director: Clark, S.J.

Health Care Ethics is an interdisciplinary minor, open to all majors, that encourages the study of ethics in all aspects of the health care industry. This will encompass the clinical side of health care as well as the pharmaceutical industry, the health care insurance industry, health care administration and education and medical research. This program is designed to encourage the study and appreciation of philosophical and theological ethics both within the curriculum and through extracurricular activities. Students are urged to seek out independent study programs that will give them practical experience in the health care industry.

Requirements for the Interdisciplinary Health Care Ethics Minor

Students seeking the Health Care Ethics Minor are required to complete six courses from at least three departments; no more than three courses from any one department may count for credit toward the minor. The prerequisite will be THE 1301 Christian Social Ethics. Of the six minor courses, students are required to take a Capstone Course (focused upon either a particular academic discipline’s approach to or a particular topic in ethics) during senior year and PHL 1031 Moral Philosophy during the interim between these two courses. The remaining 4 courses are electives taken from the primary required course list. (Health Care Ethics studies are open to students in all majors.)

The requirement for the senior Capstone course can be fulfilled in either of two ways: by taking THE 2461, Just Health Care in Developing Nations; or by taking any of the other elective courses and in addition writing a research paper 50% longer than is required by the instructor, and then submitting the paper to the Program Director for approval.

Elective Courses:
- ECN 2661 Economics of Health Care
- IHS 2101 Psychosocial Aspects of Chronic Illnesses and Disabilities
- IHS 2111 Health Care Systems & Its Responsibilities
- IHS 2231 (SOC 2231) Health and Society
IHS 2431  Helping & Healing: Ethics, Community & Personal Transformation  
IHS 2451  Seeking a Better Death: Hospice Care  
IHS 2561  HIV/AIDS: Sexuality, Money, Politics, Research, Public Health and Ethics  
INT 1011  Introduction to Clinical Medicine  
PMK 1021  Access of Health Care  
PHL 2321  Philosophy of Death  
SOC 2171  (IHS 2171) Mental Health and Society  
SOC 2231  Health and Society  
THE 1701  Profits and Prophets  
THE 2401  Catholic Social Teaching  
THE 2411  Faith & Justice: The Gospels and Social Values  
THE 2421  Sexuality & Catholic Morality  
THE 2441  Christian Medical Ethics  
THE 2451  Suffering & Death: Biblical, Systematic and Ethical Perspectives  
THE 2461  Just Health Care in Developing Nations  
THE 2501  Economic Ethics

**Special Events**

Special events include three formal conferences each year, a monthly Journal Club and monthly movies. See the web site for details (http://www.sju.edu/bioethics). Students are required to attend at least three events per semester.

**Interdisciplinary Health Services**

**Professors:** Bernt, Rowe (Director), White  
**Assistant Professors:** Black, Cardosa, Newhouse

**Interdisciplinary Health Services Advisory Board:** Black, Dowdall, Linehan, Rowe (Chair), Tefft, Zurbach

Health care is one of the most rapidly growing and cost intensive fields in the United States approaching 15% of GDP. Rapid changes in demographics, medical advances in technology and medical science with tremendous pressures to assure regulatory compliance and quality care have increased the need for more educated, more committed and more compassionate people to enter this field. This is especially true of individuals focusing on long-term care, chronic illness, rehabilitation medicine, ambulatory services, health promotion and wellness, whose health care services are directed toward long-term care and chronic illnesses. At the turn of the century to 1900, infectious diseases were considered the most significant threat to public health. However, at the turn of this past century to 2000, chronic illnesses are among the most major concerns for the health care industry. In fact, of the present expected life span of 76 years, most Americans will live with some sort of chronic illness for approximately 13 years.

The B.S. in Interdisciplinary Health Services is a program designed for students who intend to pursue careers in health-related fields. The curriculum prepares students for a wide range of health care positions in hospitals, health departments, health agencies, research facilities, schools, and industry. This Program develops individuals who approach medicine using a carative model – that is, the focus is placed upon the patient living with and coping with a particular disease. This philosophy is in contrast to traditional medical practices that are based upon a curative model whereby patient care primarily involves fixing or curing the disease.

Based upon the interdisciplinary nature of health services, this program will consequently provide a comprehensive foundation in natural sciences, public health, the health care system, and social sciences. Students will be introduced to a broad spectrum of health issues including sociocultural influences on health, health behavior and management, the systems of health care, legal and ethical concerns, health promotion,
environmental influences on health, nutrition, mental health, life cycle health, alternative/complementary medicine, and epidemiology. This major provides students with the flexibility to design an individual program of study based upon interests and career goals, and there is considerable flexibility within the program to complete prerequisites needed for graduate programs in health-related fields and to minor in biology, chemistry, psychology, sociology or business. Students majoring in IHS will participate in an internship near the completion of the degree requirements. For further information contact Dr. Michelle Rowe at (610) 660-1576 or email mrowe@sju.edu

Requirements for the Interdisciplinary Health Services Major

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

**Mathematics:**
- MAT 1171 Topics in Contemporary Mathematics
- MAT 1181 Introduction to Statistics
  or higher *(Note: Upper-level science courses require calculus)*

**Natural Science:**
- CHM 1011-1021 General Chemistry
- CHM 1112-1122 General Chemistry Laboratory

**Philosophy**
- PHL 2321 Philosophy of Death
  or PHL 2461 Philosophy of Science

**GER Electives:** any eight courses

**Major Concentration:**

**IHS Core Requirements:** 5 courses
- IHS 2101 Psychosocial Aspects of Health, Illness and Disability
- IHS 2231 Health and Society
- IHS 2311 The Health Care System and Its Responsibilities
- IHS 2311 Statistics and Research Methods in Health Fields
- IHS 2901 Senior Capstone in Health Services

**Area Studies:** 5 courses (at least 3 courses must be from the Health Services Courses group)

**Health Services Courses:**
- IHS 2411 Alternative Medicine and Non-traditional Therapies
- IHS 2421 Public Health, Disease, and Epidemiology
- IHS 2431 Helping and Healing: Ethics, Community, and Personal Transformation
- IHS 2441 Health Administration
- IHS 2451 Seeking a Better Death: Hospice Care
- IHS 2461 Administration of Health Care and Public Health Organizations
- IHS 2471 Nutrition, Exercise, and Body Composition
- IHS 2481 Health and the School-aged Child
- IHS 2491 Managed Health Care
- IHS 2521 Health Care Policy
- IHS 2531 Nutrition: Health and Disease
- IHS 2541 Diversity Leadership in Healthcare
- IHS 2551 Human Sexuality and Disease
- IHS 2561 HIV/AIDS: Sexuality, Money, Politics, Research, Public Health, and Ethics
- IHS 2571 Introduction to Autism Spectrum Disorder
IHS 2581 Epidemiology
IHS 2591 Planning and Evaluating Public Health Promotion Programs
IHS 2501-2511 Independent Health Research
IHS 2601-2611 Internship in Health Services
IHS 2621 Violence and Aggression: Deconstructing Youth Violence
IHS 2631 Theories of Addiction and Addictive Behavior

Social Sciences Courses:
PSY 1781 Health Psychology
PSY 1201 Sports Psychology
PSY 1221 Introduction to the Nervous System
PSY 1611 Drugs, the Brain, and Human Behavior
PSY 2181 Abnormal Psychology
PSY 2361 Physiological Psychology
SOC 2171 Sociology of Mental Health
SOC 2241 Issues in the Sociology of Medicine

Natural Sciences Courses:
BIO 1031 Organismic Biology
BIO 2011 Comparative Anatomy
BIO 2041 Systemic Physiology
BIO 2061 Microbiology
BIO 2211 Biochemistry
BIO 2221 Histology
CHM 2311 Organic Chemistry I
CHM 2321 Organic Chemistry II

Additional Science Requirements: 2 courses
BIO 1011 Biology I: Cells
BIO 1021 Biology II: Genetics

Note: Students planning graduate study in allied health are strongly encouraged to minor in biology or chemistry.

IHS 2101 Psychosocial Aspects of Health, Illness and Disability  3 credits
A survey of the psychological, social, and behavioral theories as they relate to the experiences of chronic illness and disability with particular emphasis on how biopsychosocial factors impact motivation, social support, and life satisfaction. Current theories, as they apply to the epidemiology of public health behaviors throughout the life cycle are evaluated. An inquiry into the health needs of women, children, and ethnic minorities is explored, as well as how society perceives and responds to people with illnesses and disabilities.

IHS 2111 The Health Care System and its Responsibilities  3 credits
An introduction to public health and the organization and structure of the health care delivery system in the United States. This course will focus upon the various types of health care services, where these services are provided, ways to assess and keep track of diseases and public health care needs, health policies, and administration of these services. Also included will be a discussion of how legal, economic, psychological, cultural, political, ethical, and technological forces affect health care and the people who provide it. An introduction to managed care including current and evolving models, terminology, and differences among insurers and payer types will be included.
IHS 2231 Health and Society 3 credits
Health and health care are of central concern in a post-industrial society. This course examines sociological issues in health and health care, with special focus on the contemporary United States. How do such factors as race, gender, and social class shape physical and mental illness? How is health care organized, and what professions and organizations make up the health care sector? How have health and health care become major social problems, and what are the prospects for major social change in society’s response to health issues?

IHS 2311 Statistics and Research Methodology 4 credits
This course introduces students to research methods and data analyses as they apply to research in the health services field. Topics included are experimental design, descriptive statistics, inferential statistics, parametric and nonparametric tests, internal and external validity, and instrumentation. Students will be responsible for developing a research idea, writing an extensive review of the literature, collecting and analyzing data, and summarizing and discussing the results. This course includes a weekly computer lab.

IHS 2411 Alternative Medicine and Non-traditional Therapies 3 credits
This course introduces students to the history and practice of complementary medicine and non-traditional therapies. Included will be an overview of the debate between eastern and western societal approaches to medicine, the relationship between mind and body in health and illness, how cultural issues affect the way individuals feel about and comply with their medical treatment, some of the non-traditional therapies used in the treatment of physical and psychological illness such as art and music therapy, and the overall emphasis on wellness promotion.

IHS 2421 Public Health and Disease 3 credits
This course provides a basic foundation in epidemiology and public health issues. This will include an exploration of at-risk groups in terms of health behavior and the prevalence of certain diseases. Strategies for reducing premature mortality and morbidity as well as enhancing health at home, at school, in the workplace, and the community at large will be presented. Students will learn about the development of public health education programs for hospitals, work sites, communities, and schools and how outreach wellness programs can impact health and disease.

IHS 2431 Helping and Healing: Ethics, Community, and Personal Transformation 4 credits
Why do we help others? Why should we? How should and how do we? This course explores the problems and promises of caring for other people from the perspective of the helper and the community to which they belong. Integrating the disciplines of philosophy, literature, and social science, this course aims to provide a coherent way of thinking about the psychosocial and ethical dimensions of helping and caring. It will explore the motives for and obstacles to caring, the demand that one transforms self in caring, and the manner in which one might be transformed by caring. This course includes a weekly service-learning requirement at local health service agencies.

IHS 2441 Health Administration 3 credits
This course is an introduction to the principles of administration and management as they relate to health services institutions. The peculiarities of health care organizations and the health care system will be reviewed with regard to professionalism, human resource/organizational development issues, organizational design, human personality, and motivational factors. Case studies on health care organizational problems and issues will supplement and enrich group discussions, and didactic presentations and guest speakers from local health care systems will be provided.

IHS 2451 Seeking a Better Death: Hospice Care 4 credits
This course examines how people across cultures and throughout history have responded to the challenge of dying. It will examine cultural practices relating to treatment of the death and to care of the dying, as well as the process of confronting one's own death from a psychological perspective. After describing the limitations of the traditional medical (curative) model's approach to death, the course will study the hospice movement: its history, philosophy, and practices of caring. In addition to specific models and essential components of hospice care, administrative issues (legal, reimbursement, human
resources) will be addressed. This course will include presentations by and interviews with hospice workers, as well as a survey of hospices in the metropolitan area. This course includes a weekly service-learning requirement.

IHS 2461 Administration of Health Care and Public Health Organizations 3 credits
This course focuses on the fundamental principles and theories of administration in a number of different types of health care and public health organizations. It covers areas of management, supervision, and leadership required in today’s complex health care settings such as hospitals, public health agencies, physician practices, clinical departments, ambulatory and long-term care settings, and health education programs with an emphasis on human resources, finance, budgeting, planning, customer relations, systems design, outcome measures, and program evaluation. It recognizes the unique characteristics of health care organizations and what is needed to operate clinical, educational, and public health programs in this environment. Critical administrative strategies will be presented giving students opportunities to understand their importance and how they may be applied. Through various instructional methodologies such as case studies, team assignments, guest presentations, and role-plays, students will experience the rich, exciting environment of health care administration.

IHS 2471 Nutrition, Exercise, and Body Composition 3 credits
A significant amount of research has identified the importance of good nutrition and regular exercise in maintaining a healthy lifestyle and preventing illness. This course provides a comprehensive examination of the principles of good nutrition throughout the life cycle and a discussion of the factors that contribute to maintaining a pattern of regular exercise. Relative to nutrition and exercise, students will learn about weight and body composition, which differs between men and women, and the physically trained and untrained, and about the various ways in which body composition is measured. Finally, topics such as obesity, weight-control programs, and eating disorders will be examined.

IHS 2481 Health and the School-aged Child 3 credits
This course introduces students to some of the unique health issues faced by the school-aged child. In contemporary society, schools have become one of the primary avenues of health care; the school is responsible for assuring that a child has received all of his/her required vaccinations and regular health examinations. Schools provide routine health screenings for diseases such as high blood pressure, and often are the first to notice mental health problems such as Depression, ADHD, eating disorders, and addictions. In addition, schools are required to provide regular health education programs relative to prevention of illness, physical fitness, and sex education. Issues such as coping with childhood chronic illnesses including Type I Diabetes and Asthma, what happens when a child is diagnosed with cancer, AIDS, a learning or physical disability, or Depression, as well as the importance of proper nutrition, physical fitness, mental health, and the reduction of risky health behavior will be addressed.

IHS 2491 Managed Health Care 3 credits
It can be argued that no other industrialized nation could have developed the concept of managed care. America alone with its tradition of employment-based health care coverage and an aversion to universal, socialized medicine, evolved the managed care model. This course explores how managed care came about, what were the early forms it took, how national politics played a significant role in shaping today’s managed care companies, the variations that developed during the 1980s, and what it means for health care providers, health care organizations, and consumers in the 21st century. Students will go inside the managed care industry and study how it works, how it contracts for services, and why it has been so successful.

IHS 2501-2511 Independent Study in IHS 3-6 credits
Permission of IHS Program Director and GPA of 3.0 required.

IHS 2521 Health Care Policy 3 credits
This course will explore health care policy issues (such as Medicare, Social Security, Medicaid, Long-Term Care, AIDS/HIV programs) and lead to a general understanding of the health care policy process. Focus will be placed on examining the various factors that lead to health care policy at the state and
national level, and how health care policy impacts health care professionals’ ability to deliver care and consumers’ ability to utilize care in an ever-changing environment. The role of the political process to address issues revolving around cost of health care, access to and quality of that care will be addressed.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>IHS 2531</td>
<td>Nutrition: Health and Disease</td>
<td>3</td>
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<td>IHS 2541</td>
<td>Diversity Leadership in Health Care</td>
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<td>IHS 2551</td>
<td>Human Sexuality and Disease</td>
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<td>IHS 2561</td>
<td>HIV/AIDS: Sexuality, Money, Politics, Research, Public Health, and Ethics</td>
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<tr>
<td>IHS 2571</td>
<td>Introduction to Autism Spectrum Disorders</td>
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<tr>
<td>IHS 2581</td>
<td>Epidemiology</td>
<td>3</td>
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<tr>
<td>IHS 2591</td>
<td>Planning and Evaluating Public Health Promotion Programs</td>
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IHS 2531 Nutrition: Health and Disease

The number of children who are obese or overweight in the United States has tripled in the past twenty years. Being overweight puts people at risk for heart disease, diabetes, and other health problems. A basic knowledge in the science of food helps people make wise food choices, avoid disease, and to live longer, more productive lives. This course explores fundamentals of nutrition, diet-related diseases and current issues.

IHS 2541 Diversity Leadership in Health Care

The impact of valuing diversity and multiculturalism is profound in the healthcare field. Research has long suggested that health outcomes and health services delivery are improved when caregivers and managers integrate genuine valuing of diversity in their operations. This course offers students the means to develop effective awareness, knowledge and sensitivity concerning diversity and multiculturalism. It provides strategies and insights allowing students to build their leadership skills in this critical area and then apply such knowledge and competencies in the field itself.

IHS 2551 Human Sexuality and Disease

Human Sexuality and Disease explores the biological, psychosocial, behavioral and cultural perspectives of human sexuality. The course has a strong emphasis on sexual anatomy and physiology, pathophysiology, and health behaviors.

IHS 2561 HIV/AIDS: Sexuality, Money, Politics, Research, Public Health, and Ethics

This course offers the student the opportunity for an in-depth assessment of one of the most critical public health issues facing the world today. Topics include current HIV/AIDS information as well as exploration of related issues including politics, sexuality, homophobia, ethical issues, discrimination, international implications, and worldwide economic effects. This class will include site visits to local agencies in the Philadelphia area as well.

IHS 2571 Introduction to Autism Spectrum Disorders

Autism Spectrum Disorders (ASD’s), including Autism, Pervasive Developmental Disorder, and Aspergers Syndrome, are common, occurring in 1 in 166 individuals. The result of a neurological disorder that affects the functioning of the brain, ASD’s impact social interactions and communication skills. The types of ASD’s range in severity from very low functioning, associated with significant cognitive deficits and highly disruptive behaviors, to very high functioning, associated with highly gifted intelligence and “quirky” behaviors. This course introduces students to the neurology, symptoms, diagnostic criteria, causes, biomedical treatments, and behavioral interventions, as well as to the impact on individuals with ASD’s, families, friends, school districts, the economy, and society with regard to functioning, coping, prognosis, and outcomes.

IHS 2581 Epidemiology

The course introduces the basic principles and methodologies used in epidemiology and will demonstrate how these are applied to the field of public health. Topics to be covered will include historical perspectives of epidemiology, measures of disease occurrence and association, clinical epidemiology, disease screening, causal inference, and study design.

IHS 2591 Planning and Evaluating Public Health Promotion Programs

Community health education programs are a cost effective way to prevent injuries and diseases. The most effective programs are theory based, include an evaluation component, and are tailored to the audience. This course takes students through the process of health promotion planning including theoretical foundations, needs assessment, program development, and evaluation. Development and implementation of a health promotion project is a core component of the course.
IHS 2601-2611 Internship in IHS  
Offered in the summer only. Permission of Instructor required.

IHS 2621 Violence and Aggression: Deconstructing Youth Violence  
3 credits  
The most important responsibility of any society is protecting the welfare of its children. However, many of our youth continue to struggle with violence in their homes, schools, and communities. Many of the current efforts to reduce violence are costly but ineffective; more comprehensive approaches to youth violence are needed. This course attempts to understand violence from both a psychosocial and public health perspective, and in doing so explores alternative, more effective strategies to prevent and reduce youth violence.

IHS 2631 Theories of Addiction and Addictive Behaviors  
3 credits  
The study of the nature and causes of substance abuse and other compulsive behaviors. The historical and socio/cultural/economic trends are evaluated in view of current and new addiction theories and treatment interventions. Emphasis is placed upon the relation of addiction to family and work environments.

IHS 2901 Seminar in Interdisciplinary Health Services  
3 credits  
This course is the capstone for integration between theory and practice of health services enabling the student to apply principles of health behavior. Each student will be responsible for the preparation of a research paper on a topic in health services and will participate in a service-learning fieldwork experience in an approved health care facility. Prerequisites: IHS 2101, 2231, 2111, 2311

International Relations

Director: To be named  
Committee on International Relations Major: Baglione, Carter, Liebman, Pardo, Petrie, Warren, Widmaier

International Relations is a degree program that offers the student a truly interdisciplinary course of studies. The major concentration emphasizes modern history, economics, and political science. The IR faculty encourages its majors to enhance the interdisciplinary nature of their studies by taking a double major or a minor concentration in modern language, economics, history, political science, business, or one of the interdisciplinary and area studies programs that the University offers (Asian Studies, European Studies, Latin American Studies, Gender Studies, American Studies); by studying abroad; and/or by participating in the Washington and Philadelphia Internship Programs.

Students majoring in International Relations acquire valuable skills in communication and analysis, independent judgment, appreciation of different societies and cultures, and knowledge of world affairs and trends, all of which are critical in the increasingly global environment of today and tomorrow.

International Relations is a major rooted in the Jesuit tradition of liberal arts, especially suited to those whose orientation may be toward graduate or legal studies, government service, international business, communications, and education.

Requirements for the International Relations Major

GER Common Courses (See Curricula): six courses  
GER University Distribution (See Curricula): fourteen courses, including Social/Behavioral Sciences:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECN 1021</td>
<td>Introductory Economics (Macro)</td>
</tr>
<tr>
<td>POL 1031</td>
<td>Introduction to Comparative Politics</td>
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<tr>
<td>POL 1051</td>
<td>Introduction to International Politics</td>
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Mathematics
any two courses  (However, students intending to go to graduate school should realize that most Master's Degree programs in International and/or Public Affairs require statistics.)

GER Electives: any eight courses

Major Concentration:

Foundational Courses: (3 courses)
- ECN 1011 Introductory Economics (Micro)
and any two of the following:
- HIS 1521 Historical Introduction to Latin America
- HIS 1551 Historical Introduction to the Islamic World
- HIS 1571 Historical Introduction to East Asia
- HIS 1041 US History II
- INT 1041 Geography

Core Courses: (2 courses)
- IRT 2001 Theory and Methods in International Relations
- IRT 2701 IR Senior Capstone Seminar

Upper Division Courses: (7 courses)
Majors will select a total of 7 courses from the list of approved IR courses (see below). In completing this requirement, students must take at least one upper division IR course in each of the constituent departments, Economics, History, and Political Science.
- ECN 2021 International Economics I: Trade
- ECN 2031 International Economics II: Finance
- ECN 2081 Modern Economic Systems
- ECN 2091 Economic Development
- ECN 2131 U.S. Economic History
- ECN 2151 Economics Of Multinational Enterprises
- ECN 2201 Nationalism And The Economy
- ECN 2211 Economics Of Transition
- ECN 2221 African Economies
- ECN 2671 Asian Economies
- ECN 2681 Economics Of Poverty & Income Distribution
- ECN 2691 Economics Of Migration & Immigration
- HIS 1521 Historical Introduction To Latin America
- HIS 1531 Latin American-U.S. Migration
- HIS 1551 Historical Introduction to the Islamic World
- HIS 1561 Historical Introduction to South Asia
- HIS 1571 Historical Introduction to East Asian Civilizations
- HIS 2031 United States And Latin America
- HIS 2051 History Of Modern Mexico
- HIS 2061 The Modern Caribbean
- HIS 2071 Religion And Politics In Latin America
- HIS 2091 Social Protest In Latin American History
- HIS 2191 Europe In The 20th Century, 1914-1939
- HIS 2201 Europe In The 20th Century Since 1939
- HIS 2211 Modern International Socialism
- HIS 2221 France 1814-1914
- HIS 2231 Age Of Empire
- HIS 2251 European Diplomatic History 1814-1914
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<th>Course Code</th>
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<tbody>
<tr>
<td>HIS 2291</td>
<td>Age Of Aristocracy: Britain 1689-1832</td>
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<td>HIS 2301</td>
<td>Victorian Britain 1815-1901</td>
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<td>HIS 2311</td>
<td>Twentieth-Century Britain</td>
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<td>HIS 2321</td>
<td>Germany: French Revolution Through World War I</td>
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<td>HIS 2331</td>
<td>Weimar Republic And Nazi Germany</td>
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<td>HIS 2351</td>
<td>Russia, 1682-1881</td>
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<td>HIS 2361</td>
<td>Russia, Since 1881</td>
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<td>HIS 2421</td>
<td>Exchange And Conquest In Modern East Asia</td>
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<td>HIS 2431</td>
<td>Gender, Ideology, And Revolution In East Asia</td>
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<td>HIS 2451</td>
<td>Modern China</td>
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<td>HIS 2461</td>
<td>Japan Since 1800</td>
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<td>HIS 2471</td>
<td>Colonialism And Nationalism In Southeast Asia</td>
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<td>HIS 2511</td>
<td>Modern South Asia</td>
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<td>HIS 2521</td>
<td>Colonialism and Culture</td>
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<td>HIS 2671</td>
<td>Progressive Era To New Deal</td>
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<td>HIS 2681</td>
<td>Post-War America, 1945-Present</td>
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<td>HIS 2711</td>
<td>Foundations Of American Foreign Policy</td>
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<td>HIS 2721</td>
<td>U.S. As A Global Power</td>
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<tr>
<td>POL 2311</td>
<td>Politics In Western Europe</td>
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<td>POL 2331</td>
<td>Women, Gender, And World Politics</td>
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<td>POL 2351</td>
<td>Revolution And Development</td>
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<td>POL 2371</td>
<td>Latin American Politics</td>
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<td>POL 2381</td>
<td>Japan And The U.S.</td>
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<td>POL 2391</td>
<td>Canadian Government And Politics</td>
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<td>POL 2401</td>
<td>Nationalism</td>
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<td>POL 2411</td>
<td>The Craft Of Intelligence</td>
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<td>POL 2421</td>
<td>Russian Politics</td>
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<td>POL 2441</td>
<td>South Africa &amp; the Politics of Transition</td>
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<td>POL 2451</td>
<td>Politics of Japan</td>
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<td>POL 2481</td>
<td>Internal War</td>
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<td>POL 2501</td>
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<td>POL 2521</td>
<td>International Law and Organization</td>
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<td>POL 2541</td>
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<td>POL 2551</td>
<td>Global Security</td>
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<td>POL 2571</td>
<td>Viet Nam Wars</td>
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<td>POL 2591</td>
<td>International Relations of the US &amp; South Asia</td>
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<td>POL 2611</td>
<td>Theories Of International Relations</td>
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<tr>
<td>POL 2631</td>
<td>Political Economy: Of Booms And Busts</td>
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<td>POL 2641</td>
<td>Globalization And Governance</td>
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<td>POL 2651</td>
<td>America And The World Economy</td>
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<td>POL 2671</td>
<td>War And Peace</td>
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<td>POL 2681</td>
<td>Arms, Arms Control And Proliferation</td>
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<tr>
<td>POL 2721</td>
<td>Seminar: International Political Economy</td>
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<td>POL 2751</td>
<td>Seminar: Contemporary Peace Making and Peace Building</td>
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<td>POL 2761</td>
<td>Seminar: Wars, Crises, and Turning Points</td>
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<th>Ethics &amp; globalization</th>
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<tr>
<td>POL 2841</td>
<td>Political Internship</td>
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<td>POL 2871</td>
<td>Model European Union</td>
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<tr>
<td>POL 2881</td>
<td>Advanced Issues In European Integration</td>
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Minor in International Relations

Minors in International Relations will complete 6 courses that satisfy the following requirements:

- POL 1051 and one other Foundation Course (chose one from ECN 1011, ECN 1021, INT 1041, HIS 1041, HIS 1521, HIS 1551, HIS 1571, POL 1031)
- plus 4 upper division IR courses. In completing these 4 upper division courses, students must take at least one approved ECN, HIS, and POL class.

Internships

Students majoring in International Relations are encouraged to consider participating in the Washington and Philadelphia internship programs. The Washington Internship is described under Special Programs and allows students to work in Washington for a whole semester and earn course credits. The Philadelphia Program is described under the Political Science Program and is listed as POL 2841 Political Internship. IR students who find a relevant internship in the area are able to receive credit for one upper division IR course.

Requirements for Departmental Honors

Requirements for departmental honors are found under the Honors Program and in the brochure published annually by the Director of the Honors program.

IRT 2001 Theory and Methods in International Relations 3 credits
This course exposes students to some classical theories in international and comparative studies. It will also introduce students to different methodologies appropriate for performing undergraduate research in International Relations. Throughout the semester, students will work on developing and completing their own research project, and the final product will be a significant paper.

IRT 2701 IR Senior Capstone Seminar 3 credits
Designed to be a culminating experience for all senior International Relations majors, this course provides students with an opportunity to pursue research on a topic of their choosing and present their papers to the class.

IRT 2953-2963 Honors Research in International Relations 3 credits each semester
These courses are for students pursuing Departmental Honors. Students must both have a 3.5 GPA as junior and generate a research proposal for a year-long project to be completed under the supervision of a member of the IR Committee. Interested students apply to the Honors Program by April 15 of their junior year for the right to perform Departmental Honors. Majors then work on their project from the summer prior to and throughout their final year at the University. For more information, please consult the Honors Program web site or the Director of the International Relations Program.
Latin American Studies

Director: Warren

Committee on Latin American Studies: Bernt, Clark, Faccini, Hennes, Mauri, Mendoza, Samway

The Latin American Studies Program focuses on the region’s languages, histories, literatures, and cultures. Appropriate theories and methodologies gained from courses in political science, economics, sociology, theology and other disciplines complement the program’s basic offerings. Latin American Studies prepares students for graduate study or careers in government, nonprofit, education, and business environments. The program provides students with two options for acquiring a multi-disciplinary background in the Latin American region by completing either a Minor or a Certificate. Students should consult the Program Director to assess which option is appropriate. Participation in study abroad programs is encouraged, although no more than three courses for the minor and four for the certificate may be taken at other institutions.

The Minor

Students complete the Minor in Latin American Studies with six courses. Since competence in one of the region’s languages is a key component of the minor, students must complete two relevant courses from the Department of Foreign Languages and Literatures beyond the 1200 level (or demonstrate competence through other means). In addition, to ensure the interdisciplinary focus of the minor, courses from at least three participating departments must be represented among the six courses completed. Students may petition the Committee on Latin American Studies to receive credit for courses not listed below.

The Certificate

Students complete the Certificate in Latin American Studies with nine courses. Language and literature study is emphasized. Students are required to complete four appropriate courses from the Department of Foreign Languages and Literatures beyond the 1200 level. Five additional courses from the list below must also be completed. Students may petition the Committee on Latin American Studies to receive credit for courses not listed below.

Course Offerings

PLEASE NOTE. Students may count at most only two of the following courses towards the Minor in Latin American Studies: SPA 1311, SPA 1321, SPA 2011, SPA 2021.

ECN 2021 International Economics
ECN 2091 Economic Development
EDU 2711 Education and the Jesuit Mission in Latin America
HIS 1521 Historical Introduction to Latin America
HIS 1531 Latin American-U.S. Migration
HIS 2031 United States and Latin America
HIS 2041 Colonial Mexico
HIS 2051 History of Modern Mexico
HIS 2061 The Modern Caribbean
HIS 2071 Religion and Politics in Latin America
HIS 2081 Identity and Power in the Americas, 1350-1650
HIS 2091 Social Protest in Latin American History
HIS 2851 Colloquium in Latin American History
HIS 2861 Seminar in Latin American History
POL 2351 Revolution and Development
POL 2371 Latin American Politics
POL 2401 Nationalism
POL 2771 Seminar on Democracy and Democratization
SPA 1311 Conversation and Composition I
SPA 1321 Conversation and Composition II
SPA 2011 From the Old World to the New in Hispanic Literature I
SPA 2021 From the Modern World to the Present in Hispanic Literature II
SPA 2211 Topics in Latin American Cultures
SPA 2221 Narratives of European Exploration and Conquest in America
SPA 2231 Major Latin American Authors
SPA 2241 Latin American Modern Novel
SPA 2251 Culture, Dictatorship and Exile in the Latin American Southern Cone 1973-85
SPA 2261 Latin American Modern Short Story
SPA 2271 The Discourse of Latin American Modernity (Poetry)
SPA 2281 Visions of the Vanquished: Indigenous and Mestizo Perspectives of Colonization
SPA 2321 Honors Readings in Women's Voices in 20th Century Spanish and Latin American Fiction
SPA 2691 Topics in Spanish Linguistics
SOC 1031 Dominican Republic
SOC 2041 Cultural Anthropology
THE 2301 Liberation and Political Theologies
THE 2411 Faith and Justice: Scripture and Social Values
THE 2461 (IHS 2791) Just Health Care in Developing Nations

Mathematics

**Professors:** Banerji (Emeritus), Gowdy, Hecker (Chair), Hodgson, Klingsberg, Rash, Riddle (Emeritus), Smith

**Associate Professors:** Cavaliere, Cooper, Costello (Emeritus), Fillebrown, Foley, Forman, Forouraghi, Hall, Laison, Lurie, Wei

**Assistant Professors:** Atalay, Berezovski, Grevera, Hayes, Terry, Regis

**Visiting Assistant Professors:** Bobo, DeLiberato, Köknar-Tezel, Snively

The Department of Mathematics and Computer Science offers a B.S. degree in mathematics, a B.S. degree in actuarial science and a five-year B.S./M.S. program in mathematics and secondary education. The objective of the bachelor's degree program in mathematics is to prepare students for professional careers in a variety of industries and graduate programs leading to the M.S. and Ph.D. A creative imagination is required for success. Students also may opt for advanced degrees in education, business administration, law, or medicine.

The Department also offers B.S. and M.S. degrees in computer science. For information on the B.S. degree program, see *Computer Science* in this catalog. For information on the M.S. program, see the catalog for graduate programs.

**Requirements for the Mathematics Major**

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

**Mathematics:**

MAT 1351 Calculus I
MAT 1361 Calculus II

**Natural Science:**

a 2-semester sequence of a laboratory science

**GER Electives:** any six courses
Major Concentration:

CSC 1401 (or CSC 1421) Introduction to Computer Programming
MAT 1371 Calculus III
MAT 1431 Theory of Numbers
MAT 1461 Introduction to Linear Algebra
MAT 1591 The Fundamental Ideas of Mathematics (or CSC 1671 with permission)
MAT 2031 Modern Algebra
MAT 2091 Real Analysis
MAT 2651 Problem Solving Capstone

one elective chosen from MAT 2041, 2101, 2151, 2551,
and any other five MAT courses approved by advisor and chair.

Minor In Mathematics

Advisor: Dr. Klingsberg

With the approval of the department, students may minor in mathematics. Upon acceptance, they will be assigned an advisor within the department who will assist the students in selecting courses appropriate for their area of interest.

Students desiring a minor in mathematics must take MAT 1371 or MAT 1391, and any five other mathematics courses numbered higher than 1371, with approval of the departmental advisor. The grade in each course must be C+ or better, or the average of the six classes must be at least 2.7.

The Five-Year Combined B.S. In Mathematics, M.S. In Secondary Mathematics Education Option

Program Director: Dr. Fillebrown

The combined B.S./M.S. program in mathematics and secondary mathematics education offers students the opportunity to complete both an undergraduate major in mathematics, a minor in secondary education, Commonwealth of Pennsylvania Secondary Teacher Certification in mathematics, and a M.S. in Secondary Mathematics Education. This curriculum emphasizes the unique character of mathematics learning theory, technology, and techniques for effective teaching in the discipline. The program strengthens the traditional certification programs by incorporating modern teaching/learning strategies and an opportunity to participate in research in the field.

Undergraduate mathematics majors at Saint Joseph’s University who apply for the five-year combined B.S./M.S. program will be evaluated for acceptance into the program after the completion of the first semester of their junior year. Applicants must submit a complete undergraduate transcript, three letters of recommendation, and a personal essay describing the student’s goals. A cumulative grade point average of 3.0 or better is required. For more information, contact the Department of Mathematics and Computer Science or the Graduate Arts and Sciences office. Requirements of the program and course offerings are listed in the Graduate Catalog under Mathematics Education. Courses in mathematics education are designated by MED and may be taken for undergraduate credit with the approval of advisor and chair.

Teacher Certification for Secondary Schools

Advisor: Dr. Fillebrown

Students who are pursuing Secondary Teacher Certification in Mathematics and who do not want to pursue a graduate degree, major in Mathematics and minor in Education. If they complete their student teaching during their senior year, they are exempt from MAT 2651 Problem Solving Capstone which is required for the
Mathematics major. For more information on this option and the required courses, consult the department’s web page, the Secondary Education sequence listed in the Education section of the Catalog, and consult with the Departmental advisor, Dr. Fillebrown.

Actuarial Science

Program Director: Dr. Cavaliere

Actuarial Science is an inter-college major with combined coursework from the Haub School of Business and the College of Arts and Sciences. The Actuarial Science major resides within the Mathematics and Computer Science department. The program director is Dr. Cavaliere. Please see the separate major listing “Actuarial Science” at the beginning of the College of Arts and Sciences section of this catalogue. A minor in Actuarial Science is also available.

Requirements for Departmental Honors

Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors program.

Overlapping course groupings

Students may not take overlapping courses for credit. Please note the following five overlapping course groupings:

- MAT 1161, MAT 1251, MAT 1351
- MAT 1261, MAT 1361
- MAT 1371, MAT 1391
- MAT 1391, MAT 1461
- MAT 1571, MAT 1591, CSC 1671

MAT 1011 Excursions in Mathematics I 3 credits

An introduction to modern mathematical concepts, this course strengthens the student’s understanding of fundamental mathematics. Topics covered include logic, number theory, relations and functions, geometry, and probability. Additional topics may be covered at the discretion of the instructor.

MAT 1011 Excursions in Mathematics 1: Special Section on Multicultural Mathematics 3 credits

This course will strengthen and expand the student’s understanding of fundamental mathematics through comparative study of the mathematics of many cultures. We strive to appreciate the contributions of all cultures to the development of mathematics, and explore the connections between mathematics, art, and music. Topics covered include number systems; methods of arithmetic, including use of the abacus; basic algebra and geometry, including a comparative study of the Pythagorean Theorem; the mathematics of drumming; the infinite in mathematics and art, and probability. The course will be particularly appropriate for students interested in non-European history or culture, and majors in elementary education or fine arts.

MAT 1021 Excursions in Mathematics II 3 credits

The second term of the introductory, terminal course covers topics in combinatorics and graph theory, probability, statistics, and the history of mathematics. Other topics may be covered at the discretion of the instructor. MAT 1011 is not a prerequisite for MAT 1021.

MAT 1151 Finite Mathematics with Applications in Business 3 credits

Topics in finite mathematics: vectors and matrices, solving linear systems, optimization using linear programming, simplex algorithm, discrete probability. Pre-calculus topics: linear, quadratic, exponential and logarithmic functions and their graphs, mathematical models.
MAT 1161 Brief Business Calculus 3 credits
Introduction to calculus: mathematical models using polynomial, rational, exponential and logarithmic functions, rates of change and the derivative, optimization using the derivative, integration. Prerequisite: MAT 1151 or permission of instructor.

MAT 1171 Topics in Contemporary Mathematics 3 credits
Topics in discrete mathematics: graphs and routing problems, Euler and Hamilton circuits, minimum cost spanning trees, linear and exponential growth models, voting systems, voting power, introduction to counting and probability theory. Designed for Social Science majors.

MAT 1181 Introduction to Statistics 3 credits
Introduction to statistics and probability: measures of central tendency, variability, correlation, regression, chance and randomness, random variables, probability distributions, law of large numbers, central limit theorem. Students will be required to use a computer software package to solve various statistical problems. Designed for Social Science majors. Prerequisite: MAT 1011, 1151, or 1171.

MAT 1201 Pre-Calculus Mathematics 4 credits
The sole purpose is to prepare the student for courses in Calculus, i.e. MAT 1251-1261 or 1351-1361. Algebra: factoring, simultaneous equations, polynomial, rational, and exponential functions, binomial theorem, word problems. Trigonometry: basic functions, formulae, graphs. Analytic Geometry: straight line, circle, conic sections.

MAT 1251 Applied Calculus I 3 credits
This course covers the derivatives of polynomial, rational, exponential and logarithmic functions. The emphasis is on applications of the derivative. It is especially directed toward Biology, Business and Social Science Majors in order to provide a valuable and useful device to help them solve problems. Prerequisite. MAT 1201 or adequate performance on calculus readiness test.

MAT 1261 Applied Calculus II 3 credits
This course covers the definite integral, techniques of integration, solving differential equations and the calculus of several variables. The emphasis is on applications to the Business and Social Sciences. Prerequisite: MAT 1251 or MAT 1351.

MAT 1281 Applied Statistics 3 credits
Introduction to statistics and probability: design of a study, measures of central tendency, variability, correlation, regression; probability, random variables, probability distributions, central limit theorem; inferential statistics, hypothesis testing, etc. Students will be required to use a computer software package to solve various statistical problems. Data analysis projects will be assigned.

MAT 1351 Calculus I 4 credits
Limits; slopes, rates of change and the derivative; techniques of differentiation; implicit differentiation; derivatives of transcendental functions; related rates; linear approximation; L'Hospital's Rule; the Mean Value Theorem; applications of differentiation (including curve sketching and optimization); introduction to integration; the Fundamental Theorem of Calculus. Prerequisite: MAT 1201 or adequate performance on calculus readiness test.

MAT 1361 Calculus II 4 credits
Techniques of integration; applications of integration; improper integrals; exponential growth; infinite sequences and series; power series and Taylor series. Prerequisite: a grade of C or better in MAT 1351 or permission of department.
**MAT 1371 Calculus III** 4 credits
Vector geometry in $\mathbb{R}^2$ and $\mathbb{R}^3$; polar coordinates; introduction to the calculus of vector-valued functions (velocity, speed, acceleration, curvature, parametric equations); differentiation of functions of several variables (partial derivatives, the differential, chain rules, directional derivatives); applications of differentiation (linear approximation, optimization, the method of Lagrange multipliers); integrals of functions of several variables; applications of integration. Also, if time permits, cylindrical and spherical coordinates; some surface integrals; the Change of Variable theorem. **Prerequisite: a grade of C or better in MAT 1361 or permission of department.**

**MAT 1381 Differential Equations** 3 credits
Solution of ordinary differential equations using analytic, numerical, and qualitative techniques. Modeling via differential equations, systems of differential equations. Laplace transforms; discrete dynamical systems. Use of a computer software package is required. **Prerequisite: MAT 1371 or MAT 1391 or equivalent.**

**MAT 1391 Calculus III and Linear Algebra** 4 credits
A combined course covering the following topics. Linear Algebra: row reduction, and reduced row-echelon form; matrix and vector operations; linear transformations from $\mathbb{R}^n$ to $\mathbb{R}^m$ and their standard matrices; linear independence and bases of subspaces of $\mathbb{R}^n$; column space, null space, rank; determinants; eigenvalues, eigenvectors, and the characteristic equation. Calculus III: polar coordinates; introduction to the calculus of vector-valued functions (velocity, speed, acceleration, parametric equations); differentiation of functions of several variables (partial derivatives, the differential, chain rules, directional derivatives); applications of differentiation (linear approximation, optimization, the method of Lagrange multipliers); introduction to integrals of functions of several variables. Also, if time permits, cylindrical and spherical coordinates. **Prerequisite: a grade of C or better in MAT 1361 or permission of department.**

**MAT 1421 Advanced Calculus** 4 credits
This course covers three main groups of topics. I) Calculus of functions from $\mathbb{R}^n$ to $\mathbb{R}^k$: Differentials, Inverse Function Theorem, Implicit Function Theorem, Jacobian, change of variables. II) Vector calculus. Vector fields, line and surface integrals, Green's Theorem, Stokes's Theorem, the Divergence Theorem. III) Sequences and series of functions. Pointwise and uniform convergence; continuity, differentiation and integration of sequences and series; Fourier series; Taylor series for functions of several variables. **Prerequisite: MAT 1371 or MAT 1391 or equivalent.**

**MAT 1431 Theory of Numbers** 3 credits
Division Algorithm; Mathematical induction; Euclidean algorithm; fundamental theorem of arithmetic; linear Diophantine equations; modular arithmetic; number theoretic functions; prime numbers; Fermat's last theorem; quadratic residues, primitive roots, Chinese Remainder theorem.

**MAT 1461 Introduction to Linear Algebra** 4 credits
Linear systems, vector spaces, dimension, linear transformations, matrices, inner product, orthogonality, characteristic polynomials, diagonalization, eigenvalues, and eigenvectors. **Prerequisite: MAT 1371 or equivalent.**

**MAT 1571 Discrete Structures** 3 credits
An introduction to the basic concepts of discrete mathematics essential both to mathematics and many of its applications. Topics include logic, sets, relations, functions, recurrence equations, combinatorics, graphs. Techniques of mathematical proof will be developed. **Prerequisite: MAT 1361.**

**MAT 1591 The Fundamental Ideas of Mathematics** 3 credits
An introduction to: (i) the basic ideas used throughout Mathematics—logic, sets, functions, relations — and (ii) the fundamental activity of mathematics—proving theorems. These ideas will be used to explore topics chosen from among: counting ideas in finite and infinite sets, construction of the real numbers, and abstract algebraic systems. **Prerequisite: MAT 1361**
MAT 1611 History of Mathematics 3 credits
Development of mathematical ideas over 2500 years, beginning with Greek geometry and including Euclid, Archimedes, Newton, Euler, Gauss, and Poincare.

MAT 1631 The Mathematics of Music 3 credits
Music has many connections to mathematics. The ancient Greeks discovered that chords with a pleasing sound are related to simple ratios of integers. The mathematics of rhythm has also been studied for centuries—in fact, ancient Indian writers discovered the celebrated Fibonacci sequence in the rhythms of Sanskrit poetry. Other connections between math and music investigated in this course include the equations describing the sounds of musical instruments, the mathematics behind digital recording, the use of symmetry and group theory in composition, the exploration of patterns by African and Indian drummers, the application of chaos theory to modeling the behavior of melodies, and the representation of chords by exotic geometric objects called orbifolds. Along the way, we discuss the role of creativity in mathematics and the ways in which mathematics has inspired musicians. Prerequisite: Calculus II and some musical training (ART 1511 or equivalent). Students with exceptional performance in Calculus I (or AP) and musical training will be admitted on a case-by-case basis.

MAT 1651 Problem Solving 3 credits
The course is designed to involve students in an active way in the mathematical process by having them participate in the major activity of both pure and applied mathematics: the solving of problems. Problems will be chosen from many areas of mathematics, and an attempt will be made to develop general approaches to and general paradigms for problem solving. Prerequisite: MAT 1431 or MAT 1571.

MAT 2011 Numerical Analysis and Computer Techniques 3 credits
An introduction to numerical methods for solving a variety of problems. Included will be rootfinding, numerical integration and differentiation, polynomial approximation, systems of equations, ordinary differential equations, and discussion of convergence issues, error analysis and machine arithmetic. Prerequisite: MAT 1371 or MAT 1391. Enrollment in or completion of MAT 1461 or MAT 1391 would be beneficial.

MAT 2021 Chaos, Fractals and Dynamical Systems 3 credits
Introduction to dynamical systems: one dimensional dynamics; attracting, repelling, periodic and chaotic orbits; bifurcation; dynamics in the complex plane, Julia sets, the Mandelbrot set; two dimensional dynamics. Introduction to fractals: self-similarity, iterated function systems, fractal dimension. Prerequisite: MAT 1251-1261 or MAT 1351-1361.

MAT 2031 Abstract Algebra I 3 credits
Groups, Coset decomposition, homomorphism and counting techniques used to obtain structure theorems for finite groups. Prerequisite: MAT 1431 or MAT 1591.

MAT 2041 Abstract Algebra II 3 credits
Rings, integral domains, fields, field extensions, homomorphisms, the insolvability of the quintic by radicals. Galois theory. Prerequisite: MAT 2031.

MAT 2091 Real Analysis 3 credits
Elementary topology of Euclidean spaces, including open, closed and compact sets; convergence of sequences and series; least upper bound axiom and its equivalents; sequences of functions, pointwise and uniform convergence, continuity, differentiation and integration of sequences. Topics which overlap MAT 1421 will be covered in more depth in this course. Prerequisite: MAT 1371.

MAT 2101 Complex Analysis 3 credits
Analytic functions; complex integration; singularities. Prerequisite: MAT 1421, MAT 2091, or permission of instructor.
MAT 2121 Geometry 3 credits

MAT 2131 Mathematical Programming 3 credits
The course covers basic ideas in optimization beginning with linear programming, the simplex method and duality and finishes with non-linear optimization and algorithms and conditions leading to a solution of non-linear problems. Prerequisite: MAT 1461 or MAT 1391 or permission of instructor.

MAT 2151 Differential Geometry 3 credits
Tangent vectors and directional derivatives; mappings and differential forms on E3; Frenet fields; covariant derivatives; frame fields; Cartan structural equations; orientation; Euclidean geometry; surfaces in R3; calculus on surfaces; integration of forms; shape operators; normal and Gaussian curvature; geometry of surfaces. Prerequisite: MAT 2091.

MAT 2201 Advanced Numerical Analysis 3 credits
Eigenvalue and eigenvector problems; partial differential equations; boundary value problems; integral equations; error and stability analysis. Prerequisite: MAT 2011.

MAT 2211 Probability and Statistics I 3 credits
The first part of a two-semester sequence, this course includes discrete probability distributions and counting methods, continuous random variables, special probability distributions, joint distributions, expectation, variance, covariance and correlation, moment generating functions, conditional probability, Bayes’s Theorem. Prerequisites: MAT 1371 or MAT 1391, some programming experience, or permission of the instructor.

MAT 2221 Probability and Statistics II 3 credits
Random samples, statistics and sampling distributions, the Central Limit Theorem, point and interval estimation, hypothesis testing (one-sample and two-sample tests), analysis of variance, correlation, regression analysis and Chi Square goodness of fit and other nonparametric methods. Applications. Data analysis projects will be assigned. Prerequisite: MAT 2211.

MAT 2231 Applied Statistical Methods 3 credits
Statistical models, design and analysis of experiments, regression, Monte Carlo methods, and other advanced topics in statistics. Prerequisites: MAT 1261 or 1361; and MAT 1281 or MAT 2221.

MAT 2321 (CSC 2721) Signal Processing 3 credits
Time-domain response and convolution; frequency-domain response using Fourier series, Fourier transform, Laplace transform; discrete Fourier series and transforms; sampling; z-transform; filter design. Prerequisite: MAT 1371 and 1461, or MAT 1391.

MAT 2361 Logic and Foundations 3 credits
Cantorian set theory and the crisis in foundations (Cantor’s paradox, Russell’s paradox); the intuitionist challenge and the formalist response; formal logic and metamathematics (Propositional Calculus, Predicate Calculus, formal number theory); Gödel’s incompleteness theorems of 1931.

MAT 2441 Combinatorics and Graph Theory 3 credits
Introduction to combinatorics and graph theory and to methods by which each theory is applied to the other. Topics include basic counting formulas; generating functions; the principle of inclusion-exclusion; counting labeled trees (Cayley’s Theorem, Kirchhoff’s Theorem, Prüfer’s Theorem); directed Euler circuits; Pólya-deBruijn theory; Möbius inversion.
MAT 2461 Operations Research 3 credits
The course will cover some of the basic models and techniques used in operations research. Topics include: linear programming, the simplex method, duality, network problems, transportation problems, and time permitting, game theory. Prerequisite: MAT 1461 or MAT 1391 or permission of instructor.

MAT 2551 Topology of Point Sets 3 credits
Set theory, mappings, topological and metric spaces, sequences, continuity, connectivity, and compactness. Prerequisite: MAT 2091 or equivalent.

MAT 2601 Topics in Abstract Algebra 3 credits
Advanced topics in abstract algebra such as monoids, commutation rings, modules, free groups, etc. Prerequisite: MAT 2041.

MAT 2621 Topics in Real Variables 3 credits
Topics in real analysis such as integration theory, Lebesque and Riemann-Stieltjes integrals, functional analysis, measure theory. Topics may vary. Prerequisite: MAT 2091.

MAT 2651 Problem Solving Capstone 3 credits
This course is intended to provide a capstone experience to senior mathematics majors. Students will tackle difficult problems by bringing to bear the knowledge and techniques they have gained throughout their major studies. Solutions will typically require the synthesis of material from two or more courses. Prerequisites: MAT 2031 and MAT 2091.

MAT 2661 Capstone Seminar Project 1 credit
A capstone course required for graduation for students entering the program before Fall 2005. Each student, under the guidance of a faculty mentor, will undertake an independent project culminating in a presentation. The topic may be suggested by the student, chosen by the mentor, or undertaken as an extension of material covered in a mathematics course. The venue for the presentation will be chosen jointly by the student and the mentor. Students should register for this course in the spring semester of the senior year. Pass-Fail

MAT 2911-2921 Independent Study 6 credits
MAT 2931-2941 Directed Readings 6 credits
MAT 2951-2961 Research 6 credits
MAT 2953-2963 Honors Research and Independent Study 6 credits
MAT 2971 Internship 3 credits
The course goals are: to gain first-hand experience of the daily activities of professionals in mathematics and related fields, to verify an interest in a particular area of mathematics, to develop and hone skills required for mathematical professions, to establish contacts outside the academic community who will facilitate a career in mathematics. An internship journal and an academic paper are also required.

Medieval, Renaissance, and Reformation Studies

Director: Lewin

Students majoring in the Arts and Sciences may focus their elective and related course choices on Medieval, Renaissance and Reformation history, literature, thought, and institutions. Participants choose from an extensive list of relevant courses offered by the departments of History, Fine and Performing Arts, English, Foreign Languages and Literatures, Philosophy, Political Science, and Theology.
Courses taken to satisfy requirements of this program may also serve to satisfy GER or major requirements. Students who successfully complete the program requirements earn a Minor in Medieval, Renaissance, and Reformation Studies.

In satisfying the GER, major and other requirements for the degree, participants choose a minimum of six courses from those listed below, with at least two from each group, plus HIS 1011 or its equivalent. In the History Group, students must take HIS 2271, HIS 2131 or HIS 2141.

**History Group**
- HIS 2131: The Medieval Experience, 500-1400
- HIS 2141: The Italian Renaissance, 1000-1500
- HIS 2151: Revolutions, 1517-1648: Religious, Social, and Scientific
- HIS 2271: England from Danes to Tudors: 700-1485
- HIS 2281: Tudor-Stuart England
- HIS 2731: Colloquium in European History
- HIS 2931: Directed Readings: The Italian Renaissance
- HIS 2081: (HON 2233/SPA 2291 101) Identity and Power in the Americas, 1350-1650

**Language, Literature and Fine Arts Group**
- ART 2031: Medieval and Renaissance Art
- ENG 2101: Chaucer and the Medieval World
- ENG 2111: Renaissance Non-Dramatic Literature
- ENG 2121: Renaissance Drama
- ENG 2131: Renaissance Authors
- ENG 2201: Shakespeare: Early Works
- ENG 2211: Late Works of Shakespeare
- FRE 2031: Medieval French Literature
- GRM 2051: Medieval German Literature
- SPA 2311: Medieval Spanish Literature
- SPA 2321: Golden Age Spanish Literature Prose and Poetry
- SPA 2331: Golden Age Drama
- SPA 2341: Cervantes

**Philosophy and Theology Group**
- PHL 2031: Medieval Philosophy
- PHL 2561: The Philosophy of Aquinas
- POL 2011: Classical and Medieval Political Thought
- THE 1961: Islam
- THE 2261: Gender and Christian Spirituality
- THE 2221: The Early Church
- THE 2251: Knowledge and Love of God in the Middle Ages
- THE 2271: 16th Century Protestant and Catholic Debates

**Philosophy**

**Professors:** Kearney (Emeritus), McCall, McCarthy, Moody, Wachterhauser  
**Associate Professors:** Brokes, Farr, Godfrey, S.J., Jenemann, S.J., Linehan, R.S.M., Lombardi, S.J., St. Amour  
**Assistant Professors:** Boettcher, Corabi, McDonald (Chair), Payne  
**Visiting Assistant Professor:** Hoffman
Requirements for the Philosophy Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses
GER Divisional Distribution: One course in Fine Arts (not included in above fourteen courses)
GER Electives: any twelve courses

Major Concentration:
- PHL 2021 Ancient Philosophy
- PHL 2031 Medieval Philosophy
- PHL 2071 Logic
- PHL 2041 Modern Philosophy
  or PHL 2841 Analytic Philosophy
- a senior seminar
- two other upper division Philosophy courses

Students who intend to pursue graduate studies in Philosophy are encouraged to take additional courses in Philosophy and language proficiency.

Minor in Philosophy

The minor in Philosophy requires completion of PHL 1011, PHL 1031, one course in the God, World and Society area, and any three other 2000-level Philosophy courses.

Electives for Non-Majors

Those desiring philosophical depth for their major, or those seeking a contrasting way of thought, are advised that major areas are related to the following courses:

\textit{for the humanities}\
any appropriate course;

\textit{for the social sciences:}\
- PHL 2071 Logic
- PHL 2321 Philosophy of Death
- PHL 2411-2501 any selections
- PHL 2661-2711 any selections
- PHL 2841 Analytic Philosophy

\textit{for the natural sciences and mathematics:}\
- PHL 2071 Logic
- PHL 2081 Symbolic Logic
- PHL 2321 Philosophy of Death
- PHL 2461 Philosophy of Science
- PHL 2491 Science, Mind, and Philosophy
- PHL 2501 Feminist Epistemology

\textit{for business and related studies:}\
- PHL 2071 Logic
- PHL 2681 The Philosophy of Karl Marx

The Department can recommend specific electives for particular interests.
Requirements for Departmental Honors

Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors Program.

Program in Medieval Studies

Philosophy majors are eligible to participate in the Program in Medieval Studies described in the Medieval Studies section in this Catalog.

Philosophy in the GER (See Curricula)

Situated in the Jesuit liberal arts tradition, the Philosophy Department shares with the University the belief that there exists a minimum of cultural knowledge and disciplined reflection essential to the education of an intellectually alert and value-oriented person in the world today. As one of the humanities, Philosophy deals with those areas of human experience which help human persons understand themselves as human persons. More specifically, it is philosophy which requires students to face directly and without dependence on Revelation the ultimate questions concerning the meaning of human existence and to attempt to discover relevant answers.

Philosophy, therefore, seeks to provide an adequate, critical, and consistent evaluation of human experience. In a Jesuit university, philosophy insists on its own autonomy while at the same time leaving the student open to the discovery of reality on a theological level. Despite its autonomy, philosophical reflection assumes that the student possess sufficient knowledge of history, literature, psychology, science, logic, and other disciplines in order to relate them to the philosophical meaning of human existence.

To achieve the aims of philosophy in the University’s GER, all students are required to take three courses: one in the area that deals with the human person, one in the area that deals with the morality, and one in the area that deals in an advanced way with philosophical questions concerning God, the world, and society. The course in the first area, PHL 1011, is a prerequisite to all other philosophy courses. The course in the second area, PHL 1031, must be taken next in the sequence, followed by one of the courses designated for the third area (2000-level courses, except those listed as “Other Courses”).

THE HUMAN PERSON AREA

This area includes PHL 1011 and deals with the nature and destiny of human persons. Traditional philosophical issues such as the mind/body problem and freedom and determinism will be considered.

PHL 1011 The Human Person 3 credits

An introduction to the nature, methods, and relevance of philosophy through an attempt to answer the question, “What is a person?” The primary focus of the course will be an analysis of philosophical arguments concerning the mind/body problem, freedom and determinism, immortality, and the relation of the individual to society.

THE MORAL PHILOSOPHY AREA

This area includes PHL 1031 and deals with the ethical dimension of human experience and with applications of moral principles and human values to contemporary problems.

PHL 1031 Moral Philosophy 3 credits

The ethical dimension of human existence: 1) moral law and value, rights and obligations; 2) examination of traditional and contemporary norms and theories of morality, including natural law; 3) application to contemporary society—life, peace, sex, truth, economic and political justice.
### The God, World and Society Area

This area includes the remaining courses which fulfill the GER requirement in philosophy and deals with the nature of ultimate reality, the challenges of the human condition, and the possibility of knowing anything about these things. Issues in this area include God, truth, language, science, values, society, culture, and the approaches taken by major philosophers to these subjects. Students may choose from 2000-level courses except those which are indicated as not fulfilling the philosophy GER.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHL 2011</td>
<td>Knowledge and Existence</td>
<td>3</td>
</tr>
<tr>
<td>PHL 2021</td>
<td>Ancient Philosophy</td>
<td>3</td>
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<tr>
<td>PHL 2031</td>
<td>Medieval Philosophy</td>
<td>3</td>
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<tr>
<td>PHL 2041</td>
<td>Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 2051</td>
<td>Plato and Aristotle</td>
<td>3</td>
</tr>
<tr>
<td>PHL 2141</td>
<td>Violence and Non-Violence</td>
<td>3</td>
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<tr>
<td>PHL 2151</td>
<td>Love and Friendship in the Ancient World</td>
<td>3</td>
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**PHL 2011 Knowledge and Existence**

Three basic problems concerning reality and the quest to know reality: 1) the origin, validity, and limits of human knowledge; 2) Graeco-Christian, modern, and contemporary approaches to being and causality; and 3) the problem of God. Readings.

**PHL 2021 Ancient Philosophy**

A critical survey of the basic theories of human knowledge and the nature of reality, as found in the thought of the Pre-Socratics, Socrates, Plato, and Aristotle. Emphasis will be placed on the thought of Plato and Aristotle.

**PHL 2031 Medieval Philosophy**

A critical analysis of the basic problems of the Middle Ages: the theories of knowledge, the constitutive, ontological construction of things, the relations between things and an absolute, the naming of God, the distinction between philosophy and theology, the schools of realism and nominalism, the relation of body and soul, the distinction of the sciences.

**PHL 2041 Modern Philosophy**

A critical analysis of the rationalist and empiricist movements in philosophy of the 17th and 18th centuries. Emphasis will be placed on both the epistemological theories of the philosophers involved and their metaphysical presuppositions. Attention will also be paid to the various proofs of God’s existence offered by these philosophers.

**PHL 2051 Plato and Aristotle**

A focused examination of the major ethical, metaphysical, and political theories of Plato and Aristotle. The class will cover the ideas of these two philosophers on such topics as the nature of virtue, the soul, change in the physical world, substance, the best political regime, and the relation between political activity and philosophy.

**PHL 2141 Violence and Non-Violence**

This course is a philosophical examination of violence, and its contrary, nonviolence. Since the issues raised by the resort to violence are primarily ethical, and since the subject matter is at an advanced level, it is offered as a third level GER in philosophy, for which both the Human Person and Moral Philosophy are prerequisites. It is especially important that students in the class have taken Moral Philosophy, since explicit reference will be made to the major traditional approaches to moral justification (e.g., consequentialist, deontological, contractarian).

**PHL 2151 Love and Friendship in the Ancient World**

This course explores a number of descriptions of love and friendship found in works of literature and philosophy from ancient Greece and Rome. Two topics in particular will be studied in these words on love and friendship. The first is the connection between friendship, justice, and politics that is asserted in a number of ancient works. The second is the presentation of erotic love as a form of divine madness that can be both dangerous and beneficial. Some authors to be read include Sophocles, Euripides, Plato, Aristotle, Cicero, and Catullus.
The course will examine violence and reconciliation in Northern Ireland from both a philosophical and sociological perspective. The instructors will pay special attention to both the socio-historical roots of "The Troubles" and the moral context of discourses of retribution and forgiveness. During the stay in Northern Ireland, SJU students are guests of Corrymeela, an ecumenical community committed to the work of reconciliation by providing a "safe and shared space" where people can meet as Protestants and Catholics, British and Irish, rich and poor, and through open dialogue and interaction grow in trust with one another. Students, during the second week of the stay, will be expected to live with a family in Belfast and work at a cross-cultural community site.

This course serves as an introduction to major works in the history of social and political philosophy. With a survey of important figures and texts from ancient, medieval, modern and contemporary periods, the course will address basic philosophical questions about society and the political order. These questions include: In what sense is the political order a community? What is the philosophical basis and justification of law and political authority? What are the social and political implications of a commitment to human freedom and equality? What is power? What is justice?

God calls individuals and communities to be just. Philosophers argue that justice is a virtue necessary for all societies and communities. But what does justice, especially social justice, mean? The concept has a history which this course will examine by a careful reading of classic texts of Old Testament, New Testament, Aristotle, Aquinas, Locke, Marx, and Catholic Social Teaching. Contemporary issues of the working poor and economic globalization will be examined in light of the classic texts.

An exploration of the nature of art and of esthetic experience; art as revelation of reality and as alternative to reality; symbolism and meaning; criteria for critical evaluation.

A critical examination of several key problems in epistemology. Topics include theories on the nature of truth, the problem of induction, knowledge of the external world, and knowledge of other minds. Readings from major philosophers will be analyzed and evaluated.

This course will examine recent developments and debates in social and political philosophy. The emphasis of the course will be on contemporary discussions of a problem or set of problems, though some attention may be paid to the treatment of these problems in the history of philosophy. Topics to be examined might include political legitimacy, human rights, private property and distributive justice, just and unjust war, cosmopolitanism and patriotism, global justice, social unity and solidarity, toleration, multiculturalism, and the role of religion in politics.

A critical examination of the theory, history, and concrete realities of law and the legal system: theories about the nature of law, the relationship between law and morality, and justifications given for punishment; the history that gave rise to modern ideas about law, criminals, and punishment; the meaning and place of law and the judicial system in our world today.

A study of the reality of death as the boundary of human experience. The course explores the meaning of death and its relationship to the meaning of life, examines evidence for and against the thesis that death is the end of human existence, and considers implications for selected contemporary issues (e.g., death with dignity, medical definition of death).
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PHL 2401</td>
<td><strong>Reason, Faith, and Relativism</strong></td>
<td>3</td>
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<td>Intelligent, sincere, and equally well-informed people often strongly disagree. This seems especially true when it comes to religious beliefs. In that context, people will often appeal to “faith,” which some construe as belief without good reason. It is therefore important to ask what counts as good reason for holding a belief, and whether all beliefs are subject to the same standard. If two individuals hold contradictory beliefs, then certainly one of them is wrong, but might both be justified in holding those beliefs? If so, does this imply that truth is relative? This course deals with the general topic of rational belief formation in a world that is religiously, ideologically, and culturally diverse.</td>
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<tr>
<td>PHL 2411</td>
<td><strong>Contemporary Atheism and the Problem of God</strong></td>
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<td>After a study of the classical arguments concerning God’s existence, the course examines examples of 19th century atheism (Feuerbach, Marx, Nietzsche) and belief (Kierkegaard, Dostoevsky) and 20th–century atheism (Sartre, Camus) and belief (Rahner, Marcel).</td>
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<td>PHL 2421</td>
<td><strong>God in Recent Philosophy</strong></td>
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<td>A critical study of recent challenges to the traditional conception of God as eternal, immutable, omniscient, and omnipotent. Revisions of this traditional conception are thought to be required to make sense of petitionary prayer, guarantee human freedom, and resolve the problem of evil. The course will also discuss the senses in which belief in God’s existence can and should be rationally justified.</td>
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<tr>
<td>PHL 2431</td>
<td><strong>Philosophy and Evolution</strong></td>
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<td>After examining the theory of evolution via natural selection, the course will cover two important philosophical debates provoked by Darwin’s theory. First, by situating human beings within a purely natural context, evolutionary theory aroused the wrath of theologians, who looked to God as the source of creation of both man and nature. An important part of the argument is over teleology, the ancient theory that everything in nature has a purpose, and the course takes up the teleological argument for the existence of God and the Darwinian refutation of it. This issue leads to considering the role of religion in a post-Darwinian world. Second, by situating human beings within a purely natural context, Darwin’s theory called into question the specialness of humans in relation to animals. The debate here is whether nonhuman animals can be considered to possess cognition, language, and morality, or whether humans alone have these abilities. Thus, the first debate is about the origin and nature of life generally, and the second debate is about the origin and nature of human beings in particular.</td>
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<td>PHL 2441</td>
<td><strong>Philosophy of Religion</strong></td>
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<td>Philosophical reflection from existential, analytic, and metaphysical perspectives on some of the following topics: religious experience and interpretation, belief, human destiny, evil, knowledge of and language about God. Readings from classical and contemporary sources.</td>
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<tr>
<td>PHL 2451</td>
<td><strong>Philosophy, Science, and Religion [Philosophy of Religion in an Age of Science]</strong></td>
<td>3 credits</td>
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<td>A consideration of important issues in philosophy and philosophy of religion within the historicizing context of the scientific world-view of the times. Simultaneously, the course will consider the implications of the current (and changing) scientific world-view (genetics, astronomy, physics) for philosophical and religious reflection, including the idea of God. Philosophically as well as scientifically, the course will take its point of departure in Darwin and come back to consider the radical implications for philosophy and religion prophetically seen by his contemporary Nietzsche.</td>
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<tr>
<td>PHL 2461</td>
<td><strong>Philosophy of Science</strong></td>
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<td>Methodological problems of observation, discovery, testing; the realistic import of models and theoretical entities; the use of paradigms in science; revolutionary periods in science; the relationship between science and philosophy; scientific determinism; science and human values.</td>
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<td>PHL 2471</td>
<td>Philosophy of the Social Sciences</td>
<td>3</td>
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<tr>
<td>PHL 2481</td>
<td>Freedom and Determinism</td>
<td>3</td>
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<tr>
<td>PHL 2491</td>
<td>Science, Mind, and Philosophy</td>
<td>3</td>
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<tr>
<td>PHL 2501</td>
<td>Feminist Epistemology</td>
<td>3</td>
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<tr>
<td>PHL 2561</td>
<td>The Philosophy of Aquinas</td>
<td>3</td>
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<td>PHL 2581</td>
<td>Contemporary Thomism</td>
<td>3</td>
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<tr>
<td>PHL 2651</td>
<td>Philosophy of Kant</td>
<td>3</td>
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<tr>
<td>PHL 2661</td>
<td>German Idealism</td>
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**PHL 2471 Philosophy of the Social Sciences**

An analysis of the metaphysical conception of the human person forming the pre-understanding of the various theories of the social sciences; the relation of the various criteria for knowing to the theories which issue from them; the metaphysics of the reductions: materialism, positivism, historicism, cultural relativism; the epistemological problems of subjectivism, objectivism, scientific methodology, determinism, freedom.

**PHL 2481 Freedom and Determinism**

A metaphysical and epistemological analysis and evaluation of the various philosophical positions on the determinism-free will issue. Various kinds of determinism (hard, soft, theological, etc.) will be critically examined, and various ways of arguing in support of free-will (from choice, deliberation, remorse, etc.) will be assessed.

**PHL 2491 Science, Mind, and Philosophy**

A critical examination of metaphysical and epistemological issues in the contemporary philosophy of mind. These issues include the problem of reductionism, the problems of intentionality and mental representation, personal identity, conceptual foundations of psychology, and the possibility of artificial minds.

**PHL 2501 Feminist Epistemology**

Feminist challenges to traditional ways of thinking in epistemology, philosophy of science, metaphysics and ethics. Examination of feminist criticisms regarding: the nature and justification of knowledge; dominant conceptions of rationality and objectivity; various dualistic ontologies; and prevailing conceptions of the self. Consideration of possible gender-bias in traditional philosophical methods.

**PHL 2561 The Philosophy of Aquinas**

Selected topics in the metaphysics, psychology, epistemology, and ethics of Thomas Aquinas. The problem of faith and reason; contemporary developments in Thomism.

**PHL 2581 Contemporary Thomism**

St. Thomas Aquinas, one of the greatest philosopher-theologians of the Middle Ages, employed both faith and reason to conceive a remarkably comprehensive and nuanced understanding of reality. Recently, some philosophers have been returning to the works of Aquinas and attempting to transpose his vision to meet the distinctive intellectual challenges of our own quite different age. After providing an introduction to Aquinas’ thought, this course will examine in depth the writings of one or more contemporary Thomists (e.g., Bernard Lonergan, Jacques Maritain, Etienne Gilson, Karl Rahner, Pierre Rousselot, Joseph Marechal, Josef Pieper).

**PHL 2651 Philosophy of Kant**

What explains the fact that Kant is often mentioned (after Plato and Aristotle) as one of the most important philosophers ever to have lived? Has he merely been blessed with good “branding,” or might there be some legitimate basis for his importance? In The Critique of Pure Reason Kant, among other things, advances a theory called “Transcendental Idealism” that attempts to explain how our representations can be both genuinely about things in the world and at the same time fully conditioned by our own scheme of representation. Transcendental Idealism, if defensible, promises to avoid all of the pitfalls while retaining all of the advantages of both continental rationalism and British empiricism (the dominant philosophical views that precede it). The Critique is only one reason for Kant’s renown, but it is the sole focus of our course. Specifically, we focus our attention on the first two sections of The Critique of Pure Reason, and we try to both understand and evaluate the theory of transcendental idealism.

**PHL 2661 German Idealism**

PHL 2671 Philosophy of Cornel West 3 credits

The purpose of this course is to familiarize the student with the thought of Cornel West who has been recognized as one of the most important African American intellectuals since W.E.B. Dubois. West epitomizes the synthesis of scholarship and political activism. His work is consistent with the Jesuit imperative that we be “men and women for others.” In this course we will not only examine the philosophical foundation of the work of Cornel West, we will also situate the work of West in the context of democratic struggles. To this end, we must remember that the democratic project is not finished. It is hoped that we will learn from West how to combine scholarship, love, a thirst for justice, and activism in a way that has world-transformative implications. In this course we will examine the many philosophical and religious influences on West’s intellectual development. Any appropriate analysis of the thought of Cornel West requires an engagement with Marxism, existentialism, pragmatism, humanism, and Black Prophetic Christianity. All of these traditions contribute to West’s work as a philosopher and cultural critic. In the spirit of Karl Marx, our task is to learn how philosophy not only contributes to our understanding of the world but also to our mission to change it. This course will also familiarize the student with the black intellectual tradition. It must be remembered that this course is a third level GER course. Therefore, all assignments and class discussion should reflect rigorous philosophical work.

PHL 2681 The Philosophy of Karl Marx 3 credits

An analysis and evaluation of the early writings of Karl Marx. Topics to be stressed include the metaphysical roots of Marx's concept of human beings, the causes and effects of alienation, economic determinism, and the rise of philosophical communism.

PHL 2691 The Philosophy of Martin Luther King 3 credits

While much attention has been given to King as an activist, little has been written about his philosophical development and the further implications of his philosophical positions. Much of what King preached, wrote, taught, believed, and lived has its origin in his engagement with philosophy. In his writings one can see him struggle with such thinkers as Marx, Hegel, Kant, Nietzsche and others as he attempts to make sense of and transform the human condition. King’s struggle against the dehumanization of African Americans and the poor often led him to an interesting synthesis of theology and philosophy. For this reason we must also address the philosophical and emancipatory aspects of the works of Paul Tillich, Reinhold Niebuhr, Howard Thurman, and Walter Rauschenbusch.

PHL 2711 American Philosophy 3 credits

Philosophy in the American context: the “American experience”, historical and contemporary; philosophical concerns that arise in that context; the classical American philosophers—Edwards, Peirce, James, Royce, Dewey, and Whitehead. Central concerns: the meaning of experience; scientific inquiry as a model of knowing; the meaning of religion and religious experience; the problems of value (moral and aesthetic); the problem of community.

PHL 2741 Kierkegaard, Nietzsche, Dostoevsky 3 credits

Against the backdrop of classical metaphysics and human rationality, the sources and early development of existential themes are developed. Selected readings from Kierkegaard (Either/Or, Fear and Trembling), Nietzsche, (Thus Spoke Zarathustra, Beyond Good and Evil), and Dostoevsky (Notes from the Underground).

PHL 2771 German Existentialism 3 credits

A study of the German Existential movement, from its 19th century origins in Kierkegaard and Nietzsche and the Phenomenology of Husserl to its most prominent 20th century representatives, including Heidegger, Jaspers, Tillich and Buber.

PHL 2781 French Existentialism 3 credits

In comparison with and in contrast to classical theories of being and knowing, the philosophies of Jean-Paul Sartre, Albert Camus, Gabriel Marcel, and Maurice Merleau-Ponty are critically pursued. Selected readings include plays, a short novel, and some philosophical essays.
**PHL 2801 Phenomenology and Its Critics**

Examination of the philosophical method in contemporary European thought known as phenomenology. Central question: what makes knowledge and meaning possible, with particular attention to how our conscious and unconscious activity in thought and practice may shape our awareness of reality. The course will focus on Husserl and on at least one critical development of Husserl’s thought (e.g., Heidegger, Sartre, Merleau-Ponty, Ricoeur).

**PHL 2841 Analytic Philosophy**

Readings from works of the major contributors to the language-oriented way of philosophizing currently practiced in England and the United States: Frege, Russell, Moore, Wittgenstein, Ryle, Ayer, Geach, Quine, and Kripke. Topics include sense and reference, names and descriptions, the concept of existence, the analytic/synthetic distinction.

**PHL 2871 African Philosophy**

Introduction to African philosophical approaches to: the problems of God, causality and chance, freedom, fate and destiny, the concepts of spirit, the philosophical wisdom of the African proverbs and the implications of Africa’s history for philosophy, with applications to Western thought. Selected Readings from modern African novels, essays in anthropology, traditional philosophical, religious and literary texts, and essays by contemporary African philosophers.

**Other Courses**

*These courses do not fulfill the philosophy requirements of the university GER.*

**PHL 2071 Logic**

A study of the logic of ordinary language: the functions of language, forms of argument, fallacies, definition; analysis of propositions and deductive reasoning; inductive reasoning, analogy and scientific hypothesis testing. *Does not fulfill the philosophy GER.*

**PHL 2081 Symbolic Logic**

The study of a method for translating arguments from ordinary language into a symbolic notation which reveals logical structure, procedures for establishing the validity or invalidity of deductive arguments so symbolized, and properties of formal deductive systems—indepedence of axioms, expressive and deductive completeness, and consistency. *Does not fulfill the philosophy GER.*

**PHL 2181 Legal Theory (see POL 2041)**

*Does not fulfill the philosophy GER.*

**PHL 2221 Business, Society, and Ethics (See MGT 2461)**

*Does not fulfill the philosophy GER.*

**PHL 2881 Language and Meaning**

This course examines the core issues in the philosophy of language, including the nature of meaning, problems of reference, and the relation between language and thought. Further issues include the status of propositions, the problem of whether linguistic competence implies innate knowledge of some sort, the nature of metaphor, the private language problem, the indeterminacy of translation and language as symbolic capital. *Does not fulfill the philosophy GER.*

**PHL 2891 Indian Philosophy**

The metaphysical notion of being in the early Vedas, the various names of God, the epistemological criteria distinguishing the various schools of Indian philosophy, the metaphysics of Jainism and Buddhism, the six schools of Indian philosophy, contemporary problems in Indian philosophy.
Physics

Professor: Houston (Emeritus)
Associate Professors: Angiolillo (Chair), Kurtze
Assistant Professor: Habdas
Visiting Assistant Professor: Gandolfo
Laboratory Coordinator: McElroy

Program Overview

Physicists study the properties and behavior of matter and energy in a wide variety of contexts, ranging from the sub-microscopic particles from which all ordinary matter is made (particle physics) to the behavior of the Universe as a whole (cosmology). Physics primarily is the science that deals with exploring the Rules of Nature and the fundamental understanding of nature that comes from the study of physics is central to all the natural sciences, applied sciences and technology, and thus profoundly affects the life of every human along with his or her environment.

The Department of Physics of Saint Joseph’s University offers students a comprehensive, challenging, and flexible curriculum in the discipline of physics. The program begins with a core grouping of courses (freshman and sophomore years) in the foundation of classical Newtonian mechanics and Maxwellian electricity and magnetism along with a two semester program in nonclassical (modern) physics which provides the student with the development of physics ensuing from the development of quantum theory and special relativity that occurred in the first quarter of the twentieth century. Each of these courses is accompanied with a laboratory program, which not only complements the didactic material but also indoctrinates the student into the methodology of doing experimental physics. Also during this time the student is mastering the language of physics, which is mathematics. The student will take three semesters of calculus along with a course dedicated to solving differential equations. These physics and mathematics courses will provide the student with the necessary background to explore a vast array of upper division courses, which include opportunity for taking physics electives in particular areas of interest. The upper division palette of courses includes the study of advanced mechanics, classical and statistical thermodynamics, electricity and magnetism, quantum mechanics, and advanced laboratory. Elective material includes solid state physics, biophysics, nuclear and particle physics, computational physics, physics of fluids, and mathematical methods in physics.

The Department of Physics at Saint Joseph’s University has developed a research-oriented culture for both its faculty and students. It is expected that most students will experience some sort of research activity over their four-year development in the discipline of physics. The ability to put into practice what is learned in the classroom is paramount to the growth of the young scientist. In the research laboratory, the student will learn to ask appropriate questions, design and perform experiments to answer those questions, analyze data using computational methods, and draw appropriate conclusions. Students will also be exposed to the interfaces of
physics where physics meets biology and chemistry and to that end, the student of physics will witness how the methods of physics are central to addressing key problems in the disciplines of biology and chemistry.

Undergraduates can participate in research in three different ways. They may decide to take research for academic credit. Within the major, students must take three physics electives and one or more of these may be used to perform scientific research under the guidance of our physics faculty. The student might opt to do research as a Summer Scholar. Saint Joseph’s University is well known for its 11-week Summer Scholars Research Program and students in physics, through the generosity of its alumni and the Dean and Provost, the university has been able to provide stipends for all physics students who have wanted to do summer research. It should be noted here that students selected to participate in the Summer Scholars Program not only receive a stipend but also are provided free housing by the University. Lastly, students may opt to volunteer in a laboratory at SJU or elsewhere.

Department Mission

At its core, the mission of the Department of Physics at Saint Joseph’s University is to educate students who are broadly trained in the discipline of physics and will have the ability to attack problems and enter professional areas not only in the field of physics per se but also in the areas of biology, chemistry, the applied sciences, and professional careers where the principles of physics and critical thinking skills associated with a degree in physics are used on a routine basis.

In the spirit of the mission of the university, we believe that our students, through the liberal arts training gleaned from the General Education Program, in particular the “ethical dimension in learning”, in addition to the concentration curriculum in physics, will become lifelong learners and will use their knowledge and education for the betterment of mankind.

Goals

1. The student will gain an appreciation and understanding of the foundations of physics including Newtonian mechanics, classical electricity and magnetism, thermodynamics, and quantum theory.

2. The student will appreciate the contributions of physics within an historical and sociological context and be able to articulate the development of physical thought in both oral and written form.

3. The student will gain an appreciation for the central themes of physical thought as they apply to other areas of science.

Objectives:

Upon completion of the curriculum in the Department of Physics the student should have the expertise to:

1. Translate problems in science into mathematical formulations utilizing calculus, differential equations, and linear algebra.

2. Solve problems using classical Newtonian mechanics

3. Solve problems in classical electricity and magnetism including wave phenomena and optics.

4. Understand the development of quantum mechanics from the failure of classical mechanics under certain conditions and be able to solve paradigmatic problems using fundamental quantum theory.

5. Understand the development of classical thermodynamics and in conjunction with quantum theory, appreciate the need for a statistical approach to thermodynamics.

6. Be conversant with fundamental laboratory methodology including the use of electronic equipment, experimental design, analysis of data including computational methods of analyzing data graphically.
7 Be competent in articulating ideas and laboratory research using oral and written forms of communication.

Requirements for the Physics Major

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including

Mathematics:
- MAT 1351-1361 Calculus I, II

Natural Science:
- PHY 1051-1061 University Physics I, II (with 1052-1062 lab)

GER Electives: any seven courses

Major Concentration:
- MAT 1371 Calculus III
- PHY 1071 Modern Physics I
- PHY 1081 Modern Physics II
- PHY 2011 Intermediate Mechanics
- PHY 2031 Thermal Physics
  or PHY 2161 Statistical Mechanics
- PHY 2051 Electricity and Magnetism I
- PHY 2061 Waves and Optics
- PHY 2072 Intermediate Laboratory Physics I
- PHY 2082 Intermediate Laboratory Physics II
- PHY 2141 Mathematical Methods in Physics
- PHY 2181 Introduction to Quantum Mechanics

and three PHY 3-credit electives, two of which must be at the 2000-level. Students are also required to enroll in PHY 2291 Physics Seminar each semester.

Concentration in Materials Physics

A student may elect to pursue a course of study leading to expertise in the area of the physics of materials, nanotechnology, or biophysics. The student will select three courses from the following: PHY 1091, PHY 1151, PHY 1161, PHY 2041, PHY 2151, PHY 2171, PHY 2241, and PHY 2251. These courses will prepare the student for either entry into various areas of the electronics and nanotechnology industries or for entry into graduate programs in various areas of physics or materials science engineering.

Minor in Physics

A student may elect to minor in Physics by taking PHY 1051/52, 1061/62, 1071, and three other PHY electives. Among the three PHY electives, PHY 1111 is strongly recommended for students lacking mathematics courses beyond MAT 1361, and at least one PHY elective must be at the 2000-level. Modifications are subject to the Chair's approval in consultation with the department. Interested students should contact the chair prior to the fall semester of their junior year.

Advisory Option—Computer Science

Physics majors may elect an advisory course sequence designed to prepare the student for an entry level position or graduate work in Computer Science.
Advisory Option—Teacher Certification in Physics

Students majoring in Physics may minor in Education to obtain an Instructional I, Secondary Education (7-12) Teaching Certificate. Students seeking this certification are URGED to apply for the Education minor during the spring semester of their freshman year. While students continue meeting with their Physics advisor, they will also be assigned an Education advisor who will guide them through their required Education courses. The Education advisor will also assist students seeking teacher certification in formally applying for the teacher certification program, usually in the spring semester of their sophomore year. Students must have an overall GPA of 3.0 or higher to be accepted into the teacher certification program. Students must maintain an overall GPA of 3.0 or higher to obtain teacher certification upon graduation.

Students seeking the Education minor and teacher certification complete a sequence of five Education courses, three field experience labs, and a semester-long, full-time student teaching placement (for twelve credits). Students seeking the Education minor and teacher certification may complete their Social Science GER by taking: EDU 1011/1012 (Schools in Society and the accompanying lab); PSY 1001 (Introduction to Psychology); and EDU 2031/2032 (Educational Psychology and the accompanying lab).

Five Year Combined B.S. in Physics/M.S. in Education Option

This program allows a student to complete in five years the requirements for both the B.S. in Physics and M.S. in Education degrees with certification to teach physics by permitting an undergraduate student to begin graduate coursework in Education during his/her senior year. The program features an independent, faculty-directed research project in physics in the summer between the fourth and fifth years, and seven graduate courses in education, including a one-semester student teaching experience. A student should apply to the Chair of the Department of Physics for admission to this program by the first semester of his/her sophomore year. It is anticipated that the graduates of this program will be highly competitive in the rapidly expanding market for qualified high school physics teachers.

Advisory Option—Physics Premedical, Predental

Physics majors may elect an advisory course sequence designed to meet medical /dental school admission requirements. With the explicit permission of the Chair of the Physics Department, students choosing this option may substitute CHM 2311 and 2321 for two of the required physics electives.

Requirements for Departmental Honors

Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors program.

Calculus Prerequisite

All courses in Physics except PHY 1031-1041 and 1311-1341 require calculus as prerequisite or concomitant for current course.

**PHY 1031-1041 General Physics I, II** 8 credits

This two-semester sequence is an algebra-based physics course intended primarily for students majoring in biological and health sciences. Emphasis is on understanding fundamental principles and applying them to the analysis of physical phenomena, with several applications that arise in biology. Topics include classical kinematics and dynamics, waves, optics, electricity and magnetism. Corequisites: PHY 1032 for PHY 1031; PHY 1042 for PHY 1041. PHY 1031 is prerequisite to PHY 1041.
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<tr>
<td>PHY 1032-1042</td>
<td>General Physics Laboratory I, II</td>
<td>2</td>
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<tr>
<td></td>
<td>A two-semester laboratory sequence to accompany PHY 1031-1041. <strong>Corequisites:</strong> PHY 1031 for PHY 1032; PHY 1041 for PHY 1042.</td>
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<tr>
<td>PHY 1051-1061</td>
<td>University Physics I, II</td>
<td>8</td>
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<td>This two-semester sequence is a calculus-based physics course intended primarily for students majoring in physics, chemistry, mathematics, or computer science. Emphasis is on developing both qualitative and quantitative understanding of fundamental physical principles, and the ability to apply those principles to analyze physical phenomena. Topics include classical kinematics and dynamics, electricity and magnetism, waves, and optics. <strong>Corequisites:</strong> PHY 1052 for PHY 1051; PHY 1062 for PHY 1061. <strong>First-semester calculus is corequisite for PHY 1051. PHY 1051 is prerequisite to PHY 1061.</strong></td>
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<tr>
<td>PHY 1052-1062</td>
<td>University Physics Laboratory I, II</td>
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<td></td>
<td>A two-semester laboratory sequence to accompany PHY 1051-1061. <strong>Corequisites:</strong> PHY 1051 for PHY 1052; PHY 1061 for PHY 1062.</td>
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<tr>
<td>PHY 1071</td>
<td>Modern Physics I</td>
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<td>An analytical survey of the experiments, theories, and principles that led to the modern view of physical reality. Topics include: an introduction to special relativity theory, the dual nature of waves and particles, uncertainty relations, Bohr theory of hydrogen, fundamental aspects of quantum mechanics, the quantum theory of the hydrogen atom, and, if time permits, many-electron atoms. <strong>Prerequisite:</strong> PHY 1061.</td>
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<tr>
<td>PHY 1081</td>
<td>Modern Physics II</td>
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<td>An extension of PHY 1071 to include specific applications of the quantum theory. Topics include: structure and spectra of many-electron atoms and molecules, classical and quantum statistics, theory of solids, nuclear structure and dynamics, and an introduction to elementary particles. <strong>Prerequisite:</strong> PHY 1071.</td>
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<tr>
<td>PHY 1091</td>
<td>Survey of Nanotechnology</td>
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<td>Nanotechnology embraces the disciplines of applied physics, materials science, supramolecular chemistry, and biological engineering to name a few. An overview of this highly interdisciplinary field will be given with a focus on the role of physics principles that guides this technology and on the new and exotic materials used. <strong>Prerequisites:</strong> PHY 1051, PHY 1052, PHY 1061, PHY 1062.</td>
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<tr>
<td>PHY 1111</td>
<td>Linear Systems in Physics</td>
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<td>An introduction to advanced mathematical topics in the context of elementary systems in physics. Techniques and methods are emphasized. Formal proofs are discussed when they help elucidate the techniques and methods under study. Topics include: applications of series and sequences, power series, complex numbers and identities, first- and second-order differential equations, waves and Fourier analysis, Fourier and Laplace transforms, fundamentals of linear algebra and the eigenvalue problem, and vector calculus. <strong>Prerequisites:</strong> MAT 1361 and PHY 1061.</td>
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<tr>
<td>PHY 1151</td>
<td>Electronics I</td>
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<td>Course objective is to develop skills necessary to employ modern digital and analog electronics technology in the sciences. It will cover: introductory DC/AC circuit analysis, active and passive electronic devices and measurements, operational amplifiers, logic elements, and an introduction to digital electronics and circuits. <strong>Two 3-hour lecture/laboratory periods. Prerequisite:</strong> PHY 1061.</td>
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<tr>
<td>PHY 1161</td>
<td>Electronics II</td>
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<td>Will further develop the concepts introduced in Electronics I to include an understanding of microprocessors and microcomputers, signal processing and electronic data acquisition, and communications systems that employ digital and analog techniques. <strong>Two 3-hour lecture/laboratory periods. Prerequisite:</strong> PHY 1151.</td>
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</table>
PHY 1311 Physics: Concepts and Applications 3 credits
This course offers the non-science major an opportunity to explore how physics impacts everyday life. Topics will vary depending upon the interests of the class, but may include: the physics of sports, why musical instruments sound different from each other, rainbows and other optical phenomena, the physics of toys, Einstein’s theory of relativity, and how a laser works. Although mathematics will not be the focus of the course, a working knowledge of algebra, geometry, and simple trigonometry is necessary. Emphasis is placed on developing critical thinking and scientific observation skills.

PHY 1321 The Astronomical Universe 3 credits
In this course designed for the non-science major, the student is introduced to modern astronomical knowledge and theories. The planets, stars, and galaxies are investigated. Space exploration is discussed. Minimal mathematics is used and no previous science is required.

PHY 1331 Energy: Problems and Promises 3 credits
The goal of this course is to teach the student how to read, analyze, and intelligently comment on news articles about energy and the environment. The physics is straightforward and requires no more than basic business mathematics. Topics include: fossil fuels, large scale renewables, small scale renewables, nuclear power, megawatt accounting, and how real data shapes economics and policy, so the exact content will vary with current events.

PHY 1341 Physics by Experiment 3 credits
In this course, students build up the basic principles of geometrical optics, electricity, thermodynamics, and/or classical mechanics by carrying out guided experiments and interpreting their results. Mathematics, at the level of geometry and simple algebra, is introduced when and as it is needed.

PHY 2011 Intermediate Mechanics 4 credits
Newtonian particle dynamics is presented with special emphasis on damped and forced simple harmonic motion and central-force motion. Generalized coordinates are introduced, and both Lagrange’s formulation and Hamilton’s formulation of classical mechanics are developed. Prerequisites: MAT 1381 (or) PHY 1111, PHY 1061.

PHY 2021 Advanced Mechanics 3 credits
An elaboration of Lagrangian mechanics. Prerequisite: PHY 2011.

PHY 2031 Thermal Physics 3 credits
The laws of thermodynamics are introduced and studied in the classical manner and the statistical mechanical foundations of thermodynamics are developed, including quantum statistics. Prerequisite: PHY 1071.

PHY 2041 Soft Condensed Matter Physics 3 credits
This course will study the physics of materials such as fluids, liquid crystal, polymers (including biological polymers such as proteins and DNA), colloids, emulsions, foams, gels, and granular materials. Prerequisites: PHY 1071, PHY 1081, PHY 2141, or permission of the instructor.

PHY 2051 Electricity and Magnetism I 4 credits
The classical (non-quantum) theory of electric and magnetic fields and charge interactions is presented. The appropriate tools of vector analysis are developed as they are needed. The Maxwell equations in both differential and integral form are introduced. Prerequisites: PHY 1061, MAT 1381 (or) PHY 1111.

PHY 2061 Waves and Optics 3 credits
The study of electromagnetic waves and their associated boundary-value problems. Other topics include a brief analysis of geometrical optics, and detailed study of interference, diffraction, and polarization...
phenomena associated with electromagnetic waves. Prerequisites: PHY 1061, MAT 1381 (or) PHY 1111.

**PHY 2072 Intermediate Laboratory Physics I**
2 credits

Laboratory intensive with some lecture. A broad exposure to instrumentation and techniques of experimental physics. Focus on electromagnetism, electronics, optics, and fundamental ideas from modern physics. Emphasis placed on written and oral communication skills and team work. One three-hour laboratory meeting per week. Prerequisite: PHY 1071.

**PHY 2082 Intermediate Laboratory Physics II**
2 credits

Extends the laboratory work begun in PHY 2072. Focus on atomic, molecular, solid-state, and nuclear physics. Greater reliance on independent work by the student. Prerequisite: PHY 2072.

**PHY 2091 Nuclear Physics**
3 credits

The phenomena of natural and artificial radioactivity are investigated. Various models of nuclear structure are introduced and examined. Nuclear reactions are studied with emphasis upon fission and fusion. Some of the apparatus of nuclear physics, such as particle accelerators and radiation detection devices, is analyzed. Prerequisites: PHY 1071, MAT 1381 (or) PHY 1111, or permission of instructor.

**PHY 2141 Mathematical Methods in Physics**
3 credits

Advanced mathematical methods for physics: includes linear vector spaces, orthogonal functions, partial differential equations, complex variables, and transform techniques. Emphasis is on problem-solving. Prerequisites: PHY 1061, MAT 1381 (or) PHY 1111, or permission of instructor.

**PHY 2151 Solid State Physics**
3 credits

A study of matter in its solid state. Topics include crystal structure, electrical conduction in metals and semiconductors, dielectrics, magnetic materials, and superconductivity. Includes applications to solid-state devices. Prerequisites: PHY 1071, MAT 1381 (or) PHY 1111, or permission of instructor.

**PHY 2161 Statistical Mechanics**
3 credits

Topics include ensembles and distribution functions, quantum statistics, Bose-Einstein and Fermi-Dirac statistics, and partition functions. Prerequisites: PHY 1071, MAT 1381 (or) PHY 1111, or permission of instructor.

**PHY 2171 Materials of Electronics**
3 credits

This course will focus on the materials used to conduct electrical charge and spin and hence information from one region in space and time to another. Conduction processes in metals, traditional semiconductors, and in organic conducting and semi-conducting materials will be explored with a particular emphasis on the underlying physics principles employed. Prerequisites: PHY 1071, PHY 1081, PHY 2141 or permission of the instructor.

**PHY 2181 Introduction to Quantum Mechanics**
4 credits

The Schrodinger formulation of quantum theory is developed with its constructs of wave packets, differential operators, and eigenvalue equations. Special emphasis is given to the quantum theory of measurement. Applications include various one-dimensional problems, central potentials and angular momenta. The transition to the matrix formulation of quantum theory is developed. Prerequisites: PHY 1071, MAT 1381 (or) PHY 1111.

**PHY 2191 Quantum Mechanics II**
3 credits

Hydrogen atom, applications of theory from PHY 2181. Prerequisite: PHY 2181.
### PHY 2211 Computational Physics 3 credits

Introduction to problem solving in physics using mathematical modeling, numerical methods, computer simulations and the fundamentals of programming. Topics may include: numerical solutions of Laplace and Poisson equations for electrostatic boundary-value problems, Monte Carlo simulation techniques, chaos theory. **Prerequisites:** PHY 1061, MAT 1381 (or) PHY 1111, or permission of instructor.

### PHY 2231 Astrophysics 3 credits

Application of the principles of classical and modern physics to astronomical phenomena. Topics include the acquisition and analysis of primary astronomical data; stellar energy production, structure, and evolution, including red giants, white dwarfs, neutron stars, and black holes; galactic structure and evolution; and cosmology. **Prerequisites:** PHY 1071, MAT 1381 (or) PHY 1111, or permission of instructor.

### PHY 2241 Biophysics 3 credits

Application of physics to biological systems. Topics include: biomechanics, fluids, interaction of photons and charged particles with matter, transport phenomena, electrical properties of membranes and nerves, Fourier techniques and signal analysis, image reconstruction, fundamentals of radiology, and health physics issues. **Prerequisites:** PHY 1071, MAT 1381 (or) PHY 1111 or permission of instructor.

### PHY 2251 Physics of Fluids 3 credits

The mechanics of continuous media, including balance laws for mass and momentum. Hydrostatic equilibrium, compressible and incompressible flow, vorticity and circulation. Pressure and shear, viscosity, and an introduction to Newtonian and non-Newtonian fluids. Applications may include geophysical flows. **Prerequisites:** PHY 1061, MAT 1381 (or) PHY 1111, or permission of instructor.

### PHY 2291 Physics Seminar non-credit

Topics and agenda may include outside speakers, local speakers, and discussion of special topics in physics and related areas. Physics majors are required to attend each semester. Physics minors are also encouraged to attend. **Graded on a P/NP basis.**

### PHY 2893-2903 Advanced Special Topics in Physics 3 credits

The topics to be discussed are decided upon by agreement between students and teacher. This sequence is designed for Honors and other qualified students.

### PHY 2951-2961 Research Project 2-4 credits

### PHY 2953-2963 Honors Research Project 6 credits

### Political Science

**Professors:** Baglione (Chair), Chase (Emeritus), Dougherty (Emeritus), Joes, Kane (Emeritus), Lee

**Associate Professors:** McNally

**Assistant Professors:** Fukuoka, Liebell, Widmaier

**Lecturers:** Counihan, Finkelstein, Halus, Nixon, Rodio, Schaller, St. John

### Objectives

Aristotle described the study of politics as the master science. In accord with that great tradition, the Political Science major at Saint Joseph’s University, rooted firmly in the Liberal Arts tradition of Jesuit education, incorporates both humanistic and scientific approaches in its curriculum. It familiarizes students with the main branches of contemporary political science, from timeless classics of political thought to contemporary issues affecting American, regional, and world politics. The Department seeks in all of its courses to make its students
aware of the increasing interconnectedness between domestic affairs and international trends and developments. By encouraging its students to develop a life-long love of learning, a sense of responsible citizenship, the habit of critical analysis, and effective expression in speaking and writing, the Political Science major offers a solid foundation for graduate and legal studies, as well as careers in government, education, communications, and commerce.

Requirements for the Political Science Major

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

**Mathematics:**
- MAT 1171 Topics in Contemporary Mathematics
- MAT 1181 Introduction to Statistics

**Social/Behavioral Sciences:**
- ECN 1011 Introductory Economics (Micro)
  or ECN 1021 Introductory Economics (Macro)
- POL 1011 Introduction to American Government and Politics
- POL 1511 Introduction to Political Science Research

**GER Electives:** any eight courses

**Major Concentration:**
- HIS 1031-1041 History of the United States
- two courses from
  - POL 1031 Introduction to Comparative Politics
  - POL 1051 Introduction to International Politics
  - POL 1071 Introduction to Political Thought
- eight upper division POL courses

Freshman majors must take two freshman seminars in the major, one of which must be POL 1011.

A Political Science major must complete one seminar course (POL 2701 level) which is included as one of the 8 upper division POL courses. For Political Science majors, POL 1011 is a prerequisite for all upper division courses in the American field. Normally, majors should complete all 1000 level political science courses by the end of sophomore year. Business majors who take MGT 2431/POL 2171 may satisfy a GER social science requirement by registering for the course as POL 2171.

**PUBLIC ADMINISTRATION**

The major is designed to provide, within the framework of broad interdisciplinary approach, a concentration of courses relevant to administration in the public sector. The program is designed to enable students to:

- pursue graduate studies in public administration and related fields such as law, policy analysis, and criminal justice;
- obtain employment in government, at all levels;
- pursue careers in the private sectors with firms who deal extensively with government;
- pursue careers in one of the health services (with a health services administration minor, described under Sociology Department); or
- prepare for administrative careers in general.
Requirements for the Public Administration Major: U.S. Policy and Government Track

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including

Mathematics:
- MAT 1171 Topics in Contemporary Mathematics
- MAT 1181 Introduction to Statistics

Social/Behavioral Sciences:
- ECN 1011 Introductory Economics (Micro)
- POL 1011 Introduction to American Government and Politics
- POL 1511 Introduction to Political Science Research

Major Concentration:
- HIS 1031-1041 History of the United States

Business Core (5 courses):
- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- FIN 1341 Introduction to Finance
- MIS 1011 Introduction to Information Systems
- MGT 1011 Organizations in Perspective

Required Public Administration Courses (5 courses):
- POL 2091 Public Administration
- POL 2221 Suburban Government and Problems
- POL 2171 Government and Business (MGT 243\1)
- MGT 2011 Organization Behavior
- POL 2851 Public Administration Internship or POL 2801 Washington Internship I

Public Administration Concentration Selection. Choose Any three (3) of the following courses:
- POL 2801 Washington Internship I
- POL 2811 Washington Internship I1
- POL 2841 Political Internships
- HIS 2671 Environmental History
- MGT 2021 Management of Human Resources
- POL 2101 Public Policy
- POL 2111 Congress and the Legislative Process
- POL 2121 The Presidency
- POL 2141 State and Local Government
- POL 2151 Constitutional Politics
- POL 2161 Constitutional Law: Civil Rights and Liberties
- POL 2181 Law and Social Change
- POL 2241 Environmental Politics in America
- POL 2261 Health Policy and Politics
- POL 2291 Environmental Protection Management
- IHS 2111 The Health Care System and Its Responsibilities
- IHS 2461 Administration of Health Care and Public Health Organizations
- IHS 2521 Health Care Policy

Requirements for the Public Administration Major: International Track

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including
**Mathematics:**
- MAT 1171 Topics in Contemporary Mathematics
- MAT 1181 Introduction to Statistics

**Social/Behavioral Sciences:**
- ECN 1011 Introductory Economics (Micro)
- POL 1031 Introduction to Comparative Politics
- POL 1051 Introduction to International Politics

**Major Concentration: Business Core (5 courses):**
- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- FIN 1341 Introduction to Finance
- MIS 1011 Introduction to Information Systems
- MGT 1011 Organizations in Perspective

**Required Public Administration Courses (7 courses):**
- POL 1511 Introduction to Political Science Research
- POL 2091 Public Administration
- POL 2171 Government and Business (MGT 2431)
- POL 2631 Political Economy: Theory and Concepts
- MGT 2011 Organization Behavior
- MGT 2441 International Management
- POL 2851 Public Administration Internship or POL 2801 Washington Internship I

**Public Administration Concentration Selection. Choose Any three (3) of the following courses:**
- POL 2801 Washington Internship I
- POL 2811 Washington Internship II
- POL 2841 Political Internships
- POL 2291 Environmental Protection Management
- ECN 2021 International Economics
- ECN 2151 Economics of Multi-National Enterprise
- ECN 2201 Nationalism and the Economy
- ECN 2081 Modern Economic Systems
- ECN 2091 Economic Development
- FIN 2331 International Finance
- POL 2401 Nationalism
- POL 2411 The Craft of Intelligence
- POL 2541 U.S. Foreign Policy
- POL 2641 Globalization and Governance
- POL 2651 America and the World Economy
- POL 2661 International and Comparative Monetary Organizations

**MINOR IN POLITICAL SCIENCE**

In order to qualify for a minor in Political Science, a student must complete POL 1011 and five other Political Science courses at least two of which must be upper division courses (2000 level). International Relations and Public Administration majors must take at least two Political Science courses in addition to their major requirements in order to qualify for a political science minor.
Minor in Public Administration (Political Science majors only)

For a minor in Public Administration the student will be required to complete the following six courses:

- ADM 2011 Public Administration
- ADM 2021 Suburban Government and Problems
- ADM 2491 Seminar in Public Administration
- MGT 2011 Organizational Behavior

*plus two courses from the following:*
- ADM 2551 Environmental Protection Management
- MGT 2021 Management of Human Resources
- MGT 2461 Business, Society, and Ethics
- POL 2191 Criminal Justice

Teacher Certification for Secondary Schools

Students majoring in Political Science may minor in Education to obtain a Level I Teaching Certification in Social Studies. In order to meet requirements in Political Science and Education, students are URGED to apply for the Education minor during the spring semester of their freshman year. While students will continue meeting with their Political Science advisor, they will be assigned an Education advisor who will guide them through the sequence of six Education courses and three field experience labs. Students may substitute PSY 1001 for ECN 1011 or ECN 1021. This means that students who follow the Political Science major requirements will graduate with a minimum of 41 courses. In order to receive certification to teach, students must take several history courses, since certification in social studies and most teaching assignments consist of a majority of history courses. Please see Education in this Catalog for further advising information.

Requirements for Departmental Honors

Students with an average of at least 3.5 GPA in Political Science may apply to the chair for Departmental Honors. Fulfillment of the requirement includes honors research (POL 2953-2963), and an oral defense.

**PUBLIC ADMINISTRATION**

**ADM 2011 (POL 2091) Public Administration** 3 credits

Essentially a survey of the principles and problems of modern governmental administration, this course concentrates on the theory of administration; the making and execution of public policy; relationships among the executive, legislature, bureaucracy, and public; structure and functions of sound administrative organization; personnel, budgeting, and other special problems; controversial issues of administration in a democratic society; current trend in the theory and practice of American public administration.

**ADM 2021 Suburban Government and Problems (See POL 2221)** 3 credits

**ADM 2491 Seminar in Public Administration** 3 credits

This seminar will discuss current trends and issues in Public Administration.

**ADM 2551 Environmental Protection Management** 3 credits

This course analyzes the various managerial problems associated with the prevention, mitigation, and cleanup of environmental problems. It also focuses on an examination of the EPA and OSHA and state and local regulations involving hazard control. Finally, it attempts to provide a basic framework for planning a cost effective response to technical and legal requirements of environmental issues.

**ADM 2911 Independent Study I** 3 credits
ADM 2921 Independent Study II 3 credits
ADM 2953 Honors Research I 3 credits
ADM 2963 Honors Research II 3 credits
ADM 2981 Internship I 3 credits
ADM 2991 Internship II 3 credits

Political Science Introductory Courses

POL 1011 Introduction to American Government and Politics 3 credits
An introduction to the theory and process of democratic government in the United States. Emphasis is placed on an examination of the relationships among American values, politics, governmental institutions, and public policy.

POL 1031 Introduction to Comparative Politics 3 credits
A comparative analysis of political values governing structures and policy-making styles in selected countries. Investigates the linkage between economic and political development, along with the challenges that poses for democracy.

POL 1041 Law and Public Policy 3 credits
An introduction to the interplay between law and politics in America. The course will examine the various aspects of law, criminal and civil, and explain to the student how to maintain their rights both against government and private individuals. Does not count for major requirements.

POL 1051 Introduction to International Politics 3 credits
An introductory survey of the major approaches, interpretations and problems in the field of International Politics. Topics include the balance of power, diplomacy, war, the great powers, civilizational order, international political economy and environmental diplomacy.

POL 1061 The American Political Area 3 credits
An examination of American politics from the perspective of elected and appointed public officials, lobbyists, pollsters, and campaign managers complemented by political science readings and integrative lectures. DOES NOT FULFILL REQUIREMENTS FOR MAJORS

POL 1071 Introduction to Political Thought 3 credits
Political theorists ask questions about justice, equality, law, property, community, and duty. This course examines the foundations of political thought in Greece (Plato, Aristotle), the influence of Christian thinking in the middle ages (Augustine, Aquinas), the Renaissance challenge to Christian thought (Machiavelli), the development of popular sovereignty and rights (Hobbes), the influence of liberal norms of equality, tolerance, and freedom (Locke), the development of liberal institutions (Hume, Smith, Madison), the critique of liberalism (Rousseau), and the 20th and 21st century innovations of post-modernism (Foucault), analysis of race, and feminism (Wendy Brown).

POL 1511 Introduction to Political Science Research 3 credits
This course has two distinct goals: to prepare students to perform undergraduate-level research in political science and to build camaraderie and enthusiasm for the major amongst political science students. To realize the first goal, the course will teach students how to use the library and internet for research, develop and evaluate a hypothesis, construct logical arguments, document sources properly, and edit and revise their papers. Students will also learn the logic of social science inquiry and social science methods and will produce a paper based on them as a final product of this course. In response
to the second goal, the professors will encourage discussion of current events (as well as course materials) throughout the semester, work with students on career goals, and sponsor a class trip to Washington, DC. Majors must take this course during their sophomore year.

**POLITICAL THEORY**

**POL 2011 Classical and Medieval Political Thought**
3 credits

Through a close reading of selected texts, we explore the beginnings of Western philosophy in ancient Greece (Thucydides, Plato, Aristotle) and Rome (Cicero, Livy, Seneca, Tacitus) and the development of concepts like law, property, community, and reason in the Middle Ages (Averroes, Maimonides, Augustine, Aquinas, William of Ockham, Marsiglio of Padua, Christine Pizan). We end by reflecting on how these authors help us make sense of the Renaissance turn toward humanism, real politick, and criticism of Christianity in the works of Bruni, Erasmus, and Machiavelli.

**POL 2021 Modern Political Thought**
3 credits

Modern Political Thought traces the development of “modern” political theory from its beginnings in Florentine republicanism (Machiavelli) and the Reformation (Luther and Calvin) and Counter Reformation (Suarez) to its restatement in the 20th century (Rawls). Our focus is liberal democracy—what Madison called “republican” government—from the establishment of dependence on the people for legitimate power and political equality (Hobbes) to the development of representation and limited government (Locke). We examine the institutionalization of liberal ideas (Madison and Hamilton), the expansion of liberal rights (Wollstonecraft, J.S. Mill, Rawls), and traditional and modern critiques of liberal rights (Rousseau, Burke, Marx, Charles Taylor, Carole Pateman, and Iris Marion Young).

**POL 2031 American Political Thought**
3 credits

This course introduces students to early classic texts in American Political Thought (the revolution, constitutional convention, Lincoln-Douglas debates) by linking them to other important intellectual and political movements in American thought—women’s suffrage, abolitionism, and the 20th century civil rights movements. We analyze the extent to which 1) all these movements share concepts and 2) the ways in which later movements refuted, amended, and rejected the concepts that were fundamental to the “founding.” We explore the idea of two “foundings”: the traditional emphasis on the forging of the Revolution and the framing of the Constitution in the eighteenth century and the community oriented religious movements of the 17th century. How can we compare the assertions of citizenship in these various movements? How do they contribute to our political vocabulary today?

**POL 2041 Democracy and Legal Theory**
3 credits

The theories of law and justice that have shaped contemporary American legal and democratic thought have as their wellsprings, the ancient world. The course will begin with a short visit to Athens, the birthplace of democracy. The class will then travel to the island of Siros. The course will be based there and will examine how the concepts of liberty and equality have evolved from the times of Socrates and Pericles, to the era of Thomas Jefferson, from American Revolution, through the shaping of the Constitution, to the Civil War, and then to contemporary America. Particular emphasis will be devoted to understanding how the various theories of law—natural law, legal positivism, and the sociological school—interface with the institution of judicial review, and how judicial review and democracy co-exist in the American polity. *This course is offered only in the summer session and is offered on-site in Greece.*

**POL 2091 Public Administration**
3 credits

Essentially a survey of the principles and problems of modern governmental administration, this course concentrates on the theory of administration; the making and execution of public policy; relations among the executive, legislature, bureaucracy, and public; structure and functions of sound administrative organization; personnel, budgeting, and other special problems; controversial issues of administration in a democratic society; current trend in the theory and practice of American public Administration.
POL 2101 Public Policy 3 credits
An analysis of the public policy-making process in America. Emphasis is on the structure of policy-making and substantive policy issues such as health and education.

POL 2111 Congress and the Legislative Process 3 credits
Examines the legislative process in the U.S. Congress with emphasis on the internal workings of the institution such as committees, parties and rules. External forces such as the Presidency, bureaucracy, and public opinion will also be examined.

POL 2121 The Presidency 3 credits
An analysis of the contemporary American Presidency with emphasis on the use of power, the role of personality, the nature of decision-making, and the relationship with Congress, bureaucracies, and public opinion.

POL 2141 State and Local Government 3 credits
Politics and policy at the local and state level in the United States. Emphasis on the variety of issues with which state and local governments deal, analysis of government structures and examination of how community, social, economic, and political characteristics shape policy-making and implementation.

POL 2151 Constitutional Politics 3 credits
An examination of how the supposedly weakest of the three branches of the federal government has come to exercise political power. The course will study how the Court has employed its functions of judicial review and statutory interpretation to enhance its role within the political system. Cases examined will span the period from *Marbury v. Madison* (1803) to *Bush v. Gore* (2000). The course will also review how the appointment and amendment processes have been used to influence the judiciary.

POL 2161 Constitutional Law: Civil Rights and Liberties 3 credits
A study of contemporary issues of civil rights and liberties in the United States, based on an examination of the development of these protections. Issues addressed include the return of substantive due process, freedom of speech, press, and association, racial and gender discrimination and the issue of fundamental rights, including the right of privacy.

POL 2171 (MGT 2431) Government and Business 3 credits
A discussion and survey of the distribution of powers within the multi-unit system of government, with an analysis of the constitutional limitations that restrict government in regulating business and the problems in administration of the different regulatory powers.

POL 2181 Law and Social Change 3 credits
Can courts effectively generate social change? What are the advantages and limits of using the law to effect social change? We use cases and case studies to examine the relationship between law and society. In the last forty years, groups attempting to effect social change have turned to the courts as an effective source of authority when they find themselves disadvantaged or rejected by the larger political system. To what extent has this approach been successful? To what extent is it desirable? While constitutional law emphasizes the logic of the opinion, this course will look beyond the decisions of the Supreme Court, focusing instead on the implementation process and the actions of lower courts in interpreting the Supreme Court’s decisions. We will look at problems of implementation, the actual benefits received by affected parties, and the relationship between the federal government, the states, and public opinion. Case studies include: school integration, abortion, pay equity, death penalty, and single-sex unions.

POL 2201 Religion and American Politics 3 credits
After a brief survey of the role religion has played in the formation of the American polity, an examination of the role religion plays in current American politics including its influence on political
parties, the development of legislation, presidential elections and the role of the Supreme Court in establishing a proper boundary between religion and the state.

**POL 2211 Women, Gender, and American Politics**

To what extent are men and women “equal” in the United States today? To what extent did inequality characterize the past relationship? What is equality any way? Should equality be a goal for politically-motivated and interested individuals? Is anyone doing anything today to advance this (or any other) gender-progressive agenda? To answer, these larger questions, this course is divided into three parts. The first examines the American women’s movement, from its origins in the early 19th century until today. The purpose of this analysis is to understand when and under what conditions women’s movements in the U.S. have emerged, what have been their goals, and to what extent they have succeeded. In so doing, we will study the different types of feminisms that have developed as activists have provided the logic, practice, and goals for their challenges to the status quo. After studying the movements, we will investigate the extent to which the movements have succeeded by looking at both women’s political participation and public policy that is particularly relevant to females. In our study of movements, politics, and policy, an understanding of the variety of feminisms and the social construction of gender will be central.

**POL 2221 Suburban Government and Problems**

Focuses on an analysis of the governmental structure and functioning of suburban political systems in large metropolitan areas. Examines problems of service provision in areas such as police protection, fire protection, transportation, and housing. Emphasizes a practical approach to local government units and possibilities for integration, cooperation, and regionalization of specific functions and jurisdictions.

**POL 2241 Environmental Politics in America**

This course analyzes environmental politics in the United States through a careful examination of institutions. We begin by debating the “proper” relationship between humans and the natural world considering the meaning of terms like environmentalism, conservationism, preservationism, deep ecology, eco-racism, and eco-feminism. We examine the rise of environmentalism in America, moving from the progressive conservationism of Teddy Roosevelt through the environmentalism of Earth Day and the 1970s to the present era. The course uses recent works in political science to establish the actors in environmental decision-making and implementation as we consider federalism and state environmental policy, public opinion, interest groups, political parties, markets and free trade, the Presidency, Congress, the Bureaucracy, and the Courts.

**POL 2251 Political Parties, Pressure Groups and Voting Behavior**

A study of the changing roles of parties and pressure groups in American politics with particular emphasis upon the Presidency, Congress, courts, and the bureaucracy. Topics include the effects of de-alignment, proliferation of political action committees and single issue groups. The health of the American democracy will be evaluated in the light of these developments.

**POL 2261 Health Policy and Politics**

It provides an introduction to the field of health policy and politics. The course focuses on the United States but also presents comparative views of health policy in both developed and developing countries. Special emphasis will be given to public policies such as Medicare, Medicaid, regulation and financial assistance for the uninsured. Course topics include the role of interest groups, Congressional legislation, health policy and bureaucracy, the state role in health care policy and the Federalism debate.

**POL 2271 Political Sociology: The Mass Media in American Politics**

How Do We Define the Public Interest? The National Interest? Our Self-Interest? How do we know what we mean? How do we form beliefs about our needs? For example, should the American national interest be defined in terms of spreading democracy or stabilizing the balance of power? How much scope should be afforded to market forces in the economy? Where should we draw boundary between public authority and private choice? This class examines such issues from a sociological perspective. More specifically, while sociology as a field of study examines the varied societal institutions (e.g.,
family, religion, educational systems, etc.) which shape us and our beliefs, this class examines the role of the mass media in constituting our beliefs and shaping the public agenda. To this end, the first six weeks of the course will see us trace the evolution of varied print, electronic, and internet-age media, examining their varied effects on the political agenda, campaigns and elections, and economic, social and foreign policies. The second part of the course will see us then apply these concepts to varied issue areas, from the formal context of campaigns and debates to broader issue areas related to race, class, social policy and foreign policy in the age of terror.

**POL 2281 Philadelphia Politics**  
3 credits  
An examination of the political and social development of the City of Philadelphia with an emphasis on the impact of Quaker values, the rise and decline of Philadelphia as the nation’s premier industrial city, the impact of immigration movements both from Europe and the South, the role of political machines and reformers, put in the context of political science theory relative to the development of American cities. Particular emphasis will be placed on recent political leaders beginning with the reform mayors, Clark and DILworth, continuing through Tate, Rizzo, Green, Goode, Rendell and Street.

**POL 2291 Environmental Protection Management**  
3 credits  
This course analyzes the various managerial problems associated with the prevention, mitigation, and cleanup of environmental problems. It also focuses on an examination of the EPA and OSHA and state and local regulations involving hazard control. Finally, it attempts to provide a basic framework for planning a cost effective response to technical and legal requirements of environmental issues.

**Comparative Politics**

**POL 2301 European Union Law**  
3 credits  
An examination of the impact of the development of a legal system for the European Union and how it impacts on the various nations that constitute the EU and their citizens. *Louvain Institute.*

**POL 2311 Comparative European Politics**  
3 credits  
In-depth treatment of a specially selected country undertaken each semester with appropriate attention to comparison with other European and non-European states. Historical, economic, and cultural, as well as contemporary political, aspects will be studied, including the foreign policy of the selected state and its place in the international system. The country chosen for study varies from semester to semester; one semester may be taken independently of the other. *Louvain Institute.*

**POL 2321 Fundamentalism, Religion, and Politics**  
3 credits  
This course is a unique, interdisciplinary analysis of the complex relationships between fundamentalism, religion, and politics. Designed to be interactive, the course invites faculty from different disciplines both within and from outside of the University to share with the class their knowledge of different aspects of the theological and political causes and implications of fundamentalism. In Part I of the course, students will examine in depth a host of conceptual and theoretical issues pertaining to fundamentalism in religion and theology. Part II of the course focuses on a number of diverse cases in which fundamentalist religion and other forms of fundamentalist practice have an important impact in the world today. Throughout the course of the semester, students are encouraged to grapple with the tension between fundamentalist theory, both from the perspective of believers and of observers, and fundamentalism in practice as it affects the world in which we live.

**POL 2331 Global Gender Issues**  
3 credits  
Examines the concept of gender around the world. Topics include the struggles for full citizenship, why women become political leaders in some settings and not in others, the multiplicities of feminisms, and the ways in which the international political economy depends on and reinforces conceptions of gender.
POL 2341 Political Leadership 3 credits
Examines practical principles and axioms of political leadership in the contemporary setting. During the second half of the course, the leadership records of recent American Presidents is evaluated through debate among teams of students.

POL 2351 Revolution and Development 3 credits
Analyzes classical theories of revolution from Aristotle to Pareto; cause and effect of the “great” revolutions—France 1789, Russia 1917, China 1949; the collapse of European Communism; techniques of guerrilla insurgency and the coup d’etat; the future of revolution and implications for world stability and U.S. security.

POL 2371 Latin American Politics 3 credits
This course addresses the political, economic and social development of modern Latin America. It examines the transformation of traditional authority structures, efforts to promote economic development, and more recent concerns for the consolidation of democracy, adjustment to globalization, and U.S. Latin American relations.

POL 2381 Politics and Society of the Arab World 3 credits
This is a first level course that investigates social and political change in the Arab world. It examines the social, economic, political, and ideological structures of the contemporary Arab World with an emphasis on the regional impact of the rise and fall of oil revenues, the centrality of the state, the rise of political Islam, and the impact of the “War on terrorism.” This course employs a macro-political/sociological approach that situates the region in the global political economy and introduces students to its problematics and historical-cultural specificity.

POL 2401 Nationalism 3 credits
Examines the roots of nationalism in Europe, Third World nationalism and colonial empires, nationalism and war, ethnic, class, and racial conflict, the future of multinational states, implications for U.S. foreign policy and efforts to establish a stable world system.

POL 2411 The Craft of Intelligence 3 credits
Examines methods of intelligence collection, problems of analysis, impact of intelligence on foreign policy, intelligence as the first line of defense, comparison of American, Russian, Israeli, and European agencies. Analyzes tensions between secret intelligence and democracy. Guest lectures by intelligence professionals and a tour and briefing at CIA headquarters.

POL 2421 Russian Politics 3 credits
Investigates the challenges and prospects facing Russia and the former Soviet Republics today. The first part of the course focuses upon the politics of the Soviet Union and the second on the post-Soviet era.

POL 2441 South Africa and the Politics of Transition 3 credits
This course examines South Africa’s transition to democracy from the breakdown of the apartheid state to current policy issues and debates such as national reconciliation and the HIV/AIDS epidemic. The multiple dimensions of the transition process examined are: social movements, negotiation, conflict resolution, constitutional development, elections, transitional justice, leadership, and international influence. This course will highlight and question the difference between structural transitions and societal transformations.

POL 2451 Politics of Japan 3 credits
This course is designed to discuss and examine political dynamics of modern Japan. Along with the historical analysis of Japanese political development since the mid-19th century, the course will have four thematic sections: (1) Post-War democratic development and conservative politics, (2) Post-War economic development and the recession in the 1990s, (3) Article 9 of the Peace Constitution and Japan, and (4) Collective memories of militaristic past and its legacies. Through the examination of these
themes, Japan’s politico-economic, cultural, and historical contexts will be visited and discussed under the broader framework of international relations in East Asia.

POL 2481 Internal War 3 credits
This course analyses the genesis, development, and consequences of internal war, from the Swamp Fox to contemporary Colombia, with special emphasis on the strategy and tactics of guerrilla warfare, as well as British, French, Russian, Japanese, Chinese, and American styles of counter-insurgency.

INTERNATIONAL POLITICS

POL 2521 International Law 3 credits
Surveys the nature and function of international law in relation to individuals, the nation-state and international community.

POL 2531 Latin America & U.S. Relations 3 credits
An exploration of the development of political, economic, and social relations between the United States and the nations of Latin America. The course will focus on both state and non-state actors.

POL 2541 U.S. Foreign Policy 3 credits
Examines fundamental themes, processes and tendencies in U.S. foreign policy with special attention to the Cold War and its aftermath.

POL 2551 Global Security 3 credits
Examines the weapons-centric approach to security that was dominant during the Cold War and investigates how conceptions of security have changed since that era. While arms and militarization continue to be security concerns, economic strength and development, resource scarcity, environmental degradation, and human rights are all on the post-Cold War security agenda. Contrasts a “national security” perspective with a “global” or “human security” one. Students may take this course for Faith-Justice credit.

POL 2561 War, Crisis, and the Presidency: Defining the National Interest 3 credits
From Franklin D. Roosevelt to George W. Bush, the American people have looked to the president in time of crisis as the only agent capable of identifying and acting on the national interest. The view of the President as a rhetorical leader is an implicit part of our political culture, as Americans expect that Presidents will express themselves publicly, promote policy initiatives, and inspire the population. Yet, ironically, this is not how the founders envisioned the office of the presidency. Madison and his contemporaries feared that frequent appeals to the public would undermine veneration of the government, compromise the quality of deliberation, and encourage presidential demagoguery. In this course, we examine these shifting views of presidential leadership as presidents have increasingly taken over the role of definers of the national interest. After an initial examination of the founders’ views and the evolution of the presidency, we will examine the role of presidential rhetoric in World War I, the global Depression of the 1930s and World War II, the Cold War, Vietnam War, varied conflicts of the 1990s, and into the War on Terrorism. In the process, we will reconsider the founders’ critique and its implications for America’s response in the War on Terrorism.

POL 2571 The Viet Nam Wars 3 credits
Examines the thirty-year conflict from the Franco-Viet Minh war to the collapse of Saigon. Topics include United States’ involvement, Johnson Administration strategy, the news media, and the legacy of the war for U.S. foreign policy and world order.

POL 2581 International Conflict Management 3 credits
An understanding of the nature of international and internal conflict in the modern era including the characteristics of conflict at various stages of the conflict cycle understood through an overview of
competing theoretical explanations for conflict. An examination of the various strategies employed by the international community for responding to such conflict.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 2591</td>
<td><strong>International Relations of the U.S. and South Asia</strong></td>
<td>3</td>
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<td>This course examines U.S. foreign policy toward South Asia, focusing on U.S.-India relations in the broader context of policy toward Pakistan, Russia, and China. It more specifically examines U.S.-Indian differences over the meaning of democracy, shifts in the regional balance of power, the need for economic reform, and the more recent context of the ostensible War on Terror.</td>
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<tr>
<td>POL 2611</td>
<td><strong>Theories of International Relations</strong></td>
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<td>How do we explain major developments in world politics? This is the task of theory in international relations. In the last twenty-five years, the field has been hotly contested, with three “great debates” organizing the discussion. These debates are the focus of this course, and students will master the arguments waged on all sides and use some of them to organize a research paper on a topic of their choice. The first debate is primarily between neorealists and neoliberals, and it focuses on the role of institutions, the relevance of cooperation, and the motivation of state actors in the international realm. The second debate is a methodological one, in which critical theorists ask prior questions about methodology and concept formation to criticize both neorealists and neoliberals. Finally, the third debate pushes these questions further to examine the impact of the social construction of knowledge on international political outcomes and theories. In studying these theoretical debates, we will examine case studies investigating why the cold war ended when and how it did, what the prospects for peace and conflict are in the post-cold war world, when do sanctions achieve their goals, and why has economic development been such a challenge for some states.</td>
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<td>POL 2621</td>
<td><strong>War and Peace</strong></td>
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<td>A study of the origins, conduct and consequences of armed conflict from antiquity to the present with special attention to the American experience. Topics include military strategy, technology, morality, subconventional warfare, avoiding and eliminating warfare.</td>
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<td>POL 2631</td>
<td><strong>Political Economy of Booms and Busts</strong></td>
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<td>This course provides a basic introduction to evolving Classical and Keynesian debates over the international political economy and domestic autonomy. Over the semester, we will trace these debates as they evolved from the early period of the Classical gold standard, through the Great Crash and Great Depression, the Bretton Woods era, the stagflationary crises of the 1970s, and into the more recent era of globalization. By the end of the semester, students should understand basic controversies over fiscal, monetary, and incomes policies, comparative advantage and the balance of payments, and fixed or floating exchange rates, as well as be able to situate such debates in the broader political context.</td>
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<td>POL 2641</td>
<td><strong>Globalization and Governance</strong></td>
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<td>This course examines economic, and social, and political challenges facing the global community in the post-Cold War era. It addresses the emergence of economic and social interdependence, and the political challenges involved in the construction of institutions of global governance. By the end of the semester, students will be able to participate in key policy debates, to be demonstrated in a policy paper addressing a substantive issue related to global governance. <em>Prerequisite: POL 2631.</em></td>
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<td>POL 2651</td>
<td><strong>Ethics and Globalization</strong></td>
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<td>What is “the economy”? “the market”? “the state”? How do these institutions relate to one another, and what are the consequences for equity, efficiency, and the public interest? In addressing these concerns, this course will begin by briefly engaging enduring economic, political, and ethical debates. Moving to the main focus of the course, it will then directly engage the real world context of these controversies, examining debates over: 1) poverty and the need for a minimum and/or living wage, 2) industrial organization and unionization—and the varied implications for energy and health care policy debates, 3) globalization issues related to the need for “free” or “fair” trade—and the varied implications for educational, labor and environmental issues, and 4) development and global inequality.</td>
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POL 2661 International and Comparative Monetary Organization 3 credits
This course examines the evolution of domestic and international monetary and financial systems, tracing shifts in the balance of power between domestic labor, capital and central banks, and parallel international efforts to maintain economic stability. It specifically addresses the prewar rise of labor movements and postwar efforts at international monetary and financial cooperation. It then traces shifts in the nature of such organizations as the International Monetary Fund, Group of Eight (G-8) industrialized nations, and more recent components of the “New International Financial Architecture.”

POL 2681 Arms, Arms Control, & Proliferation 3 credits
Anarchy in the international system has long challenged states and other actors to search for ways to provide for security. One of the most common approaches has been to procure armaments, but that method has never been without its critics. Even the advocates of more and better arms became worried in the second half of the twentieth century as the power and levels of stockpiles grew and the certainty and speed with which these destructive devices could reach their targets improved. Thus the idea of arms “control,” a policy of managing the development of arsenals, emerged and guided superpower policy for two decades. This approach came under attack in the 1980s, from both the left and the right. As a result, new pressures for disarmament and build-up followed and coexisted uncomfortably for about two decades. The dawn of the new century has provided new challenges to the policies of armament, arms control, and non-proliferation as an examination of some special topics will demonstrate.

POL 2691 Global Environmental Politics 3 credits
This course is a unique, interdisciplinary examination of the global environment that deals with a number of topics and problems in political science, philosophy, history, economics, and the natural sciences. The goals of this course are threefold. First, the course is designed to evoke and encourage thinking about environmental issues and all of their implications on a global level. Toward that effect, students will be encouraged to think about the historical, philosophical, and moral consequences of human interaction with the environment. The second goal of the course is to examine in depth the various ways in which the global environment affects and is affected by a multiplicity of forces and actors, in particular, local, national, and international governments, national and indigenous peoples, non-governmental organizations (NGOs), regimes, and industry. Finally, throughout the course of studying the global environment, students will be exposed to some of the basic concepts and vocabulary of political science, including systems, states, cultures, identities, institutions, regimes and organizations.

SEMINARS
Seminars are capstone courses in Political Science and therefore are advanced in terms of expectations for student performance. This includes high level performance in student assignments, class participation and research papers.

POL 2711 Seminar: Theories of Justice in the 21st Century 3 credits
This political theory seminar examines some of the major theories of justice available to political theorists in the 21st century. We begin with an in-depth reading of the work that has defined justice in the 20th and 21st centuries: John Rawls’ A Theory of Justice. We will also read selections from Rawls’ Political Liberalism and his work on international justice, The Law of Peoples. In order to consider alternative theories of justice and criticisms of Rawls, we will read classic critical commentaries in the form of articles and book chapters from Michael Walzer, Michael Sandel, Alistair MacIntyre, Ronald Dworkin, Susan Okin, Robert Nozick, Brian Barry, Amartya Sen, and James Fishkin. Course goals: 1) provide the student with an in-depth reading of major political theorists of justice; 2) provide students the opportunity to develop a more sophisticated understanding of political justice through the weekly writing of critical, interpretive, and comparative essays; 3) encourage the student, over the course of the semester, to compare and contrast theories; and 4) students obtain a vocabulary of political ideology (liberalism, communitarianism, conservatism, feminism, legalism, utilitarianism, and post-modernism) as well as an understanding of different types of justice (e.g., distributive v. restorative).
**POL 2721 Seminar on International Political Economy**  
3 credits  
This seminar examines theoretical debates over international economic cooperation, contrasting approaches which stress the importance of the international distribution of capabilities, domestic interest groups, and ideological forces. Students will complete original papers which evaluate these approaches in the context of empirical cases, and will present their findings to the class at the end of the semester. Prerequisite: POL 2631 or permission of instructor.

**POL 2731 Seminar on Freedom of Religion**  
3 credits  
Surveys the Supreme Court’s decisions in the areas of free exercise and establishment of religion along with a study of theories concerning the relationship between Church and State in the United States. Student research involves First Amendment issues. Prerequisites: POL 1011 and either POL 2151, 2161, 2181, 2201 or permission of instructor.

**POL 2751 Seminar on Contemporary Peace Making and Peace Building**  
3 credits  
At the end of the Cold War with the peaceful demise of the USSR and the spread of democracy, there were great hopes for world peace. Long simmering civil strife and inter-state confrontations abated in Latin America, the Korean peninsula, Southern Africa and the Middle East. War and destruction, however, were far from over as Southeastern Europe, the Caucasus, Central Africa, and South Asia erupted or continued to burn. And places where conflict appeared mostly resolved in the 1990s—the Middle East and Chechnya—reignited at the turn of the century. How can we account for the ebb and flow in the intensity of these conflicts? Under what conditions is peace made? How can a settlement be transformed and peace be built in a previously war-torn society? This seminar investigates theoretical frameworks of peace making and peace building and asks students to apply these perspectives to select, contemporary cases.

**POL 2771 Seminar on Democracy and Democratization**  
3 credits  
Examines definitions of democracy, authoritarianism, and totalitarianism and theoretical frameworks scholars use to explain democratization and democratic consolidation. Compares the transitions from authoritarianism to democracy in Latin America and Southern Europe to post-communist transformations. Prerequisites: POL 1031 or POL 2361 or POL 2421 or permission of instructor.

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**EXPERIENTIAL**

**POL 2801-2811 Washington Internship I-II**  
6 credits  
See information under Special Academic Programs and Services.

**POL 2841 Political Internships**  
3 credits  
Supervised Internships in the Philadelphia area in the offices of elected or appointed government officials. Permission of instructor is required.

**POL 2851 Public Administration Internship**  
3 credits  
With the approval of the instructor, students will be placed in a public administration-related placement in the Greater Philadelphia area. In addition to the hours required, students will complete a paper that will integrate their experience with public administration theory.

**POL 2861 European Internship**  
3 credits  
Students participating in either the Louvain Institute Program in Leuven may elect to have an internship with a member of the European Parliament, headquartered in Brussels. Similar opportunities are available for students participating in the London program with members of the House of Commons of the United Kingdom.
POL 2871 Model European Union 3 credits
This course is a comprehensive study of the European Union (EU) and its member states with the goal of preparing students for an intercollegiate simulation of the EU in Washington, DC at the end of the semester. Thus there are three distinct areas of investigation. First, students will study in theory and in practice why cooperation occurs, strengthens, and expands geographically. In particular, students will examine the history of the European Union, learn about its institutions and explore the transformation of European identity since the Treaty of Rome. Second, students will learn about European politics in general and will become experts on the recent history, contemporary politics, and economic and social conditions of the country that they will be representing. Third, students need to become political actors, as each class member will play a real-life MEP (Member of the European Parliament), Prime Minister, Foreign Minister or Commissioner. Knowing one’s party and country positions in addition to understanding how to achieve goals within a legislature or a cabinet/committee meeting are essential. Thus, we will also seek to hone the student’s political and bargaining skills. Social Science GER approval pending. Additional lab fee for this course.

POL 2881 Advanced Issues in European Integration 3 credits
This course is for students who have already complete POL 2871 Model European Union and have received permission from the instructor to participate in the European Union Simulation for an additional year. Students in this course will prepare for the simulation as directed by the instructor, and they will write a research papers on a topic related to European Union politics. Prerequisite: POL 2871 and permission of instructor. Additional lab fee for this course.

INDEPENDENT RESEARCH

POL 2911 Independent Study 3 credits
Taken in conjunction with POL 2801-2811.

POL 2931 Directed Readings in Political Science 3 credits
Study of significant themes and concepts in Political Science under an instructor’s supervision. Frequent consultation is required. Prior approval from the Department is necessary. Restricted to students with a minimum GPA of 3.5 in Political Science courses.

POL 2953-2963 Honors Reading and Research 6 credits
Independent research. Requires the completion of an honors essay and passage of a Departmental comprehensive examination.

Psychology

Professors: Chapman, DeVito, Leitner (Chair), Mindell
Associate Professor: Anastasio, Jaeger, Murray, Schatz
Assistant Professors: Anderson, Garrigan, Shib, Skolnick

Program Overview
Psychology is the scientific study of human and animal behavior in all of its many manifestations. The Department of Psychology of Saint Joseph’s offers students an exciting and challenging curriculum. The broad range of courses provides opportunities for understanding Psychology as both a scientific and a corporate discipline. The Department’s focus is on relevant, current research and the application of that research in experimental, clinical, counseling, health care and corporate settings. The full spectrum of activities and concerns of psychologists are covered, with consideration given to ethical issues.
University students with a wide range of interests find Psychology personally appealing and professionally relevant. Students use the Psychology major as a gateway to a diverse range of employment opportunities, including the health and legal professions, human resources and management positions, education and school counseling, and other social, industrial and organizational situations. For those students interested in pursuing graduate study in Psychology, the Department offers a five-year Bachelor's/Master's degree program that offers training in the areas of behavioral neuroscience, clinical psychology and neuropsychology, behavioral pediatrics, social psychology, cognitive psychology, and developmental psychology.

Our graduates are currently college professors, researchers, school psychologists, counselors, developmental psychologists, personnel managers, educators, learning disability specialists, social workers, physicians, attorneys, and successful businessmen and -women. For more information on about our program, please visit our web page at http://psychology.sju.edu.

**Departmental Mission**

Few abilities are more central to a person’s successful and productive functioning in modern society than the sophisticated, insightful appreciation of one’s own behavior and the behavior of others. The University’s goal of developing liberally educated students in the 21st century and the Ignatian ideal of being “men and women for and with others” can be advanced by encouraging students to develop sophisticated insight into behavior, both their own and that of others, in all of its diverse manifestations. The study of Psychology provides a theoretical and scientific framework that fosters the development of this sophisticated appreciation of oneself and others.

In the spirit of the Jesuit, Catholic, liberal arts tradition, the Department of Psychology of Saint Joseph’s University provides students with an understanding and appreciation of behavior and mental processes in all of its diverse manifestations, for the betterment of the human condition.

The Department promotes excellence through the teacher/scholar model and provides an atmosphere for students to be intellectually curious, socially responsible, to reason well, and to become independent learners. This academic experience will change the way they conceive of their world and themselves and will promote a life-long commitment to social justice and learning.

The Department serves its academic discipline and the larger community through faculty scholarship and the preparation of future scholars, as well as providing students with the intellectual, interpersonal, and communication skills that promote success in a variety of career paths.

Guided by the philosophy of science as a worldview and its application to psychological processes, the Department of Psychology supports the University’s mission by:

- Excelling in teaching, scholarship, and service.
- Making a vital contribution to the general education of the University’s students.
- Modeling cura personalis through advising, mentoring, community and professional service, and assuming positions of leadership within and outside the University.
- Preparing courses that reflect the historic roots of the discipline as well as contemporary thought, and making explicit the connections between basic science and real world applications.
- Emphasizing professional ethics of psychology as a discipline.
- Conducting and disseminating high quality research, in partnership with students.
- Providing students with experientially based learning.
- Preparing students to contribute to the common good.
Departmental Educational Goals And Objectives

**Goal 1:** Theory and Content of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**Goal 2:** Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

**Goal 3:** Critical Thinking and Communication Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.

**Goal 4:** Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues.

**Goal 5:** Values in Psychology. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

**Goal 6:** Information and Technological Literacy. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Requirements for the Psychology Major

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

**Mathematics:**
- MAT 1171 Topics in Contemporary Mathematics
- MAT 1181 Introduction to Statistics

* A higher-level math course may be substituted for either or both of the two mathematics courses listed above.

**Social/Behavioral Sciences:**

The current GER requirement includes three Social Science courses. Of these three, two may be satisfied by taking any two 1000-level Psychology courses. These same two Psychology courses also count toward the completion of the Psychology major or minor. Students who enter the University with Psychology declared as their major will most often use Introductory Psychology: Freshman Seminar (PSY 1011) to satisfy the Social Science GER. Students who declare Psychology as a major later in their academic careers at Saint Joseph's will most often use Introductory Psychology (PSY 1001) to satisfy the Social Science GER. In addition to PSY 1011 or PSY 1001, Psychology majors will commonly use PSY 1021 or PSY 1031 toward the completion of the GER Social Science requirement.

**GER Electives:**

Any nine courses may be used as electives if a Psychology course from the range PSY 2901 – PSY 2991 (internship, independent study, or independent research) is used to satisfy the Psychology major's experiential course requirement. If a course that is offered by the Psychology Department that is not in this range is used to satisfy this requirement, or if a course offered by another department is used to satisfy this requirement, including service/learning, study/tour, or study abroad courses, then any ten courses may be used as electives.

**Major Concentration:**

Thirteen courses are required, including an experiential course. Should this requirement be satisfied with a Psychology course, then twelve courses are required for the major. If a course offered by another department is used to satisfy the experiential requirement, then twelve courses are required, including:

*For majors entering as first-semester freshman:*

- PSY 1011 Introductory Psychology: Freshman Seminar
For majors entering after the first semester of freshman year:

PSY 1001 Introductory Psychology

and the following required courses:

PSY 1021 Personality
PSY 1031 Biological Bases of Behavior

Any two of the above can be used to satisfy the GER Social Science requirement.

PSY 2021 Research Methods
PSY 2031 Statistics for the Social Sciences
PSY 2041 Multicultural Psychology
PSY 2051 History and Systems of Psychology

and one of the following advanced laboratory courses:

PSY 2502 Psychology Laboratory, Natural Science I
PSY 2512 Psychology Laboratory, Natural Science II
PSY 2602 Psychology Laboratory, Social Science I
PSY 2612 Psychology Laboratory, Social Science II

The advanced laboratory course and the advanced research seminar may not be in the same area. Students taking a natural science advanced laboratory are expected to take a social science advanced research seminar. Students taking a social science advanced laboratory are expected to take a natural science advanced research seminar.

and one of the following experiential courses:

PSY 2901/11 Internship I/II
PSY 2921/31 Independent Study I/II
PSY 2941/51 Independent Research I/II
PSY 2961/71 Honors Independent Study I/II
PSY 2981/91 Honors Independent Research I/II

As noted above, students may also satisfy the Psychology experiential course requirement by receiving a passing grade in a service/learning, study abroad, or study tour course offered by another department. Although such courses do not need to be Psychology courses, they must be accepted by the University as a three-credit course.

and three advanced Psychology electives:

One from PSY 2101 - 2181
One from PSY 2301 - 2381
One from PSY 2101 - 2381

Students who take more than the minimum required number of advanced laboratory courses and/or advanced research seminars may use these courses to fulfill the Psychology elective requirement, if it is done in consultation with their academic advisors.

Developmental psychology and learning requirements:

All Psychology majors are required to take one course in the area of developmental psychology and one course in the area of learning. These requirements can be fulfilled by taking the following advanced psychology electives, research seminars, or Psychology experiential courses:

Developmental psychology:

PSY 1301 Lifespan Development
PSY 1341 Childhood Behavior Disorders
PSY 1371 Child Development
PSY 2311 Advanced Developmental Psychology
PSY 2331 Adulthood and Aging
Learning:

PSY 2111 Animal Learning and Memory
The following courses may be used to satisfy the developmental psychology and the learning requirements with the permission of the instructor:

PSY 2371-81 Advanced Topics in Psychology, Social Science I-II
PSY 2171-81 Advanced Topics in Psychology, Natural Science I-II
PSY 2701-11 Research Seminar in Psychology, Natural Science I-II
PSY 2801-11 Research Seminar in Psychology, Social Science I-II
PSY 2901-11 Internship I-II
PSY 2921-31 Independent Study I-II
PSY 2941-51 Independent Research I-II
PSY 2961-71 Honors Independent Study I-II
PSY 2981-91 Honors Independent Research I-II

Arts and Sciences Programs

Close faculty advising and counseling will take place at the departmental level. It is strongly recommended that students who plan graduate study in psychology take a year of a natural science laboratory. Courses in logic, philosophy of science, biology, and physics are also helpful to students who plan to attend graduate school.

The Five-Year Combined B.S./M.S. in Psychology Option

Saint Joseph’s University combined B.S./M.S. program in Psychology offers students an exciting and challenging curriculum of study emphasizing experimental psychology with a focus on the fields of behavioral neuroscience, clinical psychology and neuropsychology, behavioral pediatrics, social psychology, cognitive psychology, and developmental psychology. The program, which is designed to complement the strengths and interests of the present Psychology faculty, also reflects the current state of the discipline of psychology. The program offers a traditional and academically oriented forty-eight credit curriculum which requires a qualifying comprehensive examination and an empirical thesis project. This unique program is designed for successful completion over five academic years.

Undergraduate psychology majors at Saint Joseph’s who apply for the five-year combined B.S./M.S. program will be evaluated for acceptance into the program following the completion of the first semester of the junior year. These undergraduate applicants will be asked to submit a complete undergraduate transcript, three letters of recommendation/reference, and an essay describing their interests and goals of graduate education in psychology. Acceptance into the five-year program will not affect the GER Common Courses or University Distribution Requirement. For more information, contact the Graduate Arts and Sciences Office or the Department of Psychology.

Laptop Program

All students majoring in Psychology are required to participate in the College of Arts & Sciences (CAS) Laptop Computer Program. Students majoring in Psychology must purchase an Apple laptop that meets the system specifications set by the CAS Laptop Computer Program. Each student participating in the CAS Laptop Program will be charged a Laptop Computer Technical Support Fee of $50 per semester. The Laptop Computer Support Office, located in Room 101 in the Science Center, provides technical support via walk-in, email, web, and phone to students in the CAS Laptop Computer Program. For more information on the CAS Laptop Computer Program, visit our web site at: http://www.sju.edu/laptop/CAS.
Minor in Psychology

For a student to complete a minor in psychology, he/she must take: PSY 1001 (Introductory Psychology); PSY 1021 (Personality); PSY 1031 (Biological Bases of Behavior); PSY 2021 (Research Methods); and two other 2000-level courses.

Requirements for Departmental Honors

Faculty of the Psychology Department encourage students to participate in the Honors program. Students may take any psychology course for honors credit. A contract is negotiated between student and faculty member on what additional work is to be done for honors credit. Students who seek departmental honors must complete either two semesters of Independent Research (PSY 2951 and PSY 2961) or two semesters of Independent Study (PSY 2911 and PSY 2921). Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors Program.

Course Offerings

Foundations

PSY 1001 Introductory Psychology 3 credits
This course introduces the student to the research problems, methods, findings, and basic theory that constitute the scientific investigation of human and animal behavior.

PSY 1011 Introductory Psychology: Freshman Seminar 3 credits
This course introduces freshman students to the research problems, methods, findings, and basic theory that constitute the scientific investigation of human and animal behavior. The small class size is intended to enhance the students’ educational experience with ancillary activities that would not be possible with a larger group. Note: This course is only open to freshman Psychology majors or undeclared Social Science majors.

PSY 1021 Personality 3 credits
Personality is the study of all aspects of the functioning of an individual. It emphasizes the ways in which people differ from one another and how their patterns of behavior persist over their lives. For example, it seeks to understand why one person is characteristically thoughtful while another is impulsive. Processes such as motivation, perception, learning, unconscious, and our self-concept are used to inform our understanding of personality. Additional prerequisites: Introductory Psychology (PSY 1001, PSY 1011, or PSY 1005).

PSY 1031 Biological Bases of Behavior 3 credits
This is an introductory-level course exploring the relationship between human behavior and the functioning of the brain. Topics to be covered include research techniques in neuroscience, the structure and function of the peripheral and central nervous systems, the structure and function of nerve cells, the chemistry of the nervous system, and drug effects in the nervous system. Additional prerequisites: Introductory Psychology (PSY 1001, PSY 1011, or PSY 1005).

Core Courses

NOTE: Introductory Psychology (PSY 1001, PSY 1011, or PSY 1005) is a prerequisite for ALL Psychology core courses.

PSY 2021 Statistics for the Social Sciences 4 credits
An introduction to the basic principles of statistical analyses, descriptive and inferential. Topics include measures of central tendency, variability, correlational analyses, regression, estimation, hypothesis
testing, and selected parametric and non-parametric tests. Laboratory work will include the use of computer-based statistical packages to aid in analysis and interpretation of discipline-appropriate research data. Prerequisite: MAT 1181 or higher. May be taken in conjunction with PSY 2031.

**PSY 2031 2021 Research Methods** 4 credits

An This course is an introduction to the techniques and methods of descriptive and inferential research as they are applied to psychological science. Topics include archival research, naturalistic observation, participant-observer research, clinical-case studies, correlational research, quasi-experimental designs, between- and within-subject experimental designs, and factorial-design research. Particular emphasis on ethical issues in psychological research is given. Prerequisite: PSY 1021.

**PSY 2031 Statistics for the Social Sciences** 4 credits

This course is an introduction to the basic principles of statistical analyses, descriptive and inferential, that are used in the social sciences. Topics include measures of central tendency, variability, correlational analyses, regression, estimation, hypothesis testing, and selected parametric and non-parametric tests. Laboratory work will include the use of computer-based statistical packages to aid in analysis and interpretation of discipline-appropriate research data. Additional prerequisites: MAT 1181 (or higher) and PSY 2021; or the permission of the instructor.

**PSY 2041 Multicultural Psychology** 3 credits

We live in a multicultural society that requires an appropriate understanding of cultural diversity. This course will provide students with a theoretical and practical understanding of the effects of culture on human thinking and behavior. The course considers current theories and research on culture, gender, race and ethnicity with the goal of better understanding the ways in which the multicultural context influences psychological processes. The aim of the course is to achieve a better appreciation of cultural groups and consideration of cultural issues in interpreting social experiences. Additional prerequisite: PSY 1021.

**PSY 2051 History and Systems of Psychology** 3 credits

This course is designed to provide the student with an integrated view of the development of the field of psychology. Emphasis is placed upon the philosophical antecedents and the biological background of the field as it developed during the nineteenth century, the systems period of the twentieth century, and the present state of the discipline. Note: This course is open to senior Psychology majors only; junior Psychology majors may enroll in the course with the instructor’s permission.

Electives

**Introductory Electives:**

Note: Introductory Psychology (PSY 1001, PSY 1011, or PSY 1005) is a prerequisite for ALL Psychology introductory electives.

**PSY 1301 Lifespan Development** 3 credits

This course looks at the changes that take place in our lives: in our bodies, our personalities, our ways of thinking, our feelings, our behavior, our relationships, and the roles we play during different periods of our lives. In this course we seek to describe these changes through the scientific research that has observed, measured, recorded and interpreted objective data on growth and development. Additionally we will seek to explain these changes in so far as possible, attempting answers to why they have occurred and what influential roles heredity and environment play.

**PSY 1321 Human Sexuality** 3 credits

This course will provide the student with a scientific approach to the study of human sexuality. The subject will be examined openly and objectively from physical, social, and psychological perspectives. Issues of current concern such as pornography, homosexuality, and sexually transmitted diseases will be explored.
PSY 1331 Psychology of Violence and Aggression 3 credits
Violence and aggression abounds in our world. How are we to understand its causes and prevention? This course is intended to suggest answers to this question by reviewing practical and theoretical considerations. The practical includes such concerns as wife abuse, rape, the effects of alcohol on aggression, television and aggression, pornography, and the prevention of violence. Theory will assist us in understanding the psychological processes that stimulate and inhibit aggression.

PSY 1341 Childhood Behavior Disorders 3 credits
This course will provide a comprehensive introduction to the field of behavior disorders in childhood. Behavioral and psychological problems of children will be reviewed, including why children behave as they do, how to assess for behavior problems, and what issues relate to the classification and diagnosis of childhood behavior disorders. Specific disorders displayed by children will be discussed and how treatment is conducted for each problem.

PSY 1351 Abnormal Psychology 3 credits
How do we define what behaviors are abnormal? This course will provide an overview to the study of psychopathology, more commonly known as abnormal psychology. As an introductory course to abnormal psychology, it will focus primarily on the description of various psychological disorders, their clinical course, and the current understanding of the causes of these disorders. Note: This course is only open to students who are not and do not plan to be Psychology majors.

PSY 1361 Psychology of Men and Women 3 credits
Stop being part of the problem and try becoming part of the solution!! Find out what the battle between the sexes, sometimes referred to as “The Longest War,” is really about. Explore the nature of the psychological experiences unique to growing up male and female in contemporary society and its effects on behavior and relationships. Current non-technical readings drawn from diverse disciplines (Biology, Sociology, History, as well as Psychology) will serve as the basis of classroom discussions. These will be supplemented by lectures summarizing the latest psychological research on sex differences.

PSY 1371 Child Development 3 credits
An attempt will be made to understand the development of children as it occurs in biological, psychosocial, and cultural contexts. Emphasis will be given to contemporary psychological research on children and its implications for the understanding of the everyday behavior of the child.

Advanced Electives:

Note: Introductory Psychology (PSY 1001, PSY 1011, or PSY 1005), and PSY 2021 are prerequisites for ALL Psychology advanced electives.

Natural Science:

Note: Biological Bases of Behavior (PSY 1031) is an additional prerequisite for ALL Psychology advanced natural science electives.

PSY 2101 Sensation and Perception 3 credits
The world around us abounds with all manner of sensory stimuli-visual, olfactory, auditory, tactile, and gustatory. This course will explore the manner in which we internalize this information and use it as knowledge about what is going on around us. Each of the senses will be considered from biological and phenomenological perspectives, and the process by which we derive meaning from sensory activity will be examined. Topics to be covered include perception of color, perception of form, perception of depth and distance, visual illusion and constancy, and perception of pitch and timbre. Note: This course may be taken as an elective, or combined with PSY 2502/11 to satisfy the laboratory requirement of the Psychology major. PSY 2502/11 must be taken with PSY 2101 if both are offered during a given semester.
PSY 2111 Animal Learning and Memory  
3 credits
Other than that which is genetically coded, everything we know is derived from and reflects memory for information that we have learned in the past. This course introduces the student to the scientific investigation of the basic processes of learning and memory. Topics of discussion will include the traditional theories, methodologies, and empirical findings of habituation and sensitization, classical conditioning, and instrumental conditioning. In addition, mechanisms of retention, sources of forgetting, and the biological basis of learning and memory processes will be considered.  
*Note: This course may be taken as an elective, or combined with PSY 2502/11 to satisfy the laboratory requirement of the Psychology major. PSY 2502/11 must be taken with PSY 2151 if both are offered during a given semester.*

PSY 2121 Neuropsychology  
3 credits
Neuropsychology will introduce students to understanding human brain/behavior relationships. Emphasis will be placed on commonly used approaches in assessing and measuring human behavior and how the human brain is responsible for cognition, language, memory, spatial processing, emotion, and personality. Students will gain an understanding of principles of brain organization, individual differences, and professional and clinical issues in neuropsychology.

PSY 2131 Health Psychology  
3 credits
Health psychology, which involves behavioral medicine, is a field that incorporates psychology and medicine. This course seeks to provide the student with an understanding of how social, psychological, and biological variables combine to cause illness, and how behavior and environments can be changed to promote health.

PSY 2141 Drugs, the Brain and Human Behavior  
3 credits
How do drugs affect consciousness and behavior? This course will examine the action of many different drugs, both medicinal and illicit, from biological, behavioral, and social perspectives. The relationship between alterations in behavior produced by drug administration and the changes that the drug produces in the functioning of the nervous system will be emphasized. Topics to be covered include routes of drug administration, drug absorption, transport and elimination, mechanisms of drug action, the histories of miscellaneous drugs, and the behavioral and biological activity of alcohol, nicotine, caffeine, the opiates, the hallucinogens, the antipsychotics, amphetamines, and cocaine.

PSY 2151 Comparative Psychology  
3 credits
This course examines the evolution and development of animal behavior. Constituting an intersection of experimental psychology and evolutionary biology, comparative psychology seeks to understand the behavioral diversity and commonalities among animal species. An emphasis will be placed on comparing the characteristics of human behavior with those of other species, with special attention given to the cognitive capabilities of non-human animals.

PSY 2161 Psychology of Emotion  
3 credits
This course will introduce students to major theories and topics of the psychology and biology of emotion. Areas explored include the role of the brain and peripheral physiology in emotion, how emotion is expressed, the role of cognition, cultural differences, social aspects of emotion, development of emotions, and the role of emotion in health and psychopathology.

PSY 2171/81 Advanced Topics in Psychology, Natural Science I/II  
3 credits
This course will focus on a different topic in psychology from the perspective of the natural sciences each semester that it is scheduled.
Social Science

Note: Personality (PSY 1021) is an additional prerequisite for ALL Psychology advanced social science electives.

**PSY 2301 Social Psychology 3 credits**
The discipline of social psychology is the study of individuals in interaction with other individuals, of individuals in interaction with groups, and of groups in interaction with other groups. It involves understanding how people influence, and are influenced by, others around them. The primary goal of this course is to provide students with an understanding of the perspectives, research methods, and empirical findings of social psychology. An equally important goal is to develop critical and integrative ways of thinking about theories and research in social psychology. Such topics as social thinking (attitudes, attributions), social influence (conformity, persuasion, group influences), and social relations (aggression, altruism, prejudice, attraction, conflict) will be considered. Note: This course may be taken as an elective, or combined with PSY 2602/11 to satisfy the laboratory requirement of the Psychology major. PSY 2602/11 must be taken with PSY 2301 if both are offered during a given semester.

**PSY 2311 Advanced Developmental Psychology 3 credits**
Human development will be considered from the time of conception through death. Development will be considered from biological, cognitive, emotional, social and personality perspectives. Theories of development and applications to real-world problems will provide a context for understanding how humans change during the life-cycle. Lectures and discussions will interweave theory, methodology and research findings about how we develop and demonstrate our abilities to perceive, think, feel, remember, plan, and ultimately realize our potential as human beings. Note: This course may be taken as an elective, or combined with PSY 2602/11 to satisfy the laboratory requirement of the Psychology major. PSY 2602/11 must be taken with PSY 2321 if both are offered during a given semester.

**PSY 2321 Advanced Abnormal Psychology 3 credits**
This course will provide an overview to the study of psychopathology or abnormal behavior. Our current understanding of psychopathology from biological, behavioral, cognitive, and psychodynamic perspectives will be presented. Attention will be given to the nature, causes, and course of various psychological disorders as well as treatment for specific disorders. Note: This course is not open to students who have taken PSY 1351.

**PSY 2331 Adulthood and Aging 3 credits**
Continuing demographic changes occurring globally as well as nationally have accelerated research in and theorizing about heretofore-neglected aspects of human development. The “graying” of the human population, therefore, yields much interest in the topic of adulthood and aging. This course will explore the adult experience using a life-span perspective and a contextual analysis including contributions from the fields of anthropology, biology, psychology, and sociology.

**PSY 2341 Psychology of the Self 3 credits**
This course has been designed to provide in-depth considerations of both classic and current issues regarding the self. As a concept, the self is consistently referred to in many fields of psychology. But what is the self and how is it represented? This course will consider the self from a social psychological perspective. Special focus will be on defining the self and identifying the influences that various aspects of the self have on our perceptions, emotions, and behavior.

**PSY 2351 Psychology of Gender 3 credits**
This laboratory course will examine a wide variety of psychological issues concerning gender. Topics will include gender bias in research, theories of gender, gender typing, cultural emphases on gender differences, gender and the self-concept, and psychological phenomena unique to women’s and men’s experiences.
PSY 2361 Ethics in Psychology 3 credits
Ethics and professional issues in clinical psychology will be addressed in this course. The focus will be on ethical principles as applied to psychological assessment and diagnosis, psychotherapy and clinical judgment, clinical research, and client-patient and student-teacher relationships. Case studies will be used to illustrate ethical and professional issues, as well as examples from clinical practice and modern media.

PSY 237123-81 Advanced Topics in Psychology, Social Science I/II 3 credits.
This course will focus on a different topic in psychology from the perspective of the social sciences each semester that it is scheduled.

Laboratory Courses

NOTE: Introductory Psychology (PSY 1001, PSY 1011, or PSY 1005), PSY 1021, PSY 1031, PSY 2021, and PSY 2031 or the permission of the instructor are prerequisites for ALL Psychology laboratory courses. Students who enroll in a Psychology laboratory course must simultaneously enroll in the lecture course listed as its co-requisite.

PSY 2502/12 Psychology Laboratory, Natural Science I/II 1 credit
This laboratory course is designed to accompany Sensation and Perception, PSY 2101, or Animal Learning and Memory, PSY 2151. This course must be taken with either PSY 2101 or PSY 2151 during the same semester. Co-requisite: PSY 2101 or PSY 2151.

PSY 2602-2612 Psychology Laboratory, Social Science I/II 1 credit
This laboratory course is designed to accompany Social Psychology, PSY 2301, or Advanced Developmental Psychology, PSY 2321. This course must be taken with either PSY 2301 or PSY 2321 during the same semester. Co-requisite: PSY 2301 or PSY 2321.

Capstone: Research Seminars

NOTE: Introductory Psychology (PSY 1001, PSY 1011, or PSY 1005), PSY 1021, PSY 1031, PSY 2021, PSY 2031, and a laboratory course (PSY 2502, 2512, 2602 or 2612) or the permission of the instructor are prerequisites for ALL Psychology research seminars.

PSY 2701/11 Research Seminar in Psychology, Natural Science I/II 3 credits
This course will focus on a different topic in psychology from the perspective of the natural sciences each semester that it is scheduled. The semester’s topic will be treated in depth in a seminar format. Students will become familiar with research and theory in the area under study using primary source material. Students may also become involved in research projects in the area under study.

PSY 2801/11 Research Seminar in Psychology, Social Science I/II 3 credits
This course will focus on a different topic in psychology from the perspective of the social sciences each semester that it is scheduled. The semester’s topic will be treated in depth in a seminar format. Students will become familiar with research and theory in the area under study using primary source material. Students may also become involved in research projects in the area under study.
Psychology Experiential Courses

NOTE: ALL Psychology experiential courses are restricted to junior and senior psychology majors/minors. PSY 2021 is a prerequisite for ALL Psychology experiential courses. The permission of the instructor is also required for ALL Psychology experiential courses.

**PSY 2901/11 Internship I/II**
3 credits
Internship entails spending eight hours each week in a supervised experience. Settings include clinical, clinical research, counseling, hospital, educational research, special education, correctional, and industrial facilities.

**PSY 2921/31 Independent Study I/II**
3 credits

**PSY 2941/51 Independent Research I/II**
3 credits

**PSY 2961/71 Honors Independent Study I/II**
3 credits

**PSY 2981/91 Honors Independent Research I/II**
3 credits

Sociology

Professors: bergen (Chair), clavan (Emerita), Dowdall
Associate Professor: Kefalas
Assistant Professors: Ayella (Internship Director), Clampet-Lundquist, Logio, Logue, Moore, Rossner
Visiting Assistant Professor: Reed-Rickards

Objectives

The Sociology Department has three main objectives for sociology majors; to a lesser extent, these objectives also apply to students who minor in sociology. Students who successfully complete the sociology program will be able to apply a scientific approach to groups and institutions surrounding them, and, in addition, will be able to link this scientific approach to a humanistic understanding of pressing social problems. A second Departmental objective is to aid sociology majors to lay a broad and solid foundation for pursuing a career in a wide number of possible fields. Such a foundation enhances occupational flexibility required by a changing and unpredictable labor market. The third objective promoted by the sociology faculty is to foster critical thinking and aid students in developing their oral and written communications skills.

Requirements for the Sociology Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including
Social/Behavioral Sciences:
- SOC 1011 Introductory Sociology
- SOC 1021 Social Problems
GER Electives: any nine courses students select as appropriate for their own intellectual, aesthetic, moral, or career development

Major Concentration:
- SOC 2111 Classical Sociological Theory
- SOC 2121-2131 Social Research Methods I-II
- SOC 2841-2851 Research Seminar
and six additional SOC courses numbered above 2001
Minor in Sociology

The minor in sociology requires SOC 1011, 1021, 2111, 2121 and any two upper division (2001 or above) sociology courses.

Criminal Justice

The major and minor programs in Criminal Justice are described in the Criminal Justice section of this Catalog.

Minor in Health Services Administration (Sociology majors)

For Sociology majors, requirements for the minor may be found in the separate listing under Public Administration in Management and Information Systems.

Requirements for Departmental Honors

Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors program.

Sociology Prerequisites

All 2000-level courses have a prerequisite of either SOC 1011 or SOC 1021.

SOC 1011 Introductory Sociology 3 credits
Introduction to the scientific approach to the study of society, including the study of social structures; studies such topics as how we acquire self-identity, gender, our behavior in groups, bureaucracies, stereotyping, the role of the state, survey research, culture, and collective behavior. Satisfies Social Science GER.

SOC 1021 Social Problems 3 credits
A sociological analysis of contemporary social issues including economic crises, concentration of wealth, poverty, crime, sexism, race and ethnic relations, mental illness, population growth, war and peace, and relations with other countries. Satisfies Social Science GER.

SOC 1251 intro to American Criminal Justice 3 credits
This course provkies an introduction to the criminal justice system in the U.S. The primary goal of this course is to foster a general understanding of the functions and impact of the 3 components of the criminal justice system: police, courts, and corrections. In addressing these components, we will examine each component from the due process and crime control perspectives of criminal justice. Due process stresses individual rights while crime control stresses the protection of the society at large. Some of the topics that we will cover include policing, the courts, incarceration and alternative sanctions, the War on Drugs, and the War on Terrorism. The course will conclude with a discussion of the future of criminal justice.

SOC 1633 Philadelphia: In Black and White 3 credits
The purpose of this course is to explore the topic of race relations with reference to a case study of Philadelphia. It is a unique course insofar as it directly addresses the issue of race in a multidisciplinary way, and it offers a unique opportunity to explore a topic and a city that are only dealt with indirectly in other courses. This course will explore the impact of race on social, economic, and political life in Philadelphia. Utilizing a socio-historical approach, it will focus on the work of W.E.B. DuBois and other social scientists who have documented the effects of race on Philadelphians in such diverse areas as housing, health care, employment, and family life.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SOC 2011</td>
<td>Schools in Society (See EDU 1011-1012)</td>
<td>3</td>
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<tr>
<td>SOC 2021</td>
<td>Advanced Studies of Social Problems</td>
<td>3</td>
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<td></td>
<td>This service learning, freshman seminar course examines the most significant contemporary social problems in our culture. Issues are examined from a sociological perspective that is enhanced by students’ work at service sites. This is the second part of a 2 semester course sequence for first year students.</td>
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<tr>
<td>SOC 2031</td>
<td>Culture and Social Behavior</td>
<td>3</td>
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<tr>
<td></td>
<td>Social-psychological explorations of the impact of culture upon human behavior. Focus on the sociology of everyday life, including identity and self-concept, social roles, language, and group dynamics.</td>
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<tr>
<td>SOC 2041</td>
<td>Cultural Anthropology</td>
<td>3</td>
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<td>An introduction to the systematic study of culture, the course will analyze the major types of societies and the manner in which thought and values are manifested in such aspects of society as personal relations, the economy, political organization, religion, and art.</td>
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<tr>
<td>SOC 2051</td>
<td>Ethnic and Minority Relations</td>
<td>3</td>
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<td>Analysis of ethnic, religious, and racial differentiation in pluralistic societies. Theories of relationships of dominant and minority groups.</td>
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<tr>
<td>SOC 2061</td>
<td>Theories of Crime</td>
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<td>The goal of this course is to examine the current state of criminological theory. It examines the efforts of criminologists in various academic disciplines to explain the cause of crime. Traditional theories will also be discussed. Criminal Justice elective.</td>
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<tr>
<td>SOC 2071</td>
<td>Juvenile Justice</td>
<td>3</td>
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<td></td>
<td>A study of delinquency and its causes, with attention to both social-psychological and structural-theoretical frameworks. Criminal Justice elective.</td>
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<td>SOC 2081</td>
<td>Sociology of Gender</td>
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<td>The study of the learned patterns of behavior of males and females in the United States and cross-culturally; topics include hormonal and sex differences, gender socialization, the contemporary women’s movement; special emphasis is placed upon the connection of sexism, racism, and class inequality.</td>
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<tr>
<td>SOC 2091</td>
<td>Marriage and the Family</td>
<td>3</td>
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<td>Examines family life in the United States, its cross-cultural and historical antecedents; current changes and family process, including courtship and marriage in contemporary society.</td>
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<tr>
<td>SOC 2111</td>
<td>Classical Sociological Theory</td>
<td>3</td>
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<td>The influence and development of such sociological thinkers as Durkheim on suicide, Weber on the Protestant ethic and the spirit of capitalism, Marx on inequality and ideology, etc.</td>
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<tr>
<td>SOC 2121</td>
<td>Social Research Methods I (with lab)</td>
<td>4</td>
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<td></td>
<td>Presents the main ways of gathering social scientific information, e.g., questionnaires, interviews, observation, experiments, content analysis, etc.; teaches analysis of tables and basic statistical techniques; includes computer exercises using the Statistical Package for the Social Sciences (SPSSx).</td>
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<tr>
<td>SOC 2131</td>
<td>Social Research Methods II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>SOC 2141</td>
<td>Sociology of Youth</td>
<td>3</td>
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|             | Youth as a social construction, cultural phenomenon, political/economic status, and “deviant” category will be explored in this course. Offers political, economic, and social perspectives on youth drawing on
sociological theory. Topics covered in the course include teen pregnancy, popular culture, teenage suicide, gangs, and school.

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 2151</td>
<td>(IHS 2151) The Culture of Addiction: Study Tour to Amsterdam</td>
<td>3 credits</td>
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<td>The United States and the Netherlands have taken very different approaches to drug policy and treatment. The history and present status of policy and treatment in this country will be compared with the situation in Amsterdam. Visits to treatment and research centers in the two countries as well as discussions with mental health, criminal justice, and addictions professionals complement lectures and readings about the issues. Requires a ten-day study tour component.</td>
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<td>SOC 2161</td>
<td>Alcohol, Drugs, and Society</td>
<td>3 credits</td>
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<td>This course explores a sociological approach to substance use and its impact on contemporary American society. What social factors such as gender, race, and class shape substance use? How do major social institutions such as criminal justice, education, and health care deal with substance use? What public policies and programs exist to regulate substance use, and how well do they work? Examples of topics discussed include women and substance use, college student binge drinking, substance use on the national agenda, and the community impact of crack cocaine. Criminal Justice elective.</td>
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<tr>
<td>SOC 2171</td>
<td>(IHS 2171) Mental Health and Society</td>
<td>3 credits</td>
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<td>This course examines the connections between mental health and society. What are the major forms of mental and behavioral health and illness? How widespread are mental disorders and what predicts their occurrence? What impact do they have on society and institutions such as health care and criminal justice? What professions and organizations treat mental disorders? Criminal Justice elective.</td>
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<tr>
<td>SOC 2181</td>
<td>Social Gerontology</td>
<td>3 credits</td>
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<td>Studies the socio-psychological factors of the lives of the aged and aging; covers such topics as their physical and mental health; eldercare, and the network of social relationships involved.</td>
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<tr>
<td>SOC 2191</td>
<td>Social Deviance</td>
<td>3 credits</td>
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<td>This course examines examples of deviance, e.g., the Holocaust, state terror and torture, and mental illness. It explores how laypersons and experts conceptualize deviance, how definitions of deviance change, who labels behavior deviant, and the consequences for those labeled deviant. Criminal Justice elective.</td>
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<td>SOC 2201</td>
<td>Sociology of Work</td>
<td>3 credits</td>
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<td>The meaning of work, occupational structure and changes within it, career patterns, and the relationship between occupations and other social sectors.</td>
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<tr>
<td>SOC 2221</td>
<td>Culture and Politics of Motherhood</td>
<td>3 credits</td>
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<td>The course considers motherhood as a political and cultural issue in society. Topics will include the social construction of public debates about teenage mothers, single mothers, welfare mothers, and abortion. We will also review the work of scholars who examine how social class and privilege construct our notions of “good” mothers and appropriate childrearing.</td>
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<tr>
<td>SOC 2231</td>
<td>Health and Society</td>
<td>3 credits</td>
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<td>An overview of health care in the United States with attention to its historical antecedents; definitions of illnesses; examines the effect of social factors on the occurrence of illness and its treatment; studies the organization of health facilities.</td>
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<td>SOC 2241</td>
<td>Issues in the Sociology of Medicine</td>
<td>3 credits</td>
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<td>Analysis of the health services system as a whole, with emphasis on current sociocultural, organizational, and technical issues and problems in the delivery of health care services.</td>
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<tr>
<td>SOC 2251</td>
<td><strong>Women and Health</strong></td>
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<td>This course will look at the health industry from a feminist perspective. We will examine the role of women in providing health care, gender differences in the care given to patients, and health care issues specific to women. The course will also consider race and class differences among women working in and served by the health care industry.</td>
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<tr>
<td>SOC 2261</td>
<td><strong>Anthropology through Drama</strong></td>
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<td>Anthropology studies all that forms us as human. To be human persons necessarily means that we are in relationship with others. Anthropology is the academic discipline that endeavors to wholistically study the &quot;other&quot; by immersion into the world of those persons considered culturally different from some cultural self or selves. Anthropology through Drama will strike to enter into the world(s) of others by studying dramas that have changed our world, dramas that demonstrated how we could be different, and better human persons. The course will also require students to write and stage their own dramatic representations. There will be a great emphasis on realities of faith and the transformative power of drama to envision, depict and present a world of Justice, Peace and Love.</td>
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<tr>
<td>SOC 2271</td>
<td><strong>Sociology of Religion</strong></td>
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<td>Examines major sociological attempts to interpret the role of religious belief systems in modern industrial society and culture with emphasis on: a historical and structural analysis of religious belief systems and polities in the United States; the role of religion in community formation, national, and ethnic identity; and contemporary religious movements as attempts to channel or cope with forces of social change.</td>
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<tr>
<td>SOC 2281</td>
<td><strong>The Anthropology of Love</strong></td>
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<td>“From What's Love Got To Do With It?” to “All You Need Is Love,” this course is an intellectual, psycho-spiritual investigation of the reality, power and frailty of human love from various cross-cultural perspectives. The course, will ponder experience(s) of love in relation to oneself, family, others, community, society and ultimately, God. Students will be challenged to question and understand the reality of love as relating to their vocations, their deepest desires and their passionate aspirations in life. Close attention will be paid to the relationships—from the romantic to the religious—within which love is manifest, and how culture contextualizes and “formats” those experiences.</td>
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<tr>
<td>SOC 2291</td>
<td><strong>Real-Reel Culture</strong></td>
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<td>Investigation of major themes and issues in contemporary anthropology, concentrating on the meeting and melding of complex cultures. The analysis of feature films will serve as analogous to the experience of anthropological fieldwork. The course will explore the increasing influence mass media exerts over the creation, constitution and continuation of culture(s).</td>
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<tr>
<td>SOC 2301</td>
<td><strong>Urban Sociology</strong></td>
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<td>An analysis of contemporary urban and suburban environments as they affect family life, community participation, and the national society; the physical, social, and economic problems occasioned by urban blight; private and public housing and redevelopment programs; urbanization in Third World countries.</td>
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<tr>
<td>SOC 2311</td>
<td><strong>Urban Ethnography</strong></td>
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<td>In the past 100 years, the movement of people from rural to urban environments has deeply changed our ways of being human on planet Earth. In 1900, 87% of the world's population lived in rural areas while only 1.6% lived in cities of over 1 million people. By the year 2020, when the average SJU student will be the age of the course's professor, only 37% of human beings will live in rural areas, while 63% will live in cities. 27% will live in cities of over 1 million people. Today in the USA, 66% of Americans live in urban-suburban areas of over 1 million people. This course examines, describes and evaluates the effects of this rural-urban shift on the personal, social, political and economic lives of people. Through readings, field trips to locales in the Philadelphia-Camden area and other Eastern seaboard cities, and through the understanding and practice of ethnography, students will come to appreciate the complexities, challenges and consolations of urban life. Particular attention will also be focused on suburban experiences and how they foster and/or frustrate human development.</td>
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SOC 2321 The Sociology of Human Sexuality 3 credits
This course examines anthropological and sociological perspectives on human sexuality. Among the topics to be covered: reproductive ritual; deviant patterns of sexual behavior; ideologies of sexuality; legal shaping of sexual behavior; and the methods by which we obtain good information on sexual behavior.

SOC 2341 African-American Experience 3 credits
This highly interactive seminar is designed to critically challenge the minds of our students about the contributions, history and social influences of African-Americans in the United States. This course will explore such areas as the social/economic/cultural transitions of African-Americans since 1960s to present. We will also examine campus-wide diversity initiatives, the portrayal of African-Americans in the media, current racial profiling practices, in addition to barriers we have about talking/dealing about the issue of race in America. Criminal Justice elective.

SOC 2351 Classes and Power in the United States 3 credits
Examines the social, economic, and political inequalities in the United States; analyzes causes of social stratification; studies social mobility and the existence of a power elite. Criminal Justice elective.

SOC 2361 Sociology of Appalachia 3 credits
This course is a survey of the social and economic life of the Appalachian region from the colonial period of American history to the present. The course examines changing patterns of culture, land use, economy, politics, and social structure in the mountains in an effort to understand the contemporary social system in Appalachia. Special emphasis will be placed upon the interaction of mountain residents with the broader forces of social change at work in America: changing family structures, gender roles, economic systems, political cultures, material life, and value orientations. Stereotyped images of Appalachia as an isolated, atypical land, unconnected to the rest of the American experience will be contrasted with a view of Appalachian history as shaped and affected by the same forces of political concentration, capitalist transformation, mass society, and the bureaucratic state that have created modern America.

SOC 2371 Human Origins and the Prehistory of Cultures 3 credits
An introduction to human evolution, origins and prehistory, with an emphasis on the rise of human cultures, the development of tribes and states and the emergency and growth of cultural diversity.

SOC 2381 Police and the Community 3 credits
This course will examine factors contributing to cooperation or friction between law enforcement personnel and the community. Emphasis will be placed on political, social and economic forces which influence this Policies addressing this problem will be reviewed.

SOC 2411 American Labor Movement 3 credits
Introduction of the historical development of the labor movement in U.S. society, with particular attention paid to the social, structural, and cultural elements which shaped organized labor in U.S. history.

SOC 2431 Sexuality and Relationships 3 credits
This course will examine sexual behavior and intimate relationships through a sociological lens. We will consider how sexual scripts affect all aspects of sexual behavior. We will look at how men and women get together to form intimate relationships during various periods throughout history until present day. This will include an examination of everything from traditional courtship to dating to more modern forms of interaction, such as hooking up. Throughout the semester, we will also consider how intimate interactions vary by race, class, and gender.
SOC 2441 (ECN 2811) Populations (Demography) 3 credits
Overview of population components and dynamics, i.e., birth rates, migration flows, death rates and life tables; studies causes and consequences of population pressures, including teenage birthrates, family planning alternatives; looks at pertinent economic and social models; some attention to developing countries, particularly Latin America.

SOC 2451 Law and Social Policy 3 credits
An exploration of various dimensions of the relationship between law and social policy in contemporary U.S. society. In assessing how judicial opinions and legislative efforts affect social relations and institutional arrangements, inquiry is focused upon: (1) the ways in which social problems become defined as legal issues; (2) the forces which shape the initiation and ultimate formulation of legislative acts designed to affect public policy; (3) the role which cultural values and assumptions play in framing legal arguments and influencing judicial opinions and remedial programs; (4) the issue of compliance and the ways in which it is measured and enforced, and (5) the strengths and limitations of the law as a means of achieving specific social policy objectives. Criminal Justice elective.

SOC 2461 Criminal Justice Ethics and Legal Responsibility 3 credits
This course focuses on major ethical and legal responsibility issues in the legal professions including conflicts of interest, confidentiality, competence, counseling, economic pressures, advocacy tactics, and professionalism, as well as the standards and rules which govern the legal professions, The course will be especially helpful to students who plan to enter law school upon graduation. Criminal Justice elective.

SOC 2471 Organized Crime 3 credits
This course provides an historical foundation and comprehensive examination of organized crime that will guide the student through the various developments of this criminal activity. Besides the stereotypical organized crime viewpoints, which are often portrayed on television and in movie theatres, this course will also explore other unusual and less known perspectives of modern day organized crime. Students will utilize critical thinking exercises and ethical perspectives while developing a keen understanding of how organized crime is associated with such activities as human trafficking, computer and Internet crime, vehicle smuggling, and terrorism. Criminal Justice elective.

SOC 2481 Civil Rights Pilgrimage 3 credits
In the Catholic Tradition, people have always traveled to sites where God has been powerfully present in human history. This way of experiencing the Civil Rights movement is an eight-day prayerful and reflective study pilgrimage to the actual places where the Civil Rights movement of the 1960s occurred. From Atlanta, to Birmingham to Selma to Nashville, the pilgrims go where civil rights workers went before. The actual traveling by van from SJU to the sites of the movement, reading the accounts of what happened there, seeing videos of the events, talking to folks involved, etc., is an educational experience of a lifetime. Sleeping on the floors of churches, and staying in quite inexpensive motels also adds to the ambiance. The coursework consists of readings (e.g., Halberstam’s The Children, Branch’s Parting the Waters; King’s Letters and Speeches; Lemann’s The Promised Land; Cornel West’s Race Matters, the Catholic Bishop’s Letters on Racism, etc.); videos (Eyes on the Prize Series; To Kill a Mockingbird; Mississippi Burning; etc.) and interviews with participants of the Civil Rights movement. Student notebooks, journals and seminar papers will constitute the writing requirements for the course. During the second semester, the group will meet for seven lengthy seminars to process and deepen the pilgrimage experience. Eight-day pilgrimage to sites of Civil Rights movement required.

SOC 2491 Federal Criminal Justice 3 credits
This course will examine the criminal justice at the federal level. The main areas are the role of each branch of government; how agencies are funded; the major investigation, prosecution, probation, and correction elements; and individual investigative agencies including Inspector General. The course will cover the mission of and interrelationships among individual agencies. Criminal Justice elective.
SOC 2511 Gender and the Law 3 credits
Utilizing a case law approach, this course examines historical and contemporary judicial responses to gender inequality. Among the topics covered are: affirmative action, no-fault divorce, criminal sentencing disparities, and the intersection of sex, race, and social class inequalities in the law. Criminal Justice elective.

SOC 2531 Race and Social Justice 3 credits
In this course we will examine the issue of social justice as it pertains to race and ethnicity. The course will address the social and cultural constructions of race and ethnicity and their effects on social institutions, interpersonal relationships, and quality of life primarily in the U.S., but also abroad. Specifically, we will focus on how advantages and disadvantages are distributed among individuals and societies, why this process occurs, and how we can work to achieve balance and equality. As part of our discussions, we will focus on the contributions of racial and ethnic minorities in our changing social, economic, political, and legal institutions by examining controversial topics central to debates on racial justice and policy.

SOC 2541 Violence and Victims 3 credits
This course is designed to explore the serious problem of violence in our society from a sociological perspective. We will address a variety of types of violence, its causes, consequences, and theories for prevention. Topics which will be discussed include wife abuse, rape, child abuse, gang warfare, and street violence. An emphasis will be placed on understanding the structural causes of violence such as gender, race, and social class inequality as well as the effect of pornography, the media, and drugs/alcohol on violence. Particular attention will be given to the consequences of violence for both individual victims and society as a whole. We will also focus on the practical reality of violence in this society by speaking with several practitioners and touring a local domestic violence shelter. Criminal Justice elective.

SOC 2551 Race, Crime, and Criminal Justice 3 credits
This course studies the criminal justice system with relation to race and ethnicity. Readings and class discussion will examine courts, corrections, and law enforcement and the possibility of racist policies and practices within them. Topics for study include the death penalty, urban unrest and riots, black-on-black crime, and many other issues related to race, crime, and criminal justice. The course will begin with a brief background of theories of race more generally, before discussing criminal justice topics. Criminal Justice elective.

SOC 2561 Gender, Crime, and Criminal Justice 3 credits
An examination of the gendered nature of criminal victimization, offending, and criminal justice processing from a feminist sociological perspective. Students will read and critically evaluate in a seminar format feminist criminologists’ analyses of topics such as fear of crime, gangs, prostitution, corporate violence against women, policing, and corrections. Special emphasis will be given to the intersections of gender, racial/ethnic and social class inequalities. Criminal Justice elective.

SOC 2571 Violence and Reconciliation in Northern Ireland 3 credits
The course will examine violence and reconciliation in Northern Ireland from both a philosophical and sociological perspective. The instructors will pay special attention to both the socio-historical roots of the “Troubles” and the moral context of discourses of retribution and forgiveness. During the stay in Ireland, SJU students are guests of Corrymeela, an ecumenical community committed to the reconciliation by providing a “safe and shared space” where people can meet as Protestants and British and Irish, rich and poor, and through open dialogue and interaction grow in trust with others. Students, during the second week of the stay, will be expected to live with a family in Belfast and cross-cultural community site.
SOC 2591 Youth, Cultures & Deviance 3 credits
This course offers economic, cultural, political and social perspectives on American youth based on sociological theory. Special attention will be paid to youth popular cultures and the unique social problems facing young adults (e.g., gangs, drugs, suicide and teen pregnancy).

SOC 2601 Sociology of Law 3 credits
An analysis of contemporary theories of law; examines the statements of the main exponents of the consensus, pluralist, elitist, and dialectical models of law creation; focus also on the tie between the models and the social context in which they emerged and developed. Criminal Justice elective.

SOC 2611 Introduction to Criminal Investigation 3 credits
Teaches students how to gather the maximum amount of information necessary to solve a crime efficiently, e.g., from witnesses, suspects, informants, surveillants, as well as from the physical evidence at the crime scene. Suggested also for prelaw students. Criminal Justice elective.

SOC 2621 White Collar Crime 3 credits
This course is designed to give the student an understanding of the meaning of white collar crime and the types of activities in which white collar criminals engage. Initially, the lectures focus on the development of a comprehensive definition of white collar crime and then, having established this foundation, turn to the variety of white collar crimes in the U.S. today.

SOC 2631 Criminology 3 credits
An analysis of the historical development of criminal law, a review of the varieties of crime, including corporate and political; an assessment of our criminal justice system. Criminal Justice elective.

SOC 2641 Criminal Courts and Criminal Procedure 3 credits
An analysis of the legal and practice problems presented in the administration of criminal justice from investigation to post-conviction review. Subjects include right to counsel, law of arrest, search and seizure, police interrogation and confessions, prosecutorial discretion, plea bargaining, bail, and juries. Case method used. Suggested for pre-law students. Criminal Justice elective.

SOC 2651 Crime and Urban Communities 3 credits
This course attempts an in-depth examination of the topic of urban crime. The course examines the classic and some more recent studies of crime and communities and also focuses on what citizens do to prevent crime and disorder in their neighborhoods. We will also deal with crime and community in Philadelphia concentrating on specific neighborhoods. The course is a combination of lecture, video presentations, discussion and individual project with the readings forming the backbone of the day’s discussion. Criminal Justice elective.

SOC 2671 Corrections and Process 3 credits
An analysis of the history and development of modern correctional systems. The focus will be on the corrections process as experienced by both offender and official. Special topics will include prisoner rights, litigation, women and corrections, and juveniles and the correctional process. Cross-cultural perspectives and recent correctional innovations will also be examined in order to give the student a comprehensive view. Criminal Justice elective.

SOC 2681 Cults as Social Movements 3 credits
This course looks at the social psychology and the social movement aspect of selected cults. Questions that the course examines: What is a cult? Who joins cults? Why do people stay in cults? What is daily life in a cult like? What should we as a society do about cults? How do we study cults? Criminal Justice elective.
SOC 2691 Basic Criminal Intelligence Analysis 3 credits
This course teaches the basic principles of Intelligence Analysis, as practiced by the CIA, FBI, DEA and other Federal, State and Local law enforcement agencies. The course covers deductive logic, development of inferences, hypothesis development and testing, sources of information, and analytical techniques e.g. matrix development and link analysis. Upon completion of this course you will be eligible to join the International Association of Law Enforcement Intelligence Analysts (IALEIA). Criminal Justice elective.

SOC 2741 Sports in Society 3 credits
This course focuses on sports as social and cultural phenomena. It is designed to highlight the elements of sports, its participants, its values, and its relationship to American society.

SOC 2751 Electronic Intelligence Analysis 3 credits
The course will use computer technology and analytical software tools (with emphasis on Analyst Notebook 6) to process and compare data. Analyst Notebook is the program currently being used by the CIA, FBI, NSA, US Army, INS, Customs, Secret Service, Homeland Security, DEA and 1500 other National, State and Local Law Enforcement agencies throughout the world, to combat Terrorism, Drug Smuggling, Money Laundering and Organized Crime. This is a hands-on course where students will be learning to visualize complex relationships, analyze large data sets, and communicate findings to develop tactical and strategic intelligence. Basic Criminal Intelligence Analysis, SOC 2691, is a prerequisite for this course.

SOC 2781 Urban & Public Polley 3 credits
This course is a seminar-style review of the most influential research on critical public policy debates regarding life in the inner-city. Over the course of the semester, students will discuss how these findings inform community leaders’ ability to redress key social problems such as gangs, segregation, violence, welfare, family breakdown, crime, and the failure of public schools.

SOC 2801 Social Organization 6 credits
This course is intended as an overview of major theory and research in the area of social organization and social change. The seminar focuses on both the societal level in general and on specific institutional sectors, on politics, education, health, community, industry. Approaches will range from traditional functionalism to Marxist and neo-Marxist commentaries.

SOC 2821-2831 Practicum in Social Research 6 credits
Selected students will undertake research projects with permission of the chair of the Sociology Department. The projects may be of the qualitative variety involving participant observation, content analyses, etc., or of the quantitative variety involving extensive use of the computer and computer applications. The purpose of this course is to gain intensive experience in data collection, presentation, explanation, and analysis.

SOC 2841-2851 Research Seminar 6 credits
A two-semester seminar designed to allow Sociology majors to master the method of their discipline. Students will design and implement an original research project.

SOC 2861 Violence in Intimate Relationships 3 credits
Women and children have a higher probability of being seriously injured or killed by someone with whom they are intimately associated rather than by a stranger. This course will examine questions such as: What factors contribute to the prevalence of intimate violence in the U.S.? How does intimate violence differ across groups (e.g., by race/ethnicity, social class)? How are various forms of intimate violence (i.e., partner abuse, child abuse, elder abuse) interrelated? Criminal Justice elective.
SOC 2871 Religion, Media, and Cultural Identity 3 credits
Welcome to the Matrix of Jesuit Education at its best! St. Ignatius meets MTV! This course will be held simultaneously at St. Joseph’s, Marquette and Loyola New Orleans. All three universities will be connected via video-conferencing systems and a common blackboard site. This is your chance to be on TV! The course will investigate how the proliferation of media images interacts with religious practices and the formation of cultural identities in our contemporary world. The course’s interdisciplinary approach explores how Christianity, Buddhism, Islam, and various other religions utilize and respond to the communications media of our times. Students will be challenged to investigate how media imagery affects their personal faith development and our institutional churches. This is “Finding God in All Things” in the 21st century for the student who wants to attend three Jesuit schools at once!

SOC 2953-2963 Honors Readings and Research 6 credits
Required of all Sociology majors in the Honors Program during both semesters of senior year. The first semester consists of directed readings; the second semester, a field research project carried out under direction and a paper based on the results of such research. There will also be an oral examination based on the paper and related topics before a board of three sociologists and the director.

SOC 2981 Internship 3, 6, 9, or 12 credits
The student is placed according to his/her interests in a criminal justice, social service, or health care setting for a semester. In this way, he/she may apply classroom-acquired skills and knowledge while gaining practical work experience. Permission of internship director required.

Theology
Professor: Clark, S.J., Genovesi, S.J., Madges
Associate Professors: Aspan, Carpenter, Kerkeslager, Krahmer (Chair), Tripole, S.J. (Emeritus)
Assistant Professors: Beyer, Caccamo, Dunghe, S.J., Feske, Finnegan, S.J. (Emeritus), Jacobitz, Wells, Yazicioglu
Visiting Assistant Professor: Elenga, S.J.
MacLean Chair: Massaro, S.J.

Department Mission Statement
The Department of Theology is committed to a rigorous presentation of the methods and content of both the scholarly study of Christian Theology and the academic discipline of Religious Studies. We view these combined disciplines as an important component within the liberal arts curriculum of a Roman Catholic university in the Jesuit tradition. We therefore take seriously our charge to engage students in the serious and critical study of religious experience, practice, thought and inquiry, both historically and in the contemporary world. It is acknowledged and expected that such study should encourage students to reflect upon their own religious beliefs and practices, but a particular religious commitment is neither the prerequisite nor the expected outcome of this program. Three courses in theology are required of all students as part of their General Education Requirement.

The curricular structure of departmental course offerings is designed to attain two distinct, but interrelated ends.

- Our first objective is to provide the student with an appreciation of the diversity that exists in the contemporary study of religion and within the faculty of the Theology Department. The academic study of Christian theology and of religion generally is as multifaceted as its subject matter. There are a number of distinctive approaches set apart either by a specific subject matter (content) or by an important and characteristic perspective on the study of religion generally (method), or by a combination of content and method. No one approach can rightly claim to be all-sufficient; ideally each approach should inform and enrich the others. Four distinct disciplinary fields are represented within our department: Biblical Studies,
Historical and Systematic Theology, Christian Ethics, and Religious Studies. At all levels, effort will be made in each class to clarify these disciplinary differences and enable students to understand the methods and content of the approach appropriate to the class in which they are enrolled.

- Our second objective is to encourage a reasoned consideration of the foundations of the Christian faith together with the capacity to examine the Christian tradition and other religious traditions from a critical distance. We therefore seek to provide the student with unfamiliar viewpoints from which to examine more familiar beliefs. To this end, courses at the first level will engage students in critical and constructive analysis of principal themes and questions in Christian traditions. Courses at the second level will expose students either to non-Christian religious traditions or to non-traditional or culture-critical expressions of the Christian tradition. At the third level, students will engage either Christianity or other religious traditions in greater depth of detail, drawing upon the foundational knowledge and critical skills they have already gained. Work at this third level will be integrative and synthetic.

In keeping with its distinctive character as an institution linked to the Roman Catholic Church, attempt is made in each class, as appropriate, to draw to the student’s attention the thought and praxis of the Catholic tradition. As is also appropriate to a discipline within the humanities, however, all theology courses are taught with respect for the religious freedom of students and the integrity of the subject matter.

All students must enroll in a first level course (1000-1499 series), a second level course (1500-1999 series), and a third level course (2000 series). The courses must be taken in sequence. There will be no exceptions.

Requirements for the Theology Major

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including one of the following:

Social/Behavioral Sciences:

PSY 1341 Psychology of Religion (Social Science GER) or
SOC 2271 Sociology of Religion (Social Science GER)

GER Divisional Distribution: One additional course in Fine Arts (not included in above fourteen courses)

GER Foreign Language

No foreign language unique to the department is required. But it is recommended that students consult with their advisors to fulfill the GER foreign language requirement with a language relevant to their religious or theological interest.

GER Electives: any thirteen courses

Major Concentration: Ten courses distributed as described below. At least eight must be at the 1500-level or above. GER courses may be used to satisfy the major concentration.

Hebrew Bible, one of the following:

THE 1501 Introduction to the Hebrew Bible
THE 2001 Israelite Religion
THE 2011 Origins of Law and the Bible
THE 2031 Myth and History in the Bible
THE 2051 The Psalms

New Testament, one of the following:

THE 1101 Introduction to the New Testament
THE 2101 Letters of Paul
THE 2111 Synoptic Gospels

History of Christianity, one of the following:

THE 1201 Introduction to the History of the Christian Tradition
THE 1211 Introduction to Systematic Theology*
THE 2201 Jesus through the Centuries
THE 2211 The Uses and Abuses of Jesus in Modernity*
THE 2221  The Early Church
THE 2231  Evil as a Theological Problem*
THE 2241  Feminist Theologies*
THE 2251  Knowledge and Love of God in the Middle Ages
THE 2261  Gender and Christian Spirituality
THE 2271  Sixteenth Century Protestant and Catholic Debates
THE 2291  Rediscovering Mary*
THE 2301  Liberation and Political Theologies*
THE 2381  American Religious Thought
THE 2391  American Catholicism
THE 2621  Theology and Science*

Systematic Theology, one of the following:
THE 1211  Introduction to Systematic Theology
THE 2201  Jesus Through the Centuries
THE 2241  Feminist Theologies
THE 2281  Ignatian Spirituality in the Jesuit Tradition
THE 2301  Liberation and Political Theologies
THE 2311  Theology of the Church
THE 2321  Theology of Salvation
THE 2351  Recent Trends in Roman Catholicism

Ethics, one of the following:
THE 1301  Introduction to Christian Social Ethics
THE 2401  Catholic Social Teaching
THE 2411  Faith and Justice: Scripture and Social Values*
THE 2421  Sexuality and Catholic Morality
THE 2431  Theology of Christian Marriage
THE 2441  Christian Medical Ethics
THE 2451  Suffering and Death: Biblical, Systematic and Ethical Perspectives
THE 2461  Just Health Care in Developing Nations
THE 2471  Ignatius and the City: Jesuit Urban Missiology - SLR only
THE 2481  Technology, Society and Christian Ethics
THE 2501  Economic Ethics
THE 2511  War and Peace
THE 2521  Church and State
THE 2531  Violence, Forgiveness and Reconciliation in Northern Ireland
THE 2551  Economics, Politics and the Ethics of Solidarity

Asian Religions, one of the following:
THE 1801  Religious Experience*
THE 1811  Comparative Religion*
THE 1901  Religions of Ancient India
THE 1911  Hinduism
THE 1921  Indian Buddhism
THE 1931  Mahayanna Buddhism
THE 2631  Spiritual Practices in Comparative Perspective*

Western Non-Christian Religions, one of the following:
THE 1801  Religious Experience*
THE 1811  Comparative Religion*
THE 1891  World Religions and Film
THE 1941  Judaism
THE 1961  Islam
THE 1971 African and Caribbean Religions
THE 2061 Women in Muslim Tradition
THE 2541 Religion, Violence and Terrorism
THE 2631 Spiritual Practices in Comparative Perspective*

Seminars, both of the following:
THE 2971 Theories and Methods in the Study of Religion
THE 2981 Seminar in Theology and Religion (A theology course at the 2000 level or above taught by a visiting faculty member appointed to the MacLean Chair in Jesuit Studies may be substituted for THE 2981).

Theology Elective: Any course in THE at 1500 level or above

* designation means that the student must consult with the department chair to determine which of two possible distribution categories each particular section of this course will satisfy. No one course may be counted more than once for the purposes of the overall student distribution.

Departmental advising will be used to designate courses in the GER, major, or elective area to meet the needs of individual students.

Minor In Theology

The minor in theology requires, in addition to the three required GER courses in theology, written permission from major department advisor or chair, three second or third level (1500-2999) theology courses, and written notification to the Theology Department chair.

Requirements For Departmental Honors

Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors program.

Related Programs

Theology majors are eligible to participate in such related programs as Ancient Studies, European Studies, Faith-Justice, Gender Studies, Interdisciplinary Health Care Ethics, Latin American Studies, and Medieval Studies. The Study Abroad programs are also available to them. Further information may be found in the pertinent sections of this Catalog.

Student Organizations

The Department sponsors two student organizations—the Bellarmine Theological Society and a chapter of Theta Alpha Kappa, the national honor society for religious studies. Students also participate in the activities of Campus Ministry and the post-graduate volunteer service programs. Faculty members advise students and alumni on career opportunities, job placements, and on professional and graduate school programs.

Curriculum Structure and Rationale

Level I: Christian Foundations (1000-1499 Series)

Content:
In keeping with the Jesuit character of this institution, an important, though not exhaustive component of the work of this department is to engage the student in the critical and constructive examination of the principal questions and themes of Christian theology. Each course at this level is designed to meet this goal.
Goals:
- Engage the student in critical and constructive analysis of principal themes and questions in Christian traditions, and thus critical engagement of the larger traditions which underlie the *raison d’etre* of the Society of Jesus and of SJU;
- Familiarize the student with historical knowledge of the evolution of Christian traditions;
- Develop in the students skills of historical analysis;
- Develop in the students skills necessary for the critical reading of both primary texts (e.g., foundational documents, esp. NT); and secondary constructive texts (e.g., biblical analysis, ethical hermeneutics, Christological constructions, ecclesiastical polity, historical interpretations).

**THE 1101 Introduction to the New Testament** 3 credits
This course will examine the biblical traditions and texts of the Christian Scriptures as products of particular historical and cultural communities, and as literary and theological documents.

**THE 1201 Introduction to Christian Tradition** 3 credits
A broad chronological survey of the history of the development of the Christian tradition from antiquity to the present. This course will examine the origins of Christianity in the unique life of Jesus of Nazareth and trace the subsequent evolution of Christianity from a small Jewish sect to a major world religion. As is fitting for a foundational course taught in a Jesuit institution, this course will place a primary emphasis on the Roman Catholic thread of this great tradition, understanding that this specific tradition is at times clarified and properly understood only in contrast to alternative Christian positions. Critical dialogue with primary sources will be emphasized throughout the course.

**THE 1211 Introduction to Systematic Theology** 3 credits
An investigation into the sources, norms, and key categories of Christian theology from its origins to the present. The ancient sources, contemporary issues, and related political, social and economic contexts will be studied using analytical, autobiographical, and narrative resources. Formerly Introduction to Christian Thought.

**THE 1301 Introduction to Christian Social Ethics** 3 credits
This course provides a general overview of the forms and teachings of Christian ethics and how they impact the broader society. Specific social forms based upon human rights, theological virtues, conceptions of justice and the common good will be analyzed through teachings on war, the conquest, race, gender, class and the relationship between church and state. Particular attention will be given to the recent papal encyclicals.

**Level II: Other Ways of Seeing and Knowing (1500 to 1999 Series)**

Content:
In concert with the belief that true understanding of one’s own tradition requires a certain critical distance from it, courses at this second level will introduce the student to the principle themes and questions in a non-Christian religious tradition.

Goals:
- Engage the student in critical and constructive analysis of principal themes and questions in a non-Christian tradition;
- Facilitate a fuller understanding of the diversity of religious and theological expression, both within and beyond the matrix of Christianity in order to expand the students’ horizons of reference;
- Assist the student to refine historical, analytical, and critical reading skills;
- Lead students to greater appreciation of parallels or symmetries in themes and concerns across religious traditions.
THE 1501 The Hebrew Bible 3 credits
This course will examine the biblical traditions and texts of the Hebrew Scriptures as products of particular historical and cultural communities, and as literary and theological documents. Formerly Understanding Scripture.

THE 1701 Profits and Prophets 3 credits
This course will examine the connections between the study of economics and theology. Theology can provide a necessary moral foundation for economics, and economics a practical application of theology. These theoretical options will be explored in the first part of this course. Satisfies a Social Science or second-level Theology GER.

THE 1801 Religious Experience 3 credits
An inquiry into the nature of religion and on the origin and development of two or more traditions. A study of the diverse modes of religious experience and conceptions of God, human existence, and community. The meaning of belief, symbolism, and ritual in the spiritual quest for the transcendent.

THE 1811 Comparative Religion 3 credits
An introduction to the comparative study of religion which examines the historical evolution of religions, nature and diversity of religious experience, the concept of a religious world and the diverse types of religious worldviews, the role of myth and ritual in the maintenance of religious worlds, the problem of religious change and the concept of transcendence.

THE 1821 Women and Religion in the Ancient World 3 credits
A study of a variety of selected topics relating to women in ancient religions, with a special interest in ancient Israelite, Jewish, and Christian traditions. Topics may vary, but at least some attention usually will be given to the relationship between ancient religions outside the biblical tradition and some feature of the Hebrew Bible or the New Testament. Representative examples include goddesses in the ancient Near East, women's roles in Israelite religion, women in Greco-Roman mystery cults, Jewish women in Palestine, women in the churches of Paul, and female Christian martyrs and ascetics. Methodological implications for the broader study of religion and theology will be addressed.

THE 1891 World Religions and Film 3 credits
This course offers a comparative study of major religious traditions of the world as manifested in both theological writings and a variety of international film texts. Through lectures, discussions, assigned readings, and weekly screenings of films rooted in specific theological traditions, students will gain a broad, basic knowledge of contemporary Eastern and Western religions. We will consider Hinduism, Buddhism, Judaism, Christianity, and Islam, with attention paid to the tenets, ritual and worship, ethics and historical background of each as seen in a representative selection of classic and contemporary films. For students unfamiliar with the major theological traditions of the world or with the cinema's profound ability to inform, to motivate, and to inspire, this course will be of value.

THE 1901 Religions of Ancient India 3 credits
A survey of the religious traditions of the Indian subcontinent from earliest times up until the period of the Epic (c. 200 BCE-200 CE). The Vedic religion, from the Rig Veda through the Upanishads, the renouncer traditions of Jainism and Buddhism, and the formation of the early theistic traditions will be covered.

THE 1911 Hinduism 3 credits
A survey of the Hindu religious traditions on the Indian subcontinent with a focus on the period from the Epic (c. 200 BCE-200 CE) until modern times. The major forms of Hindu belief and practice will be covered: Vaishnavism, Shaivism, traditions of the Goddess, and popular village traditions.
THE 1921 Indian Buddhism

The development of the Buddhist religion from the time of its founder, Siddhartha Gautama, until its decline in India in the 12th century. The basic teachings of the Buddha, the early Buddhist community or Sangha, the elaboration of the Abhidharma, the rise of Mahayana Buddhism and the development of Tantra will be covered.

THE 1931 Mahayana Buddhism

The rise of Mahayana Buddhism in India and its spread to Central Asia, China, Korea, Japan and Tibet. The basic teachings of Mahayana Buddhism will be covered, along with the Madhyamaka and Yogacara schools of Mahayana Buddhist thought. Select schools of East Asian Buddhism, such as Ch’an (Zen) and Pure Land will also be covered.

THE 1941 Judaism

A comprehensive survey of the development of Judaism from its pre-exilic roots to the present, to include the evolution of its theology, ethics, and traditions. The impact of the modern world upon traditional Judaism; major movements within Judaism today and their beliefs about God, Torah, and Israel.

THE 1951 Jewish & Christian Responses to the Holocaust

The Jewish Holocaust represents the classic negative event of our age, a manifestation of evil transcending the human imagination. This course will examine how Jews and Christians have responded to this event and why it caused changes in both Jewish and Christian self-understandings. The course will introduce students to the personages, issues and events of the Holocaust, before turning to religious and moral issues such as suffering and guilt.

THE 1961 Islam

An introduction to the historical development of Islam together with its basic beliefs and practices, from the time of Muhammad to the modern period. The prophet Muhammad, the Qur’an and Hadith, the Shari’ah, Kalam, Shiism, Sufism, and Islamic modernism will be examined.

THE 1971 African and Caribbean Religions

An examination of selected indigenous African religious traditions in their native contexts and/or religious traditions of indigenous African origin that have developed in the Caribbean and related contexts outside of Africa. Topics may vary, but representative samples may include a focus on individual systems (such as Haitian Vodou) or phenomena found in a number of systems (such as rites of passage).

THE 1991 Special Topics in Religious Studies

Concentrated focus on a selected theme in theology or religion at an advanced level. Topic and content varies from semester to semester. Course may be taken twice for credit as the topic changes, but only one course at the second level will satisfy the Theology GER, pending approval.

Level III: Synthesis and Specialization (2000-2999 Series)

Content:

Courses at this level are defined not so much by content as by their intent to allow the student to bring to the process of specialized topical study the skills, critical distance, and foundational knowledge of doctrine and principles which they have previously gained.

Goals:

- Provide students with the opportunity to apply the skills of critical study and their expanded awareness of religious diversity to a more specialized topic in the study of Christianity or other world religions;
- Encourage continued cultivation of historical analytical and critical reading skills;
- Encourage continued critical engagement of the central themes and issues in major religious traditions.
THE 2001 Israelite Religion  
Combining the evidence of biblical texts and ancient Near Eastern texts, this course analyzes the historical and social context of religion in ancient Israel. Special topics include the worship of different deities; the priesthhood and the system of sacrifices in the Temple; the relationship between politics and religion, and some specific religious practices maintained by kings David, Solomon and their successors (such as prophecy, holy war and child sacrifice); popular religious practices (such as devotion to the dead and magic); and the origins and development of monotheism, the concept of the messiah and other ideas central to the origins of Judaism and Christianity.

THE 2011 Origins of Law and the Bible  
This course looks at the world’s earliest known law: the law of ancient Sumer, Babylon, Egypt, and other ancient Near Eastern societies. The course goes on to examine the relationship between these legal systems and the legal texts of ancient Israel and Judah found in the Hebrew Bible, as well as other issues related to the study of biblical law. Finally, the course considers the legacy of ancient Near Eastern law and its impact on the development of modern legal institutions and systems.

THE 2031 Myth and History in the Bible  
This course examines a range of narratives from the Bible and considers how they functioned in the ancient communities from which they come. It looks at the role of myth and the nature of history writing in the ancient world and explores ways to identify both genres in biblical texts. It also examines current debates over what should count as history in the Bible and the impact of archaeological and extra-biblical literary evidence on these debates. The course will focus primarily on narratives from the Hebrew Bible (e.g., creation myths, ancestral and royal legends, political-historical narratives), though some stories from the New Testament may be considered as well.

THE 2051 The Psalms  
The most influential of all Old Testament books on Christian spirituality, the Psalms offer a special glimpse into the religious life of ancient Israel. Placed within their larger historical background, psalms of various types (laments, hymns, royal and wisdom psalms, etc.) will be studied for their literary and religious character. The question of the Psalter’s theology as a whole will be addressed as well.

THE 2061 Women in Muslim Tradition  
This course will seek to comprehend and explain some of the major aspects of the life and culture of Muslim women. Women are and have always been an integral part of the Muslim society, contrary to what might be generally portrayed and perceived. Far from being a monolithic culture or society, the Muslim world comprises many diverse cultural tendencies, which makes it difficult to generalize. Thus in order to study Muslim women and their status, role and situation, we will touch upon the difference historical, political, and economic forces that have shaped the culture of the Muslim world as a whole. We will be exploring the religious and social issues that have been central during the modern transformation of Muslims societies and will touch upon how Muslim women are portrayed in the media and the ramifications of such portrayal.

THE 2091 Apocalypticism in the Ancient World  
A study of apocalypticism as a social and historical phenomenon, primarily through analysis of its expression in ancient Jewish and early Christian apocalyptic texts. In addition to the biblical books of Daniel and Revelation, readings may include works such as the Potter’s Oracle, 1 Enoch, Sibylline Oracles, 2 Baruch, and 4 Ezra. The emphasis will be on the meaning of the texts in their ancient historical context and on the sociology of apocalyptic and millenarian movements in general.

THE 2101 Letters of Paul  
The aim of this course is to examine the main characteristics of Paul’s faith as found in his epistles. The course will establish the broad argument of each of the letters, their historical setting, and their literary and rhetorical character, and demonstrate how these elements work together to express Paul’s gospel.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>THE 2111</td>
<td>Synoptic Gospels</td>
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<td>This course will progress in two movements. It</td>
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<td>first will investigate the historical background</td>
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<td>of the growth of the gospel tradition. It then</td>
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<td>will read the Gospels as viable literary texts,</td>
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<td>making use of the most recent advances in</td>
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<td>literary critical study of Matthew, Mark, and</td>
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<td>Luke-Acts. In this way, the course will focus</td>
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<td>upon the theological uniqueness of each book, as</td>
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<td>well as tracing their interrelatedness.</td>
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<td>THE 2201</td>
<td>Jesus through the Centuries</td>
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<td>An inquiry into Western Christianity's</td>
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<td>understandings of the meaning and significance</td>
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<td>of Jesus Christ, including New Testament</td>
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<td>christologies, the controversies of the 4th and</td>
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<td>5th century councils, medieval atonement</td>
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<td>theories, post-Enlightenment problems and</td>
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<td>reformulations, and contemporary liberation</td>
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<td>christologies. Students will be encouraged to</td>
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<td>develop their own christological position as an</td>
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<td>integral part of the course.</td>
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<td>THE 2211</td>
<td>The Uses and Abuses of Jesus in Modernity</td>
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<td>A representative survey of important 19th and 20th</td>
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<td>century philosophical and theological writings</td>
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<td>about Christianity and Jesus of Nazareth as</td>
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<td>Christ, with particular attention to the role of</td>
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<td>philosophy of religion and theology within</td>
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<td>modernity. The course will address a variety of</td>
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<td>statements and standards for articulating the</td>
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<td>meaning and identity of Jesus as Nazareth as:</td>
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<td>the Jesus of history, the Christ of faith, and</td>
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<td></td>
<td>the Christ-idea and archetype in Western</td>
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<td>tradition. And it will give special attention</td>
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<td>to the ways in which the texts chosen both</td>
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<td>reflect and transform the cultural, philosophical</td>
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<td>and religious contexts within which they appear</td>
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<td>Honors students or permission of the instructor(s).</td>
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<td>Satisfies a 3rd level Theology or Philosophy GER.</td>
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<td>THE 2221</td>
<td>Early Church</td>
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<td></td>
<td>An historical and theological investigation of</td>
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<td>the Christian community during the first four</td>
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<td>centuries. Among topics to be considered are</td>
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<td>the relationship of the early church and</td>
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<td>classical culture; the formation of the</td>
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<td>canon of scripture, the episcopacy, and</td>
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<td>creeds; orthodoxy and heresy; martyrdom,</td>
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<td>growth, and persecution; the development of</td>
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<td>doctrine in the Greek and Latin Fathers;</td>
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<td>monasticism, worship, and art.</td>
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<td>THE 2231</td>
<td>Evil As a Theological Problem</td>
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<td>An examination of the profound challenge both to</td>
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<td>religious understandings of a meaningful and</td>
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<td>ordered existence and to theological claims</td>
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<td>regarding an omnipotent, beneficent deity</td>
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<td>rendered by the occurrence of evil and the</td>
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<td>suffering that accompanies it. The course will</td>
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<td>contextualize particular manifestations of evil</td>
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<td>and investigate how evil is identified,</td>
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<td>explained, challenged and interpreted through</td>
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<td>texts in theology and popular culture, with</td>
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<td>particular attention to its modern and</td>
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<td>contemporary manifestations.</td>
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<td>THE 2241</td>
<td>Feminist Theologies</td>
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<td>An inquiry into the sources, contexts, methods,</td>
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<td>and symbols of Christian theology from the</td>
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<td>perspective of women in the process of human</td>
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<td>liberation. The roles of women in church and</td>
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<td>society, the history of the women's movement</td>
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<td>in North America, and the experiences and</td>
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<td>theological perspectives offered by feminists of</td>
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<td>differing racial, ethnic and socio-economic</td>
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<td>background will be examined. Feminist</td>
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<td>reflections within other religious traditions</td>
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<td>THE 2251</td>
<td>Knowledge and Love of God in the Middle Ages</td>
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<td>A study of major figures in the history of</td>
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<td>Latin Christian thought from 400 C.E. to 1500</td>
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<td>C.E. with a concentration on theories</td>
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<td>concerning how we know God and what it means</td>
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<td>to love both God and neighbor. Emphasis is on</td>
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<td>the reading of primary sources, both scholastic</td>
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<td>and monastic, in translation. Course content</td>
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<td>will require that we consider who God is, who</td>
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<td>we are in relation to God, Jesus Christ's</td>
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<td>role in both our knowledge of God and our</td>
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<td>capacity to love, and the relationship between</td>
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THE 2261 Gender and Christian Spirituality 3 credits

An examination of some of the spiritual classics written by both the men and women of the Christian faith. Emphasis on reading and study of primary texts, largely medieval, with an eye to any discernible differences between men as spiritual authors and women as spiritual authors. Course will also examine the given perceptions of gender, spirituality and eroticism.

THE 2271 16th Century Protestant and Catholic Debates 3 credits

A study of the theological questions involved in sixteenth-century Christian movements of reform and dissent; a review of the historical issues of the late Middle Ages that gave rise to the Protestant Reformation; emphasis on the formative theologies of Martin Luther and John Calvin with attention also on the Radical and Catholic reformations.

THE 2281 Ignatian Spirituality in the Jesuit Tradition 3 credits

An examination of and reflection on the religious vision of Ignatius of Loyola and its embodiment in the life of the Society of Jesus, including a reading of the Spiritual Exercises. An overview of the major movements and influential persons in Jesuit history, a study of Jesuit spirituality and theology, and a consideration of the role of the Jesuits in broader church life.

THE 2291 Rediscovering Mary 3 credits

This course focuses on the unique place of Mary, the Mother of Jesus, in Roman Catholic salvation history, with particular attention to the content and implications of various biblical and dogmatic assertions regarding her role. Consideration is given to Mary’s special place in liturgy and devotion, Marian themes that have emerged in the tradition, as well as contemporary approaches to Mariology. An overview of her importance in Roman Catholicism and her place in other religious traditions is provided.

THE 2301 Liberation and Political Theologies 3 credits

An inquiry into the critique and vision brought to theology by the perspective of the poor and oppressed in the 20th century via the paradigm known as liberation and political theology. An extensive examination of the context and methods of Latin American liberation theology followed by an examination of European political theology and African-American liberation theology. Other topics for consideration may include the work of Hispanic, Asian, African, and North American feminist liberation theologians.

THE 2311 Theology of the Church 3 credits

The spirit of the Church as Christian community, the people of God who witness to the Christian mission between the resurrection of Christ and his Parousia. The foundations of the church in the Scriptures, modern interpretations of its composition, relationship to the world, and goals. Readings from Vatican II and contemporary theologians.

THE 2321 Theology of Salvation 3 credits

In this course, redemption is presented in its two simultaneous dimensions—the unique and salvific role of Christ in the plan of Salvation, as well as the role of individual persons in response to Christ. This two-fold nature of salvation results in the paradoxical formulation of redemption as both an accomplished event as well as an unfinished, developing relationship. The mysteries of the Incarnation will be investigated as the already. complete aspect of redemption, while an inquiry into human morality and moral values will address the developing, relational dimension of redemption.

THE 2331 Theology of Word and Sacrament 3 credits

The course explores the Christian’s experience of God speaking and acting in the world and the Christian’s response of listening and praising God in the Christian community. The interrelationship of the words and actions of God and His people are examined.
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<th>Course Code</th>
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<tr>
<td>THE 2341</td>
<td>Fundamentalism and the Future of Religion</td>
<td>3</td>
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<td>This course is a unique, interdisciplinary analysis of the complex relationships between fundamentalism, religion, and politics. This course examines different aspects of the theological and political causes and implications of fundamentalism.</td>
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<td>THE 2351</td>
<td>Recent Trends in Roman Catholicism</td>
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<td>This course will deal with the documents of Vatican II, current understandings of the sacraments of the Catholic Church, the movements towards unification among the Christian churches, recent suggestions for the exercise of the papacy in the future, and the modern emphasis on social justice as part of Catholic life and practice.</td>
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<td>THE 2361</td>
<td>Death and Rebirth</td>
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<td>The course deals with the systematic theological topic of eschatology, the study of the “last thing” (eschaton), which is God or the Reign of God; and the “last things” (eschata), which are death, individual judgment, heaven, hell, purgatory, the Second Coming of Christ, the resurrection of the body, general judgment, and the consummation of all things in the perfection of the Kingdom of God. The course includes a survey of traditional, (especially biblical) approaches to eschatology, but its methodology will proceed largely “from below” as an exercise in “hope seeking understanding.” Thus, the course will include an ecumenical perspective, and community service in the form of care for the dying (especially hospice). Students will be expected to make critical judgments concerning cultural practices relating to care of the dying, treatment of the dead, and the acceptance of death as an event of life.</td>
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<td>THE 2371</td>
<td>Contemporary Religious Thought</td>
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<td>An examination of selected figures and issues in religious thought from the Reformation to the present. Issues include, e.g., the problem of religious knowledge, the relation between religion and ethics, the question of method in theology, the emergence of theology from the “underside of history,” the relation between faith and history, the concept of God, the concept of redemption. Readings will be drawn from philosophers and contemporary theorists as well as theologians.</td>
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<td>THE 2381</td>
<td>American Religious Thought</td>
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<td>An historical survey of the traditions of American religious thought with special regard for the 19th and 20th centuries; a critical examination of representative religious thinkers and theologians; a study of the role of religion in American life and society.</td>
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<tr>
<td>THE 2391</td>
<td>American Catholicism</td>
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<td>This course deals with the diverse dynamics within the life of the Roman Catholic Church in the United States with a main focus on the 19th and 20th centuries. It will study the theological development of this indigenous Catholic tradition and situate it within its broader historical and cultural context.</td>
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<td>THE 2401</td>
<td>Catholic Social Teaching</td>
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<td>The purpose of this course is to familiarize students with the tradition of Catholic social teaching with a view to developing skills for critical reading and integrated appropriation of these documents. Beginning with <em>Rerum novarum</em> (1891), we will examine the most important papal, conciliar, and episcopal social teaching texts up to the present time, identifying foundational principles, tracing central theological, ethical, and ecclesial concerns, and locating each document in its proper historical context.</td>
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<tr>
<td>THE 2411</td>
<td>Faith and Justice: Scripture and Social Values</td>
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<td>How and why a concern for social, economic, and political justice is rooted in and demanded by the Christian gospel, and what this has to say about the nature and mission of the church. An overview of the social teaching of the Catholic Church in the past century with emphasis on the thought of the most recent popes. Consideration of certain social justice issues: war and peace, crime and punishment, world hunger, racism, human rights, and the international economic order.</td>
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THE 2421 Sexuality and Catholic Morality 3 credits
The course explores a number of basic questions: What is love and what does it mean to try to live as God-like lovers? What is Christian freedom or liberty in Christ? How do we resolve the possible tension between our personal conscience and the official moral teachings of the Catholic Church? Is there such a thing as sin? What is the human and moral meaning of sexuality, and how are sexuality and love related? What are the moral questions and arguments surrounding premarital sexual activity, contraception, homosexuality, masturbation and abortion?

THE 2431 Theology of Christian Marriage 3 credits
The course uses the data of Scripture and of sacramental theology to explore the meaning of Christian marriage as an expression of God’s love relationship with his people. It also considers the psychological and social dimensions of marriage, as well as the human and moral meaning of sexuality. It encourages the development of a conjugal spirituality and addresses the question of family-planning methods. In addition, the course explains the Catholic Church’s laws regarding the “impediments” to a valid marriage and the granting of annulments, and delves, finally into the controversies surrounding divorce and remarriage.

THE 2441 Christian Medical Ethics 3 credits
With the technological inauguration of the age of new medicine we have at our disposal more means than norms for intervention in the life, health, and death processes of human existence. Even more crucial is the question: “Should we do everything that is within our capacity to do?” Consideration will be given to the contribution of Christian ethicists in their reflection on the issues involved in abortion, reproductive engineering (AIH, AID, IVF, cloning, etc.), care of the dying, euthanasia, medical experimentation, organ transplantation, and the rights of patients.

THE 2451 Suffering and Death: Biblical, Systematic and Ethical Perspectives 3 credits
Dramatic advances in medical information and technology increase daily and these advances are being implemented almost immediately. As a result, people who have succumbed to their illnesses only a few years ago can now have their lives extended by being treated aggressively. This treatment does prolong the lives of many people, but in the process it also causes people to endure much pain and suffering. As a result many Christians are focusing on the age old question of “why do innocent openly have to suffer?” Various answers have been given to this question by society: Dr. Kevorkian’s “death machine,” Oregon’s “Death With Dignity Act,” direct abortion of defective fetuses, and even infanticide. It has been said that “only the suffering human person knows that he/she is suffering and wonders why; and he/she suffers in a humanly speaking still deeper way if he/she does not find a satisfactory answer.” This course will examine the meaning of personal suffering, as well as the Christian response to the suffering of others from biblical and systematic perspectives. Students will then apply these insights to two specific medical ethics issues—physician-assisted suicide and medical treatments for handicapped newborns.

THE 2461 Just Health Care in Developing Nations 3 credits
An investigation of adequate health care as a fundamental human right. The course will proceed from the premise that socially induced needs are a result of historical development of material and social conditions, coupled with a social consensus that some things are necessary for happiness, social life, or some other goal. It will consider the inability of many societies to supply adequate health care as an issue of basic personal dignity, a claim against society, and as a matter of justice. The course will examine the issue of just health care for all peoples from both public health and ethical perspectives. GER approval pending.

THE 2471 Ignatius and the City: Jesuit Urban Missiology 3 credits
This course reviews the theology and spirituality of Ignatius of Loyola and how his early followers in the Society of Jesus established a particular missiology. Study of the network of ministries created by the first generation of Jesuits in Rome will be the first part of the course with particular emphasis on the urban context. An examination of how that missiology has been used in and around the City of Philadelphia in the 18th, 19th and 20th centuries will also be included in the course.
THE 2481 Technology, Society and Christian Ethics 3 credits
This course will engage in critical reflection on technology, its role in human lives, and its impact on society. The course will examine various theories of the nature of technology. It will also investigate particular resources available within the discipline of Christian social ethics that are central to understanding and evaluating the moral worth of various technologies, such as common good, justice, human dignity, development, and solidarity. These conceptual tools will then be used to explore the ethical implications of technology will be the assessment of a variety of particular cases of both commonplace and emerging technologies (e.g., civil engineering, cellular telecommunications, computing resource distribution, data security, digital media and intellectual property, cosmetic surgery, and the post-human movement).

THE 2491 Faith, Justice and Jesuit Mission in Bolivia 3 credits
This course will challenge students to reflect theologically on the historic grounds of the Christian faith and how and why, for many throughout Christian history, a concern for social, economic, and political justice is rooted in the Christian Gospel. It will also familiarize students with the historical, social, religious, economic, political, educational and cultural context of contemporary Bolivia; teach students how to stand outside their own epistemological system and more fully understand the reality of the cultural “other;” and assist students to integrate this knowledge into a complex understanding of the demands of faith and the work of justice within the specific context of contemporary Bolivia. The class will spend 10 days over Spring Break in Bolivia visiting the mission sites of the Jesuit organization Fe y Alegria.

THE 2501 Economic Ethics 3 credits
This course will examine the historical, social and philosophical conditions that gave rise to economics as a distinct discipline. Both the theory and practice of economics will be subjected to an ethical analysis drawing upon biblical and theological sources, particularly emphasizing Catholic teaching. Different economic systems will be compared and different forms of economic life and teaching within the Christian church will be discussed.

THE 2511 War and Peace 3 credits
Throughout Christian tradition, theologians have argued for and against Christian participation in war. This course will examine these arguments through reading relevant biblical, theological, historical and philosophical materials. We may explore how the various arguments have been represented (or misrepresented) in popular culture through film.

THE 2521 Church and State 3 credits
This course will begin with an analysis of the documentary history of the church’s response to the rise of the modern nation state. We will address the questions, are these two social institutions compatible or conflictual? How do they shape our views of freedom, justice, rights, virtues, duties, and obligations? We will then look at various theologies of the State according to Catholic, Protestant and Anabaptist theological ethicists.

THE 2531 Violence, Forgiveness and Reconciliation in Northern Ireland 3 credits
Beginning from an historical perspective, this course will first trace the roots of the conflict in Northern Ireland. We will then explore the theological dimensions of violence, forgiveness, and reconciliation both in Northern Ireland and in the U.S. context. Finally, we will spend two weeks in Northern Ireland to continue our inquiry through experiential learning. Permission of the instructor required to enroll.

THE 2541 Religion, Violence and Terrorism 3 credits
Religiously motivated violence constitutes one of the most important socio/economic/political factors in the twenty-first century. This course will probe both the roots and the recent manifestations of violence and terrorism in the name of religious convictions and traditions. Through rigorous investigation of both primary and secondary literature, this course will provide a thorough presentation of the
theological roots of religious violence, as well as its contemporary manifestations. The course will unfold in three parts: 1] the roots of religious violence: scripture, sacrifice and ancient conquest; 2] cosmic struggle: the violence of apocalypticism then and now; 3] contemporary manifestations: sexism & racism; recent religious wars and genocides; and terrorism.

THE 2551 Economics, Politics and the Ethics of Solidarity in Poland 3 credits
Historian Timothy Garton Ash's description of Poland's Solidarity as “the most infectiously hopeful movement in the history of modern Europe” attests to its lasting significance. This ten million strong movement, comprised of people from diverse walks of life with disparate worldviews, played a crucial role in toppling Communism in Central and Eastern Europe, without shedding blood. This course will examine the ethical foundations and normative goals of the Polish nonviolent revolution Solidarnosc during its height in the 1980’s. It will also consider the degree to which the values and principles of Solidarity (i.e. the ethic of solidarity) have influenced the constructing a democratic, capitalist country during Poland’s transition after 1989. In addition, it will highlight the historic role of Roman Catholicism in the struggle for freedom and dignity under Communism and the church's impact on the shape of Polish society after 1989. While the course focuses on the Polish context, debates about the relevance and possibility of an ethic of solidarity in contemporary democratic, capitalist societies will also be considered. As this is a course in Christian social ethics, which entails theory and praxis, it seeks not only to understand the Polish ethic of solidarity but also to foster it as well through a service-learning component during the study tour in Poland.

THE 2601 Religious Vision in Film and Fiction 3 credits
Flannery O'Connor once said that the only issues worth writing about are ultimate issues. This class broaches those issues as presented in contemporary literature and film. We read, among others, O'Connor, Potok, Gordon, Walker, Conroy and Atwood as well as biblical texts and contemporary theologians to gain a greater appreciation of diverse visions of the mystery of human existence.

THE 2611 Religious Autobiographies 3 credits
Human awareness of an intensely personal experience between the human and the divine constitutes a seminal topic in the study of religion and theology. This course investigates the phenomenon of personal conversion across the boundaries of gender, time, culture and religious heritage. From a reading of diverse sources such as Paul of Tarsus, William James, Black Elk, Dorothy Day and Malcolm X, the student will examine the different dimensions of the experiences which led to the religious reorientation of some of the most influential-as well as some of the most idiosyncratic-thinkers of their respective ages.

THE 2621 Theology and Science 3 credits
An exploration of the Galileo Case, Evolution and contemporary Big Bang Cosmology shows how the relationship between theology and science has developed to the present day. The scientific, methodological and theological issues will be critically evaluated for their significance today. Students will thus be provided with the basic tools for understanding and participating in the contemporary dialogue between science and theology.

THE 2631 Spiritual Practices in Comparative Perspective 3 credits
Throughout the world’s religious traditions we find a variety of spiritual disciplines pursued by individuals in the hope of transforming an existence experienced as sinful, delusory, fragmented or otherwise unsatisfactory into one that is graced, enlightened, whole. The specific methods employed vary widely, as do their specific goals. Nevertheless, when viewed from a comparative perspective many of these practices share elements in common. This course will examine a number of such spiritual disciplines, drawn from the traditions of Hinduism, Buddhism, Greco-Roman Hellenism, and Christianity. Attention will be given to issues of their historical development, diversity of form, points of similarity and contemporary relevance.
THE 2641 Methods in Theology and Cinema 3 credits
This course deals with significant methods used by scholars of religion in the study of the contemporary cinema. It points out their specific focus and doctrinal foundations, as well as their advantages and limitations. The course will expose the student to various ways in which filmmakers may be seen to reflect upon theological concepts of God, humanity, and Church. Through weekly reading assignments, writing assignments, and screenings of films from around the world, the course will equip the student with resources for thinking theologically, while challenging the student to think carefully and critically about popular art forms such as the cinema as they relate to the study of Theology as well as its applications to everyday life.

THE 2811-2821 Special Topics in Theology and Religion 3 credits
Concentrated focus on a selected theme in theology or religion at an advanced level. Topic and content varies from semester to semester. Course may be taken twice for credit as the topic changes.

THE 2911-2921 Senior Independent Research Studies in Theology and Religion 3 credits
Independent research and writing under the direction of faculty in the department. Prior written permission of the instructor and approval from the chair are required. Course may be taken twice for credit as the topic of research changes. This course is restricted to senior theology majors and minors. Does not fulfill the theology GER.

THE 2931-2941 Directed Readings in Theology or Religious Studies 3 credits
A study of significant themes or issues in Theology or Religious Studies under the direction of faculty in the department. Frequent consultations and written reports are required. Prior written permission of the instructor and approval from the chair is required. Normally this course is restricted to theology majors and minors.

THE 2953-2963 Honors Reading and Research in Theology and Religious Studies 6 credits
Independent research under the direction of faculty in the department leading to the successful completion of an honors essay and its presentation to the department. Does not fulfill the theology GER.

THE 2971 Theories and Methods in the Study of Religion 3 credits
A survey of a wide array of theories and methods employed in the modern study of religion, such as psychological, sociological, anthropological, phenomenological, feminist, socio-biological, and other approaches. Both classic and recent theoretical models will be discussed, with special interest in current methodological developments in the academic study of religion. Emphasis will be placed on direct engagement with the writings of the major theorists themselves. Open to junior and senior theology majors and minors and other junior and senior students by permission of the Chair. Does not fulfill the Theology GER.

THE 2981 Seminar in Theology and Religion 3 credits
Independent reading and research supported by discussion with other seminar members and instructors. Open to junior and senior theology majors and minors and other junior and senior students by permission of the Chair. Does not fulfill the Theology GER.
Writing-Centered Courses

Writing-centered courses are courses in which writing serves as the primary means of learning and of evaluation; writing is integrated into every part of the course. Assignments may include (but are not limited to) formal papers, journal writing, graded and ungraded reading responses and reaction papers, and peer-editing exercises. Students receive instruction on their writing assignments and on peer editing, and they will be given the opportunity to revise some of their work. All writing-centered courses are capped at 20 students so that students can receive extensive feedback. The courses are discussion-oriented, and they are designed to foster a community of writers within the classroom and a deeper understanding and appreciation of course content. Please contact individual instructors and/or check their syllabi to learn more precisely how they will integrate writing assignments.
Business Programs

Ervine K. Haub School of Business

Dean: Joseph A. DiAngelo, Jr., Ed.D.
Associate Dean of Undergraduate Studies: Patrick O’Brien, M.S.
Associate Dean of Academic Affairs: Stephen Porth, Ph.D.

Vision

We seek excellence in business education that offers breadth in terms of broad-based coverage of business concepts and skills, depth through focus on specific industries and professions, and wholeness via education of men and women in service of others in accordance with the Ignatian tradition.

Mission

The mission of the Haub School of Business is to support the aspirations of our students to master the fundamental principles and practices of business in a diverse, ethical and globally-aware context. All degree programs stress the development of the knowledge, skills, abilities and values that prepare our graduates to assume leadership roles in organizations of all sizes and types. Programs are offered at the bachelor’s, master’s and executive master’s levels. In addition, we offer selected associate degree and certificate programs. The HSB is committed to the ideals and philosophies of Jesuit education, including emphases on faith, justice, and social responsibility, with a strong commitment to lifelong learning.

- Our undergraduate students experience an extensive liberal arts and science core that develops the whole person in a traditional campus setting. At the graduate and executive education levels, our programs, locations and scheduling are designed to accommodate the part-time student. We are dedicated to producing business professionals who have the capacity for integrated problem-solving and who recognize the necessity for lifelong learning in order to adapt to changing issues and events.

- The primary commitment of the HSB faculty is to help students learn. To this end, every faculty member is expected to contribute to the academic environment through effective teaching, active student advising, service to the institution and discipline, and intellectual contributions that are commensurate with and contribute to the faculty member’s teaching responsibilities.

- Faculty intellectual contributions will be a mix of basic research, applied research and instructional development, which will be pursued on a regular basis and be made available for public scrutiny by academic peers and/or professionals. Given the HSB’s emphases on creating a strong academic environment for student learning and our mix of undergraduate programs and applied master’s programs, the majority of faculty intellectual contributions will be in the form of applied research and instructional development.

Objective

The objective of the undergraduate degree program in business is to develop competent and socially-aware decision makers who have a broad perspective of economic and organizational problems, a global outlook, and an understanding of the regional economy.
Organization

The Haub School of Business is a component of the University which is administered by the Dean. The School of Business offers both graduate and undergraduate degrees. At the graduate level, Master of Business Administration (M.B.A.) and Master of Science (M.S.) programs are offered. Undergraduate programs of the School lead to the degree of Bachelor of Science. The Haub School of Business serves the needs of both the traditional-aged and continuing education undergraduate normally enrolled in the evening. Associate degrees and certificate programs also are offered in the evening through the University College.

The Haub School of Business is organized into seven departments—Accounting, Decision & System Sciences, Finance, Food Marketing, Management, Marketing, and Pharmaceutical Marketing. Majors are offered in accounting, decision & system sciences, information systems, international business, finance, management, food marketing, marketing, international marketing, pharmaceutical marketing, and public administration.

Requirements for a Major In Business

Students in the Haub School of Business must complete 40 courses (42 courses for accounting majors) with a minimum of 121 credits to graduate. This curriculum includes three main components:

General Education Requirement

The General Education Requirement (GER, see Curricula) includes 20 courses in the areas of theology, philosophy, mathematics, history, social science, natural science, English, fine arts, and foreign languages. Six of the courses are common to all students; others may be selected from a set of distribution requirements.

The GER also includes a variable number of free electives. For Business majors, these free electives constitute between two and four courses.

Business Foundation

The required Business Foundation includes two specified GER courses in Economics (ECN 1011-1012) together with the ten business courses listed below:

- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- MGT 1001 Legal Environment of Business
- DSS 1311 Business Statistics
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- MKT 1011 Principles of Marketing
- DSS 1011 Introduction to Information Systems
- DSS 2011 Quantitative Methods for Business
- BUS 2901 Business Policy

Major Concentrations

Each major concentration in the Haub School of Business requires completion of a specified sequence of upper division departmental courses. The number of required courses ranges from six to nine, depending upon major. Major Concentration courses cover the specific body of knowledge which gives the student specialization in a major field of study.

Laptop Program

All full time undergraduate day students in the Haub School of Business will be required to participate in the mandatory HSB Laptop Computer Program. Saint Joseph’s University has collaborated with Lenovo Corporation to facilitate this program. Lenovo will offer our students specially priced, pre-imaged laptops,
which meet all the SJU computing requirements. These models will be available for purchase at the HSB/Lenovo website: http://www.lenovo.com/shop/deals/hsb starting May 1. More information on the laptop program can be found at http://www.sju.edu/laptop.

Business majors will receive technical support provided by the Student Technology Center, located in the Science Center, Room 129, for all their hardware and pre-installed software on the recommended Lenovo/SJU edition laptop(s).

Minor in Business for Non-Business Majors

The Haub School of Business offers a minor in Business for non-Business majors which consists of the following six courses:

- ACC 1011 Concepts of Financial Accounting
- DSS 1311 Business Statistics
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- DSS 1011 Introduction to Information Systems
- MKT 1011 Principles of Marketing

All prerequisite courses must be completed. Students who have completed a statistics course in the College of Arts & Sciences may substitute it for Business Statistics (DSS 1311). If this substitution is made, an additional business elective must be taken in order to fulfill the requirements for the minor.

Professional Practice Center

The Professional Practice Center in the Haub School of Business provides a centralized administrative location to consolidate and streamline the co-op and internship process which supports the efforts of HSB academic departments and students. The center assists in the placement of students in co-op positions and internships each year at businesses and organization throughout the Northeast. By participating in the center’s programs, students explore the connections between theory and practice and between their academic program and their career choice. They acquire a better understanding of their own skills and interests.

Through the Professional Practice Center programs, undergraduate students integrate classroom study with professional experience in a related career field. In addition to acquiring new knowledge and skills, students may earn college credit. Students are able to clarify career choices by experiencing the challenges of working in a chosen discipline. The Professional Practice Center serves as a resource for employers in the region and is an excellent training ground for students. For additional information, please call (610) 660-1934.

A Total Education—The Co-Op Experience:
Four-Year Cooperative Education Program

Cooperative Education, also known as “co-op” allows students to alternate periods of classroom study with periods of paid employment in positions connected to their academic, career and personal interests.

The co-op program provides students with relevant, challenging, paid work rotations. It allows students to obtain 12 months of work experience without extending their graduation date. This gives students substantial competitive advantages in the job market after graduation.

Co-op includes two work terms. The first term lasts for five months, while the second term is eight months. Students may work for the same employer for both work terms. This creates an opportunity for an increase in the level of responsibility and difficulty of their work assignment during the second work term. Students may also choose to spend the second work term working for a different company or in a completely different type of job, allowing for exposure to a variety of professional experiences.
**Work Schedule**

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<th>Class</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Work</td>
<td>Study</td>
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</tr>
<tr>
<td>Junior</td>
<td>Study</td>
<td>Work</td>
<td>Work</td>
</tr>
<tr>
<td>Senior</td>
<td>Study</td>
<td>Study</td>
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</table>

Students are also able to improve their “interpersonal skills”. By exposing students to the day-to-day rewards, successes, and problems associated with a professional environment, the program assists them in building confidence and maturity, learning teamwork, improving communication and presentation skills, and gaining ethical and professional insights.

Another advantage of the Co-op Program is that it is financially rewarding. Co-op employers are required to offer co-op students payment for the work they perform.

The Co-op Program is available to undergraduate business students with an overall minimum 2.5 GPA majoring in Accounting, Decision and System Sciences, Finance, Management, International Business, Marketing, International Marketing and Pharmaceutical Marketing. The GPA should be maintained above the minimum throughout the college career. For additional information, please call (610) 660-1934.

**Professional Undergraduate Internship**

The Professional Undergraduate Internship (PUI) offers both paid and unpaid placements related to students’ major fields of study. Internships are coordinated by both the Professional Practice Center and the academic departments. Students must complete at least 60 hours of academic coursework to apply. A student must complete at least one semester at Saint Joseph’s University. A minimum 2.5 GPA is required for academic credit internships and a student must be in good academic standing for zero credit internships. Students must be full-time undergraduate degree seeking status. (12 credits)

Academic Credit will typically be obtained through the student’s academic department. The Professional Practice Center will assist the student in obtaining academic credit according to the arrangements established within each academic department. For additional information, please call (610) 660-1934.

**Interdisciplinary Business**

**BUS 2221 Baseball: Tradition and Business**

3 credits

This course is an interdisciplinary analysis of baseball as both our National Pastime and big business. This course will cover topics such as the culture and mythology of the game; the history of organized baseball from its origins in pre-Civil War America and through the 1960’s, including the Black Sox Scandal, baseball in a segregated (“Jim Crow”) America, baseball during World War II America, and the integration of the game after the war and through the mid-1960’s; the history and evolution of player-management relations; economic issues such as revenue disparity and ballpark funding; the business side of the game with an emphasis on marketing, licensing and sponsorships; and the revitalization of the minor leagues.

**BUS 2241 The Business of Sports**

3 credits

This course will cover both professional and college sports as big business. We will analyze and discuss issues such as league structure; ownership and franchise values; sources of revenue and how teams, leagues, universities, conferences and the NCAA market to enhance revenues; sports media; league expansion and contraction; competitive balance issues; player and labor relations, agents and contract negotiations; free agency and arbitration; league player drafts; the economic, political and financing issues involved with new stadiums and facilities; gender equity in college athletics; the role of college athletics and related topics such as the level of coaches’ compensation; the economic and financial aspects of college athletic departments; conferences and power; and other important topics such as race
and sports, sports and performance-enhancing drugs, and sports and statistics. Prerequisites: ACC 1011, MKT 1011, FIN 1341.

**BUS 2901 Business Policy** 4 credits

This is a capstone course integrating the various functions of business in the development and implementation of business strategy. It examines cases involving policy formulation and decision-making in the present-day business environment. Using an integrative approach across the business disciplines, this course uses an interdisciplinary case-based format, using a strategic management framework including faculty from Accounting, Finance, Management, and Marketing. Prerequisites: ACC 1011, ACC 1021, FIN 1341, MGT 1011, MKT 1011, ECN 1011 and ECN 1021.

**Accounting**

Professors: Clark (Emeritus), Hartman (Emeritus), Ragan (Chair), Sherman, Stagliano, Sutula (Emeritus)

Associate Professors: Ghani, Haverty, Larkin

Assistant Professor: Lin, McDougal

Lecturers: Sullivan, Teti

The undergraduate accounting program is an intensive program designed to develop a professional accountant. The coursework will prepare the student for an accounting career in industry, government or public accounting. Practical exercise, as well as theoretical discussion, provides adequate preparation for the Uniform Certified Public Accountant Examination. A Certificate of Competence in SAP R/3 software is awarded to students upon completion of the core Financial and Management Accounting Information Systems courses. The accounting major is designed to provide flexibility in the selection of arts and science courses from broad groupings to augment the professional development of the student.

**Requirements for the Accounting Major**

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

Mathematics—one of the following two-course sequences:

- MAT 1151 Finite Mathematics with Applications in Business
- MAT 1161 Brief Business Calculus

or

- MAT 1251-1261 Calculus for Biology and Social Science
- MAT 1351-1361 Calculus I-II

Social/Behavioral Science:

- ECN 1011 Introductory Economics (Micro)
- ECN 1021 Introductory Economics (Macro)

GER Electives: any three courses

**Business Foundation:** ten courses, including

- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- MGT 1001 Legal Environment of Business
- DSS 1311 Business Statistics
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- MKT 1011 Principles of Marketing
- DSS 1011 Introduction to Information Systems
- DSS 2011 Quantitative Methods for Business
- BUS 2901 Business Policy
General Statement—In order for a student to declare a major in accounting or remain in the major, a grade of C (2.0) or better must be earned in both ACC 1011, Concepts of Financial Accounting, and ACC 1021, Managerial Accounting.

Major Concentration: nine courses
- ACC 2051 Financial Accounting Information Systems I
- ACC 2061 Financial Accounting Information Systems II
- ACC 2071 Financial Accounting Information Systems III
- ACC 2121 Management Accounting Information Systems I
- ACC 2131 Management Accounting Information Systems II
- ACC 2151 Federal Income Taxation
- ACC 2171 Auditing
  
  *plus 2 from one of the specialized tracks below*

Specialized Tracks—The Department offers students the opportunity to specialize in a particular area of accounting by completion of specified courses. Students need to consult with their faculty advisor and with the course listings with respect to prerequisites for non-Accounting courses that might be elected on each track. All course selections are subject to approval of the student’s faculty advisor. Students may choose among the following tracks:

Public Accounting: choice of two
- ACC 2161 Special Topics in Federal Taxation
- ACC 2191 Advanced Auditing
- ACC 2201 Fund Accounting
- ACC 2221 Forensic Accounting
- ACC 2991 Accounting Internship
- MGT 2411 Legal Environment of Business II
  
  *Additional course offered by the Finance Department (except FIN 1571 and FIN 2361)*

Financial Services
- ACC 2101 Financial Statement Analysis
  
  *One additional course chosen from among the following:
- ACC 2991 Accounting Internship
- FIN 2341 Markets and Institutions
- FIN 2351 Investments
- FIN 2431 Portfolio Management
- FIN 2471 Speculative Markets

Information Systems
- ACC 2991 Accounting Internship
  
  *Courses in Information Systems offered by the Decision & System Sciences or Computer Science Departments*

International
- ACC 2301 International Accounting
  
  *One additional course chosen from among the following:
- ACC 2991 Accounting Internship
- FIN 2331 International Finance
- MKT 2131 International Marketing
- MGT 2441 International Management*
General: choice of two

- ACC 2101 Financial Statement Analysis
- ACC 2161 Special Topics in Federal Taxation
- ACC 2191 Advanced Auditing
- ACC 2201 Fund Accounting
- ACC 2221 Forensic Accounting
- ACC 2301 International Accounting
- ACC 2911 Independent Study
- ACC 2951 Accounting Research
- ACC 2991 Accounting Internship

Free Electives: 3 courses

**ACC 1011 Concepts of Financial Accounting** 3 credits
An introduction to the discipline of accounting from a user’s perspective. Emphasis is on how accounting information and financial statements are used in business decisions, particularly in decisions by people outside the organization. Students will access corporate websites to retrieve and analyze externally published financial information of publicly traded companies. *Required for all majors in the Haub School of Business.*

**ACC 1021 Managerial Accounting** 3 credits
This course covers basic cost accounting terminology, concepts, and classifications. Cost accumulation systems, cost-profit-volume analysis, and uses of accounting information for managerial decision-making purposes are discussed. Students are introduced to the use of spreadsheet application software as an essential tool for analysis of financial data. *Prerequisite: ACC 1011. Required of all majors in the Haub School of Business.*

**ACC 2051 Financial Accounting Information Systems I** 3 credits
The conceptual basis and procedural framework of accounting is covered in this course. Topics include: revenue recognition, cost allocation, financial statement preparation/presentation, analysis of financial data, and using accounting information for liquidity and profitability assessments. Students are introduced to business technology integration through use of enterprise resource planning applications. *Prerequisites: ACC 1011 and ACC 1021 with a grade of C or better. Required of all accounting majors.*

**ACC 2061 Financial Accounting Information Systems II** 3 credits
The second FAIS course coverage includes solvency and operational capacity; accounting for long-term assets and liabilities; disclosure reporting; financial analysis issues dealing with long-term debt, retirement benefits, and deferred income taxes. Enterprise resource planning systems (e.g., SAP) and spreadsheet software applications are used as tools for the analysis of assigned problems and projects. *Prerequisite: ACC 2051. Required of all accounting majors.*

**ACC 2071 Financial Accounting Information Systems III** 3 credits
The final FAIS course covers stockholders equity, business combinations, consolidation accounting, line of business and segment reporting, foreign operations and global accounting/reporting issues, and corporate financial analysis. There is a continued use of enterprise resource planning systems and software application tools in the course. *Prerequisite: ACC 2061. Required of all accounting majors.*

**ACC 2101 Financial Statement Analysis** 3 credits
This course provides a user-oriented approach to understanding the information content of financial statements. Applications include ratio and graphical analysis of the data produced by the accounting information system. Using financial databases, and case analyses, students investigate various aspects of measuring the success of the business organization’s activities and its major strategic initiatives. *Prerequisite: ACC 2061.*
ACC 2121 Management Accounting Information Systems I 3 credits
Topics in this course include cost systems, strategic management accounting and planning systems, responsibility centers, re-engineering and total quality management, target costing, economic value added measurement, and managerial accounting for multinational organizations. Spreadsheet software package applications are used in modeling and for problem/project analysis. Prerequisite: ACC 1021. Required of all accounting majors.

ACC 2131 Management Accounting Information Systems II 3 credits
This course is designed so that for students can develop an understanding of accounting information as a strategic resource and to see how accounting technology supports business processes. The emphasis is on business process re-engineering and integrating Internet use in B2B exchanges. Topics covered include customer relationship management and strategic enterprise management using hands-on computer interface technology. Student casework focuses on using a leading enterprise resource planning system as a management accounting tool. Prerequisite: ACC 2121 or with permission of the instructor. Required of all accounting majors.

ACC 2151 Federal Income Taxation 3 credits
An introduction to the principles and procedures of income taxation at the federal level. This course includes an exploration of inclusions, deductions, income realization and recognition, taxation of property transactions, and credits, all with a focus on individual taxpayers. Prerequisite: ACC 1011. Required of all accounting majors.

ACC 2161 Special Topics in Federal Taxation 3 credits
A study of the federal tax treatment of corporations, partners and partnerships, fiduciary entities (trusts and estates), and gratuitous transfers (gift and estate taxation). This examination of tax laws and procedures takes the form of studying illustrative examples and completion of problem-solving exercises. Prerequisite: ACC 2151.

ACC 2171 Auditing and Assurance Services 3 credits
This course integrates the most important concepts of auditing and other assurance services to assist students in understanding audit decision making and evidence accumulation. Major topics covered include audit reports, auditing standards, legal liability, ethical issues, internal controls, and audit risk. Prerequisite: ACC 2061. Required of all accounting majors.

ACC 2191 Advanced Auditing 3 credits
In this course, theoretical auditing concepts and prescribed audit procedures are applied to actual professional practice situations. The course is largely cased based. Topics include audit failures, audit firm liability, impacts of the Sarbanes-Oxley Act on the profession, and ethical responsibilities of the auditor. Prerequisite: ACC 2171.

ACC 2201 Fund Accounting 3 credits
This course provides students with an introduction to the fund-based theory and practice of accounting as it is applied in governmental and nonprofit entities. Emphasis is placed on the comprehensive annual financial reporting model used for communicating with organizations’ stakeholders. Prerequisite: ACC 2051.

ACC 2221 Forensic Accounting 3 credits
This course covers forensic accounting techniques that address the contemporary need to prevent, detect, investigate, and prosecute financial fraud perpetrators. Tools and systems used in auditing for fraud instances are discussed. Also reviewed are the professional pronouncements that apply to the independent accountant in the circumstances when financial malfeasance is suspected or uncovered. Ethical considerations and other professional responsibilities that impact the auditor and the client's
stakeholder community are included in the various cases that form the basis for course coverage.

Prerequisite: ACC 2171 or permission of Department Chair.

**ACC 2301 International Accounting**  
3 credits  
This course introduces students to the accounting challenges faced by multinational companies. By reviewing the diversity of accounting systems in various countries, cultural and environmental influences on accounting and financial reporting are observed. Efforts to harmonize worldwide standards are described. Specific issues addressed include financial disclosure, consolidation, currency translation, transfer pricing, and cross-border taxation. Prerequisite: ACC 1021.

**ACC 2911 Independent Study in Accounting**  
3 credits  
Prerequisite: Permission of department chair.

**ACC 2951 Accounting Research**  
3 credits  
Prerequisite: Permission of department chair.

**ACC 2991 Accounting Internship**  
3 credits  
Prerequisites: GER Foreign Language requirement, ACC 2061, ACC 2121, and have no more than 16 courses to complete before graduating.

**Actuarial Science**

Actuarial Science is an inter-college major with combined coursework from the Haub School of Business and the College of Arts and Sciences. Please see Actuarial Science in the College of Arts and Sciences section in this catalogue.

**Decision & System Sciences**

Professor: Klimberg, Robak  
Associate Professors: Gupta, Herschel (Chair), Malhotra, Rahmlow (Emeritus)  
Assistant Professor: Mendoza, Miori, Yermish, Yi  
Visiting Instructor: Boyle  
Lecturer: Tremblay

**Objective**

The DECISION & SYSTEM SCIENCES MAJOR goes beyond the traditional information systems major by focusing on technology-related activities that enhance organizational transactions, sense making, and decision making. Graduates of this program can work in the information systems field or any other business discipline where strong technology and business intelligence skills are needed. Hence, the DSS major is designed to equip the 21st century manager or analyst with the relevant skills to succeed in a technology-driven, data-intensive world. Majors acquire general business skills plus knowledge and experience in programming, systems analysis & design, process analysis, database management, decision support systems, query and reporting, online analytical processing (OLAP), data mining, statistical analysis, quantitative analysis, forecasting, project management, competitive intelligence, knowledge management, business intelligence, supply chain, CRM, and telecommunications and enterprise security. Technology employed in the DSS curriculum includes Microsoft Office, Oracle, SAP, SPSS Clementine, and Visual Basic.

The BUSINESS INTELLIGENCE MINOR is designed to enhance the skill set of both Business and Arts & Sciences majors so that they are fundamentally better equipped to succeed in a data-intensive world. Organizations typically gather information in order to assess their operating environment, to conduct
marketing research or customer relationship management, and to perform competitor analysis. Organizations accumulate business intelligence in order to gain sustainable competitive advantage, and regard such intelligence as a valuable core competence.

Requirements for the Decision & System Systems Major

**GER Common Courses** (See Curricula): six courses

**GER University Distribution** (See Curricula): fourteen courses, including

**Mathematics**—one of the following two-course sequences:

- MAT 1151 Finite Mathematics with Applications in Business
- MAT 1161 Brief Business Calculus
- or MAT 1251-1261 Calculus for Biology and Social Science
- or MAT 1351-1361 Calculus I-II

**Social/Behavioral Science:**
- ECN 1011 Introductory Economics (Micro)
- ECN 1021 Introductory Economics (Macro)

**GER Electives:** any three courses

**Business Foundation:** ten courses, including

- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- MGT 1001 Legal Environment of Business
- DSS 1311 Business Statistics
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- MKT 1011 Principles of Marketing
- DSS 1011 Introduction to Information Systems
- DSS 2011 Quantitative Methods for Business
- BUS 2901 Business Policy

**Major Concentration:** seven courses

- DSS 2111 Systems Theory
- DSS 2311 Database Management
- DSS 2411 Systems Analysis and Design
- DSS 2511 Communication Technologies & Enterprise Security
- DSS 2711 Decision Support System Modeling
- DSS 2721 Advanced Decision-Making Tools
- DSS 2731 Enterprise Resource Planning

**Other Courses**

- DSS 2911 Independent Study I **Majors only & permission of the Chair**
- DSS 2912 Independent Study II **Majors only & permission of the Chair**
- DSS 2953 Honors Research I **Majors only & permission of the Chair**
- DSS 2963 Honors Research II **Majors only & permission of the Chair**
- DSS 2981 Internship I **Majors only & permission of the Chair**
- DSS 2991 Internship II **Majors only & permission of the Chair**

Requirements for the Business Intelligence Minor

- DSS 1311 Business Statistics
- DSS 2011 Quantitative Methods for Business
- DSS 2311 Database Management
- DSS 2711 Decision Support System Modeling
DSS 2721 Advanced Decision-Making Tools
DSS 2731 Enterprise Resource Planning

DSS 1011 Introduction to Information Systems 3 credits
This course provides the student with an introduction to information systems and information technology as it is applied in the 21st century. Students will explore the fundamentals of information technology and gain a basic fluency in information technology tools, Microsoft Office tools and web usage. In addition, students will develop their fundamental business communication skills, oral and written presentation, and business analytic skills, summarizing and displaying data.

DSS 1013 Introduction to Information Systems: The Road to RIO 3 credits
This version of “Introduction to Information Systems” is intended for Honors students (See Honors Department Listing for HON -1713) and for interested Information Systems majors. This course explores the fundamentals of information technology from more than one viewpoint. We explore many of the historical, social, cultural and ethical issues connected with information technology as well as the core technology concepts. Students will gain basic fluency in the information technology tools and examine one of the issues above in depth.

DSS 1311 Business Statistics 3 credits
This course covers probability concepts as well as descriptive and inferential statistics. The emphasis is on practical skills for a business environment. Topics include probability distributions, estimation, one-sample and two-sample hypothesis testing, inferences about population variances, and chi-square test of independence. Students will also become familiar with spreadsheet applications related to statistics and with statistical software. Prerequisite: DSS 1011, MAT 1151-1161.

HON (DSS) 1723 Business Statistics - Honors: Candles in the Dark-Illuminating Data 3 credits
This version of “Business Statistics” is intended for Honors students. This course is intended for students who wish to have an enriched experience in Business Statistics. The goal is for each student to develop a high level of competency in solving practical problems in the business world and to lay a firm quantitative foundation for future study. Topics include: descriptive statistics, probability, discrete and continuous random variables, sampling distributions, confidence intervals, and hypothesis testing. Heavy emphasis is placed on casework and team projects. Content is covered on a “need to know” format. Prerequisites: DSS 1011, MAT 1151-1161 or MAT 1351-1361 Satisfies DSS 1311 for Business majors or minors.

DSS 2011 Quantitative Methods for Business 3 credits
Every organization, must manage a variety of processes. In this course the student will development an understanding of how to evaluate a business process. Additionally, the art of modeling, the process of structuring and analyzing problems so as to develop a rational course of action, will be discussed. The course integrates advanced topics in business statistics—linear and multiple regression and forecasting, production and operations management—linear programming and simulation, and project management. Excel software is used for problem solving. Prerequisite: DSS 1311.

HON (DSS) 2723 Quantitative Methods for Business: Modeling Tools for Thinking 3 credits
This course is intended for students who wish to have an enriched experience in Quantitative Methods for Business. In this course the student will development an understanding of how to evaluate a business process. Additionally, the art of modeling, the process of structuring and analyzing problems so as to develop a rational course of action, will be discussed. The course integrates advanced topics in business statistics—two sample hypothesis testing, linear and multiple regression and forecasting, production and operations management—linear programming and simulation, and project management. Prerequisite: DSS 1311 or equivalent. Satisfies DSS 2011 for Business majors or minors.
MAJOR

DSS 2111 Systems Theory

Change, as it occurs within a “system,” is a topic that needs elucidation from a perspective, which has attained theoretical respectability within the social sciences. The teaching of System Analysis and Design gives “lip-service” to system while de facto spends the entire course teaching the methodologies, tools, and techniques needed to perform analysis and then design. This course treats the concept of “system” in its fullness and then uses case studies to document both failure and success of technology-oriented companies through the treatment of the company as a system.

DSS 2311 Database Management

The course provides an in-depth understanding of the database environment. Besides covering the important process of database design, this course comprehensively covers the important aspects of relational modeling including SQL and QBE. Students will be required to design and develop a database application using a modern fourth generation language system. Prerequisite: DSS 1011

DSS 2411 Systems Analysis and Design

This course will introduce the student to structured project management concepts, techniques, and applications through exploration of the Systems Development Life Cycle (SDLC). Lectures, in-class discussions, and real-life examples will be used to build a toolkit of project management, technology evaluation, and post-mortem critique skills. These skills will prove extremely valuable to students in a professional Systems Analyst role upon graduation. Prerequisite: DSS 1011.

DSS 2511 Communication Technologies & Enterprise Security

This course examines the new realities of telecommunications, reflecting today’s most critical issues, trends, and technologies. In addition, since a wired world has major consequences for organizations, the course examines security concerns that require firms to develop strategies to protect data and its communication. Prerequisite: DSS 1011.

DSS 2711 Decision Support System Modeling

We will build a basic understanding of supply chain issues and learn to model some of the problems encountered in supply chain management. This course will introduce methods for creating user-friendly applications and models in Excel by taking advantage of the powerful macro language for Microsoft Office, Visual Basic for Applications (VBA). The skills to analyze and present the results in a non-technical matter will be developed through a series of practical exercises. Prerequisites: DSS 2011 and 2311.

DSS 2721 Advanced Decision-Making Tools

This course focuses on the application of decision-making tools used to develop relationships in large quantities of data for more than two-variables. Comprehension of when to use, how to apply, and how to evaluate each methodology will be developed. This course will additionally provide an introduction to data mining tools. Data Mining consists of several analytical tools, such as neural networks, decision trees, evolutionary programming, genetic algorithms, and decision trees, used to extract knowledge hidden in large volumes of data. An understanding of how these data mining tools function will be developed so as to provide insight into how to apply these tools. Statistical and data mining software will be used. Prerequisites: DSS 2011 and 2311.

DSS 2731 Enterprise Resource Planning

This course is designed so that students can develop an understanding of accounting information as a strategic resource and to see how accounting technology supports business processes. The emphasis is on business process re-engineering and integrating Internet use in B2B exchanges. Topics covered include customer relation management and strategic enterprise management using hands-on computer interface technology. Student casework focuses on using a leading enterprise resource planning system as a management accounting tool. Cross-listed with ACC 2131. Prerequisite: ACC 1021-1025.
Finance

Professor: Hogan (Chair)
Associate Professors: Coyne, Danielson, Heck, McManus, Tezel, Webster
Assistant Professors: Lipton, Schellhorn, Sharma
Lecturer: Capp (Executive in Residence in Risk Management and Insurance)

Objectives

Students who choose to major in Finance can select from among five tracks, each track specializing in a particular area of the overall finance field. There are several common required courses for the major, and the electives distinguish one focus from another. The four tracks are general/Managerial finance, Investments, Personal Financial Planning and Insurance and Risk Management.

Descriptions of Finance Tracks

General / Managerial Finance

The General / Managerial Financial Track introduces students to financial decision making which is rooted in financial theory and practice, recognizing the rapid changes in technology and world economic conditions. Financial Management as the broadest area of finance has the most job opportunities as it is important to all types of enterprises, both private and public. The role of the financial manager is that of a decision maker.

Investments

The Investment Track exposes students to the theory, concepts, and practices of portfolio management. Topics include investment principles, portfolio theory, equilibrium models, the empirical behavior of security prices, market efficiency, asset allocation, portfolio management strategies, valuing stocks, bonds and other investments, performance evaluation, and behavioral finance. You will have the most flexibility in choosing a financial career in: equity analyst, equity sales, financial markets analyst, fixed income/credit research and analyst, Investment/financial advisor, risk analyst, technical market analyst, mutual fund research, trader and investor relations.

Personal Financial Planning

The Personal Financial Planning Track would be appropriate for individuals who wish to work in the broad area of financial services. Such organizations include banks, insurance companies, brokerage companies and broad based financial planning organizations, e.g. Vanguard, American Express. Students who wish to gain fuller knowledge of their own financial affairs would find this track appealing as well.

Insurance and Risk Management

The Insurance and Risk Management track is specifically designed to provide Finance students a basic knowledge of the insurance industry and a basic understanding of the current academic and practitioner literature on financial risk management. In the Insurance and Risk Management track, students will explore the various functional areas of insurance company management including investment and financing policies as well pricing and underwriting activities. Students will also become familiar with the range of risks financial institutions, corporations and individuals are facing and learn how to measure and manage these risks. The Insurance and Risk Management track prepares students for careers in the financial services industry (insurance companies, banks, securities firms, and pension funds).
REQUIREMENTS FOR THE FINANCE MAJOR

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including

Mathematics—one of the following two-course sequences:
- MAT 1151 Finite Mathematics with Applications in Business
- MAT 1161 Brief Business Calculus
- MAT 1251-1261 Calculus for Biology and Social Science
- MAT 1351-1361 Calculus I-II

Social/Behavioral Science:
- ECN 1011 Introductory Economics (Micro)
- ECN 1021 Introductory Economics (Macro)

GER Electives: any four courses

Business Foundation: ten courses, including
- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- MGT 1001 Legal Environment of Business
- DSS 1311 Business Statistics
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- MKT 1011 Principles of Marketing
- DSS 1011 Introduction to Information Systems
- DSS 2011 Quantitative Methods for Business
- BUS 2901 Business Policy

MAJOR CONCENTRATION

Required Courses in Finance
- FIN 2341 Financial Markets and Institutions
- FIN 2351 Investment Management
- FIN 2401 Intermediate Managerial Finance

Electives in Finance

While any three electives in the 200 level or above fulfill the requirements for a finance major, those students interested in concentrating in a desired track in finance could consider choosing from the following electives. In addition, you may also take ACC 2151 Federal Taxation and ACC 2101 Financial Statement Analysis.

General Finance / Managerial Finance
- FIN 2411 Working Capital Management
- FIN 2331 International Finance
- FIN 2441 Mergers and Acquisitions
- FIN 2461 Small Firm Finance
- FIN 2521 Risk Management
- FIN 2701 Understanding the Stock Market

Personal Finance:
- FIN 2511 Personal Financial Planning
- FIN 2541 Introduction to Insurance
- FIN 2531 Retirement Planning
- FIN 2551 Estate Planning
- ACC 2151 Federal Income Taxation
### Investments:
- **FIN 2431** Portfolio Management
- **FIN 2471** Speculative Markets
- **FIN 2481** Student Managed Funds
- **FIN 2701** Understanding the Stock Market
- **FIN 2331** International Finance
- **FIN 2521** Risk Management

### Insurance and Risk Management:
- **FIN 2541** Introduction to Insurance
- **FIN 2521** Risk Management
- **FIN 2211** Property and Casualty Insurance
- **FIN 2221** Liability Insurance
- **FIN 2231** Principles of Reinsurance
- **FIN 2331** International Finance
- **FIN 2471** Speculative Markets

To continue as a finance major, a student must achieve the grade of C or better in **FIN 1341**. A student may retake **FIN 1341** in order to achieve a grade of C or better.

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<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td><strong>FIN 1341</strong></td>
<td><strong>Introduction to Finance</strong></td>
<td>3 credits</td>
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<td></td>
<td>This course provides a survey of financial theory and practice as it relates to the management and valuation of firms. Topics include: organizational forms, the role of capital markets, the determination of interest rates, financial statement analysis, the time value of money, stock and bond valuation, risk and return, and capital budgeting. This course is a prerequisite for all 2000 level finance courses and is required for all business students. Prerequisites: ACC 1011, ECN 1011; corequisite: DSS 1311.</td>
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<tr>
<td><strong>FIN 1571</strong></td>
<td><strong>Personal Financial Management</strong></td>
<td>3 credits</td>
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<td></td>
<td>This course covers financial topics essential to consumers, such as credit, purchases of durables, personal investments, and estate planning. No prerequisites. Does not satisfy any Finance major or minor requirement.</td>
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<tr>
<td><strong>FIN 2211</strong></td>
<td><strong>Property and Casualty Insurance</strong></td>
<td>3 credits</td>
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<td>This course will look at current issues in the Propert/Casualty insurance industry. Prerequisite: FIN 1341; corequisite: FIN 2341.</td>
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<tr>
<td><strong>FIN 2221</strong></td>
<td><strong>Liability Insurance</strong></td>
<td>3 credits</td>
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<td>This course looks at current issues in the area of Liability insurance Prerequisite: FIN 1341; corequisite: FIN 2341.</td>
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<tr>
<td><strong>FIN 2231</strong></td>
<td><strong>Principles of Reinsurance</strong></td>
<td>3 credits</td>
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<td>This course looks at current topics in the area of Reinsurance in the insurance industry. Prerequisite: FIN 1341; corequisite: FIN 2341.</td>
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<tr>
<td><strong>FIN 2331</strong></td>
<td><strong>International Finance</strong></td>
<td>3 credits</td>
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<td>This course will focus on the following topics: balance of payments, international flow of funds, foreign investment, governmental and international agencies, and trade theory. Prerequisite: FIN 1341.</td>
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<tr>
<td><strong>FIN 2341</strong></td>
<td><strong>Markets and Institutions</strong></td>
<td>3 credits</td>
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<td>This course covers the role and workings of financial markets: money and capital markets, mortgage market, bond market, stock market, foreign exchange markets, and derivative markets. The interest rate theory and the term structure of interest rates are studied. Functions of Federal Reserve System are studied along with the foundations of monetary theory and policy. The course also examines the</td>
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management of assets and liabilities by financial institutions including commercial banks, insurance companies, mutual funds, and investment banking, etc. **Prerequisite:** FIN 1341.

FIN 2351 Investments 3 credits
The course will cover the investment process and features of securities including mutual funds, real estate and tax advantaged investments. Sources of information, market transactions, return and risk concepts, indexes are also covered. Valuation of common stocks and bonds and dimensions of fundamental and technical analysis are emphasized. **Prerequisite:** FIN 1341; **corequisite:** FIN 2341.

FIN 2401 Intermediate Managerial Finance 3 credits
This course focuses on the financial management of fixed assets and long-term capital. Topics include capital budgeting, risk, CAPM, capital structure, cost of capital, dividend policy, and valuation, bankruptcy and reorganization. **Prerequisite:** FIN 1341; **corequisite:** FIN 2341.

FIN 2411 Working Capital Management 3 credits
This course focuses on financial analysis, forecasting, and optimal working capital management. Cases are extensively used. Spreadsheet modeling and analysis are emphasized. **Prerequisite:** FIN 1341; **corequisite:** FIN 2341.

FIN 2431 Portfolio Management 3 credits
This course will cover the fundamentals of portfolio management. Topics include asset allocation, portfolio construction, performance evaluation, creating and using indexes, stock valuation models, and hedging with options and futures. Asset pricing theories, market anomalies and different styles of investing are emphasized. Market simulations software, Ibbotson software, data bases, spreadsheet modeling and optimization are used. **Prerequisites:** FIN 1341, FIN 2341.

FIN 2441 Mergers and Acquisitions 3 credits
This course will cover the theory and evidence concerning mergers and acquisitions and the market for corporate control. It will examine the accounting and valuation aspects of M&A activities, discuss the alternative theories of M&A and review the relevant empirical tests. M&A activity is evaluated in terms of the strategic alternatives faced by the firm. Restructuring, leveraged buyouts, share repurchases and takeover defenses, etc. are also studied not only from a finance perspective but also from a strategic perspective. Cases are used and a term paper is required. **Prerequisites:** FIN 1341, FIN 2341; **corequisite:** FIN 2401.

FIN 2461 Small Business Finance 3 credits
This course focuses on the more critical issues of a small organization: what legal forms to adopt, how to raise capital, the nexus of agency problems existing in a small firm, credit policy and terms, liquidity and liquidity management, bank relations, valuation of the business and exit strategies. **Prerequisite:** FIN 1341, **Corequisite:** FIN 2341.

FIN 2471 Speculative Markets 3 credits
This course will cover a broad range of derivative topics, both the theoretical foundations and practical applications of derivatives. Options, forward and futures, options on futures, swaps, and interest rate derivatives are some of the topics. Financial engineering and controlling risk are emphasized along with lessons learned from recent derivative-related losses. **Prerequisites:** FIN 1341, FIN 2341.

FIN 2481 Student Managed Funds 3 credits
This course provides students an opportunity to manage real money. The objective is to earn risk-adjusted returns competitive with the benchmark index. The class decides early in the semester the style of investing and chooses the appropriate index for performance evaluation. Each student is a research analyst and a sector specialist and participates in the construction of the portfolio. Each sector is represented by a sector team. Also, each student has a functional role. **Prerequisite course for undergraduate finance majors is FIN 2351 Investments. FIN 2431 Portfolio Management is highly**
recommended. The course emphasizes the valuation principles and modern portfolio theory. *Prerequisites: FIN 1341, FIN 2341; corequisite: FIN 2351.*

**FIN 2511 Financial Planning** 3 credits
The financial planning course is the introductory course in the financial planning track finance major. The course covers the basics of financial planning such as the role and structure of a financial plan, the role and responsibilities of various kinds of financial planners. In addition, there will be an exploration of various life events, e.g. college planning, divorce, identity theft, and their planning consequences. The course will also stress time value concepts, pricing of financial assets, and tax consequences of various investments, as well as the forces at work in the economy in general. *Prerequisite: FIN 1341; corequisite: FIN 2341.*

**FIN 2521 Risk Management** 3 credits
This course is designed to apply the theories and techniques taught in Finance to the complex and specific needs of managing financial risk in the financial services industry. The course will provide an overview of the banking and insurance markets and their products. In addition, several valuation and risk management tools and models designed to measure and manage equity risk, interest-rate risk, and default risk in the financial services sector of the economy will be introduced and implemented. *Prerequisite: FIN 1341; corequisite: FIN 2341.*

**FIN 2531 Retirement Planning** 3 credits
The Retirement Planning course starts with an examination of anticipated retirement needs. Once this concept is understood, the course looks at ways to get an individual to the point of satisfying those needs, considering the range of public and private retirement programs that might be available to individuals and organizations. Since the legal environment plays a critical role in this process, the various major laws and their impact on the process are studied. The course then looks at the retirement years and the dynamic that occurs there. Finally, other deferred compensation programs that are not be considered “qualified” are discussed. *Prerequisite: FIN 1341; corequisite: FIN 2341.*

**FIN 2541 Introduction to Insurance** 3 credits
This course starts with a broad overview of ways to manage risk, and the approach taken by insurance companies to contain these risks. After this groundwork is laid the nature of the insurance contract is examined and then the various types of insurance and their routine components discussed. The use of insurance as a solution for various types of business problems is also explored. Because most employee group benefits are insurance related, those components of a benefit plan are also included as a focal point of the course. Topics such as insurer solvency and profitability, insurance regulation, insurance contracts and loss exposures mainly in the area of property and liability insurance will be covered. *Corequisite: FIN 1341.*

**FIN 2551 Estate Planning** 3 credits
This course examines the estate planning process and documents of transfer that are typically used. Once this process is understood, the next area of concern is the unified transfer tax system and the calculation of an individual’s estate tax liability. Estate planning techniques such as trusts, marital and charitable deduction vehicles, and intra-family business and property transfers are also discussed, as well as post-mortem tax planning. *Prerequisite: FIN 1341; corequisite: FIN 2341.*

**FIN 2661 Selected Topics** 3 credits
Selected Topics is an upper division course designed to give greater coverage to those finance topics that are not covered in great detail in other courses. The topics selected are at the discretion of the instructor. *Prerequisite: FIN 1341.*

**FIN 2701 Understanding the Stock Market** 3 credits
This applied course covers security valuation, fundamental analysis, technical analysis, and the efficient markets theory. The course begins with an overview of stock market history and its lessons for investors today. Then, the links between a firm’s historical operating performance, expected future performance,
and stock price are described and illustrated. The course concludes with a critical examination of the efficient markets theory in light of recent stock market events. Research assignments require students to access and interpret financial statement and stock market data for individual firms. Prerequisite: FIN 1341; corequisite: FIN 2341.

FIN 2911-2921 Independent Study 3-6 credits
Independent study may be approved to allow a student to pursue an in-depth study of a finance topic. Traditional study as well as rigorous pre-approved internship programs with an appropriate academic component are encouraged. Prerequisite: FIN 1341, at least junior standing and permission of the department chair, corequisite: FIN 2341.

FIN 2931 Financial Practicum 1 credit
This course is meant for students with opportunities working in the financial industry over the course of the semester to allow them to have the position show up on their transcripts. The student is required to submit an 8 – 10 page paper at the end of the practical training describing what their work responsibilities were and what skills they acquired by participating. To apply the student needs to have the practical training approved by the chair and a letter explaining the practical training is required for that approval. Prerequisite/Co-requisite: Student’s major must be finance and have completed FIN 1341. Does not satisfy any major or minor finance requirement. Does not satisfy any free elective credit. Grade will be Pass/Fail. May be repeated once.

FIN 2951-2961 Finance Research 3-6 credits
Topics will be determined by instructor and student with permission of the department chair. Prerequisite: FIN 1341; corequisite: FIN 2341.

FIN 2953-2963 Honors Research in Finance 3-6 credits
Prerequisite: FIN 1341; corequisite: FIN 2341.

Food Marketing

Professors: Childs, George, Stanton
Associate Professor: Meloche
Assistant Professor: Chung
Executive Lecturer: Mallowe
Lecturer: Bradley
Visiting Instructor: Lang
C.J. McNutt Chair: Taylor

The Food Marketing program in the Department of Food Marketing in the Haub School of Business is the only wholly industry-supported academic program of its kind in the United States and just one of six nationally recognized programs related to the food industry. The Department is supported by the Academy of Food Marketing, which was established by Saint Joseph’s University in cooperation with the food industry in 1962.

Strong industry ties have been developed which support the Academy of Food Marketing in placement of graduating seniors, recruiting of incoming freshmen, advising of students, program promotion, and scholarship support. A unique board of governors made up of chief executive officers and senior executives from many national food and related products firms provide direction, counsel, planning, and financial support to the Academy. The Business Library/Campbell Collection in Food Marketing, located in Mandeville Hall, represents one of the most valued resources of the Academy. The mission of the Library is to support the Food Marketing Department faculty and its enrolled students by being one of the largest depositories of food industry information in the East.
The Food Marketing program prepares a student for a career in the food industry along one of several potential career paths. Food Marketing students pursue careers in food retailing management, food service marketing, sales and sales management, advertising, research, and brand management.

The primary purpose of the food marketing program is the development of young men and women with a broad national and international outlook for careers as executives, competent not only in the complex specialization of the food industry but also cognizant of its many humanistic and social responsibilities. Consequently, the curriculum aims to give its students both a solid grounding in the liberal arts as well as professional competence in this field. The liberal arts aspects of the Department’s curriculum is the same as for all majors. The specialized courses will deal with all facets of food marketing: manufacturing, procurement, advertising, research, and distribution.

Five-Year Cooperative Education in Food Marketing

An alternative five-year Bachelor's degree program combines on-campus classroom study with alternate periods of gainful employment in the food or allied industries. After finishing the freshman year, students complete three cooperative work experiences. Students in this program not only receive a well-rounded education but will also have the unique opportunity of applying classroom learning to work situations and vice versa as they gain as much as a full year of professional experience prior to graduation. Student study/work schedule is as follows:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<tr>
<td>Fall—5 courses on campus</td>
<td>Fall—5 courses on campus</td>
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<tr>
<td>Spring—5 courses on campus</td>
<td>Spring—1st cooperative experience</td>
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<td></td>
<td>Summer—1st cooperative experience</td>
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<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td>Fall—5 courses on campus</td>
<td>Fall—2nd cooperative experience</td>
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<tr>
<td>Spring—5 courses on campus</td>
<td>Spring—5 courses on campus</td>
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<tr>
<td>Summer—2nd cooperative experience</td>
<td>Summer—3rd cooperative experience</td>
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<tr>
<th>Post Senior Year</th>
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<tbody>
<tr>
<td>Fall—3rd cooperative experience</td>
<td></td>
</tr>
<tr>
<td>Spring—5 courses on campus</td>
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For more information, please contact Mr. Jerry Bradley, Coordinator of Cooperative Education, Mandeville Hall, (610) 660-1601.

Departmental Honors

Qualified students wishing to pursue a departmental honors program should consult the requirements under Honors Program and in the brochure published annually by the Director of the Honors program.

Requirements for the Food Marketing Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including

Mathematics—one of the following two-course sequences:

- MAT 1151 Finite Mathematics with Applications in Business
- MAT 1161 Brief Business Calculus
- or MAT 1251-1261 Calculus for Biology and Social Science
- or MAT 1351-1361 Calculus I-II

Natural Science:

- CHM 1081-1091 Food Chemistry
Social/Behavioral Science:
- ECN 1011 Introductory Economics (Micro)
- ECN 1021 Introductory Economics (Macro)

GER Electives: any three courses

Business Foundation: ten courses, including
- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- DSS 1011 Introduction to Information Systems
- DSS 1311 Business Statistics
- DSS 2011 Quantitative Methods for Business
- MGT 1001 Legal Environment of Business
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- MKT 1011 Principles of Marketing
- BUS 2901 Business Policy

Major Concentration: seven courses

Major core (5 courses)
- FMK 2021 Overview of the Global Food Industry (formerly Food Marketing Supply Chain)
- FMK 2051 Food Marketing Research (formerly MKT 2051 Marketing Research)
- FMK 2061 Understanding Food Customers and Consumers
- FMK 2081 Food Marketing Communication (formerly MKT 2081 Marketing Communication)
- FMK 2121 Food Marketing Strategy (formerly Seminar in Food Marketing Problems)

Upper Division (2 courses)
- Any two FMK courses not included in the major core above.

**FMK 2021 Overview of the Global Food Industry**  
3 credits
In addition to principles of marketing, this is the foundation course for food marketing majors. The objective of the course is to familiarize students with the global food industry at all levels and in all segments. Basics of agricultural production and economics, food distribution, wholesaling and retailing, both on the retail and foodservice sides of the business, will be covered. We will also cover the critical issues impacting the industry including the decline of food at home, the growth of foodservice and the food-away-from-home market, the impact of consolidation, increasing concentration and globalization on the industry’s structure, conduct and performance. The course will include both tours of food facilities and industry speakers.

**FMK 2031 Foodservice Marketing**  
3 credits
This course provides the food marketing student with an overview of the foodservice industry. It is an introduction into the supply chain members—suppliers, manufacturers, brokers, distributors, logistics providers, foodservice operator customers and finally the foodservice consumer in the food-away-from-home market (FAFH) market. The drivers of FAFH will be studied including consumer, demographic, organizational, culinary, and technological and their roles in foodservice marketing. In addition, the structure of the industry will be studied to understand the wide variety of operations across the commercial and non-commercial (on-site) foodservice venues and their unique marketing issues.

**FMK 2041 Brand Strategy**  
3 credits
This course addresses the brand management challenge of designing and implementing the best combination of marketing variables to cant’ out a food company’s strategy in its target markets. This course presents an integrative, dynamic view of competitive brand strategy applicable to supplier,
It focuses on understanding, developing and evaluating brand strategies that yield a distinctive competitive advantage based on customer, and competitor analysis will be presented and applied in various situations throughout the course. Topics include strategies for pioneering brands, strategies for late entry, growth strategies, strategies for mature and declining markets, and defensive marketing strategies.

**FMK 2051 Food Marketing Research**  
3 credits
The food industry and the companies that make up the industry are all driven by information. This course will focus on the sources and applications of the information used to make food marketing decisions. The traditional marketing research process will be covered. Applications such as attitude research, product testing and advertising testing will be highlighted. In addition, there will be a great deal of emphasis on the methodology and application of syndicated data such as panel data, scan data, and other information products, such as geodemographic segmentation data.

**FMK 2061 Understanding Food Customers and Consumers**  
3 credits
This course will combine traditional consumer and buyer behavior theory and methods with a focus on the food industry to help students understand and predict how both household and food supply chain buyers will react to marketing and other stimuli. Concepts such as perceptions, attitudes, and individual and group behavior will be covered, with a specific focus on issues related to the marketing of products to consumers via the global food industry.

**FMK 2071 Food Retailing**  
3 credits
The food retailer is the contact point with the food consumer. In this course the emphasis will be on managing retail operations effectively. The course will cover retail competition, retail consumers, trade areas and location, managing retail employees, merchandising strategies, impacting profitability, influencing sales, developing a retail image, and reaction to change in the retail environment.

**FMK 2081 Food Marketing Communication**  
3 credits
Discussion of the strategy and tactical tools and techniques required to create and execute an integrated marketing communications program in the food industry. We will cover the issues and elements of advertising, sales promotion, and personal selling strategies, with primary emphasis on the advertising function. Targeting, the creative process, media options, budgeting, and evaluation of advertising will be highlighted.

**FMK 2091 New Product Development**  
3 credits
This course covers the processes and issues involved in conceiving, developing and launching new food and allied products into the retail market for both consumer and foodservice products. Topics covered include new product strategies and approaches, organizational structures, steps in the process, new product research, and creating programs to support product introduction. The course includes a semester-long project whereby student teams will research a product category, create a new product concept, and develop and present a launch program.

**FMK 2111 Food Distribution and Logistics**  
3 credits
This course emphasizes the efficient movement of food products from the farm to the table. This course will include discussion of the characteristics of supply chains, the concepts of efficiency in logistics, demand and inventory management and flow, transportation system management, network design and control, and performance measures and pricing decisions. All of these topics will be covered from both global and domestic and retail and foodservice perspectives.
FMK 2121  **Food Marketing Strategy**  3 credits
With a focus on food and consumer products marketing, strategic concepts such as leadership, business definition, situation assessment, planning and objectives, and strategy selection and implementation will be covered, along with strategies that work in different competitive and market situations. Both the theory and application of strategic decision making will be highlighted.

FMK 2131  **International Food Marketing**  3 credits
The concepts, methods and challenges of firms doing business in international markets are discussed. Specific economic, political, legal, cultural and competitive risks are examined. The focus will be on the operation of food suppliers, manufacturers, distributors, and retailers and foodservice operators in the international marketplace. Attention focuses on the need to adapt to diverse business conditions and geographic markets.

FMK 2141  **Globalization and Food Policy**  3 credits
An examination of the global trade environment for agriculture and foodstuffs and an introduction to the numerous policy agencies overseeing food trade and food policy, such as the WTO, UN, FAO, WHO, Codex Alimentaries, EU and other governmental bodies. Attention will focus on global issues impacting the economics of the food industry including biotech crops, health claims, obesity, food bioterrorism, novel ingredients, environmental policies, corporate consolidation, food advertising, hunger, and infectious diseases such as Mad Cow and Hoof and Mouth. The course will qualify towards Faith/Justice certificate/minor fulfillment.

FMK 2151  **International Food Marketing Study Tour**  3 credits
Specially designed on-site tour to varying international locations which offer students a unique opportunity to experience and study the global food industry. The tour may include visits to food industry suppliers, growers, manufacturers, distributors, regulators, and retailers. Students will be introduced to the marketing and business issues of the global food industry and experience the culture and pace of the world's major cities. The course will involve pre- and post-meetings and assignments.

FMK 2171  **Food and the Poor (Service Learning Course)**  3 credits
In this land of plenty, where the number two preventable cause of death is obesity (first is smoking), millions live without sufficient nourishment and in fact never have enough to eat. Students will be exploring the many sides of this complex issue. You will study both public and private efforts to reduce hunger and improve the ability of millions to get enough food. This course seeks to understand the historic roots of hunger in this nation and look at policies which have increased the size of the problem in recent years. As part of the course work you will be working with soup kitchens, federal food programs and other agencies to gain a more personal understanding of what it is to be hungry and to help, in some small way, those who are.

FMK 2181  **Globalization and Food Policy Honors Seminar**  3 credits
Open to honors students, the course will examine the global trade environment for agriculture and food stuffs and an introduction to the numerous policy agencies overseeing food trade and food policy. Attention will focus on global issues impacting the economics of the food industry and require a major research paper on an appropriate issue such as industry globalization and consolidation, food advertising, biotech crops, health claims, obesity, food bioterrorism, novel ingredients, sustainable agriculture, biopharming, environmental concerns, and other timely topics. The course will qualify towards Food Marketing Honors and Faith/Justice certificate/minor fulfillment.
**FMK 2241 Selling Skills and Fact-Based Decision Making** 3 credits

This course focuses on providing students with the comprehensive knowledge and skill base necessary for making and executing data-based decisions and plans. Methods of critical evaluation of data needed to support marketing and customer event planning, implementation, and evaluation will be stressed. Students will use syndicated sources and commercial software to analyze and evaluate data, assemble strategies and assess outcomes for CPG and foodservice.

**FMK 2251 Sales Management for CPG and Foodservice** 3 credits

This course studies the complex and demanding responsibilities of sales management, for both consumer packaged goods and foodservice. The course will include creation of the sales strategic plan, managing the sales force, coordination of the interface with marketing, establishing sales force objectives, forecasting, understanding customer relationships, motivating and training the sales force and the role of fact-based decision making. Topics will also include the relationship of the sales force to the chief executive officer and social, ethical and legal responsibilities of sales management.

**FMK 2271 Future Issues in Food Marketing** 3 credits

This course will be periodically offered to cover a variety of different topics that are timely, significant or contemporary. Each time the course is offered it will focus on a different and specific food marketing topic. Examples of courses that might be offered include Marketing to Hispanic Consumers, Strategies for Marketing Nutrition and Health, and Technology and the Food Supply Chain and others that may evolve. The number assigned to a future issues course will correspond to the track for which it will count, FMK 2271 for International Food Marketing; FMK 2281 for Retail and Supply Chain Management, and FMK 2291, for Sales and Brand Management. All future issues courses can be used to satisfy a general upper division course requirement or a free elective instead of a track.

**FMK 2311 On Site Food Service** 3 credits

This course provides an introduction into the roles and factors that affect the product selection, menus, operations, marketing, merchandising and promotions of on-site (non-commercial) foodservice operations. Students will develop an understanding of the decision making factors that shape the marketing strategies and tactics in each segment of the on-site foodservice. Segments reviewed in this course include schools, colleges and universities, businesses, healthcare, sports and entertainment venues, parks and recreation facilities, military, transportation, vending and corrections. In addition to class learning, students will participate in local tours of facilities to analyze and critique the similarities and differences in the operator customer strategies and marketing techniques.

**FMK 2321 Commercial Food Service** 3 credits

The bloomin’ onion, a “Happy Meal”, “take it up a notch”. How do all these tactics help create the marketing strategies and positions of these successful restaurants? This course will provide students in depth look at the restaurant industry—how the roles of chefs, menus, marketing strategy, positioning, themes, signature items and economics make a success or failure of a restaurant or chain. Students will review the structure, and functions of this industry and how it compares to the supermarket industry. In addition to class learning, students will participate in local tours of facilities to analyze and critique the similarities and differences in the operator customer strategies and marketing techniques.

**FMK 2331 Foodservice Manufacturing and Distribution** 3 credits

This course examines the dynamics of the ever changing distribution network between a manufacturer and the food service operator. Manufacturers face the challenges of maintaining or increasing their market share against the competition and selecting the best distribution channels to get their products to the foodservice operator. Distributors’ challenges include the increased costs of operations and pressure between balancing manufacturer brands or their own private label brands and how that affects
what foodservice operators and customers will buy. Students will learn what roles logistics and ordering
technologies, marketing incentives, and direct or brokers sales forces play in the success of a
manufacturer product as it travels through the distribution channel.

International Business

Chair: Doherty
Director: Mauri

Objectives

This program, one of two majors offered by the Department of Management, is designed to provide interested
students with the tools, theory, and practical knowledge required to function in an international business
environment. Emphasis in the program is on acquiring essential international business skills. The program is
designed with reference to various other international business degree programs and focuses on both the U.S.
business environment and on the differences between the business environment in the U.S. and foreign
countries. Students who major in International Business also have the option of selecting a related minor such
as, for example, Latin American Studies, Asian Studies, Economics, Political Science, as well as a minor in a
modern foreign language.

The objective of the program is to prepare students for an entry-level domestic position at a multinational
corporation. Overseas assignments usually come after a few years with a company, although they may come
faster if the student possesses specialized skills needed by the company in its foreign operations. In addition
many opportunities exist domestically to advance to positions of coordinating international activities. Additionally, the major provides the opportunity for students to develop a proficiency in a language of their
choice.

Requirements for the International Business Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including

Mathematics—one of the following two-course sequences:

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<tr>
<td>MAT 1151</td>
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<td>MAT 1161</td>
<td>Brief Business Calculus</td>
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<td>or MAT 1251-1261</td>
<td>Calculus for Biology and Social Science</td>
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Social/Behavioral Science:

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<td>ECN 1011</td>
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<td>ECN 1021</td>
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GER Electives: any two courses

Business Foundation: ten courses, including

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<tr>
<td>ACC 1011</td>
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<td>Managerial Accounting</td>
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<td>MGT 1001</td>
<td>Legal Environment of Business</td>
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<tr>
<td>DSS 1311</td>
<td>Business Statistics</td>
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<tr>
<td>FIN 1341</td>
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<td>MGT 1011</td>
<td>Organizations in Perspective</td>
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<tr>
<td>MKT 1011</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>DSS 1011</td>
<td>Introduction to Information Systems</td>
</tr>
<tr>
<td>DSS 2011</td>
<td>Quantitative Methods for Business</td>
</tr>
<tr>
<td>BUS 2901</td>
<td>Business Policy</td>
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</table>
Major Concentration: eight required courses:

**Business**
- IBU 2441 International Management Prerequisite MGT 1011
- IBU 2411 Global Strategic Planning Prerequisite IBU 2441, Pre- or co-requisite BUS 2901, Second semester of senior year
- ACC 2301 International Accounting Prerequisite: ACC 1021
- ECN 2021 International Economics Prerequisite ECN 1011 or 1021
- FIN 2331 International Finance Prerequisite: FIN 1341
- MKT 2131 International Marketing Prerequisite: MKT 1011

**Modern Language**
Take one additional advanced course in the respective target language beyond the foreign language requirements of the GER University Distribution. Students take one of the following courses in the respective target language: Conversation and Composition course, the Business course, or the culture and Civilization course. International Business students may, and are encouraged, to enhance their foreign language skills by either taking additional language courses or by choosing to minor in their respective target language.

**International Exposure**
Take a course from the following: (1) An international study tour offered in HSB (other study tours require pre-approval), (2) an approved international course in one of the SJU Summer abroad programs, (3) a pre-approved course with an international focus while studying abroad, or (4) an international business internship. NOTE: the international exposure course cannot double count towards completing the international business major.

The International Business Minor (pending final approval)

The minor in international business builds upon several courses already offered in A&S and HSB with significant international content and offers business majors (other than IB) a vehicle for accessing this knowledge and focusing on the international dimensions of business. The minor in International Business has the objective of providing students with opportunities to increase their knowledge base and skills to be able to operate effectively in the highly interdependent and complex environment of today's world. Students choosing to minor in international business will become exposed to the challenges of doing business across countries and cultures.

Requirements for the International Business Minor

The minor in International Business requires taking a total of six courses at three levels:

**LEVEL 1: International Foundation and International Exposure**
Take three courses in at least two of the following categories:

- **Advanced Foreign Language.** Take one advanced foreign language course beyond the GER requirements in the target language. These include the conversation and composition course, the business course or the culture and civilization course in the target language.

- **Globalization Topics from a Liberals Arts Perspective.** Choose from the following courses:
  - POL 1051 Introduction to International Politics
  - POL 2541 US Foreign Policy
  - ECN 2021 International Economics
  - ECN 2151 Economics of Multinational Enterprises
  - ECN 2081 Comparative Economic Systems
  - ECN 2651 Ethics and Globalization
  - HIS 1521 Historical Introduction to Latin America
  - HIS 1531 Latin American - U.S. Migration
  - HIS 1551 Historical Introduction to the Islamic World
  - HIS 1561 Historical Introduction to South Asia
International Business Courses

IBU 2401 International Topics and Study Tour 3 credits
The objective of this course is to participate in a study tour of a country that offers numerous corporate and institutional visits to allow first hand exploration of business issues. The study tour will focus on a country of current interest. Emphasis will be placed on accounting, economic, finance, management, and marketing issues for various firms. A secondary objective of the study tour is to expose students to a foreign culture and cultural issues as related to business (e.g., consumer behavior). A third objective of this course is to focus on one or more current business topics affecting at least two functional areas. Students will be expected to analyze the impact of the topic(s) on the various areas of business, particularly on the operation of multinational corporations. Recent examples that could have been covered in this course include the introduction of the euro, the September 11 attacks and the War on Terrorism, and the Enron debacle. Prerequisite: Although no formal prerequisites are required, students are expected to participate in the study tour in their junior year.

IBU 2411 Global Strategic Planning 3 credits
This course will focus on the strategy of the global corporation. This international environment implies greater opportunities as global companies have access to a wider variety of markets and resources. However, this environment also implies greater managerial challenges. The aim of this course is to investigate how this greater complexity affects the management of companies that have global operations. Several case studies and a computer simulation will be used to understand the complexity of the operations of a global company. Prerequisite: IBU 2441; co-requisite: BUS 2901.

IBU 2421 International Business Law 3 credits
The purpose of this course is to acquaint the student with the international legal environment in which businesses operate. It will introduce the students to international business, international law and organizations, and how international disputes are resolved. International sales, credits, and commercial transactions will also be covered, as well as international and U.S. trade law. Prerequisite MGT 1001

IBU 2441 International Management 3 credits
An introductory analysis of the critical issues confronting multinational corporations today from a managerial point of view is provided. Barriers to the effective conduct of business in foreign countries will be discussed through the combination of lectures, reading, and cases. Prerequisite MGT 1011
IBU 2981 International Business Internship 3 credits
The objective of the international business internship is to provide the student with an opportunity to apply the knowledge and skills acquired in previous classes while working abroad or for a multinational company.

ACC 2301 International Accounting 3 credits
This course introduces students to the accounting challenges faced by multinational companies. By reviewing the diversity of accounting systems in various countries, cultural and environmental influences on accounting and financial reporting are observed. Efforts to harmonize worldwide standards are described. Specific issues addressed include financial disclosure, consolidation, currency translation, transfer pricing, and cross-border taxation. Prerequisite: ACC 1021.

ECN 2021 International Economics 3 credits
The course investigates two principal subject areas: the causes and effects of trade and barriers to trade and the financial aspects to international economic activity. The latter include the balance of payments, exchange rates, and the international monetary system. Prerequisite ECN 1011 or 1021.

MKT 2131 International Marketing 3 credits
The concepts, methods, and problems of firms doing business in international markets are discussed. The specific economic, political, cultural, and geographical factors affecting multinational marketers, including the need to adapt to diverse culture, foreign political and economic conditions, and diverse local market conditions will be highlighted. Prerequisite: MKT 1011

FIN 2331 International Finance 3 credits
This course will focus on the following topics: balance of payments, international flow of funds, foreign investment, governmental and international agencies, and trade theory. Prerequisite: FIN 1341

Management
Professors: DiAngelo, McCall, Porth, Rashford, S.J., Simmers
Associate Professors: Doherty (Chair), Mauri, McDevitt, Steingard
Assistant Professors: Balotsky, Dufresne, Ford, Givens-Skeaton, Kury, Neiva, Patton, Robson, Swift, Weidner
Lecturers: O’Brien, Sarnacki

Objectives
The business environment is a complex and dynamic system, demanding a variety of approaches encompassing diversified fields of knowledge. Such an eclectic combination of interests requires a commonality of goal to maintain a cohesive identity. In the Department of Management this uniform goal is remarkably simple: to provide the base of theory and principles that can be systematically applied in a variety of settings to effect successful administration.

Students completing the Management major complete three common required courses and three elective courses; a student’s choices of elective courses can be used to complete one of three tracks within the Management major: General Management, Entrepreneurial Management, and Global Management.

In all its programs, Management is approached as a professional career that embodies a real knowledge and concern for the ethical, human, and global aspects of organizations, and emphasizes a thorough grounding in a broad common body of knowledge as the basis for making sound decisions and meeting future challenges.
Management

The Management major is designed to prepare students for positions of leadership and responsibility in modern organizations. Management is approached as a professional career which embodies a real knowledge and concern for the ethical, human, and global aspects of organizations, and emphasizes a thorough grounding in a broad common body of knowledge as the basis for making sound decisions and meeting future challenges. The curriculum explicitly focuses on developing communication, leadership and problem-solving skills. In addition, Management majors are encouraged to complete an internship (or other out-of-classroom learning opportunity) to develop insight and experience in the real-world of business. Equipped with the intellectual tools and practical experience necessary to diagnose and resolve organizational challenges, and with effective communication skills, Saint Joseph’s Management students will be ready to excel in a wide variety of business settings.

Requirements for the Management Major

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including

Mathematics—one of the following two-course sequences:

- MAT 1151 Finite Mathematics with Applications in Business
- MAT 1161 Brief Business Calculus
- MAT 1251-1261 Calculus for Biology and Social Science
- MAT 1351-1361 Calculus I-II

Social/Behavioral Science:

- ECN 1011 Introductory Economics (Micro)
- ECN 1021 Introductory Economics (Macro)

GER Electives: any four courses

Business Foundation: ten courses, including

- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- DSS 1311 Business Statistics
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- MKT 1011 Principles of Marketing
- DSS 1011 Introduction to Information Systems
- MGT 1001 Legal Environment of Business
- DSS 2011 Quantitative Methods for Business
- BUS 2901 Business Policy

GENERAL STATEMENT (pending final approval): To declare a major in Management or continue in the major, a student must achieve the grade of “C” (2.0) or better in both MGT 1011, Organizations in Perspective and MGT 2001, Management Skills. A student may retake MGT 1011 or MGT 2001 as necessary to achieve a grade of “C” or better.

Major Concentration: six courses (three required, three elective)

Phase one: two Management Core required courses

- MGT 2001 Management Skills Prerequisite: MGT 1011
- MGT 2011 Organizational Behavior Prerequisite MGT 1011, 2001

Phase two: three elective courses selected from the following:

A student may opt to take any 3 upper division courses, with no specified Management Track. Alternatively, a student may opt to follow a track; each Management Track requires three courses, as described below.
Phase three: one required course

MGT 2521 Management Intervention and ConsultationPrerequisite: MGT 1011, 2001, 2011 & senior status

Electives in Management

While any three MGT electives at the 2000 level or above fulfill the requirements for a Management major, those students interested in concentrating in a desired Management Track should consider choosing from the following.

General Management Track

The General Management Track provides a broad exposure to theory and principles within the field of organizational management that can be systematically applied in a variety of settings to effect successful administration. The General Management track allows students to select a combination of elective courses from across the Management Tracks that best meet their individual needs.

Entrepreneurial Management Track

The Entrepreneurial Management Track provides students with exposure to the knowledge to be successful in their own entrepreneurial ventures, entrepreneurial efforts within existing for-profit corporations and non-profit organizations, and family-founded and family-owned firms. Through the Entrepreneurial Management Track, Management majors can:
- understand the challenges and concerns managing risks associated with a start-up business in today's dynamic marketplace;
- increase their awareness of the challenges associated with operating entrepreneurially within established organizations;
- enhance their understanding of the dynamics of family-owned and family-run firms; and
- increase their self-awareness of the interrelationships between their own personal objectives and their reasons for starting or running an entrepreneurial firm.

Global Management Track

The Global Management Track provides students the opportunity to become familiar with managing a company exposed to doing business across different cultures and nations. Students are strongly encouraged to study abroad and carefully select courses offered at SJU focusing on other countries and cultures. Through the Global Management Track, Management majors can:
- understand the challenges and opportunities for doing business in an international environment;
- increase their awareness of the challenges associated with international management in particular countries and regions;
- increase their self-awareness, about their own cultural values and perspectives as they relate to international management; and
- enhance their understanding for developing and executing strategies for operating in an international environment.

Management Majors:

Major Concentration: the three required courses listed below, plus any three MGT 2000-2999 level courses, including IBU 2441 and IBU 2411.

MGT 2001 Management SkillsPrerequisite: MGT 1011
MGT 2011 Organizational BehaviorPrerequisite: MGT 1011, 2001
MGT 2521 Management Intervention and ConsultationPrerequisites: MGT 1011, 2001 & 2011, Senior standing

Management Majors with General Management Track:

Major Concentration: the three required courses listed below, plus three electives chosen in one of two ways:
Select any three (3) courses chosen from the General Management Track; or
Two (2) 2000-level MGT electives (including IBU 2441 and IBU 2411), plus One (1) non-MGT or non-BUS course chosen from among any of the courses listed in the Entrepreneurial Management Track list or Global Management Track list.

**MGT 2001** Management Skills *Prerequisite: MGT 1011*

**MGT 2011** Organizational Behavior *Prerequisite: MGT 1011, 2001*

**MGT 2521** Management Intervention and Consultation *Prerequisites: MGT 1011, 2001 & 2011, Senior standing*

**General Management Track List:**

- **MGT 2021** Management of Human Resources *Prerequisite: MGT 1011 & 2011*
- **MGT 2411** Legal Environment of Business II *Prerequisite: MGT 1001*
- **MGT 2421** Entrepreneurship and Small Business Management *Prerequisites: MGT 1011, ACC 1011 & 1021, MKT 1011, FIN 1341*
- **MGT 2451** Managing Workforce Diversity
- **MGT 2461** Business, Ethics and Society (PHL 2221)
- **MGT 2471** Negotiation Skills
- **MGT 2531** Perspectives on Leadership
- **MGT 2541** Social Entrepreneurship *Prerequisites: MGT 1011, MKT 1011, FIN 1341*
- **MGT 2551** Business Law for Entrepreneurial Firms *Prerequisites: MGT 1001, 1011, FIN 1341, MKT 1011*
- **MGT 2971** Topics in Management
- **ADM 2011** Public Administration (POL 2091)
- **ECN 2041** Economics of Labor *Prerequisite: ECN 1011*
- **IBU 2411** Global Strategic Planning *Prerequisite: IBU 2441 & Co-requisite: BUS 2901*
- **IBU 2421** International Business Law *Prerequisite: MGT 1001*
- **IBU 2441** International Management *Prerequisite: MGT 1011*
- **POL 2071** Government & Business
- **PSY 2021** Research Methods *Prerequisites: PSY 1001, 1011, or 1005, MAT 1181 or higher*
- **PSY 2351** Group Dynamics *Prerequisite: PSY 1001, 1011, or 1005*
- **PSY 2622** Social Psychology Laboratory (4 credits) *Prerequisite: PSY 1001, 1011, or 1005; PSY 2021 or permission of instructor*
- **SOC 2201** Sociology of Work *Prerequisite: SOC 1011 or 1021*
- **SOC 2411** American Labor Movement *Prerequisite: SOC 1011 or 1021*
- **SOC 2735** Collective Bargaining (LAS 2735) *Prerequisite: SOC 1011 or 1021*

**Management Majors with Entrepreneurial Management Track:**

**Major Concentration:** the four required courses listed below, plus two courses chosen from the Entrepreneurial Management Track List.

- **MGT 2001** Management Skills *Prerequisite: MGT 1011*
- **MGT 2011** Organizational Behavior *Prerequisite: MGT 1011, 2001*
- **MGT 2521** Management Intervention and Consultation *Prerequisites: MGT 1011, 2001 & 2011, Senior standing*
- **MGT 2421** Entrepreneurship and Small Business Management *Prerequisites: MGT 1011, ACC 1011 & 1021, FIN 1341 and MKT 1011*

**Entrepreneurial Management Track List**

- **MGT 2021** Management of Human Resources *Prerequisites: MGT 1011 & 2011*
- **MGT 2471** Negotiation Skills
- **MGT 2541** Social Entrepreneurship *Prerequisites: MGT 1011, MKT 1011, FIN 1341*
- **MGT 2551** Business Law for Entrepreneurial Firms *Prerequisites: MGT 1001 & 1011, MKT 1011, FIN 1341*
- **FIN 2461** Small Business Finance *Prerequisite: FIN 1341, corequisite: FIN 2341*
MKT 2051 Market Research Prerequisites: MKT 1011, DSS 1311

One of the following courses may be taken as an Entrepreneurial Management Track elective:
MKT 2091 Quality New Product Development Prerequisite: MKT 1011
FMK 2091 New Product Development

Management Majors with Global Management Track:

Major Concentration: the five required courses listed below, plus one course chosen from the Global Management Track list.

MGT 2001 Management Skills Prerequisite: MGT 1011
MGT 2011 Organizational Behavior Prerequisite: MGT 1011, 2001
MGT 2521 Management Intervention and Consultation Prerequisites: MGT 1011, 2001 & 2011, Senior standing
IBU 2411 Global Strategic Planning Prerequisite: IBU 2441 and Corequisite: BUS 2901
IBU 2441 International Management Prerequisite: MGT 1011

Global Management Track List:
IBU 2401 International Topics & Study Tour
IBU 2421 International Business Law Prerequisite: MGT 1001
ACC 2301 International Accounting Prerequisite: ACC 1021
ECN 2201 Nationalism and Economy
FIN 2331 International Finance Prerequisite: FIN 1341
MKT 2131 International Marketing Prerequisite: MKT 1011

The Management Minor (pending final approval)

The business environment is a complex and dynamic system, demanding a variety of approaches encompassing diversified fields of knowledge. Such an eclectic combination of interests requires a common goal to maintain a cohesive identity. The minor in management emphasizes knowledge and concern for the ethical, human and global aspects of organizations and emphasizes a broad common body of knowledge as the basis for making sound decisions and meeting future challenges. As a fundamentally multi-disciplinary field of study, management represents a valuable topic area for students across each of the academic divisions of Saint Joseph’s University.

Specifically, the minor in management will provide non-management HSB students and CAS students’ skill development and understanding of teamwork, leadership, motivation, business law, organizational theory and structure, and individual and group behavior within organizations. For non-management students in accounting, decision sciences, finance and the various marketing programs, the minor in management represents an important complement to their specializations as careers in each on these fields will involve individual and group management issues. For CAS students in the social sciences, the minor in management can represent a valuable addition to related majors such as (but not limited to) psychology, sociology, history and political science. Finally, CAS students in the Humanities and Math & Natural Sciences will also benefit from the minor in management as experience and understanding of teamwork, group dynamics, presentation skills, and leadership are concepts that speak to the collective endeavors that all students will undertake throughout their careers and lives.

Overall, the minor in management is an acknowledgement of the importance of the human element in organizational activities, regardless of the type or form of organization. This minor will provide valuable insight to students, and consistent with the multi-disciplinary nature of management, will enhance relevant management courses for all students by increasing the diversity of perspectives and bases of knowledge within the classroom.

The minor in Management constitutes six courses. These include:
Management

MGT 1001 Legal Environment of Business I

This course introduces students to the study of law, particularly as it affects business organizations. Comprehensive in scope, it covers the court system and the judicial process, as well as areas of substantive law including torts, contracts, constitutional, administrative, employment, agency and international law. Various forms of business organizations are examined, and the interplay between law and ethics is addressed throughout.

MGT 1011 Organizations in Perspective

This course explores the nature of the firm and the development of the employer-employee relationship in work organizations since the turn of the 20th century in the U.S. We will investigate and integrate the perspectives of various stakeholders (e.g., government, unions, community) as they relate to the manager-employee relationship, and demonstrate the effects of these stakeholders on individual and organizational well-being.
MGT 2001 Management Skills 3 credits
This course focuses on developing skills that are critical to being a successful manager. Three skill areas are emphasized: team management, communication and research methods. Prerequisite: MGT 1011.

MGT 2011 Organizational Behavior 3 credits
This course surveys the basic principles, concepts and theories concerning individual behavior, (e.g., perceptions, attitudes, motivation) and groups and interpersonal processes (e.g., leadership, power, conflict) in work organizations. The goal is to learn how to use these ideas to manage oneself, other individuals, and groups effectively and creatively in work organizations. Prerequisite: MGT 1011, 2001.

MGT 2021 Management of Human Resources 3 credits
A survey of the functional areas of human resource management including: planning, staffing, training, compensation, performance appraisal, and labor relations. This course explores the growing importance of human resource management, emerging topics in the field, and techniques for effective management of human resources. Prerequisites: MGT 1011 and MGT 2011; for Public Administration majors, either ADM 2011 or MGT 2011.

MGT 2411 Legal Environment of Business II 3 credits
This course builds upon the students’ knowledge of law attained in the Legal Environment of Business I course. Areas of law such as product liability, sales, intellectual property, environmental, consumer, labor, securities and antitrust are examined. Accountants’ liability is also covered. Highly recommended for students desiring to sit for the C.P.A. Exam or attend law school. Prerequisite: MGT 1001.

MGT 2421 Entrepreneurship and Small Business 3 credits
This course helps students develop an awareness and realistic understanding of the process of new venture formation. The course studies the risks and issues involved in starting a business, explores the role of the entrepreneur in the economy and society, and examines characteristics of successful entrepreneurs and new businesses. Prerequisite: MGT 1011, ACC 1011 & 1021, FIN 1341 and MKT 1011.

MGT 2451 Managing Workforce Diversity 3 credits
This course will increase students’ awareness of workforce diversity as both a challenge and opportunity for contemporary managers. Topics to be covered include demographic trends in the U.S., various models for understanding the importance of managing diversity, the differences between affirmative action and managing diversity, identity issues, real cultural differences vs. stereotyping, individual responses to diversity, organizational strategies for managing diversity and promoting positive organizational change, challenges inherent in managing diversity, and potential outcomes of successful diversity management.

MGT 2461 Business, Society, and Ethics (PHL 2221) 3 credits
An analysis of the question, “Does business have a social responsibility?” through the examination of various internal and external stakeholders of the contemporary business organization. The course exposes students to some of the ethical dilemmas confronted by employees in the workplace, and serves to help students enhance their skills in resolving these types of dilemmas. Does not satisfy GER philosophy requirement.

MGT 2471 Negotiation Skills 3 credits
This course focuses on the nature of conflict, and aims to develop students’ analytical and practical skills for reaching more effective agreements. It provides students with the negotiation tools to achieve negotiation objectives in a fair and principled fashion, and gain confidence as a negotiator.

MGT 2521 Management Intervention and Consultation 3 credits
An integrative practicum course in which students either individually or in teams undertake a management consulting/intervention project in an organization under the direction of a faculty member.
Students are responsible for assessing organizational needs, collecting and interpreting relevant data, developing solutions, and presenting their projects. To be taken Senior year. Prerequisites: Capstone course in management, MGT 1011, 2001, 2011, Senior standing. Students are advised to take MGT 2521 and BUS 2901 in different semesters.

**MGT 2531 Perspectives on Leadership** 3 credits
This course aims to increase students’ knowledge and skills concerning effective leadership. Through a seminar format we will employ a historical perspective to investigate different approaches, models and contexts to leadership. We will then explore the contemporary role of leadership in work organizations. Through workshops, we will develop skill competencies critical to effective leadership. Students will have an opportunity to apply their knowledge and skills to a leadership experience they design and implement themselves.

**MGT 2541 Social Entrepreneurship** 3 credits
This course introduces students to the field of social entrepreneurship. Social entrepreneurship is the use of entrepreneurial business skills for the explicit pursuit of creating innovative solutions to social problems. In both non-profit and for-profit ventures, organizations engaged in social entrepreneurship act as agents of social change, creating large-scale social change in the communities or around the world with a heightened sense of accountability to the constituencies they served and the outcomes created by their efforts. Topics covered will include assessment of opportunities, different business models used in the social sector, acquiring resources required for a new social venture, and the tradeoffs between social and financial returns on investment. Prerequisites: MGT 1011, MKT 1011, FIN 1341.

**MGT 2551 Business Law for Entrepreneurial Firms** 3 credits
This course surveys and analyzes the legal issues faced by new entrepreneurs and entrepreneurial firms. The course covers issues facing the entrepreneur including: leaving your current employer, structuring the ownership of the new company, and obtaining appropriate legal, accounting and insurance advice. A number of issues facing entrepreneurial firms are covered, including: liabilities and insurance, raising capital, contracts and leases, licensing, intellectual property, human resource matters, e-commerce and the sale of goods and services, outsourcing, global entrepreneurship, changing between private and public ownership, and other relevant topics. Prerequisites: MGT 1001 & 1011, MKT 1011, FIN 1341.

**MGT 2911 Independent Study I** 3 credits
**MGT 2921 Independent Study II** 3 credits
**MGT 2951 Management Research I** 3 credits
**MGT 2961 Management Research II** 3 credits
**MGT 2953 Honors Research in Management I** 3 credits
**MGT 2963 Honors Research in Management II** 3 credits
**MGT 2971 Topics in Management** 3 credits
**MGT 2981 Internship I** 3 credits
**MGT 2991 Internship II** 3 credits
Marketing

Professors: Lord, Solomon
Associate Professor: Phillips (Chair)
Assistant Professors: Allan, Shen, Smith, Wood
Executive Lecturer: Leaby
Lecturer: Falgiatore

Mission

The Marketing Department of Saint Joseph’s University provides an innovative, forward-thinking and creative environment dedicated to the Haub School of Business vision of breadth, depth, and wholeness in education. We attempt to achieve breadth by offering students both a wide range of perspectives on what constitutes successful marketing as well as a broad selection of programs designed to prepare students for a variety of careers; depth by offering meaningful, practical education in specific topics of study; wholeness by offering an educational experience for the whole student, including a strong emphasis on social responsibility in marketing, consistent with the Ignation tradition.

For its students, the Marketing Department provides a rigorous education in the theory and practice of marketing while also providing opportunities to more thoroughly investigate a particular aspect of the field so that our students can succeed and thrive in today’s ever changing and challenging global marketplace. Students are our primary customers and are active partners in this educational process.

For society, the Marketing Department is committed to educating students so that they may become men and women for others. We believe that successful marketing should reflect a fundamental concern for its impact on and relevance to underrepresented groups and communities.

For its business partners, the Marketing Department prepares students who have received a solid educational grounding combined with a social responsibility perspective. These students are expected to provide their employers with strong critical thinking skills as well as expertise in a given area of study.

For its own faculty, the Marketing Department offers numerous opportunities for professional and academic advancement. We have a high standard of professional, ethical, and academic rigor in all of our work.

Offerings

The B.S. in Marketing Program offers students three options: a general concentration in Marketing, Marketing with a Sports and Entertainment track, and Marketing with a Marketing Communications track. The Marketing Department also offers a minor in Marketing which consists of 6 courses. Finally, the Marketing Department has a strong commitment to the study and practice of International Marketing. Students can achieve a B.S. and/or an M.S. in International Marketing degree, both of which are described below.

Requirements for the Marketing Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including
Mathematics—one of the following two-course sequences:
- MAT 1151 Finite Mathematics with Applications in Business
- MAT 1161 Brief Business Calculus
- MAT 1251-1261 Calculus for Biology and Social Science
- MAT 1351-1361 Calculus I-II
Social/Behavioral Science:
- ECN 1011 Introductory Economics (Micro)
- ECN 1021 Introductory Economics (Macro)
GER Electives: any two courses

Business Foundation: ten courses, including
- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- MGT 1001 Legal Environment of Business
- DSS 1311 Business Statistics
- DSS 1011 Introduction to Information Systems
- DSS 2011 Quantitative Methods for Business
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- MKT 1011 Principles of Marketing
- BUS 2901 Business Policy

Marketing Majors with General Concentration (No Specific) Track:
The five courses listed below, plus any three MKT 2000-2999 level courses
- MKT 2021 Consumer Behavior
- MKT 2051 Marketing Research
- MKT 2081 Marketing Communications
- MKT 2131 International Marketing
- MKT 2801 Seminar in Marketing

Marketing Majors with Sports and Entertainment Track:
The five courses listed below, plus three from the Sports and Entertainment Track List
- MKT 2021 Consumer Behavior
- MKT 2051 Marketing Research
- MKT 2081 Marketing Communications
- MKT 2131 International Marketing
- MKT 2801 Seminar in Marketing

Sports and Entertainment Track List:
- MKT 2231 Music Marketing
- MKT 2241 Sports Marketing
- MKT 2251 Event Marketing
- MKT 2261 Sports and Entertainment Law
- MKT 2281 Internship in Marketing: Sports and Entertainment Track
- BUS 2221 Baseball: Tradition and Business
- BUS 2241 The Business of Sports

Marketing Majors with Marketing Communications Track:
The five courses listed below, plus three courses from the Marketing Communications Track List
- MKT 2021 Consumer Behavior
- MKT 2051 Marketing Research
- MKT 2081 Marketing Communications
- MKT 2131 International Marketing
- MKT 2801 Seminar in Marketing

Marketing Communications Track List:
- MKT 2301 Advertising
- MKT 2311 Advertising and Promotion Management
- MKT 2321 Media Management
- MKT 2331 Public Relations and Publicity
- MKT 2351 Selling and Sales Management
- MKT 2381 Internship in Marketing: Marketing Communications Track
Requirements for the Marketing Minor

The objective of the Marketing minor is to allow HSB students in other majors and A&S students to expand their marketing skills so as to further enhance their capabilities in their chosen discipline. The following 6 courses are required for the minor in Marketing:

- **MKT 1011 Principles of Marketing**
  - 3 credits
  - An introduction to the theory and practice of marketing—the process of meeting or exceeding customer expectations at a profit. Discussion of the basic structure of distribution, consumer research, product planning, advertising and promotion, and pricing. The broad social, cultural, political, and economic issues that impact this process are also examined. 
  - Pre- or corequisite: ECN 1011.

- **MKT 2021 Consumer Behavior**
  - 3 credits
  - A study of the processes whereby consumer and business needs and wants are converted into satisfactions. The primary emphasis of this course is on the core consumer psychological processes that underlie consumer decision making. The course highlights major consumer behavior models, current research on consumer behavior, and the socio-cultural issues that impact consumers. 
  - Prerequisite: MKT 1011.

- **MKT 2031 Marketing Consulting**
  - 3 credits
  - In this integrative course, teams of marketing students undertake a “real world” consultation project that applies previously learned theory to assess a marketing problem or situation with a company. In addition, the student consulting team will be responsible for the collection and interpretation of relevant data and developing a solution(s) that will be presented to the package goods manufacturer (i.e., the client). 
  - Prerequisites: junior level standing, MKT 1011. This course is co-listed with FMK 2301.

- **MKT 2041 Channels of Distribution**
  - 3 credits
  - A study of the forces contributing to formation, cohesion, and conflict in marketing channels. The course focuses on the power dimensions of channel structure functions of leadership, formulation of channel roles, and marketing logistics. 
  - Prerequisite: MKT 1011.

- **MKT 2051 Marketing Research**
  - 3 credits
  - An in-depth study of the various steps of the market research process from problem definition to data analysis. Focus on the use of market research techniques and technology as applied to marketing planning, product development, performance monitoring and marketing communications. 
  - Prerequisites: MKT 1011 and DSS 1311. HSB students must take DSS 1311; CA&S students may take the equivalent of DSS 1311.

- **MKT 2061 Marketing Ethics**
  - 3 credits
  - An introduction to ethical concepts, theories, and issues as they relate to business and managerial decision-making in the Marketing discipline. The course will address specific issues related to the behavior and interaction of companies, consumers, and customers across various topics. Selected topics include personal privacy, sales responsibility, intellectual property, pricing tactics, image and issue presentation, and marketing channels. The course will help students develop multiple methods for evaluating ethical issues in terms of actions and consequences from the perspective of myriad public, such as shareholders, employees, consumers, society-at-large, and the environment. 
  - Prerequisite: MKT 1011. Students who have taken MKT 2341 cannot take this class.
MKT 2081 Marketing Communications 3 credits
This course examines the elements of Integrated Marketing Communications and how they are used to successfully engage the target audience. Topics such as advertising, direct marketing, e-commerce and sales promotion are addressed from creative development to media selection to execution with the goal of communicating to constituents with one clear voice. Prerequisite: MKT 1011

MKT 2091 Quality New Product Development 3 credits
A comprehensive study of the processes involved in conceiving, developing and marketing new products. The major emphasis of the course is on how to achieve overall quality in new product design and marketing. Discussion of strategies, organizational structures, reducing cycle times, and significant trends. The course includes a team project. Prerequisite: MKT 1011.

MKT 2131 International Marketing 3 credits
A multi-faceted study of the concepts, methods and problems of firms doing business in international markets are discussed. The specific economic, political, cultural and geographical factors affecting multinational marketers, including the need to adapt to diverse culture, foreign political and economic conditions, and diverse local market conditions will be highlighted. Prerequisite: MKT 1011.

MKT 2171 Marketing and Technology 3 credits
A study of the marketing of high technology products and services with utilizing high technology to successfully market a product or service. It will focus on the strategies, tactics, policies, and processes that leading edge firms employ in marketing in a high technology environment. Students will be exposed to current applications of technology such as the Internet, videoconferencing, and sales force automation tools, which will allow them to understand how to deploy technology within the marketing mix. Prerequisite: MKT 1011.

MKT 2211 Selected Issues in Marketing 3 credits
A study of contemporary issues and problems in marketing as selected by the instructor. Major emphasis will be placed on a collection of readings and in class discussion of the issues chosen for analysis. Guest lectures and field trips, where applicable, will be included as pedagogical tools. Specific course description to be published in the semester schedule by the instructor prior to each semester the course is taught. Prerequisite: MKT 1011.

MKT 2231 Music Marketing 3 credits
Learn how traditional marketing principles are applied—and frequently rewritten—for the music industry. A course for individuals considering a career in music marketing and those in the business who want to expand in this direction. Examine the various elements of music marketing: artists, record companies, managers and booking agents, touring, radio and television, music retailing and distribution, publicity, demographics, trends, and technology. Prerequisite: MKT 1011.

MKT 2241 Sports Marketing 3 credits
A study of marketing, promotion, sales and sponsorship strategies utilized in the sports industry. The topical coverage will include marketing mix, consumer behavior, the role of marketing research, advertising, event management and value added marketing as it relates to sports as a product. Prerequisite: MKT 1011.

MKT 2251 Event Marketing 3 credits
The contemporary use of event marketing as a new strategy that companies and communities are implementing to reach consumers beyond traditional, cluttered advertising mediums. This class studies how companies differentiate their brands through emotional positioning to create innovative communication devices and try to develop an active relationship between the brand and its consumers. Prerequisite: MKT 1011.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MKT 2261</td>
<td>Sports &amp; Entertainment Law</td>
<td>3</td>
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<td>A discussion of the legal issues related to sports business, from managing sports-related businesses to working as a sports agent or a university athletic director. Students will be asked to delve into existing sports business law suits and study current professional sports collective bargaining agreements and league salary caps to stimulate discussion and formulate answers to practical sports business problems. Course will include guest lectures from people employed in the field. <strong>Prerequisite: MKT 1011</strong></td>
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<tr>
<td>BUS 2221</td>
<td>Baseball: Tradition and Business</td>
<td>3</td>
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<td>An interdisciplinary analysis of baseball as both our National Pastime and big business covering topics such as the culture and mythology of the game; the history of organized baseball from its origins in pre-Civil War America and through the 1960’s, including the Black Sox Scandal, baseball in a segregated (“Jim Crow”) America, baseball during World War II America, and the integration of the game after the war and through the mid-1960’s; the history and evolution of player-management relations; economic issues such as revenue disparity and ballpark funding. The business side of the game with an emphasis on marketing, licensing and sponsorships, and the revitalization of the minor leagues will also be covered. <strong>Prerequisite: MKT 1011</strong></td>
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<tr>
<td>BUS 2241</td>
<td>The Business of Sports</td>
<td>3</td>
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<td>A look at professional and college sports as big business. We will analyze and discuss issues such as league structure; ownership and franchise values; sources of revenue and how teams, leagues, universities, conferences and the NCAA market to enhance revenues; sports media; league expansion and contraction; competitive balance issues; player and labor relations, agents and contract negotiations; free agency and arbitration; league player drafts; the economic, political and financing issues involved with new stadiums and facilities; gender and race in college athletics; the role of college athletics and related topics such as the level of coaches’ compensation; the economic and financial aspects of college athletic departments; conferences and power; and other important topics.</td>
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<tr>
<td>MKT 2281</td>
<td>Internship in Marketing: Sports and Entertainment Track</td>
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<td><strong>Prerequisite MKT 1011.</strong></td>
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<tr>
<td>MKT 2301</td>
<td>Advertising</td>
<td>3</td>
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<td>A review of the history, theory, concepts, social responsibility, management and regulation of advertising. It surveys advertising practices, including planning, consumer and market research. Designed for individuals considering a career in advertising or related field. <strong>Prerequisite: MKT 1011 and MKT 2081</strong></td>
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<tr>
<td>MKT 2311</td>
<td>Advertising and Promotion Management</td>
<td>3</td>
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<td>Advertising and promotion study at the next level, the primary focus of this course, is the ethical management of the advertising and promotion functions. It includes promotional planning, implementation, and evaluation. Ideal for individuals interested in and/or considering a career in the management of advertising and promotion. <strong>Prerequisites: MKT 1011, MKT 2081 and MKT 2301</strong></td>
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<tr>
<td>MKT 2321</td>
<td>Media Management</td>
<td>3</td>
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<td></td>
<td>How to manage a media operation by focusing on revenue generation, marketing, production programming, motivation, ethical leadership, and current developments in mass media. Topics include planning, organizing, actualizing, and controlling in an electronic media organization and/or the entertainment field. <strong>Prerequisite: MKT 1011 and MKT 2081</strong></td>
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<tr>
<td>MKT 2331</td>
<td>Public Relations and Publicity</td>
<td>3</td>
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<td></td>
<td>The concepts, history, theory, social responsibility, and management of public relations. This course will survey problems and practices in corporations, government agencies, associations, and not-for-profit organizations. Ideal for anyone considering a career in public relations. <strong>Prerequisite: MKT 1011 and MKT 2081</strong></td>
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**MKT 2341 Ethical Issues in Advertising**  
This course identifies, examines and evaluates ethical issues that arise in the planning and execution of advertising. By reviewing and evaluating current issues in advertising (images of women, advertising to children, using sex to sell) and more broadly in marketing communications, students are exposed to the relevance of social issues such as consumerism, corporate social responsibility and public policy in the advertising process. **Prerequisites:** MKT 1011, 2301. **Students who have taken MKT 2061 cannot take this course**

**MKT 2351 Selling and Sales Management**  
Tools and techniques of making effective sales presentations. Behavioral and systems approaches to selling will be covered, along with the role of selling in the marketing mix and the importance of selling in customer service. Discussion of the management of the sales force, including structuring and allocating territories, developing call plans, setting quotas, administering the sales force, sales training, and motivation. The role of modern information systems technology in managing the sales force will be assessed. **Prerequisite:** MKT 1011 and MKT 2081

**MKT 2381 Internship in Marketing: Marketing Communications Track**  
**Prerequisite MKT 1011.**

**MKT 2401 Marketing Study Tour**  
Students attend lectures by renowned experts from key sectors of the economy, government officials, and business executives. In addition, students experience the cultural heritage, ambiance and excitement of some of the world's great countries and cities. **Prerequisite:** MKT 1011

**MKT 2801 Seminar in Marketing (formerly MKT 2121)**  
In-depth analysis of consumer and industrial marketing problems; cases dealing with product innovation and development, marketing demand, pricing, distribution, and promotion. **Capstone course in marketing. Can only be taken during the senior year. Prerequisites:** MKT 2021, MKT 2051, and MKT 2081.

**MKT 2911-2921 Independent Study in Marketing**  
1-6 credits

**MKT 2931-2941 Directed Readings in Marketing**  
1-6 credits

**MKT 2953-2963 Honors Research in Marketing**  
1-6 credits

**MKT 2981 Internship in Marketing: General Studies Track**  
**Prerequisite MKT 1011.**

### International Marketing

In support of its mission, the Department of Marketing also offers a Bachelor of Science degree in International Marketing. This program offers students an opportunity to study the exciting challenges of marketing in an evermore global marketplace. By emphasizing a combination of internationally relevant course material, foreign language proficiency and international study tour, the program prepares students to excel professionally as marketers in diverse, dynamic, ever-changing and increasingly competitive global environments.

### Requirements for the International Marketing Major

In addition to the course requirements set below and the more general rules of academic behavior set out in the catalog, the B.S. in International Marketing requires two elements important to a culturally-relevant and professional education in the area: foreign language proficiency and an international study tour.
Foreign Language Proficiency

Students in the International Marketing Bachelor of Science program are expected to achieve greater proficiency and familiarity with a modern foreign language and its context. To expand their knowledge beyond everyday language proficiency, the International Marketing major is required to take one additional advanced course in the respective target language beyond the foreign language requirement of the GER University Distribution. Students are encouraged to continue their foreign language studies either through sufficient coursework to qualify for the Business and/or Culture and Civilization courses offered by the respective language department or by pursuing a minor in a foreign language.

International Study Experience

To expose students to the variety of marketing practices, cultural factors, regulations, economic systems, etc. that impact the success of international marketing, students in the program are required to participate in one of two experiences:

a) A study tour organized and/or approved by the Department of Marketing. These tours typically last approximately two weeks and involve travel to other countries at the student's individual expense. Students using this option will register for a specific study tour course that counts toward the major.

b) A semester-long study abroad experience during which at least one business-related course (e.g. Legal Environment of Business; Marketing Internship) is taken at the host university. “Study abroad” is coordinated via the Center for International Programs and involves travel to another country at the student's individual expense. Students using this option are not registered in a specific course called “study abroad” but will instead take one additional marketing-related upper-division course to fulfill major requirements.

Students must obtain approval from their advisor and chair before embarking on either one of these experiences.

Graduate Study Encouraged

Students interested in obtaining a Masters degree in International Marketing (MIM) are encouraged to read the Saint Joseph's University Graduate Catalog for more details of the Master of Science degree program. The MIM is a one-year intensive program designed to further the student’s international awareness and marketing tools. If interested, you can also contact Ms. Christine Kaczmar-Russo, program director, at (610) 660-3220.

Requirements for the International Marketing Major

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including

Mathematics—one of the following two-course sequences:

MAT 1151 Finite Mathematics with Applications in Business
MAT 1161 Brief Business Calculus

or MAT 1251-1261 Calculus for Biology and Social Science

or MAT 1351-1361 Calculus I-II

Social/Behavioral Science:

ECN 1011 Introductory Economics (Micro)
ECN 1021 Introductory Economics (Macro)

In addition, students will be advised individually regarding courses in the GER which have international relevance.

GER Electives: any two courses
Business Foundation: ten courses, including
- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- MGT 1001 Legal Environment of Business
- DSS 1311 Business Statistics
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- DSS 1011 Introduction to Information Systems
- DSS 2001 Quantitative Methods for Business
- BUS 2901 Business Policy

Major Concentration: eight courses, including
1. Marketing tools
   - MKT 2051 Marketing Research
   - MKT 2081 Marketing Communications
   - MKT 2131 International Marketing
2. International Marketing core
   - IMK 2141 International Consumer Behavior
   - IMK 2311 International Marketing Study Tour
   - IMK 2801 Seminar in International Marketing
3. Foreign Awareness (choose at least one)
   - IMK 2111 Multicultural Marketing Management
   - IMK 2121 International Distribution and Logistics
   - IMK 2161 Development of the Global Corporation
   - IMK 2171 International Product Policy
   - IMK 2981 Internship in International Marketing
   An approved internship focusing explicitly on international marketing may also satisfy the Foreign Awareness requirement
4. Foreign Language:
   one additional advanced course in respective target language. The department encourages students to take the appropriate conversation and composition class (1311) to fulfill this requirement.

Course Descriptions

**IMK 2111 Multicultural Marketing Management** 3 credits
Discussion of the challenges and opportunities for marketers wishing to target various ethnic groups. Topics will include targeting, segmentation, and positioning strategies to best meet the needs of these different demographic groups. Prerequisite: MKT 1011

**IMK 2121 International Distribution and Logistics** 3 credits
A study of forces contributing to formation, cohesion and conflict in international marketing channels. The course focuses on the power dimensions of channel structure, channel leadership, formulation of channel roles and international logistics. Prerequisites: MKT 2131

**IMK 2141 International Consumer Behavior** 3 credits
This course assimilates careful examination of cultural values, economic variables and other contextual factors around the world with leading knowledge about the process by which consumer needs and wants are converted into satisfactions. With purposeful study of cross-cultural variation in consumers and their behavior, the student develops a more thorough basis on which to develop a marketing strategy in foreign cultures. Prerequisite: MKT 2131
IMK 2161 Development of the Global Corporation 3 credits
Combines a comparative study of management and organization in several countries around the world with a detailed treatment of management and organizations in global corporations. For U.S. students who intend to work in global corporations, at home or abroad, and for international students interested in problems of applying U.S. management concepts in their home countries. Prerequisite: MKT 2131

IMK 2171 International Product Policy 3 credits
Strategic management of the international company’s product mix. Discussion of portfolio theory, identification of new product opportunities, product and introductory market planning, and promotional strategy for new product launch. This course incorporates a product plan which involves both developing and presenting a launch proposal for a new consumer product. Prerequisite: MKT 2131

IMK 2311 International Marketing Study Tour 3 credits
A specially designed international tour to varying countries which offers students a unique opportunity to study the variety of marketing practices, cultural factors, regulations, economic systems, market entry alternatives, etc. that impact the nature of international marketing. Prerequisite: MKT 2131

IMK 2801 Seminar in International Marketing 3 credits
In-depth analysis of international consumer and industrial marketing problems; cases dealing with product innovation and development, marketing demand, pricing, distribution, and promotion. Capstone course in international marketing. Can only be taken during the senior year. Pre-requisites: MKT 2131 and IMK 2141.

IMK 2981 Internship in International Marketing 3 credits
Prerequisite: MKT 2131

Combined B.S./M.S. in International Marketing

M.S. in International Marketing Program Director: Kaczmar-Russo

The Saint Joseph’s University five-year combined B.S./M.S. program in International Marketing offers students an opportunity to study the exciting and challenging discipline of international and global marketing. Designed to take advantage of the strengths of the faculty in the Haub School of Business, this specialized program prepares students to take on unique responsibilities in today’s global companies. The emphasis is placed upon the need to equip students with an advanced level of academic expertise in international marketing, and with the critical personal skills to function effectively in diverse, dynamic, ever-changing, and increasingly competitive global environments. This unique program is designed for completion over five academic years and is open to both business and non-business majors.

Any undergraduate business major may apply for acceptance into the program at the end of their junior year. Each student will be required to submit undergraduate transcripts, GMAT scores, two letters of recommendation, a completed application form, a resumé, and a two-page written statement or essay of academic and career goals.

In addition to the preceding requirements, other undergraduate majors can be admitted provided they have also completed the following prerequisite courses:

- ACC 1011 Concepts of Financial Accounting
- FIN 1341 Introduction to Finance
- MKT 1011 Principles of Marketing

For more information, please contact Christine Kaczmar-Russo, Department of Marketing, 251 Mandeville Hall, (610) 660-3320.
Pharmaceutical Marketing

Professors: Trombetta
Associate Professor: Jambulingam (Chair)
Assistant Professor: Sillup
Lecturer: Fleming

Objectives

The B.S. in Pharmaceutical Marketing is designed to provide students with an industry specific interdisciplinary educational experience that is grounded in the liberal arts and incorporates significant components of business and science. The program prepares students for sales, research and marketing positions in the pharmaceutical, biotechnology, medical devices, diagnostics and related health care industries.

Requirements for the Pharmaceutical Marketing Major

GER Common Courses (See Curricula): six courses
GER University Distribution (See Curricula): fourteen courses, including

Natural Science – the following two-courses required
- BIO 1321 The Human Organism
- BIO 1341 Introduction to Pharmacology

Mathematics—one of the following two-course sequences:
- MAT 1151 Finite Mathematics with Applications in Business
- MAT 1161 Brief Business Calculus
- MAT 1251-1261 Calculus for Biology and Social Science
- MAT 1351-1361 Calculus I-II

Social/Behavioral Science:
- ECN 1011 Introductory Economics (Micro)
- ECN 1021 Introductory Economics (Macro)

GER Electives: any three courses

Business Foundation: ten courses, including
- ACC 1011 Concepts of Financial Accounting
- ACC 1021 Managerial Accounting
- MGT 1001 Legal Environment of Business
- FIN 1341 Introduction to Finance
- MGT 1011 Organizations in Perspective
- MKT 1011 Principles of Marketing
- DSS 1011 Introduction to Information Systems
- DSS 2011 Quantitative Methods for Business
- BUS 2901 Business Policy
- DSS 1311 Introduction to Statistics

Major Concentration: seven courses
- PMK 1011 Pharmaceutical Marketing Environment
- PMK 2021 Pharmaceutical Marketing Research
- PMK 2031 Pharmaceutical Promotion Management
- PMK 2041 Pharmaceutical Sales Management
- PMK 2051 Pharmaceutical Supply Chain and Pricing
- PMK 2061 Pharmaceutical Marketing Strategy and Planning I
- PMK 2071 Pharmaceutical Marketing Strategy and Planning II
PMK 1011 Pharmaceutical Marketing Environment 3 credits
An introduction to the pharmaceutical industry and to the theory of marketing, as well as an overview of the dynamics of the healthcare industry with an emphasis on managed care, cost containment and disease management. Prerequisite to all major concentration requirements. Open to all students.

PMK 1021 Patient Access to Healthcare 3 credits
An entry-level course that will provide an understanding of healthcare delivery in the U.S. and familiarity with the components of healthcare delivery to include: patients, providers, products, payers and policy makers/regulators. Students will learn how to analyze healthcare services from time of diagnosis to full medical release as well as the requirements for coverage determinations by state and federal government programs, insurance policies and company-sponsored programs. As a service learning course, students will also have the opportunity to help senior citizens interpret their healthcare coverage options. Elective.

PMK 2021 Pharmaceutical Marketing Research 3 credits
Covers the process that involves systematic gathering of quantitative and qualitative information that will help identify and resolve issues concerning patients, physicians and payers. Areas covered include problem recognition, research design, data collection, data analysis, results, and recommendations. Prerequisite: PMK 1011.

PMK 2031 Pharmaceutical Promotion Management 3 credits
Covers advertising, direct marketing, promotions, e-marketing, ethical, legal and regulatory concerns associated with the promotion of pharmaceutical products. Prerequisites: PMK 1011, PMK 2021.

PMK 2041 Pharmaceutical Sales Management 3 credits
Covers the basic concepts of selling with particular focus on role playing. In addition, the course covers concepts related to applying science (clinical reprints) to sales, territory management and pharmaceutical ethics. The first half of the course describes the distribution process of pharmaceuticals, with concepts specific to creating and managing effective strategic relationships with other channel members. The second half examines how firms set prices and the legal and policy ramifications of pricing. Prerequisite: PMK 1011.

PMK 2051 Pharmaceutical Supply Chain and Pricing 3 credits
The first half of the course describes the distribution process of pharmaceuticals, with concepts specific to designing and managing effective strategic channel relationships. The second half examines how firms set prices and the legal and policy ramifications of pricing. Prerequisite: PMK 1011.

PMK 2061 Pharmaceutical Marketing Strategy and Planning I 3 credits
The course focuses on strategy and planning development for a specific pharmaceutical product. This course focuses on teamwork and expands students’ ability to synthesize critical functions in product management. Prerequisites: PMK 1011, PMK 2021, PMK 2031. Co-requisite PMK 2051

PMK 2071 Pharmaceutical Marketing Strategy and Planning II 3 credits
Drawing on the broad range of content covered in the first six courses, this capstone course integrates and builds on the foundations laid previously. This course addresses pharmaceutical corporate strategies including health policy issues with practical application through a number of formats: cases; exercises; simulations. Should be the last course. All other courses are pre-requisites. Prerequisites: PMK 1011, PMK 2021, PMK 2031, PMK 2051, PMK 2061.

PMK 2991 Pharmaceutical Internship 1 credit
The Pharmaceutical Internship enables students to apply and enhance their knowledge in the sponsoring firm by working in the Pharmaceutical or related industries. Credit for the internship course is based on a review completed by the manager of the sponsoring firm as well as a paper submitted to the
sponsoring faculty member at the end of the session. The internship credits are counted as free electives and cannot be used to satisfy the major degree requirements.

**Internship Guidelines**

*Academic Prerequisite*

- Must have declared the Pharmaceutical Marketing major.

Students earn 1 credit under the Pharmaceutical Marketing Internship course. The internship course is considered a free elective. Credits can only be applied for the semester in which the internship is taken. Retroactive credits are not allowed.
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Emeriti and Emeritae


George J. Beichl (1939) B.S., 1939, Saint Joseph's University; M.S., 1942, Ph.D., 1953, University of Pennsylvania. Professor Emeritus of Chemistry


Robert C. Bowe (1959) B.S., 1956, Saint Joseph's University; M.S., 1959, University of Pennsylvania; Ph.D., 1969, Temple University. Professor Emeritus of Physics

John J. Burke (1956) A.B., 1949, St. Joseph's University; M.A., 1953, Temple University. Professor Emeritus of English

David H. Burton (1953) A.B., 1949, University of Scranton; M.A., 1951, Ph.D., 1953, Georgetown University. Professor Emeritus of History


Eileen Z. Cohen (1968) B.S., 1953, University of Maryland; M.A., 1958, University of Maryland; Ph.D., 1965, University of Maryland Professor Emeritae of English


Sebastiano DiBlasi (1960) A.B., 1955, Temple University; Ph.D., 1964, University of Pennsylvania. Professor Emeritus of Foreign Languages and Literatures

James E. Dougherty (1951) B.S., 1950, Saint Joseph's University; M.A., 1954, Fordham University; Ph.D., 1960, University of Pennsylvania. Professor Emeritus of Political Science


Gérard A. Férère (1964) Bachelier es Lettres, 1948, Haiti; Ensign, 1953, Naval Academy, Venezuela; M.A., 1966, Villanova University; Ph.D., 1974, University of Pennsylvania. Professor Emeritus of Foreign Languages and Literatures


Joseph R. Guerin (1952) A.B., 1948, La Salle University; M.A., 1950, Fordham University; Ph.D., 1960, University of Pennsylvania. Professor Emeritus of Economics


J. Richard Houston (1959) B.S., 1957, Saint Joseph's University; M.S., 1960, University of Pennsylvania; Ph.D., 1968, Bryn Mawr College Professor Emeritus of Physics

Thomas J. Kane, Jr. (1982) B.S., 1966, Georgetown University; M.A., 1969, Georgetown University; Ph.D., 1978, Indiana University Professor Emeritus of Political Science

Irene M. Kenney (1963) B.S., 1955, West Chester State University; M.A., 1962, Villanova University; Ed.D., 1974, University of Pennsylvania. Professor Emerita of Education


Date after name is first year of appointment.


Patrick J. Kirschling (1983) B.S., 1968, Saint Joseph’s University; M.S., 1972, Rutgers University; Ph.D., 1982, Purdue University Professor Emeritus of Food Marketing

Robert P. Koob (1955) B.S., 1943, Villanova University; M.S., 1947, Ph.D., 1949, University of Pennsylvania. Professor Emeritus of Chemistry

William A. Kriner (1965) B.S., 1953, West Chester State University; Ph.D., 1959, University of Pennsylvania. Professor Emeritus of Chemistry

William J. Leonard (1957) B.S., 1956, Saint Joseph’s University; M.A., 1959, University of Notre Dame. Professor Emeritus of Economics


John P. Mullen (1950) A.B., 1950, Saint Joseph’s University; M.A., 1953, University of Pennsylvania. Professor Emeritus of Biology

Catherine S. Nash (1948) A.B., 1939, Goucher College; M.S., 1950, Ohio State University. Professor Emerita of Biology


Dominic M. Roberti (1966) B.S., 1955, St. Joseph’s University; M.S., 1958, Ph.D., 1959, Princeton University. Professor Emeritus of Chemistry


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John C. Yi (2008) B.S., 1993, Rutgers University; M.S., 1994, University of California at Berkeley; Ph.D., 2001, University of Pennsylvania Assistant Professor of Decision & System Sciences


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<td>Syracuse, NY 13214</td>
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Athletic/Recreation
Mr. Don DiJulia, Associate Vice President ......................... Barry Hall (610) 660-1707

Bookstore
Ms. Paula Straka, Store Manager ................................. Hawks Landing (610) 660-3170

Career Development Center
Mr. Matthew Brink, Director ........................................ Moore Hall (610) 660-3100

Counseling Center
Dr. Gregory Nicholls, Director .................................. Merion Gardens (610) 660-1090

Executive Programs
Executive MBA Program
Ms. Terese Waldron, Director .................................. 392 Mandeville (610) 660-3150
Ms. Patricia Rafferty, Manager, Executive Relations and Industry Recruitment 392 Mandeville (610) 660-1318
Ms. Eileen Fabry, Market Development Manager/Prog. Administrator .......... 392 Mandeville (610) 660-1254
Ms. Kathleen Klarich, Administrative Assistant .......................... 392 Mandeville (610) 660-1692

Executive Pharmaceutical Marketing M.B.A. Program
Ms. Terese Waldron, Director .................................. 387 Mandeville (610) 660-3150
Ms. Christine Anderson, Market Development Manager/Prog. Administrator 387 Mandeville (610) 660-3157
Mr. Grant Rosenberger, Market Development Manager/Prog. Administrator 387 Mandeville (610) 660-3149
Ms. Kathy Maloney, Administrative Assistant ................................ 387 Mandeville (610) 660-3154

Executive Master's in Food Marketing Program
Ms. Christine A. Hartmann, Director .......................... 387 Mandeville (610) 660-1659
Ms. Amanda McCabe, Market Development Manager/Prog. Administrator 387 Mandeville (610) 660-3156
Ms. Kathleen Kennedy, Administrative Assistant ................................ 387 Mandeville (610) 660-3152

Financial Assistance
Ms. Eileen M. Tucker, Director ...................................... Saint Thomas (610) 660-1344

Graduate Arts and Science Programs
Dr. William Madges, Dean ......................................... 115 Barbelin (610) 660-1282
Dr. Sabrina DeTurk, Associate Dean and Executive Director ............... 110 Barbelin (610) 660-2188
Ms. Kate McConnell, Director, Grad. Admissions, Marketing & Communication 110 Barbelin (610) 660-3184
Ms. Dawn Roberts Administrative Assistant .................................. 110 Barbelin (610) 660-1289

Graduate Admissions
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Mr. John Haller, Associate Provost for Enrollment Management ............. St. Thomas (610) 660-1305

Graduate Business Programs
Dr. Joseph DiAngelo, Dean ....................................... 342 Mandeville (610) 660-1645
Dr. Stephen Porth, Associate Dean of Academic Affairs ..................... 342 Mandeville (610) 660-1638
Ms. Adele Foley, Associate Dean/Director, Graduate Business Programs 324 Mandeville (610) 660-1690
Ms. Susan Jacobs, Assistant Director .................................. 284 Mandeville (610) 660-1695
Ms. Stella Jacobs, Office Manager/Off-Campus Coordinator .................. 284 Mandeville (610) 660-1694
Mr. David Benglian, Director, MSFS, MSHRM, MSBI Graduate Programs 324 Mandeville (610) 660-1626

International Marketing Program
Ms. Christine Kaczmar-Russo, Director ................................ 224 Mandeville (610) 660-1238

Libraries
Ms. Evelyn C. Minick, University Librarian .......................... Drexel Library (610) 660-1905
Ms. Pat Weaver, Director ........................................... Campbell Library (610) 660-1196

Public Safety and Security
Mr. Bill Mattioli, Director ........................................... 13 Barbelin (610) 660-1164

Student Service Center (Registration/Tuition)
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    Educational Leadership Program
    M.S. in Instructional Technology with Instructional Technology Specialist Certification
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# Academic Calendar

## Fall 2008

### August
- **28 Thu** New Student Orientation

### September
- **3 Wed** Fall Semester begins
- **3 Wed** First day of late registration—121 BL
- **9 Tue** Last day of late registration—121 BL
- **10 Tue** Last day to add/drop courses
- **30 Tue** Last day to apply for January degrees

### October
- **18 Sat** Quarter ends
- **20 - 21 Mon - Tue** Mid-semester break—no classes

### November
- **7 Fri** Last day to withdraw from courses
- **25 Tue** Thanksgiving holidays begin after classes
- **27 Thu** Thanksgiving Day

### December
- **1 Mon** Classes resume
- **12 Fri** Last day of class
- **15 Mon** Fall Semester examinations begin
- **20 Sat** Last day of examinations, end of Fall Semester

## Spring 2009

### January
- **19 Mon** Martin Luther King Holiday. No classes
- **20 Tue** Spring Semester begins
- **20 Tue** First day of late registration—121 BL
- **26 Mon** Last day of late registration—121 BL
- **27 Tue** Last day to add/drop courses
- **28 Wed** New Student Orientation
March
7  Sat   Quarter ends
 9 - 15 Mon - Sun Spring Break—no classes
16 Mon   Classes resume

April
 8  Wed   Easter recess begins after classes
12 Sun   Easter
13 Mon   Classes resume

May
 2  Sat   Last day of class, Spring Semester
 4  Mon Spring Semester examinations begin
 9  Sat Last day of examinations, end of Spring Semester
15 - 16 Fri - Sat Commencement Weekend

Summer 2009
18 Mon   Summer Session begins
25 Mon   Memorial Day—no classes
29 Fri   Make-up class for Memorial Day

2008

2009
University Mission Statement

Saint Joseph’s University is a Catholic and Jesuit university which instills in each member of its academic community: a love of learning and of the highest intellectual and professional achievement; moral discernment reflecting Christian values; and a transforming commitment to social justice. Saint Joseph’s is a private Independent and Comprehensive university.

The defining element of Saint Joseph’s intellectual tradition experienced by all of its undergraduate students is its strong and integrative core curriculum in the liberal arts that informs their study of particular disciplines. While remaining true to that humane and formative tradition, Saint Joseph’s now embraces the challenge of excellence in graduate education in both the arts and sciences and in business. Our understanding of the centuries-old Jesuit educational vision of “concern for the individual student” (cura personalis) establishes effective and rigorous teaching and learning as a primary value. Since teaching and learning in the modern academic context require research at both the undergraduate and graduate level, the University cultivates, in students and faculty, generative scholarship that embodies free and open inquiry, and provokes imaginative thinking, aesthetic appreciation, and precise communication. As a necessary complement to intellectual achievement, we seek to illuminate the affective and ethical dimension in learning within the various disciplines at every level. Cur a personalis also calls for the fullest development of the individual student's potential both inside and outside the classroom.

The Catholic character of Saint Joseph’s University springs from its historical relationship with the Roman Catholic Church, and from its current embodiment of the great traditions of Catholic life and culture. For this University, Christ and the Church are sources of truth, guides and inspirations for life. Catholic values are normative, including: full respect for the freedom of conscience of each person, freedom in research and teaching according to one's discipline, and the continuous pursuit of truth, human rights, and the common good. We foster a lived awareness of the challenging and mutually enriching interaction between Christian faith and diverse contemporary culture; we seek to engage the full participation of the entire community in the University's intellectual, cultural, and spiritual life.

The University’s Ignatian identity derives from its founding by the Society of Jesus in 1851 and from the subsequent shaping of the University’s development by the evolving world view of the Society. In ways consistent with its nature as a university, Saint Joseph’s espouses the educational priorities of the Society of Jesus which include: searching for God in all things, pursuit of the greater good, the service of faith together with the promotion of justice, and effective compassion for the poor and those in need.

For the University's defining institutional ideals to matter at the regional, the national, or the international level, they need to be realized and expressed within an inclusive environment marked by trust and enriched by a diversity of ideas, cultures, and religious commitments. The contemporary Ignatian vision of educating “men and women for others” assumes a Saint Joseph’s University community—students, staff, and faculty—that exists as a vital cultural plurality, aware of and committed to its central identity, while yet open and welcoming to all.
The University

Saint Joseph’s University is one of twenty-eight Jesuit colleges and universities in the United States. As a Catholic university, Saint Joseph’s strives to be perceptibly Christian. As a Jesuit university, Saint Joseph’s strives to manifest elements of the Ignatian tradition: faith, justice, and service for others.

The Graduate Programs

Saint Joseph's University has awarded graduate degrees since 1898 when the then Saint Joseph's College granted four M.A. degrees in course.


Online Graduate Programs

Saint Joseph's University offer a variety of complete online degree programs and certifications including an Executive M.B.A. program in Pharmaceutical Marketing (see http://www.sju.edu/academics/hsb/ pharmaceutical_marketing/onlinemba) and M.S. programs in Instructional Technology, Teacher Certification, Business Intelligence, Criminal Justice, and Special Education (see http://www.sju-online.com).

Graduate Programs at Other Locations

In order to make the graduate programs of the University more widely available and to offer additional convenience to students, Saint Joseph's University offers courses at locations beyond the Philadelphia campus. Graduate Arts and Sciences courses are offered at Ursinus College in Collegeville, Einstein Medical Center in Philadelphia, and the Bucks County, Delaware County, and Montgomery County Intermediate Units. Courses in the M.B.A. program, and Masters in Financial Services are offered at Ursinus College in Collegeville. In addition, the courses for the Executive Pharmaceutical Marketing M.B.A. Program and the Executive Master’s in Food Marketing Program are conducted at Ace Center, Lafayette Hill, Pa.. These programs are administered by Saint Joseph’s University, and courses taken at these locations are fully equivalent to courses taken at the Philadelphia campus. The Executive On-Line Pharmaceutical Marketing M.B.A. Program takes place over 22 months. Three residencies are organized at Ace Center. The remaining courses are taught on-line. Degrees earned are awarded by Saint Joseph’s University.

The general policies and procedures published in this Catalog or established by the College of Arts and Sciences or the Haub School of Business apply, at all locations, to all graduate programs administered by Saint Joseph's University.
Application is made directly through Saint Joseph’s University. Course registration may be made by mail or in person at the host college/location or at Saint Joseph’s University. All late registration is conducted through Saint Joseph’s University.

ACE Conference Center—Executive Master’s in Food Marketing (M.S. and M.B.A.)

Executive Pharmaceutical Marketing M.B.A. Program

ACE Center is dedicated to the needs of the business professional, offering meeting space and amenities well suited to the Executive Programs offered there by the University. Separate meeting, sleeping, and recreational facilities create a balance between work and leisure activities. Tennis and racquetball courts, whirlpool, sauna and steam room, fitness center, and indoor pool are available.

Executive Pharmaceutical Marketing M.B.A. Program
(Residencies held at Ace Center)

Ursinus College

M.B.A. Program
M.S. Program, Criminal Justice: Administration
M.S. Program, Financial Services
M.S. Program, Health Administration

CONTACT:
Ellen Matthews
The Center for Continuing Learning
Fetterolf Hall
Ursinus College
P.O. Box 1000
Collegeville, PA 19426
(610) 409-3400

Ursinus College is an independent, four-year liberal arts college with a tradition of academic excellence, since its founding in 1869. Ursinus College is host to a chapter of Phi Beta Kappa.

Ursinus College enrolls an average of 1,550 full-time students and 300 part-time students. Currently, there are 300 graduate students enrolled at the Ursinus College campus. Most graduate students who attend the campus are able to complete the entire M.B.A. program at the Ursinus location.

The mission of Ursinus College is to enable students to become independent, responsible and thoughtful individuals through a program of liberal education. Three out of four Ursinus students enter graduate and professional schools within five years of graduation. Over 85 percent of the full-time teaching faculty hold terminal degrees in their field. Faculty who engage in research are committed first to teaching.

Ursinus College Continuing Education Division offers a Bachelor of Business Administration degree. The Continuing Education Division offers pre-M.B.A. undergraduate courses designed to meet the foundation core requirements of the M.B.A. program.

The Ursinus campus occupies 140 country acres in Collegeville, Montgomery County, and is 30 miles from Center City. It is 15 minutes from King of Prussia, the Main Line, Norristown, and Pottstown. In recent years the physical facilities have undergone a dramatic renovation transforming the campus into a modern and highly attractive campus. The most recent renovations and construction projects include Pfahler Hall of Science, housing chemistry, physics, and earth science, the Berman Museum of Art, F.W. Olin Hall housing the
humanities, Thomas Hall housing the psychology and biology departments, the expanded Floy Lewis Bates athletic complex, the Kaleidoscope, a dramatic new performing arts center, and the newly renovated Bomberger Hall.

Admissions

Contact Information
Graduate Admissions Office
Saint Joseph’s University
5600 City Avenue
Philadelphia, PA 19131
Telephone: 610.660.1101
Fax: 610.660.1224
Email: graduate@sju.edu
Website: www.sju.edu/admissions/graduate

Saint Joseph’s University is a coeducational academic community open to persons of all races, colors, handicaps, and national origins.

Application Instructions
Domestic students (U.S. Citizens, Permanent Residents, Refugees & Asylees) must complete and submit the Application Form, along with all credentials, application documents, and the required $35 USD application fee directly to the Graduate Admissions Office. Applicants for admission must possess a Bachelor’s degree from a regionally-accredited institution and must provide evidence of their ability and preparedness necessary for the satisfactory completion of graduate work. Specific requirements differ among the programs, and students are advised to consult the appropriate program requirements listed in each program section. Domestic students who have received degrees from outside the U.S. should review our International Admissions section below for information on required documentation. All documents submitted in support of an application will become the property of the University and are not returnable.

Application Deadlines
Note: this information is for Domestic applicants. International Students should review the International Students section below for further information.

Saint Joseph’s University operates on a **rolling admissions** basis for graduate applications. This means that documents can be submitted to the Graduate Admissions Office at any time throughout the year for admission consideration. However, due to time constraints and availability of appropriate courses, we **suggest** that students complete their applications by the dates listed below. Please do not hesitate to contact the Graduate Admissions Office if you have any questions regarding the application timeline.

- **Fall (August):** July 15
- **Spring (January):** November 15
- **Summer (May):** April 1

All applicants to the MS Psychology program must complete their application by March 1st. The MS Psychology program admits new students in the Fall semester only. All applicants to the Ed.D. in Educational Leadership program must complete their application by February 1st. The Ed.D. in Educational Leadership admits students on a cohort schedule. Visit individual program sections for further information on restrictions and required admissions documents.
Graduate Programs

Graduate Program Admission Decisions
AF—Accept Full
Student's application is complete and the student is fully admitted. Any registration holds have been removed allowing registration through program completion.

AV—Accept Provisional
Student's application is complete but his/her academic credentials cause the dept. to allow the student a trial semester of up to 6 credits. A registration hold is activated after the initial semester if admission status is not updated to full admission (via the Registrar’s office).

AC—Accept Conditional
Student's application is not complete but he/she is allowed to register for up to 6 credits in the first semester. Typically at least an application form and unofficial transcript have been received. A registration hold is activated after the initial semester if the file is not complete and admission status is not updated to full admission (via the Registrar's office).

RE—Rejected

International Students

Application Instructions
International students (seeking or holding non-immigrant visas) intending degree-seeking study must complete and submit the Graduate Application Form, along with all credentials, application documents, and the required $35 USD application fee directly to the Graduate Admissions Office. Suggested application deadlines for international students residing outside the United States are as follows:

Fall (August): April 15
Spring (January): October 15
Summer (May): February 15

International applicants for Fall admission to the MS Biology program are strongly encouraged to apply by March 15th. All applicants to the MS Psychology program must complete their application by March 1st. The MS Psychology program admits new students in the Fall semester only. All applicants to the Ed.D. in Educational Leadership program must complete their application by February 1st. The Ed.D. in Educational Leadership admits students on a cohort schedule. Visit individual program sections for further information on restrictions and required admissions documents. International applicants will receive an admissions decision only after all of the required documents are on file in the Graduate Admissions Office. No decision will be made on incomplete files.

Credential/Document Evaluations
International applicants are no longer required to submit a credentials evaluation—transcript evaluations will be performed by Admissions staff. However, applicants already possessing a course-by-course evaluation of their transcripts are encouraged to submit this in place of original transcripts. For those who do not possess a course-by-course evaluation, an official record of all college and university academic studies and results of state and/or national examinations taken are required. Academic records must include the name of each individual course, the grade earned, and the grading scale used. Documents must be submitted in one’s native language with an official English translation. The Graduate Admissions Office performs all international credential evaluations. Foreign documents, credentials and transcripts must be official (sealed and sent directly from the institution). Only originals or photocopies officially stamped and attested by a school official (Registrar, Principle, or Controller of Examinations) are accepted. Faxes, scanned or notarized copies or copies attested by a department head cannot be accepted as official. All credentials submitted to the Graduate Admissions Office become property of the University and cannot be returned.
English Proficiency
Students must provide evidence of English proficiency if their native spoken language is not English. Fulfillment of any one of the following requirements will satisfy English language proficiency requirements.

- Submission of one of the following: TOEFL paper-based score of 550, computer-based score of 213, or internet-based score of 79.
- Possession of a Bachelor's or Master's degree equivalent from a recognized institution located in a country where English is the native language.
- Successful completion of Level 112 of the intensive program at an ELS Center accompanied by a letter of recommendation from the Academic Director.

ELS Center
The ELS Center, located on the main campus of Saint Joseph's University, is one of over 40 ELS locations in the United States. Students may submit proof of completion of ELS Level 112 from any ELS Center in the United States or overseas to satisfy SJU English language proficiency requirements. New ELS sessions begin every month. Further information is available at www.els.edu or www.sju.edu/els.

International students applying for F or J visa status must also submit:

- proof of their ability to meet their financial obligations while pursuing graduate studies at the University in the form of a letter from a bank stating that sufficient funds are available to finance all educational and living expenses for the first year of study;
- a letter of financial support signed by the sponsoring person or agency and;
- official test scores from either the GMAT/GRE/MAT for scholarship consideration.

The I-20 immigration form, necessary for securing an F-1 visa, or the DS-2019 form, necessary for securing a J-1 visa, is issued by the Center for International Programs only to a student who has been accepted to the University and provides current documentation of financial support, as required by US immigration authorities. International graduate students in F and J status must maintain full-time enrollment (9 credits) during both the fall and spring semesters.

The University observes all regulations of the student's home country regarding foreign exchange.

All F-1 and J-1 international students must register for the Student Health insurance plan or show evidence of alternate, equivalent coverage. In most cases the plan provides coverage for one year beginning in late August. Students can obtain an insurance application form which must be completed and returned to the Center for International Programs. International students in any other immigration status can pick up an application from the Center for International Programs and return it with payment directly to the insurance company.

Individuals on a B non-immigrant visa (both B-1 business and B-2 pleasure visitors) are prohibited by immigration regulations from enrolling in a course of study while holding B status. He/she must first be granted a change to the appropriate student status by US Citizenship and Immigration Services (USCIS). Otherwise, the non-immigrant would be considered to be in violation of B status.

The F-2 spouse of an F-1 student may not engage in full time study. An F-2 child may only engage in full-time study if the study is in an elementary or secondary school. The F-2 spouse and child may engage in study that is avocational or recreational in nature. To pursue any other type of studies, the F-2 must first be granted a change to the appropriate student status by US Citizenship and Immigration Services (USCIS). Otherwise, he/she would be considered to be in violation of F-2 status. The Center for International Programs does not consider part-time or full-time coursework leading to a degree to be avocational or recreational in nature.
Accreditations, Approvals, and Memberships

Saint Joseph's University is approved by the Commonwealth of Pennsylvania Department of Education. It is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The Haub School of Business and its Accounting program are accredited by the AACS—The Association to Advance Collegiate Schools of Business. The Chemistry Department is on the approved list of the American Chemical Society. The Teacher Education program was granted Program Approved Status by the Pennsylvania Department of Education and is recognized by the New Jersey Department of Education for issuance of certificates.

The University is also a member of the American Council on Education, the Association of Jesuit Colleges and Universities, the National Catholic Educational Association, the National Association of Independent Colleges and Universities, the Pennsylvania Association of Colleges and Universities, the American Library Association, the Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, the American Association of Colleges for Teacher Education, and the Middle Atlantic Association of Colleges of Business Administration.

There is a chapter of Phi Beta Kappa at the University.

Policy for Students with Disabilities

113 Science Center, (610) 660-1774, TTY (610) 660-1620, (www.sju.edu/dss)

In accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA) of 1990, the Office of Services for Students with Disabilities coordinates support services and recommends “reasonable academic adjustments” based on the needs of the student and appropriate documentation. The Office is responsible for promoting access to facilities and programs, ensuring equal educational opportunities, acting as an informational and referral source, providing counseling and serving as a liaison between faculty and student.

Non-Discrimination Policy

Saint Joseph's University is committed to a policy of equal opportunity in every aspect of its operations. The University values diversity and seeks talented students, faculty, and staff from a variety of backgrounds. Accordingly, the University does not discriminate on the basis of sex/gender, race, age of 40 or over, color, religion, national origin, ethnic origin, sexual orientation, disability, marital status, military leave, veteran status, and any other status protected by law in the administration of its admission, educational, financial aid, employment, athletic, or recreational policies and programs.

Questions or concerns regarding the University’s equal opportunity policies and programs should be directed to the University’s Affirmative Action/Equal Opportunity Officer, (610) 660-3336.
Expenses and Financial Aid

General Regulations

All students taking graduate business courses are charged on a per credit basis, except for the Executive Programs. All charges must be paid when due in order to complete the registration process and avoid late payment fees.

Students who are financially delinquent will forfeit the privilege of attending classes, and the University has the right to withhold grades, transcripts, and the diploma until such indebtedness is paid. Students who are financially delinquent at the close of a term will not be permitted to register for another term until all accounts are settled.

Applicability to Executive Programs

Although the information on expenses and financial aid in this section is generally applicable to the Executive Programs, there are some differences, varying with each of the specific Executive Programs.

The sections of this Catalog dealing with each specific Executive Program (Executive M.B.A. Program, Executive Master's in Food Marketing Program, Executive Pharmaceutical Marketing M.B.A. Program, and Executive On-line Pharmaceutical Marketing M.B.A. Program) contain some information relating to tuition and other financial matters. This information in the specific sections is to be understood as superseding this general section on Expenses and Financial Aid.

Remittances

In order to complete the registration process, all charges must be paid in full in accordance with University guidelines. Payment is due upon receipt of invoice.

The student's name and student identification number must appear on all checks or money orders, which must be drawn for the exact amount due. Cash payments will be accepted during the in-person or general registration but not during the mail-in or early registration period.

Students presenting checks which are returned by the bank due to insufficient funds or because the account has been closed will be charged a fee of $20.00. Checks returned due to insufficient funds will be redeposited one time only. If the check is returned by the bank a second time, the student will be required to pay by cash or certified check and dropped from all courses. Students may also pay tuition by means of Visa, MasterCard, and American Express cards or through the Deferred Payment Program. Credit card payments can be made on the web.

Students being sponsored by their employers or religious community must have a letter on the sponsor's letterhead, signed by a company official or religious superior, to present to the Office of Financial Assistance at each registration. The letter should include the student's name and identification number and the number of courses or credits the sponsor is authorizing. Payment must not be contingent upon receiving passing grades.
Deferred Payment Program

During the early and general registration periods, students may elect to finance part of their tuition through the TMS deferred payment program. This program requires a nonrefundable $42 fee.

Application for the TMS Deferred Payment Program is made on the web. Students who wish to take advantage of the TMS Deferred Payment Program must apply on the web. The required deposit must be submitted on the due date of tuition. All loans must be paid in full before a student may register for another semester.

Tuition and Fees

The following fees are in effect for the academic year 2008-2009:

Tuition, per semester credit

Graduate Business & MIM Study Tour ........................................... $785
On-Line Business ..................................................................... 785
Graduate Arts and Sciences ...................................................... 700
Graduate Computer Science ...................................................... 752
Graduate Education ................................................................. 752 *
Graduate Psychology ............................................................... 752
Graduate Anesthesiology ........................................................... 33
On-Line Graduate Education .................................................... 537
On-Line Criminal Justice ......................................................... 700
On-Line Public Safety ............................................................ 700
On-Line Training & Development ............................................. 700
Interdisciplinary Doctoral Program ......................................... 800

(For executive programs, see section for specific program.)

Other Fees:

Application fee ................................................................. 35
Late registration fee ........................................................... 35
Late final examination fee .............................................. ....... 15
Transcript fee (per copy) ................................................... .5
Advanced Science ............................................................... 50
Laboratory Fee, graduate Biology, per course ......................... 100
Computer Science laboratory fee, per course ......................... 50
Psychology laboratory fee, per semester ............................ 150
Student Teaching Lab Fee .................................................. 100
M.B.A. challenge exam ......................................................... 100
TMS deferred payment fee, per semester .................................. 42
Parking fee, per academic year ............................................. 142
Student identification card ............................................... 10/20

* Students who study Graduate Education as a discipline or vocation receive an Educator’s Tuition Rate of $480/credit. This rate applies only to courses offered in Graduate Education and Graduate Math Education.

Students who voluntarily withdraw from a graduate course on or after the first official class day of the semester (whether or not class is held on that day) will be entitled to a refund according to the scale found below. The date of withdrawal is determined by the date shown on the official withdrawal notice. Withdrawal forms are available on the Registrar’s web site. Refund checks will be issued one month from date of withdrawal.

Students who withdraw from class without notification will receive the grade FA and will not be entitled to any refund.
Under the University’s refund policy, if a student received financial aid under any of the Title IV Student Financial Aid programs other than the College Work-Study program, a portion of the refund shall be returned to the Title IV programs according to current federal regulations.

If a student feels individual circumstances warrant exception to the refund policy, a request for consideration must be made in writing to the Student Account Committee of the Student Service Center, Saint Joseph’s University. All tuition and fees must be paid in full before any exceptional refund requests can be considered.

### Refund Policy—Fall-Spring

- Withdrawal within 2nd week of class ...............80% of total tuition refunded
- Withdrawal within 3rd week of class ...............60% of total tuition refunded
- Withdrawal within 4th week of class ...............40% of total tuition refunded
- Withdrawal within 5th week of class ...............20% of total tuition refunded
- Withdrawal after 5th week of class .........................No refund

### Withdrawal and Refund Policy—Summer

Students who are obliged to withdraw from class must notify the Student Service Center immediately and in writing (or complete the withdrawal form in the appropriate office). The date of withdrawal is the date the notification is received. Withdrawal may be made in person or by mail. The last date a student may withdraw (except for extraordinary cause) is listed under *Academic Calendar*.

For withdrawal within the second week of class, a fifty percent refund will be granted; no refund will be made after the second week of class.

### Withdrawal and Refund Policy—5- to 7-day classes

For students in classes that meet for five to seven days, the schedule is as follows:

- Withdrawal up to and including second day of class .......50% refund of tuition
- Withdrawal after second day of class .......................... .no refund

### Residence on Campus

On-campus housing for graduate students is available subject to space limitations. Preference is given to the needs of undergraduates. Further information is available from the Office of Residence Life.

### Financial Aid

Students applying for financial aid administered by Saint Joseph’s University must file the FREE Application for Federal Student Aid (FAFSA). Apply at www.fafsa.ed.gov. Include our school code, 003367.

In order to be eligible for federal financial assistance, the applicant must be enrolled on a half-time basis (at least six credits per semester) and be a citizen of the United States or have permanent resident status.

Students who are receiving federal aid must maintain satisfactory academic progress and also meet the *Minimum Requirements for Retention* in order to keep their financial eligibility. These regulations are clearly defined in the catalog under *Academic Policies and Regulations*. 
NOTE: Any change in the number of courses taken in a semester must be reported to the Financial Assistance Office immediately. This occurrence may affect financial aid eligibility.

Students placed on academic probation forfeit their eligibility for financial aid. They may regain eligibility for financial aid if, after being placed on academic probation, they receive two grades no lower than B.

The following financial aid is available to graduate students who are fully accepted into a graduate program, attending on at least a half-time basis (6 credits), and maintaining satisfactory academic progress:

**Loans**

*Federal Stafford Student Loan—Subsidized:* This program allows graduate students who demonstrate federal financial aid eligibility and who are enrolled for at least 6 credits per term to borrow up to $8,500 per academic grade level. The interest rate is fixed at 6.8 percent. Interest does not accrue, nor does repayment begin on subsidized Stafford Loans until six months after termination of college enrollment on a less than half-time basis.

*Federal Stafford Student Loan—Unsubsidized:* This loan allows all students regardless of federal financial aid eligibility and who are enrolled for at least 6 credits per term to borrow up to $20,500 per academic level including any amount borrowed under the subsidized Stafford Loan Program. The interest is the same as specified above, however, interest accrual begins immediately during in-school and deferment periods. Interest accruing during those periods may be paid or capitalized.

*Federal Graduate PLUS Loan:* This program allows graduate students who do not have an adverse credit history to borrow up to the full cost of attendance, less other financial aid received, including Federal Stafford Loans (Subsidized and Unsubsidized).

The interest is fixed at 8.50%. Interest accrual begins on the date of the first disbursement; the first payment is due within 60 days after the final disbursement.

Colleges determine eligibility for the Federal Stafford Loan before determining any remaining eligibility for a Federal Graduate PLUS Loan. The Financial Aid Office will calculate the maximum a student may borrow through the Graduate PLUS Loan program after completion of the Federal Stafford Loan application process.

**Refunds**

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.
If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student’s withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the students withdrawal.

Refunds are allocated in the following order: Unsubsidized Federal Stafford Loans; Subsidized Federal Stafford Loans; Unsubsidized Direct Stafford Loans (other than PLUS loans); Subsidized Direct Stafford Loans; Federal Perkins Loans; Federal Parent (PLUS) Loans; Direct PLUS Loans; Federal Pell Grants for which a Return of funds is required; Federal Supplemental Opportunity Grants for which a Return of funds is required; Other assistance under this Title for which a return of funds is required (e.g., LEAP).

Financial Aid Application Procedure

To apply for financial aid administered by St. Joseph’s University please follow these instructions carefully:

1. Complete the Saint Joseph’s University Institutional Financial Aid Application, available for download at www.sju.edu/finaid.

2. All upperclassmen, regardless of their legal state of residence, must file the Free Application for Federal Student Aid to be eligible for funds administered by the University. You may file online at www.FAFSA.ed.gov. Use our school code, 003367, in the appropriate section of this application and file by May 1.

Verification Policy

Verification is a requirement of the U.S. Department of Education and is the process of confirming information submitted on the Free Application for Federal Student Aid for various Federal Title IV Funds including the Federal Stafford Loan. Applicants should be aware that this federal regulation requires them to submit tax data and other requested information to the Office of Financial Assistance before processing of student loan applications and/or the awarding of funds. Students must submit the required information to complete the verification process no later than 45 days before the last day of the student’s enrollment.

Items to be verified include: adjusted gross income from the IRS form; U.S. income taxes paid; number of family members for whom parents provide more than half of their support; the number of children in post secondary schools who are enrolled at least half time; dependency status; untaxed income; eligible non-citizen status and any other item for which conflicting information has been submitted to the Office of Financial Assistance. Any change in eligibility as a result of verification will be noted in a revised award letter to the student.

Documents Required

- **Dependent students**: Signed copies of parents/stepparent and student’s U.S. income tax returns from the prior year as well as W-2’s, as well as the Dependent Verification Form

- **Independent students**: Signed copy of the student’s (and spouse’s if applicable) prior year U.S. income tax return as well as W-2’s, as well as the Independent Verification Form

If the student or parent/stepparent did not file taxes, a signed non-tax filer statement and copies of all W-2 forms must be submitted. Non-taxable income verification may be requested.
Assistantships

Several departments offer assistantships which provide a stipend in addition to a tuition scholarship. Application for assistantships should be made to the director of the particular program. Further information is available from the Dean for Graduate and Continuing Studies, from the Associate Dean/Director, Graduate Business Programs and from the Director, International Marketing Program.

Veterans’ Benefits

Saint Joseph’s University is approved by the Federal Government for education benefits for Veterans and Dependents of Veterans. For information concerning these benefits contact the Veterans’ Administration or the Coordinator of Veterans’ Administration program at the University. Certifications for VA benefits are processed in the Student Service Center. All students are expected to familiarize themselves with the policies posted by the Veterans’ Administration.
Academic Policies

Applicability to Executive Programs

Although the academic policies and regulations in this section are generally applicable to the Executive Programs, there are some differences, varying with each of the specific Executive Programs.

The sections of this Catalog dealing with each specific Executive Program (20-month Executive M.B.A. Program, One-Year Executive M.B.A. Program, Executive Master’s in Food Marketing Program, Executive M.B.A. in Food Marketing, Executive On-line Pharmaceutical Marketing M.B.A. Program, and Executive Pharmaceutical Marketing M.B.A. Program) contain some information relating to academic policies and regulations. This information in the specific sections is to be understood as superseding this general section on Academic Policies and Regulations.

Time Limit and Leaves of Absence

Graduate students in the College of Arts and Sciences are required to complete all degree requirements within five years. Extensions beyond this limit may be made only with the program director’s recommendation and the approval of the Dean for Graduate and Continuing Studies, and then only for unusual and serious reasons.

Graduate students in the Haub School of Business have six years to complete their degree. This six year rule begins with the student’s first 4000 level registration. Extensions beyond this limit may be made only with the recommendation of the appropriate program director, and then only for unusual and serious reasons. Students who have received a leave of absence from their program director may have up to seven years to complete all degree requirements.

Transfer of Courses

Students who have taken graduate courses elsewhere may request transfer of not more than six graduate credits in Arts and Sciences programs or six graduate credits in Business programs. Such requests must be filed at the time the student applies for admission. Only those courses which are judged to meet program requirements and in which a student has received a grade of B or better will be accepted. A grade of B- is not acceptable as transfer. In no instance will courses taken more than five years ago be accepted for transfer credit. Under no conditions will Continuing Education units be accepted for transfer credit. However, ACE approved courses are eligible for transfer.

Double Counting of Courses

Any student wishing to matriculate into another Saint Joseph’s University graduate degree program is advised that, for each additional degree to be awarded, a maximum of 6 credits of graduate work at the 4000 level or above will be transferred.
Grades

The following system of grades, with their grade point equivalent in parenthesis, is used in graduate courses:

**A** (4.0) distinguished; exceptional performance in all aspects of the course

**A–** (3.7) exceptional performance, but somewhat less than that rated as **A**

**B+** (3.3) very good; meritorious work; exceptional performance in several aspects of the course; notably above average expected of students

**B** (3.0) good; sound performance in all aspects of a course; completely fulfilling and satisfying the requirements of the course

**C** (2.0) passing; marginal work, acceptable, sound performance in some aspects of the course, but below the level of expected competence in other areas

**F** (0.0) failure; not evidencing significant grasp of subject matter or techniques; failure remains on record even if course is repeated and the original grade still affects the cumulative average

**P** pass (lab or thesis)

**NP** no penalty (lab or thesis)

**F** Failure No grade points. No credit. Failure remains on record and as part of GPA even if course is repeated.

**FA** Failure, Absence Failure, absence; equivalent of **F**; given by the instructor when the student completed the course, but did not comply with the instructor's stated attendance policy. This grade can not be changed by an administrative withdrawal.

**P** Pass No grade points. Credit. The grade **P** carries credit but is not included in the calculation of the grade point average.

**NP** No Penalty No grade points. No credit. The non-passing grade **NP** carries no credit and does not affect the calculation of the grade point average.

**NA** Never Attended equivalent of **F**; given by the instructor when the student never attended or did not attend after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.

**VF** Unofficial Withdrawal equivalent of **F**; given by the instructor when the student stopped attending after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.

**NG** No Grade a grade that is only used by the University Registrar to indicate that no grade has been submitted by the instructor. Just as with an I or incomplete grade, this grade will automatically turn to an **F** grade, if it is not resolved within four weeks from of the last day of the final examination period for the semester in question.

**IP** In Progress A temporary grade assigned to all students of a given course that extends meeting requirements beyond the grading period for a traditional semester. Other grades on the scale will be assigned by the appropriate faculty member at the conclusion of the given course or within 180 days from the initial issuance of the **IP** grade. At that point, the University Registrar is instructed to change all outstanding **IP** grades to **F**. Extensions may only be granted by the Dean of the college through which the course is offered.

**WA** Administrative equivalent to **W**; given by the Dean of the college to which the student belongs in
Withdrawal consultation with the University Registrar or with the Vice-President of Student Life in selected involuntary cases, or both, following consideration of exceptional situations where a standard withdrawal from all courses is or was not possible. Students who must withdraw from the university after the end of the last day to withdraw should consult with their academic advisors for appropriate procedures, justification, and documentation to request an administrative withdrawal. Further, Administrative withdrawals are approved only in circumstances with sufficient documentation of impacted academic performance because of medical illness, death or critical illness of an immediate family member, or military service, or when it is deemed that the University can no longer provide education services to a given student (involuntary withdrawal). Administrative withdrawal petitions based upon extraordinary circumstances are only considered for all courses in a semester (not selected courses) and are only considered for courses in the calendar year immediately preceding the date of the petition. Petitions for withdrawal from a second successive semester based on the same circumstances will not be approved.

I Incomplete A temporary grade which may be assigned when a student has permission of the instructor to complete requirements within a short time after the end of the course. (This grade is not used when a student's work is qualitatively deficient.) The I grade must normally be resolved within four weeks of the last day of the final examination period for the semester in question. I grades may not appear on a final record. At the end of the stated period unresolved incomplete grades become Failures. Extensions may be granted only by the Dean of the appropriate college.

X audit; see Audit Students

Audit Students

Audit students may elect to enroll in a course on an audit basis or may elect to change from a graded and credit status to audit. Audit students may participate in examinations and class discussions and may enjoy all of the privileges of a for-credit student. The only difference is that a grade of X will be recorded on the official record indicating that the course has been audited. In no case will a change to audit status be permitted after the last class in the semester has been held. An audit status may not be changed to a credit status. Audit students are charged the full tuition rate.

Academic Dismissal

Individual graduate programs may have regulations in addition to the general graduate policy. Students are advised to consult the appropriate section of this Catalog to determine them. Doctoral students should refer to the Doctoral Student Handbook for the academic dismissal policy for the doctoral program. The University reserves the right to request the withdrawal of any student when, in its judgment, the general good of the University requires it.

Graduate Arts and Sciences

Students enrolled in degree programs in the College of Arts and Sciences that require fewer than twelve courses for the degree who receive three grades below B will be dropped from the degree program. Students in programs that require twelve or more courses who receive four grades below B will be dropped from the degree program. Also, students who receive two grades of F will be dropped from the degree program. The term course as used in this regard, applies only to 4000 or higher level courses.
Students in Post-Master’s Certificate programs that require four courses will be dropped from such programs if they receive a grade below B. Students in programs that require more than four courses will receive a warning letter if they receive a grade below B; they will be dismissed if they receive a second such grade.

Graduate Business

Students enrolled in degree programs in the Haub School of Business who receive three grades of C or below in courses at the 4000 level or higher will be dropped from the program. Students who receive a single grade of C or below will receive a warning letter; students who receive a second grade of C or below are placed on academic probation and will be so advised by letter.

Students enrolled in the Post-M.B.A. Certificate Program who receive two grades of C or below will be dropped from the program.

To graduate, students must fulfill all credit hour requirements for the degree programs. Each candidate for graduation must have at least 3.0 cumulative GPA (excluding all prerequisite courses), no more than two grades below a C, and no F grades outstanding in order to be certified for graduation. The program director with support from the Registrar’s Office is responsible for monitoring student academic progress throughout the course of the program.

Withdrawal From Courses

Students may withdraw from one or more courses up to two weeks after the mid-term by completing the withdrawal form available in the Student Service Center. The dates for the end of the withdrawal period are listed under Academic Calendar. Students who stop attending classes without officially notifying the University in writing will receive a grade of FA.

Students dropping during the late registration period, which in a fall or spring semester ends six days after the first class meets, will not have the course listed on the official record or transcript. Students who withdraw after this time will have the grade of W entered on their record.

Withdrawal later than two weeks after the mid-term requires an extraordinary and unusual reason, the approval of the instructor, and the approval of the appropriate Director of the graduate program. In no case will withdrawal be permitted after the last class in the semester has been held. For the policy on refund of tuition, applicable to students who withdraw within the first four weeks of class, see Expenses and Financial Aid.

Instead of withdrawing from a course, students may wish to consider changing to audit status, described under Audit Students. Auditors receive the grade of X.

Cancellation of Courses

The University reserves the right to cancel a course for which there is insufficient enrollment. When such a cancellation becomes necessary, students will be notified in advance and given the choice of receiving a full refund or enrolling in another available course without penalty.
Snow Policy

The policy governing cancellation of classes due to adverse weather conditions is as follows:

Graduate Programs—Philadelphia campus: 2104

Classes will be conducted as usual unless an announcement to the contrary is made by means of the closing number, 2104, being announced on radio station KYW among those schools to be closed on a given day. Or you may call the University’s inclement weather hotline at (610) 660-3333.

ACE Conference Center

In case of doubtful weather conditions, students should call the SJU weather hotline at (610) 660-3333 to learn whether classes have been cancelled. Also call (610) 660-3156 for the Executive Master’s in Food Marketing update and (610) 660-3157 for the Executive Pharmaceutical Marketing MBA update. The closing number for University College and graduate courses is 2104 and applies only to University College and graduate courses.

Ursinus: 2429

If weather conditions do not permit classes to be held, an announcement will be made on KYW News Radio. The evening division code number is Montgomery County, 2429. The announcement is also found on the Ursinus Evening Division website: eveningprograms.ursinus.edu.

Commencement and Diplomas

Students who will complete all of the requirements for a degree in a given semester must submit a completed Intent-to-Graduate Form within the time specified under Academic Calendar. If this form is not completed, the student’s records will not be closed, and the awarding of the degree will not be recorded on the official record.

Commencement exercises are held annually in the spring. Diplomas are issued three times a year—on September 15, January 15, and on the date of the Commencement exercises. Students receiving diplomas in September or January are invited to participate formally in the Commencement exercises of the following May.

Confidentiality of Student Records

The University’s policy with respect to the confidentiality of and access to student records is in conformity with the relevant state and federal regulations.

The Family Right and Privacy Act of 1974 grants eligible students the right to inspect and review certain education records, and safeguards the student against improper or unauthorized disclosure of such education records or personally identifiable information contained therein.

A detailed statement of Saint Joseph’s policy, including a description of education records kept and the administrative officers responsible for them, a procedure for initiating inspection and review, and a procedure for challenging information in such records, is available from the Office of the Registrar.

Complaints with respect to this policy or its administration may be registered with the Family Policy Compliance Office, United States Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.
Class Regulations

Course Expectation Form

In the first class meeting of a course, the teacher will distribute a written course expectation form. This form describes course goals, course assignments for the semester, test policy, and research requirements and due dates, along with the instructor’s procedures for implementing the Academic Honesty Policy.

Attendance Policy

Instructors who enforce a policy of limited number of absences will include in the course expectation form a clear statement on attendance policy, specifying the maximum number of absences permitted in that course. In the absence of such a stated policy, students may assume that a policy of unlimited cuts prevails. While a teacher in a course with an unlimited cut policy may not use unannounced examinations as a means of enforcing attendance, students are responsible for the timely performance of all class assignments, including examinations.

Test and Examination Policy

In semester-based programs, the dates of announced tests will be provided students by the teacher at least two weeks before their administration. Unannounced tests or quizzes may be given only if provided for by the course expectation form. Tests or quizzes given during the semester will be returned, graded, to the students no later than three weeks from the time given and in no case later than the date of the final examination. In the executive programs, corresponding policies will be implemented.

All semester examinations will be given on the day scheduled. Exemptions from the semester exam requirement must be approved by the appropriate Director of the graduate program.

Faculty members are required to keep copies of students’ semester exams up to four weeks into the next semester. Spring semester finals are kept until the end of the fourth week of classes of the fall semester.

Academic Honesty Policy

The University exists primarily to sustain the pursuit of knowledge. Learning, to have true value, must be linked to a sense of honesty and integrity. It is the responsibility of every person in the academic community—faculty members, students, administrators—to ensure that dishonesty is not tolerated. Personal and communal integrity have always been fundamental in Jesuit education, and a sense of honor must be kept alive in every activity at Saint Joseph’s University.

In order to recognize the essential contribution of honor to University life, an official Academic Honesty Policy has been adopted. This policy addresses violations in two categories: acts of dishonesty in formal courses and acts of dishonesty outside those courses.

1. Acts of dishonesty in formal courses

   In all courses, each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. Specific violations of this responsibility include, but are not limited to, the following:

   a. cheating, copying, or the offering or receiving of unauthorized assistance or information in examinations, tests, quizzes, reports, assigned papers, or special assignments, as in computer programming, studio work, and the like;
b. the fabrication or falsification of data, results, or sources for papers or reports, as in laboratory reports;

c. any action which destroys or alters the work of another student;

d. the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor;

e. plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one’s own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Compositions, term papers, or computer programs acquired, either in part or in whole, from commercial sources or from other students and submitted as one’s own original work shall be considered plagiarism.

All students are directed to the standard manuals of style or reference guides for discussions of plagiarism and the means by which sources are legitimately acknowledged, cited, quoted, paraphrased, and footnoted—whether presented in an oral report or in writing.

2. Acts of dishonesty outside formal courses

Students have other academic responsibilities that may pertain to conduct outside formal coursework and which also fall under the jurisdiction of the University Academic Honesty Policy. Specific violations of such responsibilities include, but are not limited to, the following:

a. the misrepresentation of one’s own or another’s identity;

b. the alteration or falsification of official University records;

c. the unauthorized use of University academic facilities or equipment, including computer accounts and files;

d. the unauthorized recording, sale, or use of lectures and other instructional materials;

e. the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries.

While the main purpose of the University Academic Honesty Policy is positive, to stress the importance of personal and communal integrity within an atmosphere of learning, the commission of any offense of academic dishonesty makes the violator subject to penalties determined to be justified by the University, according to the procedures which follow.

3. Primary Responsibility

Primary responsibility for investigating alleged infractions of the University Academic Honesty Policy under section 1, above, rests with the faculty member in whose course the infraction occurred. The faculty member also has the responsibility for determining the sanctions, specified below, for infractions under section 1. Similar primary responsibilities for infractions under section 2, above, normally rest with the Vice President for Academic Affairs or his or her designee, hereinafter referred to as the Vice President. Primary responsibility for investigating infractions filed as complaints under section 5, below, and for determining the sanctions also rests with the Vice President. Whenever an infraction is alleged, the faculty member or the Vice President shall summon the student to an interview.

4. Interview

a. Notice. An attempt to notify the student by letter or phone must be made within 10 consecutive days of the discovery of the alleged infraction. An interview is to be held as soon as possible after the student is notified of the alleged infraction. However, cases in which the time frame cannot be met will not be dismissed for this reason alone.

b. Penalties

i. Under section 1, above: After a review of the evidence, if a student is found guilty of an infraction, depending on its severity, the faculty member must either record a grade of zero or failure for the
examination or assignment, or record a grade of failure for the course. In cases of failure for the course, withdrawal from the course is not permitted; in cases of failure or the grade of zero for an assignment or examination, withdrawal from the course must have the written approval of the responsible faculty member.

ii. Under section 2, above: After a review of the evidence, if a student is found guilty of an infraction (excepting those under section 2.e.), depending on its severity, the Vice President must either suspend or dismiss the student. If a student is found guilty under section 2.e., one or more of the following sanctions may be imposed: restitution, fine, suspension, or dismissal. In cases of suspension, no credits for courses taken during the suspension will be accepted towards graduation requirements.

c. Files. In all cases where a student is found guilty, the names of the principals, the pertinent dates, and the nature of the offense must be communicated in writing to the Office of the Registrar to be maintained in a separate, confidential file. In cases of second offenses, the Director of the Office of the Registrar shall immediately notify the Chair of the Academic Honesty Board.

5. Complaints

Any member of the academic community may file with the Vice President a written complaint against a student alleging that an infraction has occurred. If, after prompt investigation, the Vice President finds that the complaint may be justified, the Vice President shall investigate further, hold an interview with the student, and also notify the instructor of the course involved.

6. Academic Honesty Board

a. Composition. The Academic Honesty Board shall consist of seventeen members: a chair; eight faculty members, including two from each of the four divisions (business, humanities, social sciences, and natural sciences/math); and eight students, including two from each of the four constituencies (CA&S, HSB, University College, and Graduate Programs). All members, including the chair, shall be nominated by appropriate deans or student governments and appointed by the Vice President, with consideration given to anyone interested in serving on the Board. All members shall serve two-year terms which are renewable. In the event that the chair is temporarily unable to convene the board, he/she will designate one of the eight faculty members to act as chair until such time as the chair is again able to convene. Six Board members, including the Chair (or his/her designate) and at least one student representative, constitute a quorum in order to conduct business. Decisions of the Board shall be rendered by a simple majority of those present. The Chair (or his/her designate) shall vote only in the case of a tie.

b. Appeals and Referrals. An accused student may appeal to the Board in order to contest a determination of guilt if he or she believes the decision to have been unsubstantiated or procedurally unfair. The responsible faculty member or the Vice President may refer a case to the Board if he or she believes because of the severity of the offense that the penalties specified under section 4.b., above, are inadequate. All appeals and referrals must state grounds and must be made in writing to the Chair within seven days after notification of the decision.

c. Hearings. As soon as possible after the receipt of a written request for an appeal or a referral, the Chair (or his/her designate) shall consult a minimum of four board members, including at least one student representative, to determine whether sufficient grounds exist for conducting a formal hearing. For cases in which it is decided that there are not sufficient grounds for appeal, a letter explaining the basis for that decision shall be written and mailed to the student who made the appeal. Upon notification of a second offense, the Board must hold a hearing to decide what further action should be taken. Written notice of a formal hearing must be provided to the parties involved, normally seven days before the hearing. Present at the hearing may be the following: the accused student, the accusing person, any witnesses or advisor from the academic community called by the student or the accuser, anyone called by the Board. The decision of the Board shall be communicated in writing by the Chair to the accused student and to the responsible faculty member or the Vice President, as defined under section 3, above, usually within seven days after the hearing.
d. **Penalties.** If the Board finds a student guilty, it shall do one or more of the following: allow the original decision to stand; suspend the student for a specified period of time; dismiss the student from the University; or impose some other penalty which the Board deems more suitable. However, the Board cannot lessen penalties imposed under section 4.b., above.

e. **Files.** The Board shall retain a confidential file on each hearing specifying the names of the principals, the pertinent dates, the nature of the charge and its final disposition. At the end of each academic year the Chair shall submit a summary report on the proceedings of the Academic Honesty Board to the Vice President.

*Approved by University Council May 20, 1982*

**Office of Community Standards**

*Campion 212 (610) 660-1046 (www.sju/communitystandards)*

The Mission Statement of Saint Joseph’s University shapes the responsibilities and privileges afforded to members of the University community. These Community Standards are designed to foster a community conducive to achieving the mission of the University. Rooted in the Catholic Jesuit tradition, Saint Joseph’s University aims to create and to sustain an educational environment that facilitates students’ academic, personal, and spiritual development. At the core of these values is the Ignatian tradition of “cura personalis,” which affirms the goodness, the worth and the dignity of every human being. Students affirm this commitment through adherence to the standards of conduct established within our community.

In the broadest terms, all members of the Saint Joseph’s University community are expected to:

- Be honest;
- Have respect for self;
- Have respect for others, their well-being and their property; and
- Have respect for the standards of the University and the laws of the larger community.

For a full copy of the community standards policy: www.sju/communitystandards.

**Notice of Right to Amend**

The University reserves the right to amend or add at any time to these regulations and to make such changes applicable to current students as well as to new students.
Facilities and Services

Libraries

Francis A. Drexel Library

Located at the center of campus, the Francis A. Drexel Library supports the academic programs of the University with a collection of over 347,100 volumes, 2,900 current periodical subscriptions, 866,400 microforms, and over 20,000 journals available electronically. Drexel Library has extensive Business resources and services that are complemented by the Food Marketing collection in Campbell Library. The Curriculum Materials Center (CMC), a collection of elementary and secondary textbooks and children’s literature, is located on the second floor of Drexel Library. All of the Library’s holdings, as well as those of the Instructional Technology Center (ITDL) and the Campbell Library, are listed in the Library’s online catalog, which is freely accessible from the Library’s website (www.sju.edu/library).

The Library provides access to a wide range of online databases, many of which provide the full text of journal articles. The databases can be accessed from the Library’s website at any networked computer on campus. In addition, most of our databases can be accessed from off-campus with an SJU username/password. The Library’s homepage also provides easy access to selective subject guide resources, research help and links to other Library services. Reference librarians offer individual and group instruction in the use of all research materials.

Interlibrary Loan services are available for materials that students and faculty need that are not held by the Drexel Library. This process is expedited by the Library’s membership in the Online Computer Library Center (OCLC), that identifies the holdings of libraries throughout the United States and the world. Saint Joseph’s students, faculty, and staff can also borrow books from E-ZBorrow. Seventy private and public academic libraries permit direct requests from patrons from a combined virtual catalog. Additional information and instructions are available on the Library’s homepage. The Library’s membership in the Tri-State College Library Cooperative (TCLC), a consortium of over forty regional college and university libraries, provides users with in-person access to the collections of most of these institutions.

Campbell Library

Located in 157 Mandeville Hall, Campbell Library is a special information center that supports the Food Marketing students and faculty and provides assistance to visitors from the food industry. Fully supported by the Academy of Food Marketing, the Library contains a wealth of up-to-date information, including trade publications, market research reports, directories, and many other electronic/print resources. Computers, laptop/wireless connections, black-and-white/color printers, and group study rooms are available for reserve. Our web site is located at www.foodmarketing.sju.edu/library.

During the academic year, Campbell Library is open from 8:30 a.m. until 11 p.m. Monday through Thursday, 8:30 a.m. until 5 p.m. on Fridays, 10 a.m. until 6 p.m. on Saturdays, and 1 p.m. until 11 p.m. on Sundays. Hours for summer sessions, semester breaks, and holidays are listed on the web site and are posted at the entrance of the Library. Please feel free to call us for further information (610) 660-1195.
TO BORROW MATERIAL FROM EITHER OF THESE LIBRARIES, EACH REGISTERED STUDENT IS REQUIRED TO PRESENT A CURRENT STUDENT IDENTIFICATION CARD.

Myrin Library—Ursinus College

Graduate Business, Health Administration, Education and Criminal Justice students have access to Myrin Library as members of the campus community. The Library is located at the center of campus and houses more than 250,000 volumes, 175,000 microforms, 20,000 audiovisual materials, and 3,000 current periodical subscriptions. It is also a selective depository for U.S. Government documents and Pennsylvania documents.

During the academic year the library is open 120 hours per week. An experienced staff of librarians provides reference and information service seven days per week to assist students in the use of library collections. An ongoing program of library orientation and instruction is designed to familiarize students with research materials. A computerized card catalog, the Myrin Bibliographic System, can be searched from home or office by dialing into the system using a personal computer and modem. Instruction sheets are available next to the Information Desk.

Direct access to over 46 million volumes is available through the Tri-State Library Cooperative. Online databases are available for computerized literature searches in all academic disciplines. The Online Computer Library Center's bibliographic network provides worldwide access to 6,700 research collections and over 46 million volumes. The Interlibrary Delivery Service of Pennsylvania supports interlibrary loan functions.

With the exception of holidays and scheduled class recesses, library hours for the fall and spring semesters are as follows:

- Monday – Thursday ...... 8:00 a.m. – 2:00 a.m.
- Friday ..................... 8:00 a.m. – 9:00 p.m.
- Saturday .................... 9:00 a.m. – 9:00 p.m.
- Sunday ...................... 10:00 a.m. – 2:00 a.m.

Library hours for the summer vary according to need and are announced in evening classes at the beginning of the summer session.

Information Technology

The Office of Information Technology, located in Barbelin Hall, is responsible for the delivery and support of the University’s information resources. Our goal is to provide reliable, secure, and scalable technologies in support of the educational mission of the University and we strive to provide excellent service to our faculty, staff and students.

Support Services

*IT Help Desk, Barbelin 30, (610) 660-2920, helpdesk@sju.edu*

University faculty and staff members can obtain technical support for all technology-related issues through the IT Help Desk located in Barbelin 30. The Help Desk is open Monday through Thursday from 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 5 p.m. and can be reached via e-mail at helpdesk@sju.edu or by phone at (610) 660-2920.
Student Technology Center, 129 Science Center, (610) 660-3070, stc@sju.edu

The Student Technology Center (STC), located in 129 Science Center, houses the Student Help Desk that provides technical support to all registered students. The STC staff will provide assistance with MySJU, network connectivity and supported software used for classwork. In addition, students participating in the University Laptop Programs will receive hardware warranty support for their laptop computers purchased through the programs. Students can contact the STC at stc@sju.edu or (610) 660-3070.

During the fall and spring semesters, the STC hours are: Monday to Thursday, 8:00 a.m. to 11:00 p.m.; Friday, 8:00 a.m. to 5:00 p.m.; Saturday, 10 a.m. to 5:00 p.m.; Sunday, 10 a.m. to 11:00 p.m. During the summer, the STC hours are Monday to Thursday, 9:00 a.m. to 6:00 p.m.; Friday, 9:00 a.m. to 3:00 p.m.

Network Services

The campus data network has more than 6500 connections in 52 buildings. These buildings are connected via Gigabit Ethernet and Fast Ethernet technology onto the university’s multi-Gigabit Ethernet network backbone. Wireless connectivity is also available to students from a variety of campus locations, including Mandeville Hall, Post Hall, Campion, Drexel Library, and Gest Lawn. On the Saint Joseph’s University campus network, students have access to the Internet, electronic mail, and a large collection of application software packages used by the faculty for instruction and research. Information Technology’s goal is to provide all students, faculty, and staff with dependable access to the computing services they need. The approach is to implement technology that is based on industry standards and is known for reliability and performance.

Instructional Technology and Distributed Learning

Director—David Lees, Barbelin 34, (610) 660-1770

Instructional Technology and Distributed Learning is located in Barbelin 34. The IMS offers multimedia, video, audiovisual, distance learning, and videoconferencing support to the community at Saint Joseph’s University. A complete list of the services offered can be found at sju.edu/IMS.

Telephone Services

Barbelin 28, (610) 660-2920, email to helpdesk@sju.edu

The Telecommunications Group provides voice services to students, faculty, and staff of Saint Joseph's. This includes dialtone and voicemail services to all University buildings, individual and departmental telephone billing services, and repair services. Requests for telecommunications services should be sent to the Information Technology Help Desk at BL 30, or extension 2920, or send an email to helpdesk.

Computing Facilities—Ace Center (Formerly Eagle Lodge)

Graduate students attending classes at Ace Center facilities are encouraged to bring their notebook computers to class. Arrangements are made by the program director to provide notebooks when required for class participation.
Academic Computing Facilities—Ursinus College

The Ursinus College campus has a computer lab available for use by Saint Joseph’s University students in Myrin Library. In addition, Pfahler Hall is completely networked, as is Myrin library, with Ethernet ports available throughout the buildings for laptop access to the Internet. Ursinus College provides a Help desk (x2244) on the 3rd Floor of Myrin Library, open until 10 PM on weekdays and until noon on Saturdays, through which Saint Joseph’s students and faculty can access assistance with computer and audio-visual requirements on campus.

Athletics/Recreation

(610) 660-1722 (www.sju.edu/recreation)

The University’s Student Sports/Recreation Complexes are versatile fitness centers designed to accommodate the University community’s need for exercise, recreation and sports activities.

The Sports/Recreation Complexes consist of:

- courts convertible for basketball, tennis, and volleyball
- indoor and outdoor running tracks
- indoor pools
- tennis courts
- racquetball/handball courts
- locker rooms and saunas
- fitness centers featuring state-of-the-art cardiovascular, resistance and free weight equipment
- playing fields

The recreation office offers outdoor recreation trips. The trips are offered on select weekends each semester. Trips include whitewater rafting, skiing, hiking, and orienting. Special instructional programs including aerobics, qi gong, and a fitness program are available for an additional fee.

Bookstore

The Bookstore, located in Hawks Landing, provides textbooks, clothing, stationery products, supplies, and giftware. During the Fall and Spring semesters the normal hours are 9:00 a.m. to 7:00 p.m. Monday through Thursday, 9:00 a.m. to 4:00 p.m. on Friday, and 10:00 a.m. to 2:00 pm on Saturday. Extended hours—until 8:00 p.m., Monday through Thursday—are in effect for the first two weeks of classes in the Fall and Spring semesters. The Bookstore will begin late hours of operation the week before the Fall and Spring Semesters, Monday through Thursday 9:00 a.m. to 7:00 p.m. All hours are subject to change. Payments may be made by cash, VISA, MasterCard, Discover, American Express, or Personal Check with proper ID. You may also order your textbooks over the internet at www.sju.bkstr.com. You may call (610) 660-3170 for more information.

Bookstore—Ursinus College

The Ursinus bookstore is attached to Wismer Dining Hall in the center of campus. Fall and spring hours are Monday through Thursday, 9:00 a.m. to 6:00 p.m.; Friday, 9:00 a.m. to 4:00 p.m.; Saturday, noon to 4:00 p.m. Summer hours are Monday through Friday, 9:00 a.m. to 3:00 p.m. The bookstore has extended hours during the first week of class each semester. Books can also be purchased at www.ursinus@bkstr.com, shipping and handling additional. The telephone number is (610) 409-3584. Please call to verify hours of operation for the first week of each semester.
Dining Services

The Campion Food Court featuring Pizza Hut, Burger King, Grille Works, Montague’s Deli, and more is located on the ground floor of the Campion Center, and is open every day. The hours are Monday to Friday, breakfast 7:30 a.m. - 11:00 a.m., lunch 11:00 a.m. - 3:00 p.m., dinner 4:30 p.m. - 8:30 p.m., Friday dinner 4:30 p.m. - 6:30 p.m., Saturday and Sunday brunch 11:00 a.m. - 3:00 p.m., dinner 4:30 p.m. - 6:30 p.m. The Hawk’s Nest featuring Tyson’s Sunset Strips, Bene Pizzeria, and Philly’s Campus Grill is located on the second floor of the Campion Center, and is open Monday to Friday 11:00 a.m. - 11:00 p.m., Saturday 7:30 p.m. - 11:00 p.m., and Sunday 7:30 p.m. - 11:30 p.m. Mandeville Hall is home to the Mandeville Coffee Stop, open Monday to Thursday 8:00 a.m. - 8:00 p.m., Friday 8:00 a.m. - 2:00 p.m. and the Mandeville Dining Room, open Monday to Friday 11:30 a.m. - 1:30 p.m. Bellarmine is home to the Bellarmine Snack Bar, open Monday to Thursday 8:00 a.m. - 8:00 p.m., Friday 8:00 a.m. - 2:00 p.m. Other Dining Services operations include the C-Store located on the first floor of Campion.

Food Service—Ursinus College

Wismer Hall houses a snack bar, “Zack’s Place,” on the lower level and is open from 8:30 a.m. to 1:00 a.m. weekdays and 1:00 p.m. to 11:00 p.m. on weekends during the Fall and Spring Semesters. Grill and snack items can be purchased.

The College cafeteria on the main level serves breakfast (7:30 a.m. to 10:15 a.m. weekdays), lunch (11:30 a.m. to 1:30 p.m. weekdays and 11:00 a.m. to 1:30 p.m. weekends) and dinner (4:30 p.m. to 7:00 p.m. Monday through Thursday, and 4:30 p.m. to 6:00 p.m. on Friday and weekends) while classes are in session.

Students may pay the established fee at the door for each meal or purchase meal credits and/or Zack Power (a declining balance debit card system) in advance at a discount from Wismer Food Service Office or Corson Hall Business Office. Graduate students are invited to join the faculty in the Faculty-Staff Dining Room.

Career Development Center

Overbrook Hall (610) 660-3100, careerhelp@sju.edu, www.sju.edu/careers

Career Development provides comprehensive life-long services and programs to all students at Saint Joseph’s University. The Career Development staff is dedicated to teaching students and alumni to be self-directed in connecting the academic and work worlds by providing career related experiences, information, services, programs and counseling. The Career Development Center offers 24 hour, 7 days a week access to resources via a web-site (www.sju.edu/careers). The staff looks forward to working with each of you to assist you in planning for your future. Here is a list of services and resources (detailed information about each of these services is available on our web-site):

- Career Counseling (call (610) 660-3100 for scheduling)
- Choosing Your Major Workshops
- Computerized Career Assessment & Assessment Inventories
- Internships
- Career Library
- Part-time and Summer Job listings
- Hawk Career Network
- Alumni Career Panels and Forums
- Job Search Advising
- Full-time Job Listings
- On-Campus Recruitment Program
- Mock Interviews
- Job Search Workshops
- Resume Writing Workshops
- Interview Workshops
- Graduate School Preparation Workshops
- Resume Critique Services
- Career Fairs (5 to 8 per year)
- Networking Nights
- Resume Referral Services
Counseling Center

Merion Gardens (610) 660-1090 (www.sju.edu/counseling)

The Counseling Center helps students reach their personal and academic goals through the provision of brief counseling, consultation and outreach programming. The staff includes licensed professional counselors, psychologists and doctoral level interns, well equipped to help students cope with a variety of concerns, including: depression, anxiety, relationship conflicts, stress, sleep difficulties, and substance abuse. Located in A504 Merion Gardens, the Counseling Center is open Monday through Friday from 8:30 am to 4:30 pm with some additional early evening hours available. For added convenience, our satellite office is located in the LaFarge Residence Hall, office 110, on the main campus with daily walk-in times for students with urgent concerns. The Counseling Center’s web site provides self-help material and links to mental health resources in the area.

PLEASE NOTE: Services for part-time students and graduate students are limited to consultation/assessment and referral.

The mission of the Prevention and Intervention of Substance Abuse (PISA) program is to educate students about substance abuse issues while reducing the associated negative consequences. PISA delivers a comprehensive program which provides empirically-supported prevention and intervention techniques in a variety of formats including on-line assessment and education, classroom instruction, small group sessions and individual counseling. PISA is staffed with counselors and interns who specialize in substance abuse problems and addiction.

Office for the Prevention and Intervention of Substance Abuse

Campion 238 (610) 660-3462

The mission of the Office of Prevention and Intervention of Substance Abuse is to educate students about the effects of alcohol, and to reduce the negative consequences associated with drinking and other drug use. The program utilizes a multi-pronged, comprehensive approach to implement empirically supported prevention and intervention techniques including on-line assessment and education, classroom instruction, group presentations, and individual substance use assessments.

Services for Students with Physical/Learning Disabilities

113 Science Center (610) 660-1774 TTY (610) 660-1620 (www.sju.edu/dss)

In accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA) of 1990, the Office of Services for Students with Disabilities coordinates support services and “reasonable academic adjustments” based on the needs of the student and the provision of appropriate documentation. The Office is responsible for promoting access to facilities and programs, ensuring equal educational opportunities, acting as an informational and referral source, providing counseling and serving as a liaison between faculty and student.

International Student Services at the Center for International Programs

The Center for International Programs (CIP), located in Barry Annex, is responsible for meeting the needs of international students from the time they apply until they graduate. CIP serves as the primary advising office for non-academic issues for international students. The most significant arena is in dealing with immigration issues for students in F and J visa status, including:
Graduate Programs

- initial and transfer issuance of the I-20 form to apply for a student (F-1) visa or initial/transfer issuance of the DS-2019 form to apply for an exchange visitor (J-1) visa;
- orientation for international students;
- documentation required to travel in and out of the United States;
- change of status applications to F-1 status;
- extensions of stay;
- practical training and other work permission requests.

Parking and Security

Graduate students are eligible to obtain parking permits for use of the illuminated and protected parking lots on a first-come-first-served basis. Campus walks are well lit, and emergency telephones are placed at strategic locations. Since the University includes a large proportion of residential students, the campus is rarely deserted at any hour. Security Officers make regular rounds on and around campus. A shuttle service runs on a set schedule throughout the Academic year, servicing both the East and West ends of campus. Escorts are made available when the shuttles are not running. Graduate students are encouraged to make use of this service. Parking permit purchases are available on-line through your MYSJU or in Security headquarters. All Graduate students are guaranteed a parking permit; however, parking is on a first-come-first serve basis. Permits are valid on all University Parking lots with the exception of the Townhouses and Merion Gardens lots, and all vehicles must be parked in lined spaces.

Saint Joseph's University has compiled an excellent safety record. Additional information about security and the incidence of crimes on campus is available from the Office of Public Safety and Security, by calling (610) 660-1111 or by visiting the web site at www.sju.edu/security.

Ursinus College—The College maintains several parking lots that are available for student use. Students must register their vehicles each academic year with the Evening Division and purchase an annual parking sticker at a cost of $20. Stickers may be purchased at the center office in Fetterolf Hall Administrative Building, noon to 7:00 p.m. Monday through Thursday, and noon to 4:00 p.m. Friday. Parking regulations are strictly enforced and fines must be paid promptly. A copy of the campus parking regulations can be obtained from the Evening Division office. For further information, contact the center at Ursinus, (610) 409-3400.

Student Identification Cards

Student Identification cards are required for use of the libraries, microcomputer laboratory, for admission to college-sponsored events, admittance to the Sports Complex and to all University Academic buildings. Photographs for identification cards may be uploaded on your MYSJU account or a photograph can be taken inside Security Headquarters, located in 13 Barbelin.

Ursinus College—Students at the Ursinus campus may request identification cards at Fetterolf Hall. Cards are free of charge and are required for borrowing circulating materials at Myrin Library. For further information call (610) 409-3400.
Graduate Arts and Sciences

Graduate Arts and Sciences Programs

William Madges, Ph.D., Dean
Sabrina DeTurk, Ph.D., Associate Dean and Executive Director

Through its graduate programs in Arts and Sciences, Saint Joseph’s strives to provide a structure for the further development of those people who wish to serve society. The objective of these studies is threefold: to cultivate a sensitive, discerning, moral judgment; to develop a high level of competence in a specific area of study; and to foster the ability to think with clarity and to deal with problems efficiently.

In the momentous task of educating people for the future, Saint Joseph’s University renews the age-old ideal of a community of learners marked by close interpersonal relationships at all levels, a community of mutual respect, and free discourse within the framework of Christian values and commitment.

Though the University is proud of its traditions, it is not anchored to them. Jesuit higher education serves the community, the nation, and the world by producing competent, knowledgeable citizens; and, to this end, the University will continue to develop its curriculum and philosophy to meet these needs.

Classification of Students

Matriculated Students

Students who have met all entrance requirements and are accepted into a degree program are classified as matriculated students.

Non-Matriculated Students

Students who are allowed to take graduate courses on probation because of academic deficiencies or provisionally because of an incomplete application are classified as non-matriculated students. Normally, such students may take no more than four courses before they are either reclassified or rejected. If accepted into a degree program, all such courses may be applied to the program requirements.

Isolated Credit Students

Students who have not been formally accepted into a graduate program may be allowed by the appropriate graduate director to take courses as isolated credit students. Normally, no more than two graduate courses taken under this classification may be applied to a degree program.

Audit Students

Students may elect to enroll in a course on an audit basis or may elect to change from a graded and credit status to audit. Although audit students receive no credit for the course, they are expected to attend class, may participate in examinations and class discussions, and may enjoy all of the privileges of for-credit students. A grade of X is placed on the official record to indicate the audit status. An audit status may not be changed to a credit status. Audit students are charged the full tuition rate.

Visiting Students

Students in good standing in a graduate program at another accredited educational institution may take graduate courses on a visiting student basis if they provide a letter from the head of the graduate program of their degree-granting school stating that they are in good standing and that the institution will accept the
course for credit. Visiting students must complete a graduate school application and pay the appropriate application fee.

**Biology**

The Biology Department offers programs leading to the Master of Science (M.S.) and Master of Arts (M.A.) degrees in Biology. These programs are designed to provide advanced technical and scientific study to prepare students for employment in a specialized field and to provide a solid preparation for students who wish to pursue subsequent doctoral studies in graduate or professional school. The M.S. program is a full time program designed to be completed in two years. The M.A. program accommodates both full- and part-time students.

**Admission Requirements and Procedures**

The graduate programs of the Biology Department are intended for graduates who desire training in specialized fields and who are planning a career in teaching, research or professional practice in these areas. Applicants must have a bachelor's degree from an accredited college or university and must present evidence of ability to pursue graduate work as exemplified by high scholastic achievement, high GRE test scores and exemplary recommendations. The Biology Department reserves the right to require additional undergraduate work prior to admission.

Application forms may be obtained from the Department of Biology office or the Graduate Admissions office. The completed application form, official college transcripts from all colleges and universities attended, official copies of scores of the Graduate Record Examination (general test), and letters of recommendation from at least two faculty appraising the applicant's qualifications for graduate study, must be sent to the Graduate Admissions office. The application to the Biology graduate programs is by rolling admissions and there is no specific deadline. However, applicants wanting to be considered for teaching or research assistantships are advised to apply by March 1. The Graduate Admissions Committee will evaluate all applicants and decide whether the applicant has sufficient credentials to be admitted to the program. A personal interview with the applicant may be requested.

**M.S. in Biology**

**Course requirements**

Degree candidates for the Master of Science degree in Biology must be full time students and will be required to complete 30 credit hours of graduate study in biology. All candidates will be required to complete 24 credit hours of formal classroom study and 6 credit hours of thesis research (BIO 4955). The 24 credit hours of formal classroom study must be in graduate level only courses (4000 level), which may include up to 4 credit hours of seminar (BIO 4285) and 6 credit hours of research (BIO 4075). Seminar participation is required during each semester of enrollment.

**Thesis requirement**

Degree candidates for the Master of Science Degree in Biology will be required to complete a research problem in their area of specialization and to publish their findings in thesis form. A Thesis Committee will be formed to follow the progress of the candidate and evaluate the final thesis, and administer a final oral examination based on the thesis research. The Thesis Committee will consist of three faculty members, and be chaired by the candidate's research mentor. The thesis must be acceptable in both scholarship and literary quality. Both a public presentation of the thesis work and a private defense of the thesis are required. To be recommended for the Master of Science degree in Biology, the candidate must receive approval of the majority of the committee members. Not later than three weeks prior to the commencement at which the degree is to be conferred, two copies of the completed thesis suitable for binding and bearing approval of the Thesis Committee must be submitted.
deposited in the Department of Biology office. The cost of preparation, reproduction, and binding of the thesis is the responsibility of the candidate.

**Other specific requirements**

a. The candidate for the M.S. Degree in Biology must maintain a grade point average of 3.0 or above to remain in the program.
b. Successful completion of all requirements must be accomplished within a maximum of 5 years from the time of acceptance to the program.
c. All of the requirements described in this document represent minimum requirements, and it is understood that the Thesis Committee may require additional work to make up for deficiencies in the student's background.

**Graduate Assistantships**

Full-time M.S. students will automatically be considered for Biology Department teaching assistantships that provide a stipend and a scholarship for tuition and fees. Notice of other fellowships is posted on the department website. Students seeking financial support are encouraged to apply by March 1 or earlier for the fall semester.

**M.A. in Biology**

**Course requirements**

Degree candidates for the Master of Arts Degree in Biology will be required to complete 32 credit hours of graduate study in biology. A minimum of two semesters of seminar must be taken, with a maximum of 4 credit hours counting toward the degree. Students must take Research Techniques (BIO 4025) and at least one each from two of the three broad categories of cellular/subcellular, organismal, and superorganismal.

**Comprehensive examination requirement**

The comprehensive examination for the Master of Arts Degree in Biology shall consist of both a written and an oral component. The comprehensive examination will be administered by the candidate's Graduate Committee following completion of all course work toward the degree.

**Other specific requirements**

a. The candidate for the M.A. degree in Biology must maintain a grade point average of 3.0 or above to remain in the program.
b. Successful completion of all requirements must be accomplished within a maximum of 5 years from the time of acceptance to the program.
c. All of the requirements described in this document represent minimum requirements, and it is understood that the Graduate Committee may require additional work to make up for deficiencies in the student's background.

**Curriculum**

**Core:**

- BIO 4025 Research Techniques
- BIO 4026 Research Techniques Lab
- BIO 4285 Graduate Seminar

**Electives:**

- BIO 4075 Research
- BIO 4105 Advanced Topics in Biology

*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 4955</td>
<td>Thesis Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(May qualify for one of the groups below)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Cellular/Subcellular Group**

- BIO 4065 Microbiology
- BIO 4145 Molecular Genetics
- BIO 4201 Immunology
- BIO 4215 Biochemistry
- BIO 4225 Histology
- BIO 4265 Light and Electron Microscopy
- BIO 4305 Advanced Cell Biology

**Organismal**

- BIO 4015 Comparative Anatomy
- BIO 4045 Systemic Physiology
- BIO 4055 Developmental Biology
- BIO 4195 Plant Systematics
- BIO 4275 Neurobiology
- BIO 4325 Invertebrate Zoology

**Superorganismal**

- BIO 4115 Animal Behavior
- BIO 4135 Ecology
- BIO 4185 Biometrics and Modeling
- BIO 4345 Plant Physiological Ecology

**BIO 4015 Comparative Anatomy**

An integrated comparative study of vertebrate structure and development. A synthesis of the embryological development, the gross anatomy, and the histology of selected forms. *Two lecture periods, one four-hour laboratory period.*

**BIO 4025 Research Techniques**

An introduction to statistical analysis and laboratory techniques commonly used in research laboratories. Weekly meetings include lectures, data analysis, and student presentations. *One lecture period.*

**BIO 4026 Research Techniques Lab**

This course is designed to expose students to the research activity within the department. Students will be rotated through three faculty research laboratories, working in each lab for a four-week period. Students will select the labs to work in based on their interest. This experience is designed to allow students the opportunity to learn the practical side of laboratory techniques and to help students select a research area for study. *Times to be arranged.*

**BIO 4045 Systemic Physiology**

A study of the fundamental mechanisms of vertebrate physiology. The basis for the function of the various organ systems and the biological controls that result in the integration of these systems will be discussed. *Two lecture periods, one four-hour laboratory period.*

**BIO 4055 Developmental Biology**

A study of the molecular and cellular aspects of development. Emphasis will be on induction, regeneration, and genetic control of differentiation. *Two lecture periods, one four-hour laboratory period.*
<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 4065</td>
<td><strong>Microbiology</strong></td>
<td>4</td>
<td>The structural, cultural, and physiological characteristics of microorganisms and their role in the economy of nature. Two lecture periods, one four-hour laboratory period.</td>
</tr>
<tr>
<td>BIO 4075</td>
<td><strong>Research</strong></td>
<td>1–6</td>
<td>Research project undertaken in the laboratory of a member of the graduate faculty. Meeting times arranged.</td>
</tr>
<tr>
<td>BIO 4105</td>
<td><strong>Advanced Topics in Biology</strong></td>
<td>3–4</td>
<td>Topics, course format, and instructors may vary each semester.</td>
</tr>
<tr>
<td>BIO 4115</td>
<td><strong>Animal Behavior</strong></td>
<td>4</td>
<td>Study of animals and their behaviors, with strong emphasis on evolutionary relationships and ecology. Two lecture periods, one four-hour laboratory period.</td>
</tr>
<tr>
<td>BIO 4135</td>
<td><strong>Ecology</strong></td>
<td>4</td>
<td>Study of complex interrelationship between organisms and their environment. Two lecture periods, one four-hour laboratory period.</td>
</tr>
<tr>
<td>BIO 4145</td>
<td><strong>Molecular Genetics</strong></td>
<td>4</td>
<td>Study of the molecular biology of the genetic material, its structure, expression, regulation, and its dynamic nature. Two lecture periods, one four-hour laboratory period.</td>
</tr>
<tr>
<td>BIO 4185</td>
<td><strong>Biometrics and Modeling</strong></td>
<td>4</td>
<td>Computer simulation of life science phenomena from the subcellular to population levels. Appropriate statistics are included along with exposure to simulation software. Two lecture periods, one four-hour laboratory.</td>
</tr>
<tr>
<td>BIO 4195</td>
<td><strong>Plant Systematics</strong></td>
<td>4</td>
<td>Students will learn to recognize vascular plant families and understand how taxonomists study evolutionary relationships among plant groups. Economic, medical, and ecological importance of various seed plants will be emphasized. Two lecture periods, one four-hour laboratory period.</td>
</tr>
<tr>
<td>BIO 4201</td>
<td><strong>Immunology</strong></td>
<td>3</td>
<td>An introductory course providing students with an overview of how the immune system works, including molecules, cells and organs of the immune system and their functions and interactions. Discussion of the experimental techniques used to understand the cell-cell interactions that occur in immunity as well as the differentiation and activation of the immune response will be included. Three 50 minute lecture periods or two 75 minute lecture periods.</td>
</tr>
<tr>
<td>BIO 4215</td>
<td><strong>Biochemistry</strong></td>
<td>3</td>
<td>Study of the chemistry of living systems. The study of important macromolecules, metabolic pathways, and control systems. Two lecture periods.</td>
</tr>
<tr>
<td>BIO 4225</td>
<td><strong>Histology</strong></td>
<td>4</td>
<td>A study in depth of the microscopic structure and function of normal cells, tissues and organs as found in the vertebrates. Students will make extensive use of computer imaging, CD-ROM presentations and biological specimens for study in the laboratory. Two three-hour sessions per week.</td>
</tr>
<tr>
<td>BIO 4265</td>
<td><strong>Light and Electron Microscopy</strong></td>
<td>4</td>
<td>The techniques of light and electron microscopy, including aspects of technique, theory, and operation. Two lecture periods, one four-hour laboratory period.</td>
</tr>
</tbody>
</table>
BIO 4275 Neurobiology 4 credits
A study of neural activity using examples from invertebrate and vertebrate model systems. The emphasis will be at the cellular and tissue levels with appropriate neurochemistry and pharmacology included. Laboratory work will focus on computer simulation of neural processes including simple nerve nets. *Two lecture periods, one four-hour laboratory.*

BIO 4285 Graduate Seminar 1 credit
Students prepare and present seminars based on current primary literature or their own research work. *One period.*

BIO 4305 Advanced Cell Biology 4 credits
In depth analysis of eukaryotic cell structure and function. Emphasis is on experimental approaches to understanding concepts in cell biology. *Two lecture periods, one four-hour laboratory period.*

BIO 4305 Invertebrate Zoology 4 credits
A study of the morphology, physiology, behavior, and phylogenetic relationships of the major groups of invertebrates. Participants will compare and contrast the physical and biological challenges facing the invertebrates that live on land, in water, and inside other organisms. The laboratory will include observations and experiments on live and preserved animals. *Two lecture periods; one four-hour lab period.*

BIO 4345 Plant Physiological Ecology 4 credits
This course will focus on the physiological mechanisms plants use to respond to their environment. Major topic areas include the basic environmental physiology of carbon, water, and mineral nutrient exchange, and the adaptive mechanisms plants use to survive the variety of global environments. Labs will cover common physiological research methods ranging from cellular to whole organism level measurements and will involve both laboratory and field work. *Two lecture periods, one four-hour lab period.*

BIO 4955 Thesis Research 6 credits
Research credit during preparation of thesis. *Times to be arranged.*

Inquiries
James Watrous, Ph.D.
Science Center 220
(610) 660-1829

Computer Science

Director: Dr. J.P.E. Hodgson, MA. Ph.D.
Barbelin 231, (610) 660-1571, jhodgson@sju.edu

The program is intended to provide a comprehensive approach to advanced study in computer science. It also prepares the student to hold a variety of professional and technical positions in all areas of computer science.

Typical graduates will find employment in research and development, computer software development, computer security, state-of-the-art graphics and animation technologies, the Internet, e-commerce, and Web and database technologies.
Admission Procedures

Application to the program does not require a GMAT test, as assessment is based on examining the applicants transcripts. There is also no minimum GPA required. Applicants should have the following undergraduate preparation:

**Computer Science**

The equivalent of the following courses currently required in the undergraduate Computer Science program:

- **CSC 1401** Introduction to Computer Programming
- **CSC 1601** Intermediate Computer Programming

These courses are use the Java programming language, comparable programming experience in an object oriented language such as C++ or C# is acceptable.

**Mathematics**

The equivalent of the following courses in an undergraduate Mathematics or Computer Science program.

- **MAT 1461** Linear Algebra
- **CSC 1671** Discrete Structures

New students will be required to take a placement examination in these subjects. Students who are deficient in these requirements must take and earn (without graduate credit) a grade of B in the appropriate courses.

Program Options

Students may choose to graduate with an:

- M.S. degree in computer science: General Option, or
- M.S. degree in computer science: Concentration Option

Degree Requirements for M.S. in Computer Science: General Option

A total of ten (six core and four elective) courses is the minimum required for the M.S. in Computer Science with General Option. Of these, a maximum of two courses may be for an approved research project.

**Requirements for Six Core Courses:** Students take the following six core courses:

- **CSC 4005** Object Oriented Design and Data Structures
- **CSC 4015** Design and Analysis of Algorithms
- **CSC 4025** Computer Architecture
- **CSC 4035** Computer Systems
- **CSC 4045** Theory of Computation
- **CSC 5105** Software Engineering

A student who receives a grade lower than a B in a core course must retake the course.

**Requirements for Four Elective Courses:** Students take any four CSC courses numbered 5000 and above.

Degree Requirements for M.S. in Computer Science: Concentration Option

A total of ten (four core and six elective) courses is the minimum for obtaining an M.S. degree in Computer Science in any of the following concentrations:

- Software Engineering
- Web and Database Technologies
- Graphics and Visualization
• System Security and Management
• Information Sciences

Requirements for Four Core Courses: Students who do not need prerequisite courses take the following two required core courses during their first and second semesters, respectively:
CSC 4005 Object Oriented Design and Data Structures
CSC 4015 Design and Analysis of Algorithms

The two elective core courses are taken from the following list:
CSC 4025 Computer Architecture
CSC 4035 Computer Systems
CSC 4045 Theory of Computation
CSC 5105 Software Engineering
CSC 5215 Database Systems
CSC 5805 Artificial Intelligence
CSC 5815 Programming Paradigms

A student who receives a grade lower than a B in any core course must retake the course.

Requirements for Six Elective (Concentration) Courses: Students take four courses from the same concentration plus any other two CSC courses numbered 5000 and above to receive a specialized M.S. degree from that concentration:

Software Engineering Concentration
CSC 5105 Software Engineering
CSC 5115 Human Computer Interfaces
CSC 5125 Program Verification
CSC 5135 Software Testing

Web and Database Technologies Concentration
CSC 5205 Internet Application Development
CSC 5215 Database Systems
CSC 5225 Advanced Database Concepts
CSC 5235 Data Communications and Networking
CSC 5245 Networks and Distributed Systems
CSC 5255 Cryptography and Network Security
CSC 5265 Web Technologies

Graphics and Visualization Concentration
CSC 5305 Introduction to Computer Graphics
CSC 5315 Computer Vision
CSC 5325 Interactive 3D Game Development
CSC 5335 Advanced Graphics and Visualization
CSC 5345 Computational Geometry

System Security and Management Concentration
CSC 5405 Advanced Operating Systems
CSC 5415 System Security and Vulnerability
CSC 5425 System Management & Maintenance
CSC 5255 Cryptography and Network Security

Information Sciences Concentration*
MBA 4115 Creating and Measuring Shareholder Value
MBA 4535 Empowering Human Potential at Work
MBA 4415  Emerging Technology and E-business
DSS 5045  Case Studies in Information Resource Management

*Students whose business background is deficient may be required to take one or both of the following in addition to any mathematics or computer science prerequisite courses required: MBA 3115 Accounting Concepts, MBA 3515 Managing Work Organizations.

Post-Masters Certificate Program

The Post Masters Certificate in Computer Science is intended for persons who already have a master’s degree in Computer Science and who wish to enhance their knowledge in particular areas of Computer Science. The program requires four courses level 5000 and above chosen in consultation with the director of graduate computer science. These courses should be concentrated in a well defined area.

Foundation Courses

CSC 3675  Discrete Structures  3 credits
Mathematics needed for Computer Science. Topics covered include: functions, relations, propositional and first order predicate logic, set theory, proofs and their construction, counting and elementary probability. The course will use a declarative language as a tool to support concrete implementations of the mathematical ideas.

CSC 3405/3605  Introductory and Intermediate Computer Programming  3/3 credits
This is an intensive, one-semester two-course sequence intended to provide students with the necessary background in programming for the graduate program. The use of the computer to solve problems. Students will learn general principles of program design at first by using libraries of predefined program units, and later by constructing complete programs. Emphasis is on developing techniques for program design that lead to correct, readable and maintainable programs. Intermediate programming techniques including the use of recursion. An introduction to encapsulated data structures. Lists and list sorting will be used to introduce a discussion of algorithm efficiency.

Core Courses

CSC 4005  Object Oriented Design and Data Structures  3 credits
The course combines a strong emphasis on Object-Oriented Design principles and design patterns with the study of data structures. Fundamental Abstract Data Types, their implementations and techniques for analyzing their efficiency will be covered. Students will design, build, test, debug and analyze medium-size software systems and learn to use relevant tools. Prerequisite: CSC 3605 Intermediate Computer Programming or permission of the Graduate Director. Corequisite: CSC 3675 Discrete Structures.

CSC 4015  Design and Analysis of Algorithms  3 credits
Concepts of program complexity; basic approaches to complexity reduction: data structures and techniques; worst cases and expected complexity. Topics to be covered may include sorting, set manipulation, graph algorithms, matrix multiplication, and finite Fourier transforms, polynomial arithmetic, and pattern matching. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

CSC 4025  Computer Architecture  3 credits
Overview of computer system organization, hardware components, and communications. Introduction to boolean algebra, combinational and sequential logic, arithmetic, the CPU, memory, microprocessors, and interfaces. CISC vs. RISC processors. Practical assembly language programming will be the emphasis with an introduction to micro architecture and microprogramming on a variety of processors.
### CSC 4035 Computer Systems
An overview of the software required to integrate computer hardware into a functional system. The following topics are covered. Operating systems, resource managers, and virtual machines. System calls, process and file management; interrupt driven systems; concurrency; memory management; file systems and security. Prerequisite: CSC 4005 Object Oriented Design and Data Structures or permission of the Graduate Director.

### CSC 4045 Theory of Computation
Formal languages, formal grammars, abstract machines; models of computation (e.g. Turing machines); computational complexity (NP completeness); undecidability and uncomputability. Prerequisite: CSC 3675 Discrete Structures.

### CSC 5105 Software Engineering
(See description in Software Engineering Courses)

### CSC 5215 Database Systems
(See description in Web and Database Technologies Courses)

### CSC 5805 Artificial Intelligence
(See description in Free Distribution Courses)

### CSC 5815 Programming Paradigms
(See description in Free Distribution Courses)

#### Software Engineering Courses

### CSC 5105 Software Engineering
The purpose of this class is to teach the process of developing software. It combines a study of methods, tools, and techniques for creating and evolving software products, with the practical skills needed to deliver high-quality software products on schedule. The methods that are studied include requirements, specification, design, implementation, testing, and maintenance. The course includes a substantial group project. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

### CSC 5115 Human Computer Interaction
User models: conceptual, semantic and syntactic considerations; cognitive and social issues for computer systems; evaluating HCI; direct manipulation; the model view controller architecture; widgets and toolkits. Students will design a GUI based application. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

### CSC 5125 Program Verification
Symbolic logic and mechanized deduction; program specification; loop invariants; the proof methods of Floyd and Hoare; parallel computations; program semantics. Prerequisite: CSC 4015 Design and Analysis of Algorithms.

### CSC 5135 Software Testing
A systematic approach to software testing, in context of the software life cycle and as a branch of software engineering, building on students’ prior knowledge of software engineering. Through both the breadth and depth of its coverage, the course prepares students to make an effective contribution to software testing as professional software engineers. Prerequisite: CSC 5105 Software Engineering.
Web and Database Technologies Courses

CSC 5205 Internet Application Development 3 credits
This course will attempt to give you experience in designing Internet applications. A student finishing this course should be able to design, implement, and maintain a large community or e-commerce web site. They should leave the course with an understanding of a variety of Internet protocols and markup languages, a knowledge of at least one common scripting tool, an understanding of how to implement a database back-end into a large-scale site, and the ability to critically assess the usability of both their design and the design others.

CSC 5215 Database Systems 3 credits
This course covers the concepts and structures necessary to design and implement a database management system. Topics to be covered: data models (entity-relationship and relational), SQL, normalization, storage structures, enterprise applications and database integrity. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

CSC 5225 Advanced Database Concepts 3 credits
Topics include stored procedures, triggers, query processing and optimization, web-based enterprise database applications, transaction management, concurrency control, distributed databases, data mining and web mining. The course includes programming projects involving SQL. Prerequisite: CSC 5215 Database Systems.

CSC 5235 Data Communications and Networking 3 credits
Topics include mathematical foundations of data communications, logical and physical organization of computer networks, the ISO and TCP/IP models, communication protocols, circuit and packet switching, the Internet, LAN/WAN, client/server communications via sockets, routing protocols, data encryption/decryption and network security issues. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

CSC 5245 Networks and Distributed Systems 3 credits
Overview of networks; topologies; ISO levels; routing in networks, local area networks; distributed computing systems; network operating systems; networked databases; future trends. Prerequisites: CSC 4035 Computer Systems.

CSC 5255 Cryptography and Network Security 3 credits
Topics include classical cryptosystems, public and symmetric cryptography, key management, digital signatures, cipher techniques, authentication and federated identity management. Course also covers concepts relating to cryptovirology, malware, viruses, Trojan horses, worms and other types of infectors as they relate to network security. Course includes programming projects. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

CSC 5265 Web Technologies 3 credits
Topics include organization of Meta-Markup languages, Document Type Definitions (DTDs), document validity and well-formedness, style languages, namespaces, Transformations, XML parsers, Web Services, and Web Security Specifications. Course includes programming projects. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

Graphics and Visualization Courses

CSC 5305 Introduction to Graphics 3 credits
The course provides an introduction to the principles of computer graphics. The emphasis will be placed on understanding how various elements that underlie computer graphics interact in the design of
graphics software systems. Topics include pipeline architecture, graphics programming, 3D geometry and transformations, modeling, viewing, clipping and projection, lighting, shading and texture mapping and visibility determination. A standard graphics API will be used to reinforce concepts and the study of basic graphics algorithms. Students need some proficiency in C language and basic concepts from Linear Algebra. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

**CSC 5315 Computer Vision 3 credits**

Computer vision is the science of analyzing images and videos in order to recognize or model 3D objects, persons, and environments. Topics include the underlying image formation principles, extracting simple features like prominent points or lines in images, projecting a scene to a picture, tracking features and areas in images and make a mosaic, making an image-based positioning system, obtaining 3D models from two or more images, and techniques to recognize simple patterns and objects. The class includes programming exercises and hands-on work with digital cameras and laser scanners. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

**CSC 5325 Interactive 3D Game Development 3 credits**

This is a technology-based course that uses the latest computer games technology to teach advanced programming, mathematics, and software development. The course is ideal for students with an interest in computer games who plan to seek employment in one of the country’s more profitable industries, or students looking for a career in new technologies or software development. The interactive entertainment industry in the US and throughout the world is entering a new phase. New technology platforms are forcing existing development firms to diversify. There are many aspects of game design, development, production, finance, and the distribution process. This course specializes in the programming and technology aspects of the industry. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

**CSC 5335 Advanced Computer Graphics and Visualization 3 credits**

The goal of this course is to expose students to advanced techniques in modeling and rendering in computer graphics and visualization. Topics include parametric curves and surfaces, mesh representation, multiresolution modeling, mesh simplification, ray-tracing, radiosity and volume rendering (iso-surface rendering and direct volume rendering), anti-aliasing and animation. Prerequisite: CSC 5305 Introduction to Graphics.

**CSC 5345 Computational Geometry 3 credits**

The course covers design, implementation and analysis of data structures and algorithms for solving geometric problems concerning objects like points, lines, polygons in 2-dimensional space and in higher dimensions. The course emphasizes the applications of computational geometry. Topics include overview of geometric concepts, curves and surfaces, data structures for representing solid models, convex hulls, line segment intersection, multi-dimensional data structures (kd-trees, quadtrees and BSP trees), and range searching, point location, triangulations and Voronoi diagrams. Prerequisite: CSC 4015 Design and Analysis of Algorithms.

**System Security and Management Courses**

**CSC 5405 Advanced Operating Systems 3 credits**

Network and Distributed Operating systems, Distributed file systems, Loadable device drivers, Case studies from Linux and Windows. Prerequisite: CSC 4035 Computer Systems.

**CSC 5415 System Security and Vulnerability 3 credits**

Students will be introduced to the issues surrounding the construction of high integrity systems. Case studies of system vulnerabilities will be examined. Specific topics to be covered include threat analysis; language support for high integrity systems; firewalls and protection policies and mechanisms. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.
CSC 5425 System Management and Maintenance 3 credits
A course designed to introduce students to the issues and concerns of managing shared systems. Students will manage a small system and explore mechanisms for maintaining data integrity, policies for users, record keeping, and system protection. Prerequisite: CSC 4035 Computer Systems.

Free Distribution Courses

CSC 5805 Artificial Intelligence 3 credits
The course covers fundamental concepts such as role of logic in reasoning, deductive proofs, and blind and informed search techniques. Additional topics may include inductive learning, genetic algorithms, decision trees, planning, natural language processing, game trees and perceptron learning. Course includes programming projects in a suitable language. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

CSC 5815 Programming Paradigms 3 credits
An exploration of the relationships between computational paradigms and the computer languages that support them. The Lambda calculus and functional programming, resolution and logic based languages, machine based models and imperative languages. The impact of the computational model on program structure and language design. A mid-sized programming project will be used to illustrate the concepts. Prerequisite: CSC 3675 Discrete Structures.

CSC 5825 Numerical Algorithms 3 credits
Exposition and analysis of numerical methods for modern computers; review of basic concepts in linear algebra; direct and interactive methods for solving linear and nonlinear problems in numerical algebra; basic problems in approximation theory; numerical differentiation and integration; numerical solutions of differential equations; forward and backward error analysis of algorithms; criteria for comparing the efficiency and suitability of numerical methods. Prerequisite: CSC 4005 Object Oriented Design and Data Structures.

CSC 5835 Information Theory and Coding 3 credits
Data encoding and transmission; variable length coding; the Kraft inequality for noiseless transmission channels; channel capacity; noisy channels and channel capacity; the Shannon coding theorem; algebraic coding schemes. Prerequisite: CSC 3675 Discrete Structures or equivalent.

CSC 5845 Complexity of Computation 3 credits
P and NP problems; NP-complete classes; concrete complexity and the P class of combinatorial problems; complexity reduction on graph and string problems; complexity of algebraic computations. Prerequisite: CSC 4015 Design and Analysis of Algorithms, CSC 4045 Theory of Computation.

CSC 5895 Topics in Computer Science 3 credits
The course introduces students to recent theoretical or practical topics of interest in computer science. Content and structure of the course are determined by the course supervisor. The special topics for a given semester will be announced prior to registration. With permission of the Graduate Director the course may be taken more than once. Prerequisite: CSC 4015 Object Oriented Design and Data Structures or permission of instructor.

CSC 6005 Curricular Practical Training 1 credit
An approved internship in advanced computer science.

CSC 6015 Research Project I 3 credits
Supervised independent research mentored by a graduate faculty member. Prerequisite: GPA of 3.5 and permission of the Graduate Director.
CSC 6025  Research Project II  
3 credits  
Supervised independent research mentored by a graduate faculty member. Prerequisite: GPA of 3.5 and permission of the Graduate Director.

CSC 6035  Research Project I/II  
6 credits  
Supervised independent research mentored by a graduate faculty member. Prerequisite: GPA of 3.5 and permission of the Graduate Director.

Inquiries  
Gary Laison, Ph.D., Director  
Graduate Computer Science Program  
Barbelin 231  
(610) 660-1570, (610) 660-1540

Criminal Justice  
Patricia Griffin, M.S., Director, Graduate Criminal Justice Program  
121 Post Hall, (610) 660-1294 (1269)

Program Description  
The Master's program in Criminal Justice is designed to meet the graduate educational needs of practitioners and students pursuing careers in criminal justice, in both the public and private sectors. While the 30-credit curriculum requires degree candidates to take four core courses, the student selects the remainder. This arrangement allows individuals to create unique plans of graduate study that are compatible with their interests and career objectives in the field of criminal justice. The program is flexible enough to allow students to concentrate on the theoretical and methodological knowledge needed to pursue a degree beyond the master's or to focus on the management skills necessary to succeed as upper-level decision makers.

Course offerings and scheduling are conveniently arranged to accommodate the needs of both full-time and part-time students. Courses are offered at Main Campus, Philadelphia Police Academy (Northeast Philadelphia), and Ursinus College (Collegeville). Courses are offered in the evenings, on Saturdays, and online.

Admission Requirements and Procedures  
Students applying for admission to the Criminal Justice program must have a baccalaureate degree from an accredited college or university and an undergraduate grade point average (GPA) above 3.00 for full admission. Applicants with an undergraduate GPA below 3.00 will be considered for admission on a provisional basis. Such applicants may be required to submit Graduate Record Examination (GRE) or Miller Analogies test scores as a condition for admission. Students admitted on a provisional basis must take SOC 4585 Professional Writing for Law Enforcement AND SOC 4005 Research Methods and Analysis (or SOC 4075 Advanced Research Methods and Analysis) the first time they are offered. Such students may also be required to take prerequisite courses offered through the University College. If required, prerequisite courses must be completed prior to enrolling in any graduate courses including those indicated above. Students must achieve a grade of at least B in all courses while in a provisional status. At the conclusion of the above, the student's application will be reviewed for a full admissions decision.
Applicants should submit or have sent to Graduate Admissions the following:

- a completed application form accompanied by a non-refundable application fee,
- complete and official transcripts of all coursework from each undergraduate and graduate school attended,
- two letters of recommendation appraising the candidate’s promise and capacity for graduate study, reflecting, from a professional’s point of view, the candidate’s ability to pursue a rigorous, independent course of study at the graduate level, and
- a personal statement outlining the candidate's professional goals and educational objectives for the program, including the applicant’s rationale for program choice and professional study.

Admission is on a rolling basis and applications will be considered at any time throughout the year; however, applicants are asked to meet application deadlines listed below:

<table>
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<tr>
<th>Enrollment expected</th>
<th>Application package deadline</th>
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<tbody>
<tr>
<td>Fall</td>
<td>July 15</td>
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<tr>
<td>Spring</td>
<td>November 15</td>
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<td>Summer</td>
<td>April 15</td>
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International students should consult additional requirements described in *International Students* under *General Information*.

Applicants who wish to be considered for a graduate assistantship must complete the above application process and submit a letter directly to Dr. Raquel Bergen, Department Chair of Sociology, by March 1 of the fall semester for which they are applying for admission. Students who are awarded assistantships are required to be enrolled in the program on a full-time basis (3 courses per semester) and to work with their assigned faculty member(s) 20 hours per week. Additional employment outside the university is not permitted while the student holds an assistantship. Assistantships are awarded for one academic year of fall/spring. Successful applicants may subsequently reapply for a second year. In such cases, the selection decision will be based on the student’s original undergraduate grade point average and credentials.

**Academic Dismissal**

Students enrolled in the Master's degree program in Criminal Justice who receive a grade of F in two of their courses or who receive a grade below B in three of their courses will be dropped from the degree program regardless of how many credits they have completed in the program.

**Graduate Classes Online and at Other Locations**

In order to make the Graduate Criminal Justice Program more widely available and to offer additional convenience to students, selected courses are offered online and at three off-site locations: Ursinus College in Collegeville, Philadelphia Police Academy and the Montgomery County Intermediate Unit in Jeffersonville, PA.

**United States Air Force ROTC**

The United States Air Force has criminal justice career opportunities including their Office of Special Investigations. Air Force ROTC at SJU now accepts graduate students who are also eligible for ROTC scholarships. For details, contact SJU AFROTC at (215) 871-8341.
Degree Requirements

A total of 30 credits is the minimum requirement for the degree regardless of concentration. All students must satisfactorily complete the following core courses at Saint Joseph’s University:

SOC 4005 Research Methods and Analysis
OR SOC 4075 Advanced Research Methods and Analysis
SOC 4015 Criminological Theory
SOC 4095 Ethics and Criminal Justice
SOC 4585 Professional Writing for Law Enforcement

Remaining coursework should be chosen to facilitate the student’s individual professional growth.

All Graduate Assistants and students who intend to do a thesis, and those who have a recent and substantial undergraduate preparation in research methods will be required to take SOC4075 Advanced Research Methods and Analysis in lieu of SOC4005.

Master of Science—Criminal Justice

This program provides students the opportunity to enhance their theoretical foundation of criminal justice; develop cognitive skills including application of ethics, written and oral communications, critical thinking, reasoning, understanding and conducting research; and preparation for their professional future.

Core courses (four required, as specified under Degree Requirements)

Electives (six required)

Master of Science—Concentration in Administration including Police Executive

This program enhances the leadership, management, and administrative skills, knowledge, and ability of present and future senior and mid-level managers. The core courses develop cognitive skills at the graduate level. The specialized courses address the critical areas in the management of a contemporary criminal justice agency.

Core courses (four required, as specified under Degree Requirements)

Specialized area courses (select any four listed below)

ADMINISTRATION
SOC 4065 Law and Social Policy
SOC 4165 Courts, Policies, and Administration
SOC 4185 The Criminal Justice Process: Policy Values, Efficiency and Due Process
SOC 4305 Law Enforcement Management
SOC 4345 Criminal Justice Administration
SOC 4395 Criminal Procedure: Investigation to Testimony
SOC 4515 Multiculturalism and Diversity in Criminal Justice
SOC 4705 Communication and Conflict Resolution
SOC 4715 Alternative Dispute Resolution
HED 4825 Leadership Principles
MBA 4535 Empowering Human Potential at Work
MGT 5015 Human Resources Management
MGT 5205 Leading Change in Organizations
MGT 5265 Leadership in Modern Organizations
Master of Science—Concentration in Intelligence and Crime Analysis

This program provides insights into the contemporary functions of law enforcement intelligence and crime analysis. The specialized courses develop the deliberative and cognitive activities and methodologies including crime mapping that produce intelligence information in support of decision-making at the strategic, tactical, and operational levels of law enforcement. Students will be prepared for the growing number of intelligence and criminal analyst positions at the federal, state, and local levels.

Core courses (four required, as specified under Degree Requirements)

Required concentration courses
SOC 4545 Law Enforcement Intelligence Analysis
SOC 4555 Law Enforcement Intelligence: Policy and Process

Specialized area courses (select any two listed below)
SOC 4295 Crime Analysis Using GIS Mapping
SOC 4405 Organized Crime: Targets and Strategies
SOC 4215 White Collar Crime
SOC 4385 Drugs: Threats, Laws, and Strategies
SOC 4415 Terrorism: Threats and Strategies
SOC 4425 Homeland Security
SOC 4595 Electronic Intelligence Analysis

Elective (two required)
Selected from any Criminal Justice courses

Master of Science—Concentration in Behavior Management and Justice

This is an excellent program for clinicians who wish to learn more about evidenced based practices in the treatment of children and adults. This program focuses on psychological treatment of offenders and prevention of offenders. Treatment approach to children and adults based on the principles of environmental arrangement, operant and respondent conditioning.

Core courses (four required, as specified under Degree Requirements)

Specialized area courses (select any four listed below)
SOC 4255 Therapeutic Strategies in Criminal Justice
SOC 4205 Mental Health and the Law
SOC 4435 Youth Cultures and Deviance
SOC 4245 Juvenile Justice and Delinquency
SOC 4675 Evidence-Based Practices in Substance Abuse and Behavioral Health Treatment
SOC 4805 Foundations of Addiction for Criminal Justice Professionals
HED 4855 Stress and Crisis Management
HED 4865 Behavioral Health of Children and Youth
HED 4815 Concepts of Mental Health

Behavior Analysis
SOC 4605 Basic Principles of Behavior Analysis
SOC 4615 Applied Behavior Analysis
SOC 4625 Behavior Analysis: Consultation
SOC 4635 Behavioral Development
SOC 4645 Clinical Behavior Analysis

The Behavior Analyst Certification Board (BACB) has approved courses SOC 4605 through SOC 4645 as meeting the coursework requirement for taking the Board Certified Behavior Analyst (BCBA) Examination. Applicants need to complete an experiential component to qualify. This component is met by taking SOC 4925, 4935 and 4945. The BACB has approved SOC 4925 through SOC 4945 as meeting the experiential component.

Electives (two required)
Selected from any Criminal Justice courses

Master of Science—Concentration in Probation, Parole, and Corrections

This program is intended to assist professional probation, parole, and correction officers or those interested in entering these or other community-based positions to address the fundamental client and organizational problems that might confront them.

Core courses (four required, as specified under Degree Requirements)

Specialized area courses (select any four listed below)
SOC 4105 Contemporary Criminology: Scope and Application
SOC 4145 Problems in Contemporary Corrections
SOC 4155 Contemporary Probation, Parole, and Community Corrections
SOC 4185 The Criminal Justice Process: Policy Values, Efficiency and Due Process
SOC 4245 Juvenile Justice and Delinquency: Issues and Responses
SOC 4435 Youth Cultures and Deviance
SOC 4515 Multiculturalism and Diversity in Criminal Justice
SOC 4525 Criminal Jurisprudence
SOC 4675 Evidence-Based Practices in Substance Abuse and Behavioral Health Treatment
SOC 4805 Foundations of Addiction for Criminal Justice Professionals

Restorative Justice
SOC 4125 Victimology
SOC 4445 Victim-offender Mediation
SOC 4475 Restorative Justice: Theory
SOC 4485 Restorative Justice: Practice

Electives (two required)
Selected from any Criminal Justice courses
Master of Science—Concentration in Federal Law Enforcement

This program provides background, foundation and advanced knowledge of law enforcement at the federal level. The specialized courses develop the necessary cognitive skills and methodologies including critical thinking, analytical reasoning, legal application, and professional writing to support interdiction, investigation, prosecution, and post conviction of federal crimes. Students will be prepared for positions throughout the federal criminal justice system including investigation, inspector general, prosecution support, various correctional roles, and uniform divisions.

Core courses (four required, as specified under Degree Requirements)

Required concentration courses
SOC 4505 Federal Criminal Justice
SOC 4495 Federal Criminal Law & Prosecution

Specialized area courses (select any two listed below)
SOC 4215 White Collar Crime
SOC 4365 Federal Search and Seizure
SOC 4375 Forensic Financial Analysis
SOC 4385 Drugs: Threats, Laws, and Strategies
SOC 4405 Organized Crime: Targets and Strategies
SOC 4415 Terrorism: Threats and Strategies
SOC 4425 Homeland Security

Electives (two required)

Selected from any Criminal Justice courses with the following recommendations. Students interested in investigative positions should consider courses from the specialized area courses and/or the Law Enforcement Intelligence and Crime Analysis concentration. Students interested in federal probation, parole, corrections, or pre-trial services should select courses from the Probation, Parole, and Corrections concentration and may substitute one additional course for one of the specialized area courses.

Master of Science—Concentration In Criminology

The concentration in criminology is specifically designed for those students interested in the theoretical rather than the applied aspect of criminal justice. The program is directed toward those who wish to pursue careers in the academic field or who intend to continue into doctoral programs in criminal justice, criminology, law, or sociology.

Core courses (four required, as specified under Degree Requirements)

Specialized area courses (select any four listed below)
SOC 4045 Crime, Police, and Punishment
SOC 4065 Law and Social Policy
SOC 4105 Contemporary Criminology: Scope and Application
SOC 4125 Victimology
SOC 4175 Violence and Victims
SOC 4435 Youth Cultures and Deviance
SOC 4455 Gender, Crime, and Justice
SOC 4465 Violence Between Intimates
SOC 4475 Restorative Justice: Theory
SOC 4525 Criminal Jurisprudence
SOC 4535 Crime and Urban Communities
SOC 4805 Foundations of Addiction for Criminal Justice Professionals
Electives (two required)
Selected from any Criminal Justice courses.
Students who plan to continue their studies in a Ph.D. program are urged to do a masters thesis. See course SOC 6005 for details.

Master of Science—Concentration in Alternative Dispute Resolution

Alternative Dispute Resolution policies and practices have gained widespread support by courts and private industry both regionally, nationally, and internationally. This concentration provides graduate level coursework and opportunities for professional development in conflict analysis and dispute resolution applications. Through classroom and experiential learning students will be engaged in areas of negotiation, mediation, and arbitration. This concentration will be of interest to many criminal justice professionals, as well as students interested in pursuing careers in law, the courts, education, and private industry.

Core courses (four required, as specified under Degree Requirements)

Specialized area courses
SOC 4705 Communication and Conflict Resolution
SOC 4715 Alternative Dispute Resolution
SOC 4725 Mediation Theory and Practice
SOC 4735 Systems Design

Electives (two required)
Selected from any Criminal Justice courses.

Post-Master's Certificate Programs

Post-Master's Certificate in Criminal Justice

Students who earned a Master's degree in criminal justice or a closely related discipline may update/expand their knowledge or expertise through this certificate program. There are several options including Criminal Justice Administration; Federal Law Enforcement; Intelligence and Crime Analysis; Police Executive Administration; Probation, Parole, and Corrections; Behavior Management and Justice; Criminology, Behavior Analysis, Restorative Justice, and Alternative Dispute Resolution. Each certificate requires successful completion of eighteen credits (six courses) including four courses from a prescribed group and two free electives (see the concentrations specified above).

SOC 4005 Research Methods and Analysis 3 credits
The functions of concepts, hypotheses, and theories for an empirical discipline; the operationalization of theoretical variables; the principles of research design; and the problems of inference. The association between criminological theories and research methods used to study crime is explored through the utilization of a variety of related data sources. Also covered are basic quantitative techniques, relevant statistics, data interpretation, and an overview of SPSS. Required of all students unless SOC 4075 is taken.

SOC 4015 Criminological Theory 3 credits
A systemic and critical analysis of the major theories of criminality, including an examination of both traditional and contemporary theories. Consideration will be given to conceptualizations of crime, the relationship of criminological theories to crime on the streets, and specific aspects of criminal behavior. Required of all students.
SOC 4045 Crime, Police, and Punishment 3 credits
A comparative study of crime, police, and punishment as seen in their historical settings. Topics include
the development and reform of criminal law and procedure, urbanization and crime, crime trends,
public order, the evolution of modern police forces and prisons, crime detection, and emerging trends in
these areas.

SOC 4055 The Criminal Justice System 3 credits
Provides a foundation and overview of the criminal justice system and process. The major components
are discussed including crime, law, criminology, law enforcement, adjudication by the courts,
corrections, juvenile justice, current issues and policies. This course is designed for students with only
limited prior study in American criminal justice and little or no professional Criminal Justice experience
in the United States. *Permission of the Program Director required*

SOC 4065 Law and Social Policy 3 credits
An exploration of various dimensions of the relationship between law and social policy in contemporary
American society. In assessing how judicial opinions and legislative efforts affect social relations and
institutional arrangements, inquiry is focused upon: (1) the ways in which social problems become
defined as legal issues; (2) the forces which shape the initiation and ultimate formulation of legislative
acts designed to affect public policy; (3) the role which cultural values and assumptions play in framing
legal arguments and influencing judicial opinions and remedial programs; (4) the issue of compliance
and the ways in which it is measured and enforced, and (5) the strengths and limitations of the law as
a means of achieving specific social policy objectives.

SOC 4075 Advanced Research Methods and Analysis 3 credits
In-depth coverage of data collection including questionnaire construction, advanced quantitative
techniques and statistics, interpretation and drawing inferences, comprehensive use of SPSS, function of
the SJU Institutional Review Board, and research report formulation. Students will select a topic,
complete the literature review, and develop a research methodology that may later be used as the initial
components of the masters thesis. Prerequisite: recent coursework and present working knowledge of
basic research methods. Required of students intending to complete a masters thesis via SOC 6005. May
be substituted for SOC 4005 as a core course.

SOC 4095 Ethics and Criminal Justice 3 credits
This course will address ethical issues in the criminal justice system at both the theoretical and applied
levels. Typical theoretical issues addressed might include the following: the relationship between law and
morality; theories of punishment; conditions for the moral and/or legal responsibility of individuals;
notions of procedural justice. Typical applied ethics issues might include the following: search and
seizure rules; the insanity defense and the “guilty but mentally ill” verdict; plea bargaining; capital
punishment; mandatory sentencing; civil disobedience; limits on the use of deadly force. Required of all
students.

SOC 4105 Contemporary Criminology: Scope and Application 3 credits
The goal of this course is to provide students with an understanding of topical issues in contemporary
criminology. The course is designed to provide opportunities for active learning and critical analysis with
an eye towards an understanding of the social reality of crime and crime control as well as how the
social administration of justice operates. Specific areas to be discussed include: the correlates of crime
(race, class, gender, and age); violent crime; economic crime; political crime; victimology; policing; and
the control and regulation of criminals in the courts and corrections. Further, students will learn to apply
their knowledge to better understand contemporary criminal justice research, evaluation, and policy
analysis.

SOC 4125 Victimology 3 credits
The course focuses on the contemporary concept and status of the victim, juxtaposed with their
historical evolution in terms of compensation, retribution, and vengeance. Current victim assistance
programs are evaluated. The definition of the victim is broadened to include currently undervalued
categories. Other issues addressed are child abuse, environmental casualties, and controversies over recovered memories.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>SOC 4145</td>
<td><strong>Problems in Contemporary Corrections</strong></td>
<td>3 credits</td>
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<td></td>
<td>The major problems of adult corrections, including prison and jail overcrowding,</td>
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<td>population forecasting, judicial intervention in correctional operations, prison</td>
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<td></td>
<td>disturbances, mental health and incarceration, pretrial and post-conviction</td>
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<td>alternatives to traditional incarceration, ethics and corrections, and the</td>
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<td>death penalty. Case study materials are employed, and current and ongoing</td>
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<td>correctional issues are discussed.</td>
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<tr>
<td>SOC 4155</td>
<td><strong>Contemporary Probation, Parole, and Community Corrections</strong></td>
<td>3 credits</td>
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<td>This course is designed to analyze the current legal, managerial, and political</td>
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<td>factors which impact upon the probation and parole system. It will examine</td>
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<td>organizational innovations, caseload management techniques, and technological</td>
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<td>advances used to confront such problems.</td>
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<tr>
<td>SOC 4165</td>
<td><strong>Courts, Policies, and Administration</strong></td>
<td>3 credits</td>
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<td>An examination of the principles and practices of court administration, its</td>
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<td>impact on the legal process, and interrelationships with other law enforcement</td>
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<td>agencies. Special emphasis is placed on methods and techniques needed to</td>
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<td>modernize the court system.</td>
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<tr>
<td>SOC 4175</td>
<td><strong>Violence and Victims</strong></td>
<td>3 credits</td>
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<td>This course is designed to explore the serious problem of violence in our</td>
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<td>society from a sociological perspective. Violence is prevalent in homes and</td>
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<td>on the streets of the United States. This course will address a variety of</td>
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<td>types of violence, its causes, consequences, and theories for prevention.</td>
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<td>Topics which will be addressed include wife abuse, rape, child abuse, gang</td>
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<td>warfare, street violence and serial murder. An emphasis will be placed on</td>
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<td>understanding the structural causes of violence such as gender, race, and</td>
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<td>social class inequality as well as the effect of pornography, the media, and</td>
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<td>drugs/alcohol on violence. Particular attention will be given to the</td>
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<td>consequences of violence for both individual victims and society as a whole.</td>
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<tr>
<td>SOC 4185</td>
<td><strong>Nuts and Bolts of the Criminal Justice Process</strong></td>
<td>3 credits</td>
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<td>This course considers the criminal justice system from the point of arrest to</td>
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<td>final sentencing. Attention focuses on the impact of public perception on the</td>
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<td>police, prosecutors and judges. Probation and parole mechanisms will be</td>
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<td>viewed from a policy value standpoint.</td>
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<td>SOC 4205</td>
<td><strong>Mental Health and the Law</strong></td>
<td>3 credits</td>
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<td>The purpose of this course is to acquaint criminal justice professionals with</td>
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<td>the mental health field and to serve as a primer for understanding mental</td>
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<td>health and mental health professionals. In addition, particular areas of</td>
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<td>interplay between mental health and criminal justice will be emphasized to</td>
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<td>provide a historical and up-to-date factual background.</td>
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<tr>
<td>SOC 4215</td>
<td><strong>White Collar Crime</strong></td>
<td>3 credits</td>
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<td>The course provides an understanding of the accounting and financial bases of</td>
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<td>embezzlement, fraud, corruption, and misapplication of funds. Legislation and</td>
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<td>regulation in government and business are examined. Consumer protection and</td>
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<td>corporate responsibility are discussed.</td>
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<td>SOC 4245</td>
<td><strong>Juvenile Justice and Delinquency: Issues and Responses</strong></td>
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<td>This course provides a contemporary overview of theoretical and programmatic</td>
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<td>issues and concerns in juvenile delinquency and the juvenile justice system,</td>
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<td>including a review of recent research. The course also focuses on a critical</td>
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<td>review of the trends in problem solving and delivery of services to this</td>
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<td>population.</td>
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SOC 4255 Therapeutic Strategies in Criminal Justice 3 credits
An examination of the application of basic counseling principles to varied criminal justice settings, from adult correctional institutions to post-release situations. Special emphasis is given to innovative methods and programs.

SOC 4275 Community and Problem Oriented Policing 3 credits
Introduction and analysis of the relatively new strategies of community and problem oriented policing. Significant attention is given to the rationale and implications of these methods of social control.

SOC 4295 Crime Analysis Using GIS Mapping 3 credits
This course will examine the role of geographic information systems (GIS) in crime analysis by covering the basic components of a GIS and examining the use of GIS in police departments throughout the US. Special attention will be given to the use of GIS at the Philadelphia Police Department and will include techniques used to analyze crime patterns as well as a review of the way crime maps influence tactical deployment decisions. Finally, a visit to the Philadelphia Police Department’s Crime Analysis Unit and/or Compstat meeting will illustrate the relationship of GIS to current crime problems in Philadelphia.

SOC 4305 Law Enforcement Management 3 credits
An analysis of the principles and theories of the professional management and administration of law enforcement organizations. This course focuses on the execution and impact of policy decisions made by administrators in the courts, police departments and other criminal justice agencies. It examines specific operational and staff functions, including budgeting, personnel, planning, and productivity measurement. Other topics include organizational, development and information systems.

SOC 4315 Police Executive Management 3 credits
This course will cover police management issues at the senior and conceptual levels. Specific areas include the strategy process, planning, implementation, leadership, quality, performance management, managerial problem solving, new policing strategies and innovations. The course will be conducted as a seminar utilizing class discussion to develop critical thinking, knowledge of advanced management practices, and how to achieve effective results.

SOC 4325 Technology for the Police Executive 3 credits
This course is geared to the non-technical police manager and is designed to give students an overview of major automated systems used today throughout the United States. Topics covered include: the Internet, project management, budgeting, automation via computer including networks, dealing with vendors, maintenance agreements, grants, and applying for technical grants. The course will highlight major public safety systems such as the National Crime Information Center (NCIC2000), computer-aided dispatch, utilization of geographic information systems, and crime mapping. The course will also cover 911 systems, mobile/field communications, and vehicle mobile data terminals (MDT). No prior technical knowledge is required.

SOC 4345 Criminal Justice Administration 3 credits
This course provides present and future senior managers with the skills to achieve organizational effectiveness. Major topics include organizational design and behavior, budgeting and financial management, diversity, performance evaluation, human resources management, labor relations, and the policy process.

SOC 4365 Federal Search & Seizure 3 credits
This course is designed to teach the law of search and seizure as it is defined and applied in federal court. Instruction will focus on the requirements of the Fourth Amendment and the proper means by which a federal agent may obtain evidence through searches and seizures. This course will address legal and evidentiary issues associated with search warrants, exceptions to the warrant requirement, warrantless searches, frequent problems that confront federal agents, as well as emerging trends in the law of search and seizure.
SOC 4375 Forensic Financial Analysis 3 credits
This course covers the detection of illegal financial transactions. Major topics include money laundering, fraud, embezzlement, and illicit accounting practices. Students will learn data gathering and analysis techniques for financial transactions, records, legitimate businesses, illegal organizations, and individuals. The course will include preparation for trial. Prerequisite: a basic course in accounting or permission of the instructor.

SOC 4385 Drugs: Threats, Laws, and Strategies 3 credits
This course covers illegal drugs and narcotics including prescription medication diverted for illicit use. Major topics include drug types, brief history, emerging trends, relevant federal and state laws, typical domestic and foreign sources, production and distribution methods. A strategy overview includes the National Drug Control Policy; agencies involved; the role of education, interdiction, investigation, prosecution, treatment and rehabilitation; and coordination among federal, state, and local law enforcement.

SOC 4395 Criminal Procedure: Investigation to Testimony 3 credits
This course will cover current law and its practical application to the phase of law enforcement from the initial investigation of a person through testimony at trial. Areas of emphasis will include a legal “stop” versus profiling, appearance at a preliminary hearing, preparation for and testimony at trial, the role of and what to expect from the trial judge, prosecutor, and particularly the defense attorney. This course will be especially useful for present and future criminal investigators and police officers.

SOC 4405 Organized Crime: Targets and Strategies 3 credits
This course will investigate the social, economic, and political impact organized crime has on our society. We will target specific industries where organized crime has influence/control (e.g. construction, waterfront, garment, trucking, and convention centers). The course will explore criminal, civil, and administrative strategies to control and/or remove the influence of organized crime in those industries.

SOC 4415 Terrorism: Threats and Strategies 3 credits
This course is designed to give the student an understanding of the concepts of terrorism, both domestic and international. Lecturer will address the causes and effects of terrorism as they relate to political structures from both religious and historical perspectives; noting its impact on the world today.

SOC 4425 Homeland Security 3 credits
This course focuses on the consolidation of responsibilities and functions across agencies, at various jurisdictional levels, that have the charge of mitigating hostilities, threats, hazards, and consequences. Further, this course incorporates the pillars of robust response systems. This course is designed to develop analytical skills that will prepare students to identify, evaluate and resolve complex policy issues and initiate practical actions. Though the range of relevant issues extends from local matters to national security, this course will concentrate on preparedness strategies for state, urban and local areas.

SOC 4435 Youth Cultures and Deviance 3 credits
This course offers economic, cultural, political, and social perspectives on American youth based on sociological theory. Special attention will be paid to youth popular culture and the unique social problems facing young adults (e.g. gangs, drugs, suicide, and teen pregnancy).

SOC 4445 Victim Offender Mediation 3 credits
The introduction of restorative justice philosophy into the traditional criminal justice system has resulted in the adoption of a number of dialogue processes, which will be the focus of this new offering. The course will explore the humanistic mediation model and the community mediation model used by many local mediation groups. The course will also cover other processes such as community sentencing circles, restorative conferencing, reparative boards and family group conferencing. Participants will not only learn the theories behind these practices, but will have and opportunity to experience them through role-plays. Resolving conflict and dealing with the aftermath of crime through dialogue is a highly valued skill in restorative justice.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SOC 4455</td>
<td>Gender, Crime and Criminal Justice</td>
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<td>This course will focus on the differing experiences of women and men as victims, offenders, and professionals in the criminal justice system. There will be a particular focus on the relationship between gender and the justice experience especially that of victim-offender. The course will also examine gender based employment issues for criminal justice professionals.</td>
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<td>SOC 4465</td>
<td>Violence Between Intimates</td>
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<td>This course examines theories of intimate violence, as well as empirical research that tests the theories. Violence in various types of intimate relationships will be discussed: heterosexual marriage, gay and lesbian relationships, dating relationships, parent-child relationships.</td>
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<td>SOC 4475</td>
<td>Restorative Justice: Theory</td>
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<td>Restorative justice is a new movement in the fields of victimology and criminology. Acknowledging that crime causes injury to people and communities, it insists that justice repair those injuries and that the parties are permitted to participate in that process. This course will provide the student with a strong foundation in restorative justice through the use of text, supplemental readings, videos and guest speakers. Students will also gain an understanding of how restorative justice differs from our traditional justice process.</td>
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<td>SOC 4485</td>
<td>Restorative Justice: Practice</td>
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<td>This course places restorative justice theory into practice. Students will learn and become proficient in several restorative practices including peacemaking circles, sentencing circles, restorative conferencing, reparative boards, youth aid panels, and victim offender mediation. As an experiential course, students will participate in all of the practices throughout the semester. Some of these practices are hundreds of years old. Many criminal justice agencies see potential widespread application. The skills taught in this course can be used in any situation involving conflict. Prerequisite: SOC 4475</td>
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<td>SOC 4495</td>
<td>Federal Criminal Law and Prosecution</td>
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<td>This covers federal criminal law and its enforcement. Major areas include an overview of federal crimes, elements of the United States Code, origin and scope of federal criminal law, and the role of federal agents in the support of prosecutions. Specific topics include mail and wire fraud, the Hobbs Act, official bribery and corruption, organizational crime, drug enforcement, money laundering, criminal civil rights violations and remedies, interference with witnesses, federal versus state prosecution, sentencing guidelines, and asset forfeiture.</td>
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<td>SOC 4505</td>
<td>Federal Criminal Justice</td>
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<td>This course will examine the criminal justice at the federal level. The main areas are the role of each branch of government; how agencies are funded; the major investigation, prosecution, probation, and correction elements; and individual investigative agencies including Inspector General. The course will cover the mission of and interrelationships among individual agencies.</td>
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<td>SOC 4515</td>
<td>Multiculturalism and Diversity in Criminal Justice</td>
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<td>The purpose of this course is to present a conceptual framework to provide understanding of the special conditions of minorities in the context of the criminal justice system and encourage the development of culturally and gender specific compatible skills and practical approaches to more adequately meet the challenges presented by working with minority population concerns, problems and needs.</td>
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<td>SOC 4525</td>
<td>Criminal Jurisprudence</td>
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<td>As a branch of constitutional law, criminal jurisprudence focuses on the balancing of individual rights with police functions and the need to ensure public safety. Basic principles of criminal jurisprudence will be taught using the case study method. Emphasis will be directed at the body of law and doctrine that has developed under the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments since the 1960s. Topics will include due process and confessions, remedies for constitutional violations, punishment and sentencing.</td>
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<td>SOC 4535</td>
<td>Crime and Urban Communities</td>
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<td>This course examines crime and delinquency at the level of the urban neighborhood. This course takes an in-depth look at the theories and research that has emphasized the community level factors that lead to crime and delinquency, and examines the topic of what neighborhoods can do to prevent crime. The course will also consider policies that aim at alleviating neighborhood problems and reducing crime. The course has a practical component that requires students to apply what they learn in class to specific problems of crime and disorder in local communities.</td>
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<td>SOC 4545</td>
<td>Law Enforcement Intelligence Analysis</td>
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<td>This course pursues the deliberative and cognitive activities and methodologies that surround the production of intelligence information, in support of decision-making at the strategic, tactical, and operational levels of law enforcement. Also examined are the structure and supervision of the intelligence analysis unit at various levels of law enforcement, and the role of the analyst.</td>
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<td>SOC 4555</td>
<td>Law Enforcement Intelligence: Policy and Process</td>
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<td>This course provides insights into the contemporary functions of law enforcement strategic, tactical, and operational intelligence and its influence upon crime prevention policy. The discussion will include the intelligence process in the context of intelligence unit structure and supervision, operating procedures, and resources. The course will examine how law enforcement intelligence relates to organizational relationships, planning, and decision-making.</td>
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<td>SOC 4585</td>
<td>Professional Writing for Law Enforcement</td>
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<td>The course is designed to develop the cognitive and technical skills of effective writing for law enforcement. Primary emphasis will be given to the &quot;craft of writing&quot;, thus, learning the techniques and skills of effective communication in the law enforcement workplace. Class assignments will enhance students' use of computer technology in the writing process. These tools are then applied to a variety of topics, including correspondence, memos, investigative reports, and presentations.</td>
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<td>SOC 4595</td>
<td>Electronic Intelligence Analysis</td>
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<td>This course will use the latest computer technology to train students in the use of Analyst Notebook 7, an electronic version of link analysis, telephone toll analysis and flow charts. Analyst Notebook 7 is the program currently being used by the CIA, FBI, NSA, US ARMY, INS, CUSTOMS, SECRET SERVICE, HOMELAND SECURITY, DEA, and more than 1500 other National, State and Local Law Enforcement agencies throughout the world, to combat Terrorism, Drug Smuggling, Money Laundering and Organized Crime. It is a hands-on training course and is limited to twenty-five students. Prerequisite: SOC 4545.</td>
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<td>SOC 4605</td>
<td>Basic Principles of Behavior Analysis</td>
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<td>Learning serves as the basis for behavior change. In the field of criminal justice, programs often attempt to rehabilitate delinquents and offenders. This is an advanced course on principles of learning. This course will cover studies of principles of learning from relatively simple animal studies to more complex issues such as the acquisition of human language. We will outline from a behavior analytic perspective on such issues as thinking, feeling, and imagining. We will follow the structure of Catania's text including an overview of learning processes, learning without words in an evolutionary context, and with words examining memory.</td>
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<td>SOC 4615</td>
<td>Applied Behavior Analysis</td>
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<td>Often Criminal Justice Personnel are called to function as behavior managers. To function effectively as a behavior manager/analyst, Criminal Justice Personnel need to grasp the basic concepts of human behavior and its change. This course covers the practical aspects of being an applied behavior analyst working in the criminal justice system, school system and the community setting. The topics will cover: basic principles of applied behavior analysis; the application of these principles to children ADHD, ODD, and CD8; writing behavioral objectives; training parents and paraprofessionals to execute operant and respondent based treatments; programming for generalization; working as a behavior analyst in a CASSP system; and legal and ethical issues in the treatment of children in a diverse society</td>
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SOC 4625 Behavior Analysis and Consultation 3 credits
Professionals in the field of criminal justice often serve as consultants. Consultation has become a major approach to service delivery of psycho-educational services to children and adolescents. This course focuses on behavioral consultation in the juvenile justice system, school system, workplace, and community settings. The topics covered are best practices in behavioral consultation, the verbal behavior of the consultant and the consultee, building a consulting relationship, problem identification interviewing, direct observation methodology, problem analysis interviewing, skills and functional behavioral assessment methodology, functional analysis, standardized behavioral assessment, positive behavioral support and developing a competing behaviors model, treatment plan design and implementation, and treatment evaluation using single subject designs and graphical analysis of the data.

SOC 4635 Behavioral Development 3 credits
Many people in the justice system today are there because of emotional and behavioral disorders. Conceptualization of behavior problems and the origins of behavioral disorders are critical to the functioning of a criminal justice professional. This course focuses on Basic Principles in Behavior Analysis and how they shape the development of normal and abnormal children. The role of these principles in normal development and developmental problems such as language delays, motor developmental delays, conduct and oppositional defiant disorder, childhood depression and autism are explored. The course reviews field applications including observations, functional behavioral assessment, curriculum-based measures and intervention strategies that involve both the school and the family.

SOC 4645 Clinical Behavior Analysis 3 credits
This course observes behavior analysis as it enters into the child clinical, adult clinical, supervisory level and organizational behavior. The primary goal of the course is to provide an overview and skills for behavior analysts in criminal justice to function as parole and probation officers with both adults and children, as well as organizational and system level change experts.

SOC 4675 Evidence Based Practice in Substance Abuse/Behavioral Health Treatment 3 credits
Increasingly the Substance Abuse/Behavioral Healthcare field is being asked to prove that it offers a valuable treatment service for the funds it receives. This course will explore “best practices” including practice guidelines, treatments that are efficacious and evidence based treatments for substance abuse/addiction. The course will look at the level of energy needed and the complexities to transport “Evidence Based Scientific Knowledge” into a “real” clinical environment.

SOC 4705 Communication and Conflict Resolution 3 credits
This graduate-level course will introduce the student to the central principles of conflict management in a wide variety of contexts—from personal relationships to the workplace. The course includes: (1) the role of communication, emotions, perception, culture, power, and personalities on how conflicts unfold, escalate and de-escalate; (2) interest-based negotiation and other practical approaches for managing or resolving conflicts; and (3) ethical, moral, and philosophical insights into the process of creating.

SOC 4715 ADR Processes 3 credits
This graduate-level course will acquaint students with the basic theories behind alternative dispute resolution. Students will practice the skills associated with those theories through guided role-plays. The primary ADR processes that students will explore are negotiation, mediation, arbitration, circles, facilitated dialogues, and hybrid processes.

SOC 4805 Foundations of Addiction for Criminal Justice Professionals 3 credits
The course is designed to meet the needs of the criminal justice professional in dealing with the human and social consequences of addiction. The course will provide an understanding of substance abuse problems and addiction in American society. It is designed to provide a framework for exploring the effects of these problems on the many aspects of American culture including: the individual, family,
criminal justice system, healthcare system, and the workplace. Course content will also include a critical analysis of current and past treatment interventions.

**SOC 4905 Directed Readings** 3 credits
An opportunity to conduct extensive literature review under the supervision of a faculty member. Such work must be preceded by a proposal that must be approved by the Director of the Graduate Criminal Justice program.

**SOC 4915 Directed Research** 3 credits
An opportunity to conduct a research project under the supervision of a faculty member. Such work must be preceded by a proposal that must be approved by the Director of the Graduate Criminal Justice program.

**SOC 4925 Internship in Behavior Analysis I** 3 credits
The academic component of a field experience or professional development in the behavior analysis field. Field experience based on 300 contact hours. Such work must be preceded by a proposal that must be approved by the Director of the Graduate Criminal Justice program.

**SOC 4935 Internship in Behavior Analysis II** 3 credits
The academic component of a field experience or professional development in the behavior analysis field. Field experience based on 300 contact hours. Such work must be preceded by a proposal that must be approved by the Director of the Graduate Criminal Justice program. *Prerequisite: SOC 4925*

**SOC 4945 Internship in Behavior Analysis III** 3 credits
The academic component of a field experience or professional development in the behavior analysis field. Field experience based on 150 contact hours. Such work must be preceded by a proposal that must be approved by the Director of the Graduate Criminal Justice program. *Prerequisite: SOC 4935*

**SOC 6005 Thesis Supervision** 3 credits
An integrative course in which the student is expected to complete a research paper utilizing the research methods and subject matter competence obtained in previous courses. Prerequisites include SOC 4075 and 4585. Thesis courses may only be taken near the end of a student’s curriculum, will be scheduled over a fall/spring sequence, and will be continued until the research is completed. *Encouraged for students who plan to pursue a Ph.D. Permission of the Director required*

**Department of Education**

*Jeanne F. Brady, Ph.D., Chair, Department of Education*

The Department of Education provides opportunities for study in fields related to teacher education, educational leadership and the area of corporate training and development. Programs leading to teacher certification, the Master of Science degree, and the post-Master’s certificate are available in a variety of fields. The Department offers formal programs in teacher certification, supervision and administration, and training and organization development.

A mission of the Department is to provide professional training for persons in service-related occupations. Teachers/administrators and corporate trainers will all also find opportunities for professional advancement in the varied courses of study. In the Jesuit tradition, the Department seeks to instill a sense of service to others in all of its programs.

The education programs provide a balance of classroom and field experiences. In selected courses, students are required to do the traditional research for expected learning and are required to complete field-based assignments. The faculty in the Department share broad and eclectic theoretical backgrounds, all balanced by
the practical experience that each one brings to the classroom. The faculty who prepare teacher educators have experience at the elementary or secondary levels, and those involved in training and organization development have vast experience in public and private professional training and staff development. A limited number of full-time graduate assistantships are also available for accepted students.

**Departmental Programs**

The Department of Education offers programs within two different components, each of which is described in a separate section of this Catalog. These components include Graduate Education, and Training and Organizational Development.

**Education**

*Encarna Rodriguez, Ph.D., Director, Graduate Education Programs*

*Barbelin 211, (610) 660-3348, erodrigu@sju.edu*

The Department offers Master's degree programs designed to meet the interests and needs of pre-service and in-service elementary and secondary school professionals. For those seeking initial certification, programs are available in the secondary school (grades 7–12) areas of General Science, Biology, Chemistry, Physics, Mathematics, Citizenship Education, English, Art Education (K-12), German (K–12), Italian (K–12), Latin (K–12), French (K–12), and Spanish (K–12). Initial certification programs are also available in Elementary Education (K–6), Special Education (K-12) and Reading Education (specialist, K–12), Principal (K–12), Curriculum Supervisor (K–12), Reading Supervisor, Special Education Supervisor, and Superintendent’s letter of eligibility.

The Department also has programs leading to certification in the areas of curriculum supervision and principal certification at the elementary and secondary levels, as well as Instructional Technology Specialist and Superintendent’s Letter of Eligibility. Specialization programs are also available in other areas of professional education. Professional programs lead to certification in the Commonwealth of Pennsylvania, and students interested in out-of-state licensing are encouraged to seek the advice of the Department of Education of the state to which they are applying for certification.

The teacher education and certification programs seek to increase students’ awareness of the function of schools in a modern, pluralist society, as well as to develop the concept of teaching as a career of vital service. The programs are intended to develop and refine competencies in prospective teachers so that they will be able to meet the demands of teaching in a variety of school environments, public and private, urban and suburban. Each of the courses in the programs, in its own way, explores historical and current theories, as well as problematic issues relevant to the varied areas of study in education. Each course in professional pedagogy focuses on students in the regular classroom, as well as on students with exceptional educational needs. Issues of the least restrictive environment, the effect of socioeconomic background, and the impact of gender, race, and class on the learning of students are explored in a variety of course offerings. Complementary field experiences/observations are included as part of appropriate courses, which strike a balance between urban and suburban schools, with their differing situations, needs, problems and opportunities.

The Department also offers certification programs in education that do not lead towards the Master's degree. Students interested in any of the certification areas listed above, but not interested in a formal advanced degree, should consider the **Teacher Intern Program** or the **Post-Baccalaureate Certification Program** described below. Admission to these programs is based on the standards for admission to the Master’s degree programs listed in this Catalog.

The Learning Institute at Saint Joseph’s offers graduate level workshop-style courses for teachers on current educational topics designed to increase success in the classroom. Courses are taken for graduate credit, as approved by the Pennsylvania Department of Education, for permanent certification, and Act 48 credit.
Scheduling is tailored to part-time students. Courses are offered in the late afternoon and evening, and selected courses are available during summer sessions. Students are required to speak with their advisors on a continuing basis so that they might plan their sequence of courses with care.

A Curriculum Center is maintained in Drexel Library for the use of all interested students. Instructional materials representing a wide variety of grade levels and subject areas are available for student use. Microcomputers and appropriate software for courses taught within the Department are available in the Barbelin computer lab and in the Drexel Library. In addition to an introductory course on the role of technology in education (EDU 4175 Computers for Educators), a number of other courses in the program demonstrate and encourage the use technology in the teaching/learning process.

**Admission Requirements and Procedures**

Prospective students should submit the following to the Office of Graduate Programs:

- A completed application form (available in the Graduate Programs Office) with a non-refundable application fee.

- A formal letter of application outlining the candidate’s professional study, and two letters of recommendation appraising the candidate’s promise and capacity for graduate study, reflecting, from a professional’s point of view, the candidate’s ability to pursue a rigorous, independent course of study at the graduate level. Students applying for supervisory or principal certification should note that special recommendation forms exist for application.

- Official transcripts of all coursework from each graduate and undergraduate institution attended. Students must have achieved a 3.0 Grade Point Average (GPA) in their undergraduate work.

- First certification applicants must also have taken two English courses and two math courses in their previous coursework in higher education.

Admission to all programs is done on a rolling basis. Students are responsible for verifying that all materials required for application have been received by the Graduate Office. Students who are not fully accepted into the master's or post-baccalaureate programs may register for courses on a non-matriculated basis during their first semester of coursework; however, they must meet with their program advisor prior to such registration.

International students should consult additional requirements described in *International Students* under *General Information*.

**Scholarships**

The Education Department offers scholarship aid to students. The Educator's Scholarship provides a reduction in tuition for those accepted into a certification or degree program in the Department. For FY 2008-2009, the cost for a graduate credit in Education is $752, with the Educator’s Scholarship the cost is $480 per credit. To qualify for the scholarship, a student must be employed as a teacher or school administrator, or plan to study education as a discipline or future vocation.

A limited number of graduate assistantships are also available; these assistantships provide free tuition for nine credits per semester, as well as a stipend. Graduate assistants are required to be full-time students and to perform 20 hours of department-related work per week during the academic year. Applications for these positions are accepted each spring for the coming academic year. For more information, contact the departmental secretary at (610) 660-1583.
Time Limit and Course Load

All graduate students are expected to complete all course requirements for the degree within five years. All courses must be completed at the 4000 level or above. A full-time course load is three courses (9 credits) per term for fall and spring semesters, and four courses (12 credits) for the summer term. Working professionals may not register for more than two courses (6 credits) for the fall and spring terms and two courses (6 credits) for each summer term. Any exceptions to this policy must be approved by the Director of Graduate Education. Students requesting full time status should submit a letter in writing to the Graduate Education Director stating that they are working less than 20 hours per week during the semester(s) for which full-time status is being requested.

Certification Requirements

Students seeking certification in a secondary subject area must provide evidence of an undergraduate major in their specialty area or obtain approval from the Department to complete appropriate coursework. Early advising in the program is necessary. Students seeking certification in elementary education, special education or in reading education should discuss their plans of study with an advisor at the time of admission. No student with a GPA of less than 3.0 upon completion of the program will be certified in any area. In addition, candidates for secondary certification are expected to have a minimum GPA of 3.0 in their subject matter area; those who do not may be required to take additional coursework in the pertinent content area.

Students must also have passed all required Praxis tests for their area in order to be certified.

NOTE: First certification graduate students must have successfully completed the PPST (basic skills) Praxis tests prior to the application for student teaching. These include reading, writing, and mathematics.

Several of the programs offered by the Graduate faculty in Education can lead to certification and the Master's degree. There are selected programs, however, that lead to certification only or to the Master's Degree without certification. Students are advised to discuss their educational plans before and after the admissions process with the Graduate Education Advisor (610-660-3364; graduate_education@sju.edu).

All certification programs meet the General and Specific Standards of the Bureau of Teacher Preparation and Certification of the Department of Education in the Commonwealth of Pennsylvania. Candidates are required to meet certification standards in force at the time of their application for certification.

Criteria for certification is demonstrated professional behavior in the classroom and in field placements. Students who do not meet the high standards of professionalism established by the Department and delineated in the Student Handbook will not be recommended for certification to the Pennsylvania Department of Education.

PLEASE NOTE: The State Board of Education adopted changes that affect all of PA's teacher certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. These new regulations should be incorporated into all teacher education programs that prepare preservice teachers to be certified by January 1, 2013. The Department of Education at Saint Joseph's University is making changes to comply with these new requirements and, therefore, additional program requirements will be developed and incorporated to our certification in the next academic year.

Field Experiences (Labs)

Field Experiences accompany three graduate courses: American Education, Psychology of Teaching, and Reading/Literature II (elementary), or Instructional Techniques for... (subject area—secondary). If the student is already teaching, these labs may be completed in his or her own school; if not, the Director of Field
Experiences will place the student in an appropriate school. Assignments for the labs are given by the instructor of the course they accompany. Students taking the labs in the summer and unable to complete them in a school at that time will be given an “In Progress” grade until they are able to complete them in the following fall semester. The classroom teacher hosting the field experience student must sign off on a record of attendance.

The Commonwealth of Pennsylvania requires employees working in schools to obtain both a criminal (Act 34) and child abuse (Act 151) background check. Students conducting a field experience placement must also have these clearances prior to beginning their field placement. The clearances are good for one calendar year. Students conducting a field experience also need to provide their FBI Criminal History Record Check before entering the schools.

**Student Teaching**

Students must apply to the Director of Field Experiences nine months prior to actual enrollment in Student Teaching. Students must demonstrate a 3.0 cumulative grade point average to participate in this program. Secondary certification candidates must have a 3.0 GPA in their content field as well. In addition, students will be expected to demonstrate completion of all prerequisite courses. Finally, students must demonstrate successful completion of all appropriate Praxis tests.

The Commonwealth of Pennsylvania requires employees working in schools to obtain both a criminal (Act 34) and child abuse (Act 151) background check. Student teachers must also have these clearances prior to beginning their field placement. Additionally, student teachers need to provide their FBI Criminal History Record Check before entering schools.

**Advising**

For inquiries about any graduate education program, prospective students are encouraged to contact the Graduate Education Advisor at 610-660-3364 or graduate_education@sju.edu. All students accepted into the program are required to meet with the Graduate Education Advisor before they register for courses to review the student’s transcripts and to determine whether there is a need for additional courses at the undergraduate level.

**M.S. in Education with Level I Certification**

The M.S. in Education leading to Level I certification is designed for students who have an undergraduate degree in a discipline other than Education. Candidates’ undergraduate coursework must be in conformity with the guidelines established for Saint Joseph’s certification programs. Students lacking adequate preparation will be required to take prerequisite coursework in appropriate disciplines. The M.S. degree requires 36 credits of coursework and the special one-credit field labs associated with specific courses. Students enrolled in this program may be certified to teach the following areas and grade levels:

- Elementary Education (K to 6)
- Secondary Education (7 to 12)
  - Sciences: General Science, Chemistry, Biology, Physics
  - Foreign Languages (K to 12): French, Latin, German, Spanish, Italian
  - Mathematics
  - Citizenship Education
  - English
  - Art Education
Elementary Certification

Encarna Rodriguez, Ph.D., Director, Graduate Education Programs
Barbelin 211, (610) 660-3348, erodrigu@sju.edu

The following courses are required for elementary certification (note that the three one-credit labs do not apply to the 36 graduate credits required for the Master’s degree):

**Prerequisite**

EDU 4025 Human Development and Learning

**Educational Foundations** (4 courses + labs)

- EDU 4005 Educational Leader as Researcher and Reflective Practitioner
- EDU 4015 American Education
- EDU 4016 Certification Lab I (1 credit)
- EDU 4035 Psychology of Teaching
- EDU 4036 Certification Lab II (1 credit)
- SPE 4805 Education of the Special Learner

**Certification Requirement:**

PPST section of Praxis I

**Pedagogy: Reading/Literature** (2 courses + 1 lab)

- EDU 4045 Reading/Literature I
- EDU 4055 Reading/Literature II
- EDU 4056 Certification Lab III (1 credit)

**Pedagogy: Mathematics and Sciences** (3 courses)

- EDU 4065 Mathematics in Elementary Schools
- EDU 4075 Social Studies in Elementary Schools
- EDU 4085 Science in Elementary Schools

**Pedagogy: Integrating Curriculum** (1 course)

- EDU 4095 Creative Expressions

**Fieldwork** (6 credits)

- EDU 4215 Elementary Fieldwork (6 credits)

**Certification Requirement:**

- Elementary Specialty Tests of Praxis
  - Fundamental Subjects: Content Knowledge
  - Elementary Education: Curriculum, Instruction, and Assessment

Early Childhood Education Certification Concentration
(pending PDE program approval)

Encarna Rodriguez, Ph.D., Director, Graduate Education Programs
Barbelin 211, (610) 660-3348, erodrigu@sju.edu
Secondary Certification

Encarna Rodriguez, Ph.D., Director, Graduate Education Programs
Barbelin 211, (610) 660-3348, erodrigu@sju.edu

Prerequisite coursework to meet certification standards may be required. Elective coursework listed is required for M.S. degree, but not for certification. The following courses are required for secondary certification (note that the three one-credit labs do not apply to the 36 graduate credits required for the Master’s degree):

**Prerequisite**
- EDU 4025 Human Development and Learning

**Educational Foundations** (4 courses + 2 labs)
- EDU 4005 Educational Leader as Researcher and Reflective Practitioner
- EDU 4015 American Education
- EDU 4016 Certification Lab I (1 credit)
- EDU 4035 Psychology of Teaching
- EDU 4036 Certification Lab II (1 credit)
- SPE 4805 Education of the Special Learner

**Certification Requirement:**
- PPST section of Praxis I

**Pedagogy: Reading** (1 course)
- EDU 4105 Reading in the Content Area

**Pedagogy: Content Specific** (1 course + 1 lab)
- EDU 4136 Pedagogy Lab (1 credit)
- EDU 4125; 4135; 4145; in Spring Semester or
- EDU 4155; 4165; in Fall Semester

**Fieldwork**
- EDU 4225 Secondary Fieldwork (6 credits)

**Certification Requirement:**
- Specialty Area Test of Praxis
- Test in candidate's content field

**Graduate Electives**
- EDU 4 courses in Certification Area or Related Field as needed to complete 36 graduate credits

Students seeking certification in English should include the following courses in their elective program:
- EDU 4115 Literature for Adolescents
- EDU 4355 Writing in the Classroom

Students seeking certification in Foreign Languages or English must include the following course in their elective program:
- EDU 4195 Linguistic Topics in Education

Students seeking certification in Mathematics may include four courses in Mathematics Education in their elective program. These courses are designated by MED and are listed separately in the Mathematics Education section of this catalog.
OATCERT (Online Accelerated Teacher Certification) Program

Stephen P. Gary, Director, OATCERT Program
Barbelin 111, (610) 660-3163, sgary@sju.edu

OATCERT is an online, campus-free program which can lead to Pennsylvania secondary teacher certification (grades 7-12) as well as to an MS in Secondary Education. Candidates must hold a bachelor's degree in one of the content areas for which certification is endorsed: English, Mathematics, Science (Biology, Chemistry, General Science, Physics), Citizenship, Foreign Language (Spanish, French, German, Italian, Latin).

**Prerequisite**
Introductory Course in Psychology

**Required courses for PA Certification (24 credits)**
- EDU 5435 Using Technology for Instruction and Assessment
- EDU 4035 Psychology of Teaching
- EDU 4036 Certification Lab II (Co-requisite to EDU4035)
- EDU 4015 American Education
- EDU 4016 Certification Lab I (Co-requisite to EDU4015)

SPE 4805 Education of the Special Learner
- EDU 4105 Reading in the Content Areas
- EDU 4205 Theoretical and Practical Issues for Secondary Teaching
- EDU 4206 Practical Issues for Secondary Teaching Lab (Co-requisite to EDU4205)
- EDU 4225 Secondary Fieldwork

**Certification Requirement:**
Praxis Exams
- PPST Section of Praxis I
- Praxis II Content Knowledge in certification area

**Prescribed Electives for MS degree (12 credits)**
- EDU 4005 Educational Leader as Researcher and Reflective Practitioner
- EDU 4575 Critical Contemporary Educational Issues
- EDU 4705 Promoting Communication, Collaboration, and Access to Community Resources
- EDU 4545 Law and American Education

**Certification in Reading**

Althier Lazar, Ph.D., Director, Reading Programs
Barbelin 205, (610) 660-3078, alazar@sju.edu

This graduate program prepares educators to meet the literacy needs of children. This program is suited to classroom teachers who wish to become reading specialists, or those teachers who want to provide appropriate instruction for the wide range of needs within the regular classroom.

Students in the Reading Specialist program are expected to have obtained their Level I certification. Noncertified students accepted into the program will be expected to complete Level I elementary certification while pursuing the specialist certification or the M.S. degree.

The M.S. degree requires a total of 36 credits, as follows:

**Reading Component**
- EDU 4405 Current Trends in Literacy Teaching *(if student lacks background)*
- EDU 4355 Writing in the Classroom
EDU 4415 Psychology of Literacy
EDU 4425 Advanced Literacy Assessment
EDU 4435 Instructional Interventions in Literacy
EDU 4445 Literacy Research
EDU 4455 Planning and Organizing Literacy Programs
EDU 4475 Literacy Practicum (6 credits)
Elective one course to be determined by needs of certification program; course may be prescribed

Professional Educational Component
Electives three courses to be determined by needs of certification program; some will be free electives, others prescribed

Reading Certification Outside the M.S. Program

Althier Lazar, Ph.D., Director, Reading Programs
Barbelin 205, (610) 660-3078, alazar@sju.edu

The Reading Specialist certification can be earned outside of the M.S. program but should be coupled with Level I elementary certification. For certification as a reading specialist (non-degree program) students must take 27 credits:

EDU 4405 Current Trends in Literacy Teaching (if student lacks background)
EDU 4355 Writing in the Classroom
EDU 4415 Psychology of Literacy
EDU 4425 Advanced Literacy Assessment
EDU 4435 Instructional Interventions in Literacy
EDU 4445 Literacy Research
EDU 4455 Planning and Organizing Literacy Programs
EDU 4475 Literacy Practicum (6 credits)

plus one of the following (if needed):
EDU 4105 Reading in the Content Areas
EDU 4115 Literature for Adolescents
EDU 4465 Sociocultural Aspects of Literacy
EDU 5445 Multicultural Literature for Children

Reading Supervisory Program

Althier Lazar, Ph.D., Director, Reading Programs
Barbelin 205, (610) 660-3078, alazar@sju.edu

Since Reading Supervisors need experience as a Reading Specialist, prerequisites to acceptance into this phase of the program are a Level I and Level II certificate and the Reading Specialist Certification. The major focus of the program is to provide opportunities for developing administrative and interpersonal skills needed for educational leadership positions. The main goal of the program is to develop future supervisors who are broadly educated, demonstrate leadership capacity, work effectively with constituencies, facilitate growth and change, comprehend good practices of law and organization, practice effective organizational development, and promote an orderly and productive school environment. The combined Reading Specialist and Supervisory Program will require a minimum of 39 graduate credits:

EDU 4505 Administration, Organizational Culture & Planned Change
EDU 4515 Administration Theory and Human Resource Development
EDU 4525 Measurement & Evaluation of Instructional Outcomes
EDU 4535  Curriculum Development & Practice in Public & Private Schools
EDU 4545  Law and American Education in Public and Private Schools
EDU 4595  Advanced Fieldwork & Seminar in Education

Certification in Special Education

_Cathleen Spinelli, Ph.D., Director, Special Education Programs_
_Barbelin 204, (610) 660-3164, cathleen.spinelli@sju.edu_

This program allows graduate students to complete coursework leading to certification in special education. Details regarding such certification can be obtained by contacting Dr. Cathleen Spinelli at 610-660-3164.

The Master's in Education degree program is designed for students who already have an undergraduate degree and a level I certification in elementary education or are working towards Level I elementary certification at Saint Joseph's University.

This graduate program provides the student with extensive preparation for working with special needs students in the classroom. The program has a dual focus, the preparation of special education teachers and the development of master teachers remaining in the regular education classroom. The required courses are determined during the initial advising conference. Students are usually required to complete at least 36 graduate credit hours.

Prerequisites

Students applying must have a Level I Certification in elementary education. In the event that Level I has not yet been achieved, the student must be in the process of obtaining an Elementary and/or Secondary or Reading Specialist Certification. Special Education Supervisor certificate ia available (See Supervisor of Special Education Certification).

Special Education Courses for Certification

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 4805</td>
<td>Education of the Special Learner</td>
</tr>
<tr>
<td>SPE 4815</td>
<td>Special Education Diagnosis</td>
</tr>
<tr>
<td>SPE 4825</td>
<td>Teaching Techniques in Special Education</td>
</tr>
<tr>
<td>SPE 4885</td>
<td>Teaching Students with Moderate to Profound Disabilities</td>
</tr>
<tr>
<td></td>
<td>or SPE 4305 Families, Schools, and Community Collaboration in a Diverse Society</td>
</tr>
<tr>
<td>SPE 4905</td>
<td>Inclusive Classroom Environments</td>
</tr>
<tr>
<td>SPE 4846</td>
<td>Graduate Special Education Lab and Seminar</td>
</tr>
</tbody>
</table>

Supervisor of Special Education Certification

_Cathleen Spinelli, Ph.D., Director, Special Education Programs_
_Barbelin 204, (610) 660-3164, cathleen.spinelli@sju.edu_

This program is a cooperative effort of the Leadership Program and Special Education Programs of the St. Joseph's Graduate Education Department. It combines the strength of two programs for the preparation of tomorrow’s leaders in inclusive schools. Students take coursework in organizational culture, management functions, curriculum and supervision, research and measurement, and gain additional expertise in elementary/secondary and special education (K-12).

The Supervisor of Special Education Certification Program requires 24 credits, which can be taken in conjunction with the M.S. in Education degree program with a Reading Specialist concentration, requiring 36 credits, or the Principal's Program. Students must hold a valid teaching certification in Special Education and have at least five years of full-time teaching experience in special education. Students are urged to maintain
continued contact with the Special Education Director to assure program compliance and certification. Students must be formally admitted into the Special Education Supervisory Program for certification eligibility. Due to the wide variability in university special education programs, students must review their historical special education courses with the Special Education Director before they will be accepted. In the event that certain content is missing in a student’s transcript, prerequisite courses may be deemed necessary before the supervisory certification program can commence.

**Special Education Research (Prerequisite)**

- **SPE 4005** Educational Leader as Researcher

**Administration and Supervision**

- **EDU 4505** Administration, Organizational Culture and Planned Change
- **EDU 4515** Education Leadership and Human Resource Development
- **SPE 4915** The Law and Special Education
- **SPE 4925** Administration and Supervision of Special Education Programs
- **EDU 4565** Managing Financial and Material Resources
- **EDU 4535** Curriculum Development and Practice in Public and Private Schools.

**Practicum/Internship**

- **SPE 4965** Practicum in Special Education Supervision

**Certification in English as a Second Language (ESL)**

*Ailing Kong, Ph.D., Director, ESL Program*

*Barbelin 207, (610) 660-1581, akong@sju.edu*

The ESL training program at Saint Joseph's University is designed to prepare teachers who have a valid Pennsylvania Instructional I or II certificate to obtain the Pennsylvania Program Specialist-ESL Certificate. The program aims to help candidates develop theoretical understanding and pedagogical knowledge and skills that are needed in working with students who are learning English as a second language.

The Program Specialist-ESL Certificate Program requires 12 credits plus one lab credit:

- **EDU 5905** English Linguistics
- **EDU 5915** Language & Culture
- **EDU 5925** Second Language Acquisition
- **EDU 5935** Methods in Teaching English as a Second Language
- **EDU 5936** Pedagogy Lab

**Educational Leadership Program**

*Raymond Horn, Ph.D., Director of Educational Leadership and Professional Studies*

*Barbelin 110, (610) 660-1289, rhorn@sju.edu*

The program in Educational Leadership is a 36-credit professional degree which leads toward certification as a school supervisor (of curriculum and instruction in one’s certification area), elementary principal, or secondary principal. Students are urged to maintain continued contact with their assigned advisor to assure program compliance for certification.

Students must be formally admitted to the Educational Leadership program for certification eligibility. A valid teaching certification is a prerequisite for admission. Pre-program general education requirements include one course in American education and one course in the psychology of learning (or their equivalents) on the undergraduate or graduate level. Five years of full-time teaching experience—for supervisors, in their original certification area; for principals, in the type of school (elementary or secondary) for which they intend to be certified—must be completed by the time of certification.
Students currently holding a master’s degree can apply for special status as candidates for certification only, the number of required courses for which will depend upon Pennsylvania state requirements and past completed graduate courses. **Extensive internship and special admission procedures are required.** Requirements for the degree include the following courses:

**Administration and Supervision**
- EDU 4005 Educational Leader as Researcher and Reflective Practitioner
- EDU 4315 Interpersonal Relations
- EDU 4505 Administration, Organizational Culture, and Planned Change
- EDU 4515 Educational Leadership and Human Resource Development
- EDU 4525 Measurement and Evaluation of Instructional Outcomes
- EDU 4545 Law and American Education
- EDU 4555 Seminar in Administration of Curriculum and Instruction
- EDU 4565 Managing Financial and Material Resources
- EDU 4575 Critical Contemporary Educational Issues

**Supervisor Program**
- EDU 4535 Curriculum Development and Practice in Public and Private Schools

**Principal Program**
- EDU elective (one selection)

**Fieldwork and Internship**
- EDU 4595 Advanced Fieldwork/Seminar (6 credits)

**M.S. in Instructional Technology with Instructional Technology Specialist Certification**

*Stephen P. Gary, Director, Instructional Technology Program*
*Barbelin 111, (610) 660-3163, sgary@sju.edu*

This program is designed to prepare high quality professionals capable of assuming leadership roles within the field of instructional technology in an individual school, school district, or regional educational setting. We provide solid theoretical, research-based information to our students and equip them with a tool set that can be directly applied to their responsibility to integrate technology into the curriculum. This program leads to certification as an Instructional Technology Specialist and to a Master's Degree in Instructional Technology (36 credits)

**Required courses (24 credits)**
- EDU 5305 Technology Planning Across the Curriculum
- EDU 5315 Technology Applications for the Classroom
- EDU 5325 Research in Instructional Technology
- EDU 5335 Instructional Design
- EDU 5345 Applying Theories of Learning to Interactive Technologies
- EDU 5355 Multimedia Productions
- EDU 5365 Introduction to Interactive Technologies
- EDU 5405 Networks: configurations and Implementation

**Elective courses (6 credits)**
- EDU 5385 Advanced Instructional Design
- EDU 5395 Distance Communications
- EDU 5375 Instructional Applications for Internet
- EDU 5475 Emerging Internet Technologies
Graduate Arts and Sciences Programs

**Final requirement (6 credits)**
- EDU 5495 Graduate Internship (6 credits)

**Master of Science in Education**

*Encarna Rodriguez, Ph.D., Director, Graduate Education Programs*
*Barbelin 211, (610) 660-3348, erodrigu@sju.edu*

The Master of Science degree in Education is a course of professional study which allows a concentration in education and an allied field. The Department offers concentrations in biology, mathematics, computer science, Spanish, and professional education.

The concentrations in business, chemistry, mathematics, and computer science allow professionals who are currently certified to strengthen their undergraduate academic background while adding to their comprehensive professional education. The M.S. degree in these concentrations requires 36 credits of study. Students enrolling in these programs should have an undergraduate major in the concentration and preferably a minor in secondary education. Students who do not have sufficient undergraduate preparation will be required to take additional coursework. Students may choose to obtain a dual certification in their master's program by opting to add a Reading or Principal certification to their M.S. in Education with Special Education.

The concentration in professional education is designed to allow flexibility, within program specifications, to focus study in approved areas. The professional education degree requires 36 credits of study. The Educational Leadership area of study is designed for persons interested in receiving supervisory (subject matter) or elementary/secondary principal certification.

**Biology Concentration**

The Master of Science in Education with a concentration in biology requires 36 credits of study (12 courses), as follows:

- professional education (including EDU 4005) ..................5 courses
- graduate biology .....................................................4 courses
- electives (science education or fieldwork) ......................3 courses

**Mathematics Concentration**

The Master of Science in Education with a concentration in mathematics requires 36 credits of study (12 courses), as follows:

- professional education (including EDU 4005) ..................5 courses
- graduate mathematics or computer science ......................4 courses
- electives (mathematics or education) ............................3 courses

Students are encouraged to consider MED courses which are specific to mathematics education. They are designated by MED and are listed separately in the Mathematics Education section of this catalog.

**Computer Science Concentration**

The Master of Science in Education with a concentration in computer science requires 36 credits of study (12 courses), as follows:

- professional education (including EDU 4005) ..................5 courses
- graduate mathematics or computer science ......................4 courses
- electives (computer science or education) .....................3 courses
Students electing a computer science concentration should consult with the Department chair when selecting courses. EDU 4035 and EDU 4085 may be used with permission of the mathematics advisor.

**Spanish Concentration**

The Master of Science in Education with a concentration in Spanish requires 36 credits of study (12 courses), as follows:

- Professional education (including EDU 4005)..................5 courses
- Graduate Spanish ..........................................................4 courses
- Electives (Spanish or education) ......................................3 courses

Students electing a Spanish concentration should consult with the Department chair when selecting courses.

**Professional Education Concentration**

Concentrations in professional education can be tailored to meet specific educational needs of candidates for the degree. Areas of study can focus on educational leadership or foundations in education. It is imperative that students interested in these areas of study have all coursework and programs approved by the Director prior to beginning a course of study.

**Middle School Concentration**

Concentrations in Middle School should include the following courses:

- EDU 4245  Growth and Development of the Middle School Child
- EDU 4255  Models of Teaching and Learning in the Middle School
- EDU 4265  Reading and Writing Across the Middle School Curriculum
- EDU 4275  Curriculum Development in the Middle School
- EDU 4935  Elementary/Special Education Student Teaching

**Post-Baccalaureate Certification Programs**

Encarna Rodriguez, Ph.D., Director, Graduate Education Programs
Barbelin 211, (610) 660-3348, erodrigu@sju.edu

The Post-Baccalaureate program is a non-degree granting certification program for students interested in elementary or secondary certification. While it is recommended that coursework leading toward certification be done at the graduate level, the post-baccalaureate programs do not require graduate level work. Coursework for certification in this program may be done at the graduate or undergraduate level, or in a combination of the two.

**Elementary Certification**

Either graduate or undergraduate courses may be used for elementary certification. In the list below, courses numbered 2000 to 2999 are for undergraduate credit. Elementary certification can be achieved by taking the following sequence (note that the three one-credit labs are above and beyond course graduation requirements):

**Prerequisite**

- EDU 2025  Introduction to Psychology
  (or EDU 4025 Human Development and Learning)
Graduate Arts and Sciences Programs

Educational Foundations (3 courses and labs)

EDU 2015    Schools in Society and EDU 1016 (1 credit lab)
     or EDU 4015 American Education and EDU 4016 (1 credit lab)
EDU 2035    Educational Psychology and EDU 2036 (1 credit lab)
     or EDU 4035 Psychology of Teaching and EDU 4036 (1 credit lab)
SPE 2115    Education of the Special Learner
     or SPE 4805 Education of the Special Learner

Certification Requirement:

PPST section of Praxis I Test

Pedagogy: Reading/Literature (2 courses)

EDU 2045    (or EDU 4045) Reading/Literature I
EDU 2055    (or EDU 4055) Reading/Literature II
     and EDU 2256 or EDU 4056 (1 credit lab)

Pedagogy: Mathematics and Sciences (3 Courses)

EDU 2065    (or EDU 4065) Mathematics in Elementary Schools
EDU 2075    (or EDU 4075) Social Studies in Elementary Schools
EDU 2085    (or EDU 4085) Science in Elementary Schools

Pedagogy: Integrating Curriculum (1 course)

EDU 2095    (or EDU 4095) Creative Expressions

Fieldwork (6 credits)

EDU 2905    (or EDU 4215) Elementary Fieldwork

Certification Requirement:

Praxis Exams
  • Fundamental Subjects: Content Knowledge
  • Elementary Education: Curriculum, Instruction, and Assessment

Secondary Certification

Encarna Rodriguez, Ph.D., Director, Graduate Education Programs
Barbelin 211, (610) 660-3348, erodrigu@sju.edu

Secondary certification can be achieved at the graduate level by completing all of the required courses listed in the Teacher Intern program below. Equivalent undergraduate courses leading toward certification are listed in the undergraduate Catalog. Human Development/Learning and Psychology of Teaching are prerequisite courses to all other courses in the program except for the Foundations course. The following sequence identifies the structure of the education courses required for certification (note that the three one-credit labs are above and beyond course graduation requirements):

Prerequisite

EDU 2025    Introduction to Psychology
     (or EDU 4025 Human Development and Learning)

Educational Foundations (3 courses)

EDU 2015    Schools in Society and EDU 1016 (1 credit lab)
     or EDU 4015 American Education and EDU 4016 (1 credit lab)
EDU 2035    Educational Psychology and EDU 2036 (1 credit lab)
     or EDU 4035 Psychology of Teaching and EDU 4036 (1 credit lab)
SPE 2115  Education of the Special Learner  
  or SPE 4805 Education of the Special Learner  

Certification Requirement  
PPST section of Praxis I  

Pedagogy: Reading (1 course)  
EDU 2315  (or EDU 4105) Reading in the Content Area  

Pedagogy: Content Specific (1 course)  
EDU 2325, 2335, 2345, 2355, or 2365  Instructional Techniques (for content area)  
and  
EDU 2326, 2336, 2346, 2356, or 2366  1 credit lab  
or  
EDU 4125, 4135, 4145, 4155, or 4165  Practical Issues (in content area)  
and  
EDU 4126, 4136, 4146, 4156, or 4166  1 credit lab  

(EDU 4135; 4155; 4165 in Fall semester)  
(EDU 4125; 4145 in Spring semester)  

Fieldwork (6 credits)  
EDU 4225  Secondary Fieldwork  

Certification Requirement:  
Praxis test in candidate's content field  

Students seeking certification in Foreign Languages and English must include the following course in their elective program:  
EDU 4195  Linguistic Topics in Education  

Teacher Intern Program  

Encarna Rodriguez, Ph.D., Director, Graduate Education Programs  
Barbelin 211, (610) 660-3348, erodrigu@sju.edu  

The Teacher Intern program is a non-degree granting certification program for persons interested in elementary and secondary school certification who have assurance of a teaching position. Upon admission into the program, successful completion of the required Praxis examinations, completion of any needed courses in the major and appropriate courses in professional education, and the assurance of a teaching position, students will be eligible for Intern certification (a three-year provisional certificate). Candidates for the Intern certificate must apply through the Chair of the Education Department.  

Students seeking admission into the Teacher Intern program are required to arrange for a teaching position in their area of certification before an Intern certificate is issued (letters of Intern candidacy can be arranged). Saint Joseph’s University does not make intern or graduate field placements for intern candidates.  

The Interdisciplinary Doctor of Education Program for Educational Leaders  

Raymond A. Horn, Ph.D., Director, IDEPEL Program  
Barbelin 209, (610) 660-3187, rhorn@sju.edu  

The specific aim of this Ed.D. program is to prepare future leaders in Education both theoretically and practically for educational reform, social change, and social justice. Courses within this program connect the
role of educational management, ethics, various research paradigms, culture, politics and policy in an interdisciplinary fashion. More generally, the Ed.D. program projects an ongoing vision of the Jesuit ideals of service and intellectual rigor. This is combined in partnership with and among University and community leaders. The principal’s certificate and the Superintendent’s Letter of Eligibility are awarded in the context of the Ed.D. program. (See doctoral handbook for academic policy guidelines.)

Requirements for the Doctor of Education

The following courses are required for the Ed.D. degree:

- EDU 7015 Professional Seminar
- EDU 7025 Ethics in Educational Leadership
- EDU 7035 Communication and Public Relations
- EDU 7045 Social Change, Culture, and Education
- EDU 7055 Principles of Quantitative Research
- EDU 7115 Human Resource Development and Management
- EDU 7125 Principles of Qualitative Research
- EDU 7135 Educational Planning and Evaluation
- EDU 7145 Qualitative Research Design
- EDU 7155 Educational Environment
- EDU 7165 Fiscal Resources
- EDU 7215 Contemporary Curriculum
- EDU 7225 Policy, Politics, and Community Relations
- EDU 7235 Administering the Dynamic Institution
- EDU 7245 Dissertation Seminar and Proposal Writing
- EDU 7255 Quantitative Research Design
- EDU 7995 Dissertation Study

Course Offerings

**EDU 4005 Educational Leader as Researcher and Reflective Practitioner** 3 credits

This course will focus on contemporary teaching practices. Introduction to qualitative and quantitative approaches from different theoretical perspectives will be presented. Content will include literature reviews and analysis and implications of existing research as connected to students’ major in Education. The role of teacher as reflective practitioner will be connected to research and its implications for personal praxis. **Prerequisites: EDU 4015 and EDU 4035.**

**EDU 4015 American Education** 3 credits

American education as a dynamic, sometimes cyclic, process. The origins, evolution, and realities of contemporary public and private schools are examined through critical reading original documents. Visits to elementary or secondary classrooms in multicultural setting provide a strong link to the teacher’s world. **EDU 4016 is linked with this course.**

**EDU 4016 Certification Lab I** 1 credit

This one-credit lab enables students to apply their theoretical understandings related to critical readings discussed in class. In addition, students experience first hand a variety of multicultural classroom settings.

**EDU 4025 Human Development and Learning** 3 credits

This course provides a study of the basic concepts of human development, learning, and cognition which impact upon the teaching/learning process, including physiological, psycholinguistic, cognitive and psychosocial areas. Attention is directed to the role of heredity and environment, to stage theories; to
individual differences and multicultural education; and to models of learning and cognition. This course meets the prerequisite for Educational foundations courses. Prerequisite for EDU 4035.

**EDU 4035 Psychology of Teaching**
This course introduces theoretical models of instructional design, student motivation, classroom management, and assessment. Attention is directed to instructional objectives; to lesson formats; to motivational strategies; to classroom discipline; to teacher attitudes and expectations; and tests and measurements. Particular attention is given to recent developments in schema theory and to constructivist models. Field activity is a required component of this course. **EDU 4036 is a required link with this course. Prerequisite: EDU 4025.**

**EDU 4036 Certification Lab II**
This one-credit lab will enable students to apply theoretical concepts related to cognition, language, and personality theories as evidenced in classroom settings. In addition, students examine the significance of critical thinking in classrooms.

**EDU 4045 Reading/Literature I**
This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of Basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas. **Prerequisite: EDU 4035.**

**EDU 4055 Reading/Literature II**
The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of Multicultural Literature and the Writing Process. Special fieldwork is required in this course. **EDU 4056 is a required link with this course. Prerequisite: EDU 4045.**

**EDU 4056 Pedagogy Lab**
This one-credit lab will enable students to apply their understanding of pedagogical theory in actual classrooms. Students investigate the relationship between concept development and instructional practices in classrooms.

**EDU 4065 Mathematics in Elementary School**
This course provides an overview of the development of mathematics as a part of the elementary school curriculum. Emphasis will be placed upon current research and the development of techniques useful in the presentation of mathematical concepts. Included in this course is a thorough investigation into the Standards and of the National Council of Teachers of Mathematics and examination of gender bias in the mathematics classroom. Special Fieldwork is required in this course. **Prerequisite: EDU 4035.**

**EDU 4075 Social Studies in the Elementary School**
The purpose of this course is to connect theory and practice in the teaching of elementary school social studies. Strategies for planning, implementing, and evaluating social studies instruction are designed with a focus on preparing children to be critical thinkers and young citizens in a global, technological and culturally diverse world. **Prerequisite: EDU 4035.**
EDU 4085 Science in the Elementary School 3 credits
This course is designed to provide students with the opportunity to investigate teaching modalities relevant to elementary school science. Emphasis is placed upon the philosophy, curriculum planning and organization, skill development, instrumental methodology, and classroom resources for the natural sciences. Prerequisite: EDU 4035.

EDU 4095 Creative Expressions 3 credits
The purpose of this course is to acquaint students with the basic philosophy concerning the role of art, music, and physical education as they relate to the classroom teacher. Special attention will be given to the teacher's role as a facilitator of creative expression through the use of a variety of pedagogical strategies and projects. The course will incorporate the use of audiovisual material. Prerequisites: EDU 4055, 4065, 4075, 4085.

EDU 4105 Reading in Content Areas 3 credits
The teaching of reading in various fields in middle and secondary schools will be the focus of this course. Topics examined will include reading in the school programs, problems in curricular materials, meeting individual needs, general and specific reading/study skills, critical reading, and adjustment of instruction to meet individual learning styles. Special focus on the use of audiovisual materials in the classroom is a core component of the course. Restricted to students in Level I Secondary Certification programs. Prerequisite: EDU 4035.

EDU 4115 Literature for Adolescents 3 credits
An exploration of the literature about and for young adults. The focus of the course will be on themes that reflect developmental concerns and parallels between contemporary young adult literature and selected classics. The course will also emphasize evaluation criteria for selecting bibliographical sources. Issues of appropriate social and cultural balance in the literature will be included in the course.

EDU 4125 Practical Issues in Secondary English 3 credits
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. EDU 4126 is a required link with this course. Prerequisite: EDU 4105.

EDU 4126 Practical Issues in Secondary English Lab 1 credit
This is a one-credit lab that enables students to apply their theoretical understandings of pedagogical theory in actual classrooms. Students investigate the relationship between concept development specific to the discipline and critical thinking.

EDU 4135 Practical Issues in Secondary Social Studies 3 credits
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. EDU 4136 is a required link with this course. Prerequisite: EDU 4105.

EDU 4136 Practical Issues in Secondary Social Studies Lab 1 credit
This is a one-credit lab that enables students to apply their theoretical understandings of pedagogical theory in actual classrooms. Students investigate the relationship between concept development specific to the discipline and critical thinking.
EDU 4145 Practical Issues in Secondary Foreign Languages 3 credits
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. 
EDU 4146 is a required link with this course. Prerequisite: EDU 4105.

EDU 4146 Practical Issues in Secondary Foreign Language Lab 1 credit
This is a one-credit lab that enables students to apply their theoretical understandings of pedagogical theory in actual classrooms. Students investigate the relationship between concept development specific to the discipline and critical thinking.

EDU 4155 Practical Issues in Secondary Mathematics 3 credits
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. 
EDU 4156 is a required link with this course. Prerequisite: EDU 4105.

EDU 4156 Practical Issues in Secondary Mathematics Lab 1 credit
This is a one-credit lab that enables students to apply their theoretical understandings of pedagogical theory in actual classrooms. Students investigate the relationship between concept development specific to the discipline and critical thinking.

EDU 4165 Practical Issues in Secondary Science 3 credits
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. 
EDU 4166 is a required link with this course. Prerequisite: EDU 4105.

EDU 4166 Practical Issues in Secondary Science Lab 1 credit
This is a one-credit lab that enables students to apply their theoretical understandings of pedagogical theory in actual classrooms. Students investigate the relationship between concept development specific to the discipline and critical thinking.

EDU 4175 Computers for Educators 3 credits
This is an introductory course designed to offer an overview of the role of technology, especially computers, in learning. The course will focus on the application of computers and technology in the learning process. Investigations of computer assisted learning, computer managed instruction, computer literacy, hardware and software and related technological learning systems will be central in the course. The impact of new technology on individuals, society, and educational agencies will be explored.

EDU 4185 Practical Issues in Art Education & Art History 3 credits
This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom. Enrollment in EDU 4186 is required with this course.

EDU 4186 Practical issues in Art Education & Art History Lab 1 credit
This course is taken in conjunction with the pedagogy course in Art. Students will be placed in a K-12 classroom where they will study issues related to teaching pedagogy.
EDU 4195 Linguistic Topics in Education 3 credits
Through the lens of educational research, this introductory-level linguistics course will provide an overview of the broad field of linguistics and will look at recent research in discourse analysis. It will also explore particular contexts of discourse such as legal fields, family interactions, childhood settings, the workplace, etc. Special attention will be given to language classroom discourse, the area of applied linguistic research that investigates empirical linguistic data from classroom interaction. The course will focus on substantive issues addressed by the research and theoretical frameworks used to structure the inquiry. This will fulfill certification requirements for (1) secondary level Foreign Language Teachers and (2) secondary level English Teachers, and is recommended for Reading Teachers.

EDU 4205 Theory and Practice for Secondary Teaching 3 credits
This course studies the content and methods for teaching the five PA certification disciplines: English, Foreign Language, Mathematics, Science, and Citizenship. National, state, and local standards are examined, which students consider in relation to curriculum design and pedagogy. Backward Design, a method for developing lessons and units, provides a common organizing framework that fosters good teaching. For part of the course, students study within their own discipline, interacting with texts that discuss curriculum frameworks, the planning of lessons and units, pedagogical content knowledge, and assessment. Ten models of teaching that are applicable to all disciplines are explored in detail. As students develop units of study, they gain practice in using these models and the Backward Design method.

EDU 4206 Practical Issues for Secondary Teaching Lab 1 credit
This is a one-credit lab that enables students to apply their theoretical understandings of pedagogical theory in actual classrooms. Students investigate the relationship between concept development specific to their discipline and critical thinking.

EDU 4215 Elementary Fieldwork 6 credits
Student or Intern teaching (or individually designed field experience) under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for the certification student. The fieldwork experience approximates a full-time working/teaching experience for one full semester. At the conclusion of the experience students must have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, using reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. The fieldwork course is typically the final course in a certification sequence. Students should apply to the Coordinator of Student Teaching based on the application deadlines established by the Department. Includes a weekly seminar.

EDU 4225 Secondary Fieldwork 6 credits
Student or Intern teaching (or individually designed field experience) under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for the certification student. The fieldwork experience approximates a full-time working/teaching experience for one full semester. At the conclusion of the experience students must have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, using reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. The fieldwork course is typically the final course in a certification sequence. Students should apply to the Director of Student Teaching based on the application deadlines established by the Department. Includes a weekly seminar.

EDU 4235 Elementary/Special Education Student Teaching 6 credits
This experience is designed as the capstone professional course for the Elementary/Special Education Major. It is to be the final course taken in the major sequence. The Student Teaching experience approximates a full-time working experience for the semester (fourteen weeks) and includes experiences in both regular and special education classrooms. It includes a seminar class each week in which issues related to student teaching are studied. At the conclusion of the Student Teaching experience, the student
shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the education setting, using reading, language and literacy skills in working with exceptional students, identifying instructional resources, using technology, and assessing student achievement. Students may take a maximum of one additional course during the student teaching semester. **Students should apply to the Director of Student Teaching prior to the expected semester of Student Teaching according to the application deadlines established by the Department. Includes a weekly seminar.**

**EDU 4245 Growth and Development of the Middle School Child 3 credits**

This course provides a study of the basic concepts of middle school child development including those in the physiological, cognitive and psychosocial areas. Attention is directed to the impact of middle school child development on the teaching-learning process including an examination of approaches to relevant, interdisciplinary curriculum that supports student choice and diverse teaching methods.

**EDU 4255 Models of Teaching and Learning in the Middle School 3 credits**

The purpose of this course is to examine the impact of the middle school philosophy on models of teaching and learning. In particular, focus will be on the features of grouping, interdisciplinary teaming, flexible scheduling, core curriculum and elective designs. There will also be an examination of student-centered strategies as focal to several traditional and alternative models of teaching.

**EDU 4265 Reading and Writing across the Middle School Curriculum 3 credits**

The purpose of this course is to provide a cohesive view of middle school language arts curriculum through a focus on reading, writing, speaking and listening. Emphasis will be on the application of basic skills students learned in earlier grades through the use of literature and individual and group investigations. Instruction and assessment with authentic tasks will also be emphasized.

**EDU 4275 Curriculum Development in the Middle School 3 credits**

This course provides an overview of the theory and practice of middle school curriculum development. This course will outline teaching methods and learning strategies for the core curriculum, differentiating instruction for students with special needs, and using technology for learning. Examination will be made of ways to implement school curriculum in a middle school setting.

**EDU 4305 Comparative Education 3 credits**

An examination of education in Europe, Asia, selected developing countries, and the United States. Focus is on historical, philosophical, and political issues that illuminate concerns in American education. Each student prepares a research project on issues and practices in a country or region of choice.

**EDU 4315 Interpersonal Relations 3 credits**

A study of the dynamics of interpersonal, intragroup, and intergroup relations. Emphasis will be placed on the teaching/learning process as well as the counselor/client relationship. A variety of instructional approaches, including lectures, discussions, and group activities will be utilized to develop interpersonal skills.

**EDU 4345 Cultural Diversity in Classrooms 3 credits**

This course is designed to promote the exploration of issues of cultural diversity in American Education in preparation for the changing needs of society. Specific emphasis will be placed upon the role of literature as a springboard for discussion and integration of diversity issues into the curriculum. Students will also investigate current research investigating diversity in schools.

**EDU 4355 Writing in the Classroom 3 credits**

A practical course in the teaching of writing across the curriculum. Practice in personal, creative, and expository writing. Methods of teaching writing and steps in the writing process (pre-writing, drafting, revising, editing, publishing) are emphasized in the course. **Restricted to certified teachers.**
EDU 4365 Sociology of Education 3 credits
A sociological examination of the American system: its social history and fit with our value structure. The bureaucratic nature of education and its role in social change will be focuses of the course. Special emphasis upon teacher/learner relationships and the significant challenges confronting education in a multicultural society.

EDU 4385 Developing the Elementary School Curriculum 3 credits
This course explains the theory and practice of curriculum development. Assessment of school faculty, students, philosophy, curriculum, educational objectives, and physical facilities will be a major focus of the course. The course will outline the core and adjunct components of an elementary school curriculum, describe ways to implement school curricula, and present evaluation techniques. Course requirements will include the development of a complete elementary school curriculum, the construction of an operational administrative organization for the plan, and (if possible) the overseeing of the implementation of new instructional designs in a school setting. The course includes a field component.

EDU 4395 Seminar in Science Education 3 credits
Course content will vary depending on the background of students. The course will always include a critical review of the literature and introduction of research in science education. Topics will vary from the pedagogical to the theoretical.

EDU 4405 Current Trends in Literacy Teaching 3 credits
This course provides an overview of current practices in literacy teaching, including balanced literacy, assessment-based differentiated instruction, culturally relevant teaching, and teacher inquiry. Students also examine the theoretical stances that undergird these practices.

EDU 4415 Psychology of Literacy 3 credits
Designed to provide educators with an understanding of the psychological basis of literacy acquisition and development. Emphasis will be placed upon interactive models of the reading process and their implications for classroom instruction. The role of language, cognition, information processing, affective factors and measurement in reading will be examined in detail.

EDU 4425 Advanced Literacy Assessment 3 credits
This course provides in-depth study of a wide range of children’s literacy behaviors through the lenses of various formal and informal assessments. Students will gather data using these assessments to analyze children’s literacy behaviors and make appropriate recommendations for instruction.

EDU 4435 Instructional Interventions in Literacy 3 credits
This course is designed to provide students with the opportunity to explore a wide range of instructional strategies that address specific literacy needs. Special attention will be given to the application of theory in critiquing instructional strategies. Prerequisite: EDU 4425.

EDU 4445 Literacy Research 3 credits
This course is designed to enable students to read and react critically to current research in the field of literacy. Emphasis will include an examination of the nature of educational research and the use and misuse of statistical analyses and interpretations of data. Students will complete a modified literature review of a specific topic to inform their own research agenda. Prerequisite: EDU 4425.

EDU 4455 Planning and Organizing a Literacy Program 3 credits
The study of the reading program (K-12) is central to this course which utilizes the concept of communication as a unifying theme. Aspects of the planning and organizing of the literacy curriculum are examined. Emphasis is placed on the role of the reading specialist in developing, coordinating, and administering a literacy program. Students will assess the strengths and needs of a school’s literacy program and make recommendations for improvement. Prerequisites: three reading specialist courses.
EDU 4465 Sociocultural Aspects of Literacy 3 credits
This course is based on theoretical frameworks relating literacy learning to the various contexts which lead learners to socially and culturally different ways of making sense and being in the world. It examines multiple views of language, literacy, and literacy development. Students explore the factors that impact literacy learning across different cultural communities. They also explore issues of race, class, and culture on language and literacy acquisition and development.

EDU 4475 Literacy Practicum 6 credits
During this practical experience, students work intensively with pupils who have reading difficulties in their school setting. Under the guidance of a supervisor, graduate students will conduct assessments and draw from these data to inform their instruction. Each student will be expected to develop a case study on at least one student during the practicum experience. Prerequisites: EDU 4415, 4425, 4435.

EDU 4485 Instructional Strategies and Educational Technology in Literacy 3 credits
The focus of this elective course is to demonstrate to teachers the thoughtful use of educational technology in reading instruction to assist students at every level of literacy proficiency. As such, course content will expand on prior instructional and remedial strategies in reading and writing particularly with the selection and integration of technology for the literature classroom. The course will emphasize the use of new technologies to reinforce and enhance learning and assist the teachers in the systematic design, development and evaluation of computer-based instruction for students with reading difficulties.

EDU 4505 Administration, Organizational Culture, and Planned Change 3 credits
This course examines organizations as a set of subsystems which are both related to and dependent upon one another. Administration theory and various components of administration are reviewed, including management, decision-making, communications, organizational development, and change processes. The human aspect of organizations is analyzed, particularly individual and group behavior, human relations, intergroup dynamics, personal motivation, and conflict. A case study approach is used to enable students to apply textbook theories to real-life situations. The course is designed especially for educators seeking to enhance their understanding of administrative systems as complex human enterprises.

EDU 4515 Educational Leadership and Human Resource Development 3 credits
This course will include a detailed examination of the theoretical underpinnings of supervision and educational leadership. Topics include leadership styles, supervision as developing human resources, change agency with adult professionals, adult development and learning theory, leadership in the instructional setting, instructional and staff improvement, and intergroup relations in the school environment.

EDU 4525 Measurement and Evaluation of Instructional Outcomes 3 credits
This course provides a detailed examination of the use of a variety of outcome measures and techniques to evaluate school programs and to assess the attainment of instruction/student achievement at several levels of education. Outcome assessment is discussed at the individual and school district level. Particular attention will be paid to sound design of assessment programs, technological advancements in measurement, and appropriate interpretations of educational research.

EDU 4535 Curriculum Development and Practice in Public and Private Schools 3 credits
This course is designed to include the theories of curriculum, instruction, and the design of instructional systems. Emphasis will be placed on the translation of theory into practice. The use of evaluative techniques in the evolution and reform of instructional systems will be examined in detail. Focus on curriculum implementation in public and private schools will be emphasized.

EDU 4545 Law and American Education 3 credits
This course will focus upon the legal aspects of the school and its environment and on the paramount legal-educational problems currently facing the nation, especially as these relate to policy determination and implementation. Particular attention will be given to the issue of contract law in education, due
process, collective bargaining, equal protection and establishment, and the legal rights and duties of administrators, faculty, and students.

EDU 4555 Seminar in Administration of Curriculum and Instruction 3 credits
This course focuses on the goal-setting, decision-making and policy determination roles of the supervisor or administrator in the system-wide planning and implementation of curricular design. Emphasis will include the organization of the instructional delivery system, its decision-making processes, and the communication techniques that may be most effective within it. Special attention will also be given to managing and developing the teaching-learning process and identifying differing philosophies of teaching.

EDU 4565 Managing Financial and Material Resources 3 credits
The state of the American educational scene from the point of view of the economist is examined. The changing financial realities facing schools are explored, especially as they relate to the effective and efficient management of the school’s fiscal and material resources. The reciprocal influences of the city and the school, with its specific governance structure and locus of control, on one another are addressed. The management principles and managerial problems of the educational sector are studied in the context of changing philosophies of management and the spread of collective bargaining. Budgeting methods and plant maintenance are considered.

EDU 4575 Critical Contemporary Educational Issues 3 credits
Current educational problems, trends and issues will be identified and addressed, especially as they relate to the different constituencies, organization and structure of both public and private schools, as well as to American society as a whole. Issues include, but are not restricted to: equal educational opportunity, educational choice and multicultural education. Emphasis will be placed on the values associated with the issues treated.

EDU 4595 Advanced Fieldwork/Seminar 6 credits
This is a combined seminar/internship experience. Students will complete a full program of field-based instruction focused on their particular area of supervisory or administrative certification. Students will be assigned school-based positions designed to orient them to the functioning of supervisors or administrators in their area of certification. Programs will be individually designed to meet Departmental and Commonwealth standards. Arrangements must be made a full year in advance to qualify for this internship program.

ECE 4605 Topics in Childhood Development 3 credits
This course is designed as a special topics course to provide students with an orientation to current issues in child development. Attention will be paid to present trends in early childhood research, laws and court cases involving young children and families, inclusive educational and therapeutic practices appropriate for children in early care and education settings. Students will be given several opportunities to explore the implications current trends in the early childhood field have with pedagogy.

ECE 4615 Foundations of Early Childhood Education 3 credits
This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs. Prerequisite: Schools in Society and Educational Psychology.
ECE 4635 Child Development II + lab 3 credits
This course is designed to provide students with in-depth study of development in early childhood. A two-pronged approach is taken where students will both understand major theories supporting views of early development and learning and apply this understanding to the design of developmentally appropriate practices for young children from birth to grade four who are enrolled in early care and education settings. Specific topics include early brain development, sensitive periods in maturation, neurobehavioral and developmental disabilities, and teacher as researcher.

ECE 4645 Curriculum, Instruction and Assessment (PreK-4) 3 credits
This course provides multiple approaches to the critical linked processes of assessment, curriculum development, and instruction of young children. National Association for the Education of Young Children (NAEYC) standards as well as state and federal early learning standards, and guidelines for personnel preparation in early childhood education will be used to structure early learner curriculum and developmentally appropriate programs. Topics of study include: planning and preparation; implementing thematic units and child-centered studies using appropriate curricular materials, scope and sequence; and resources and strategies for student-centered assessments which address academic, cultural and linguistic differences. Prerequisites: Intro to ECE.

ECE 4655 Social Development in Early Childhood: Movement, Behavior, and Play 3 credits
This course examines the role of cognitive and psychomotor influences on young children’s social development. Topics studied include: purposes of play and play behavior; motor development and the goals of physical development programs; and behavioral structures that promote prosocial competencies. Special attention will also be directed towards the use of art, music, and movement as central tools to support learning and development.

ECE 4665 Assessment of Young Children (PreK-4) 3 credits
This course addresses the five critical functions played by assessment in early childhood: screening, eligibility, program planning, program monitoring, and program evaluation. Various models of assessment will be explored including standardized/norm-referenced test, curriculum based assessment, criterion-referenced assessment, and portfolio/work sampling assessment. Students will also have practice in using classroom based assessment strategies for both summative and formative evaluations.

ECE 4675 Early Language and Literacy (PreK-4) 3 credits
This course will focus on an investigation of the interrelatedness of language acquisition and development and cognitive development as reflected in contemporary theories in early childhood development and education with specific attention to language variation. This focus will serve as the foundation of an understanding of emergent literacy. Special attention will be given to early book handling and shared readings between children and caregivers and to the use of authentic literature to enhance development of decoding skills and comprehension. In addition, students will investigate practices for use with English Language Learners. Prerequisite: Intro to ECE.

ECE 4685 Developmental Literacy 3 credits
This course will focus on an investigation of the various theoretical models of the reading process and will connect insights of language and cognition as a vehicle for developing successful reading. Students will become aware of the relationship between the reading and writing process. Students will also study a wide range of genres as a means of developing higher-level reading and writing abilities. Practical features in this course will include a critique of the use of basal reading as a means of developing literacy skills with special attention given to the development of phonemic awareness and phonics as an integral part of the reading/thinking process. Prerequisites: Intro to ECE.

ECE 4695 Advocacy Leadership and Collaboration (PreK-4) 3 credits
This course provides is designed to orient students with the roles of advocacy, leadership, and collaboration in early care and education. Content will also address skills needed by early childhood educators to effectively develop and operate early childhood programs. This includes supervision of personnel, creation and management of program budgets, compliance with standards for accreditation.
and professional development, accountability measurements and data monitoring for compliance with regulations from the US Office Management and Budget and the Office of Special Education Programs (OSEP). Students will also have several opportunities to explore effective strategies for parent-professional collaboration and child and family advocacy.

**EDU 4795 Selected Topics in Catholic Education** 3 credits
The focus and scope of this seminar will change from semester to semester, to include such topics as the history of Catholic education, contemporary issues in moral and religious education, and the educational mission of Catholic schools.

**EDU 4825 Spanish Literature and Film** 3 credits
The cinematographic techniques used by contemporary Spanish directors will be compared with their literary counterparts. Emphasis will be placed on a theoretical approach as well as the sociopolitical context of the respective works.

**EDU 4905 Spanish Culture and Civilization** 3 credits
A study of the Spanish character as revealed in its language, art, music, and ethnic traditions. Geography and sociology of Spain. Lectures, readings and discussions

**EDU 4915 Major Latin American Authors** 3 credits
A study of texts of various genres from late Modernism through the “Boom” narrative.

**EDU 4955 Narratives of European Exploration and Conquest in America** 3 credits
The study of narratives by 15th and 16th century explorers, conquerors and missionaries will open a path to an understanding of how the European consciousness perceived America and Americans (Amerindians). We will explore imperialist and colonial discourses along with representational problems in recording exotic “otherness”. Analysis of these narratives will consider the different genres of historical writing during the colonial period in Latin America—*the diario, relacion cronica, historia*, etc., while contemplating the ideological intentions of each.

**EDU 4975 Major Spanish Authors** 3 credits
A study in depth of one or two major authors; the choice to be determined by the instructor.

**EDU 5005 Independent Study in Education** 3 credits
In cases where a student’s particular needs cannot be accommodated by standard course offerings, special arrangements may be made so that the student works individually with a faculty member to learn a particular subject area and to demonstrate knowledge of such learning. **NOTE: students may NOT register for an independent study without writing a letter of appeal to the department chair, arranging for a faculty member to serve as mentor, and receiving explicit approval from the chair.**

**EDU 5055 Commonplaces of Colonial Experience** 3 credits
This course is designed to prompt students to think about the various spaces and places that constitute human experience and, specifically, that shaped experiences of Colonial Spanish America. Students will examine several artifacts—or “texts”—from early Spanish America and will engage in reflective discussion of colonial and anti-colonial discourses, common themes, critical problems, and common experiences—or commonplaces—from this period. Texts may include, but are not limited to, literature, ethnographies, histories, letters, maps, paintings, iconography, architecture and accounts of public events. Secondary readings and films will contextualize primary texts and support students as they reflect on questions of identity, memory, power, and resistance. Fulfills the Art/Literature requirement of the GER. **Prerequisite: SPA 2011 or 2021, or by permission of the instructor.**
EDU 5065  Women in Spanish Literature: Literature by and about Women in the Spanish-Speaking World  3 credits
Feminist interpretation of major works of a given period of Peninsular or Latin American literature. Choice to be determined by instructor.

EDU 5075  Perspectives of Women in Education  3 credits
This course is designed to provide teachers and teacher candidates with an overview of the issues, including women’s perspective, in considering the role of gender in educational settings. Specifically, the course will provide an historical perspective of women’s role in education, a feminist view of education and the necessity for integrating women’s issues in the basic educational curriculums.

EDU 5095  Spanish Phonetics and Phonology  3 credits
This course consists of a theoretical investigation of the phonetic/phonological system of the Spanish language. Practical emphasis will be placed on aspects of the Spanish sound system that are typically problematic for the native speaker of English learning Spanish. The course will also consist of an investigation of some of the more salient features of Spanish dialectology at the phonetic and phonological levels. Prerequisite: SPA 1321 or by permission of instructor. This course is not open to native speakers of Spanish.

EDU 5105  Introduction to Spanish Linguistics  3 credits
This course is an introduction to the study of language and principles of Spanish linguistics including: the sound system (phonetics and phonology), the formation of words (morphology), sentence structure (syntax), as well as word and sentence meaning (semantics); in addition, we will discuss various general notions about linguistic change throughout time (historical linguistics), linguistic variation in geographical space (dialectology) and within society (sociolinguistics), language use for communication (pragmatics), language learning (second language acquisition), and language teaching (pedagogy and applied linguistics).

EDU 5135  Spanish Dialectology  3 credits
In this course, students will become familiar with the range of dialect features exhibited in the Spanish spoken in Spain, Latin America, and the U.S. We will also discuss the relationship between language and dialect, examine the role of the standard language in both written and oral usage, and identify the factors that have contributed to the diversity of the Spanish language.

EDU 5195  Topics in Spanish Linguistics  3 credits
The purpose of this course is to explore specific topics within the field of linguistics as they relate to the Spanish language. Topics will vary according to the semester in which the class is offered; Check the semester listing for current topics.

EDU 5305  Technology Planning Across the Curriculum  3 credits
Students will formulate a systematic process for the identification, selection, use, and evaluation of technology within the curriculum. Students will create technology plans for the classroom, building, district, and regional levels. Consideration will be given to a number of issues which affect the procurement and use of technology in schools. Students will also choose a specific technology in which they will develop expertise for use in curriculum planning.

EDU 5315  Technology Applications for the Classroom  3 credits
Students will explore the role of technology in the classroom. A special emphasis will be placed on the use of technology as a mindtool to create a constructivist, higher-order thinking and learning environment. Students will proficient in a wide range of technologies and apply the instructional systems design process to all projects.
EDU 5325 Research in Instructional Technology  
3 credits
Students will explore the ways that research has contributed to the field of Instructional Technology. The scientific method will be examined, and students will be expected to classify basic types of educational research by purpose and method. They will prepare a preliminary research plan and describe how they would conduct and evaluate survey research. The students will describe both qualitative and quantitative research models.

EDU 5335 Instructional Design  
3 credits
This course serves to introduce and provide experience with the systems approach to the design of instruction and training. The major components of instructional design models, along with their respective functions will be presented. This is an applications course that provides both introductory information and application of skills and techniques necessary in the design, development, and evaluation of sound instructional products. These skills are particularly pertinent for efficient and cost effective development of effective solutions to novel instructional problems.

EDU 5345 Applying Theories of Learning to Interactive Technologies  
3 credits
This course provides an in-depth study of the theoretical foundations of learning and instruction as they apply to the Interactive Technologies.

EDU 5355 Multimedia Productions  
3 credits
The students will demonstrate proficiency in the development of multimedia and will develop instructionally effective multimedia products. They will be exposed to and utilize basic computer hardware and software and techniques found in multimedia production. They will utilize object-based and pixel-based graphics software to create and edit instructional images. They will plan, produce and edit a digital video and audio sequence to be used as part of a multimedia production.

EDU 5365 Introduction to Interactive Technologies  
3 credits
This course will identify the common nomenclature associated with a computer environment. It will identify and describe tools that impact the design and delivery of instruction including presentation software, hypermedia tools, authoring systems, expert systems and EPSS. It will also discuss and apply the multimedia Fair Use Guidelines and Copyright Regulations.

EDU 5375 Instructional Applications for Internet  
3 credits
This course is designed to help educators integrate the Internet into the curriculum to improve teaching and learning. Students will learn basic and advanced concepts of the World Wide Web and the tools used to access Web sites. Each participant will construct a Web page and learn educational applications of Web sites and Web site management. Students will learn techniques for gathering, organizing, and managing Internet information. Students will apply Internet multimedia applications to the classroom and will explore emerging Internet technologies, issues and trends.

EDU 5385 Advanced Instructional Design  
3 credits
This course builds on the concepts taught in Instructional Design by teaching students a more comprehensive design model and the educational and psychological foundations of instructional design practices. Several instructional design models will be discussed. Students will learn more about the theoretical foundations of instructional design and apply this knowledge to an instructional design project. Specifically, this course will cover needs assessment, audience analysis, test construction, instructional strategies across learning outcomes, Gagne’s Events of Instruction, formative evaluation, summative evaluation, and team management.

EDU 5395 Distance Communications  
3 credits
This course is designed to prepare students with knowledge, skills, and tools in the area of Distance Communications. Topics covered include communications technology, delivery systems, instructional development for distance education, and program quality assessment.
EDU 5405 Networks: Configurations and Implementation 3 credits
This course will discuss basic PC architecture and concepts, the LAN hardware, network concepts, the OSI model and LAN operating and administration issues. It will also include a laboratory component.

EDU 5435 Using Technology for Instruction and Assessment 3 credits
Students will investigate how current and emerging technologies can be used to enhance instruction and assessment for both regular and special learners, and ELL students: assistive technologies, word processors, spreadsheets, databases, multimedia applications, instructional software, desktop publishing software, web authoring software, presentation software, and interactive online resources. Students will evaluate current school practices related to technology integration and will explore effective uses of technology in the classroom. A major course outcome will be that each participant will investigate the technologies available in/to schools to develop student-centered technology projects that promote authentic learning for all students.

EDU 5445 Multicultural Literature for Children 3 credits
This course addresses literature that reflects the lifestyles, heritage, and values of the various cultures that make up the pluralistic American society. Students will examine various genres of multicultural literature, including folktales, realistic fiction, historical fiction, non-fiction, and poetry.

EDU 5455 Internship in Literacy 3 credits
This practicum course is required for all students in the Five Year Program. Students work in schools under the supervision of a cooperating Reading Specialist. Course goals include understanding the roles and responsibilities of the Reading Specialist, instructing and assessing children with a variety of literacy abilities, and interfacing with parents, teachers, and administrators to serve the literacy needs of children in particular school communities.

EDU 5475 Emerging Internet Technologies 3 credits
This course will explore the potential instructional and learning affordances of new internet technologies and the ways in which they might be used to promote communication and collaboration and to support authentic learning environments. Topics covered will include web authoring and Web 2.0 tools, mashup creation, virtual reality, online communities, Internet2, and the social implications of using such tools as learning technologies in a school environment.

EDU 5495 Graduate Internship 6 credits
As the last course in a student's graduate coursework, the internship allows students to put into practice the theory that they have learned in previous courses. Each internship must last at least 12 weeks and must be directly related to the general content of the master's program.

EDU 5505 Policy, Politics, and Community Relations 3 credits
This course is an analysis of the forces, factors, agencies, formal government systems, and informal subsystems that influence educational policy in local districts, state governments, and national governments, and their effect on school management. The course focus will be on the knowledge and skills an educational leader needs to think and plan strategically, create an organizational vision around personalize student success, become grounded in standards-based systems theory and design, and be able to transfer knowledge to the leader's job as an architect of standards-based reform in the school.

EDU 5515 Educational Planning and Evaluation 3 credits
This course is an examination of planning and evaluation strategies characteristic of educational institutions. Students will be exposed to a broad range of information used by educational leaders to make sound decisions in the planning and evaluation of educational programs. The course focus will be on standards-based systems theory and design and the transfer of this knowledge to the leader's job as an architect of standards-based reform in the school. In addition, information will be provided on how to access and use appropriate data to inform decision-making at all levels of the system.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 5525</td>
<td>Managing Educational Environments</td>
<td>3</td>
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<td>This course will be structured to provide cohort members with the theory and techniques essential for the management of educational facilities. Leadership requirements are emphasized and applied to planning and construction of new buildings; renovations to existing structures; and the utilization, operation, and maintenance of facilities. The course focus will be on the knowledge and skills an educational leader needs to think and plan strategically, create an organizational vision around personalized student success, and know how to access and use appropriate data to inform decision-making at all levels of the system.</td>
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<tr>
<td>EDU 5535</td>
<td>The Superintendency Fieldwork</td>
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<td>An individualized, culminating internships is required to obtain a Letter of Eligibility. This internship shall take place in a school district under the joint supervision of Saint Joseph’s University and a school superintendent to verify and record the ability of the intern to perform in eight major task areas.</td>
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<tr>
<td>EDU 5905</td>
<td>English Linguistics</td>
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<td>This course is an introduction to the study of English language as a communicative system. Topics to be explored include phonetics, phonology, morphology, syntax, semantics, pragmatics, as well as other related topics in sociolinguistics, second language acquisition, pedagogy and applied linguistics.</td>
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<tr>
<td>EDU 5915</td>
<td>Language &amp; Culture</td>
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<td>This course examines the relationship between culture, language and communication, and explores their implications for second language learning. The course also examines the federal and state laws and support services for English language learners. The focus of the course is to help candidates develop sensitivity to diversity and the knowledge and skills in working with the culturally and linguistically diverse students and their families, and in collaborating with ESL and other schools staff.</td>
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<tr>
<td>EDU 5925</td>
<td>Second Language Acquisition</td>
<td>3</td>
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<td>This course examines the processes of language acquisition, especially the process of learning a second or additional language, from various theoretical perspectives. Emphasis will be given to the learning environments, especially the characteristics of interaction, participation, and contexts that facilitate second language acquisition.</td>
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<tr>
<td>EDU 5935</td>
<td>Methods of Teaching English as a Second Language</td>
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<td>This course examines various approaches, methods, and techniques for teaching and assessing English language learners in bilingual and ESL classrooms, as well as assisting ESL students in the regular classrooms. Candidates explore the curriculum, instruction, and teaching materials to maximize opportunities for ESL learners to use the language, to learn about the language, and to learn through the language. Lab experience enables students to apply their pedagogical knowledge and skills in working with the ESL learners.</td>
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<tr>
<td>EDU 5936</td>
<td>Pedagogy Lab</td>
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<td>This one-credit lab accompanies EDU 5935 and will enable students to apply their understanding of pedagogical theory in actual classrooms. Students investigate the relationship between second language acquisition and instructional practices in the classroom.</td>
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<tr>
<td>EDU 6005</td>
<td>Research Design and Statistics</td>
<td>3</td>
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<td>Designed to help teachers, administrators, and health professionals to identify and evaluate research in their respective fields. Topics will include the similarities and differences between theoretical and applied research, the use of data collecting techniques and the writing of research reports. The course will be geared toward the development of an individual research project.</td>
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<tr>
<td>EDU 6015</td>
<td>Master’s Thesis in Education</td>
<td>3</td>
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</table>
|             | A capstone course for programs in education. The course provides the individual student the opportunity to complete a major, independent research study. An in-depth, comprehensive literature-
based research report is expected of each student. Presentation and interpretation of findings, including a defense of conclusions, is an expected element of the course. Prerequisite: EDU 6005.

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<tr>
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<tr>
<td>EDU 7015</td>
<td>Professional Seminar</td>
<td>3</td>
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<td>This course introduces the Cohort members to one another, to the faculty, to IDEPEL, the program format and expectations, and to an overview of the body of knowledge to be studied in both the professional strand and the applied research strand. In addition, an introduction to leadership theory and its application is presented.</td>
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<tr>
<td>EDU 7025</td>
<td>Ethics in Educational Leadership</td>
<td>3</td>
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<td>This course examines core ethical issues involved in educational leadership. The following are representative of the issues to be discussed: education as a basic right; educational financing mechanisms; school vouchers; employee rights to collective representation, privacy, and due process before termination; downsizing; academic freedom; curricular content/multiculturalism; affirmative action hiring; sexual harassment; student privacy; student freedom of speech.</td>
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<tr>
<td>EDU 7035</td>
<td>Communications and Public Relations</td>
<td>3</td>
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<td>This course provides an analysis and development of the communications and public relations skills needed by educators in dealing with both internal and external constituencies. Special emphasis will be placed on the studies and practice in educational institutions.</td>
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<tr>
<td>EDU 7045</td>
<td>Social Change, Culture, and Education</td>
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<td>This course examines the dynamics of social, cultural, and educational change within the 21st century context; and, promotes the development of scholar-practitioner leaders who demonstrate depth of understanding related to change, systems thinking, and leadership within their current and future contexts.</td>
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<tr>
<td>EDU 7055</td>
<td>Principles of Quantitative Research</td>
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<td>This course provides detailed examinations of the use of a variety of quantitative measures and techniques. Cohort members gain a functional familiarity with the evaluation of quantitative research reports, research design, methods of data collection, statistical analysis of data, interpretation of data, and the reporting of research findings.</td>
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<tr>
<td>EDU 7115</td>
<td>Human Resource Development and Management</td>
<td>3</td>
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<td>This course studies human resource development and management in a postmodern age in which there has been growing consensus among educators that traditional programs for teacher development are ineffective. Alternatives are explored, especially the concept of professional learning communities and more growth centered approaches to teacher supervision and evaluation. The dimensions of leadership necessary for more transformative approaches to professional development are also examined.</td>
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<tr>
<td>EDU 7125</td>
<td>Principles of Qualitative Research</td>
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<td>This course provides detailed examinations of the use of a variety of qualitative methods and techniques. Cohort members gain a functional familiarity with the evaluation of qualitative research reports, research design, information gathering methods, analysis, interpretation, and reporting of research findings.</td>
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<tr>
<td>EDU 7135</td>
<td>Educational Planning and Evaluation</td>
<td>3</td>
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<td>This course examines planning and evaluation strategies characteristics of educational institutions. Cohort members access the scope of information needed by institutional leaders to plan and engage in decision-making. Didactic materials and case studies explore knowledge creation and use, program reviews, outcome studies, evaluation policy and strategies, and the political content of evaluation.</td>
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</table>
EDU 7145 Qualitative Research Design 3 credits
This course continues the development of Cohort members' understanding of the methods and techniques of qualitative research. The central focus of the course is the opportunity for Cohort members to design, implement, and assess qualitative research within an authentic educational context.

EDU 7155 Educational Environment 3 credits
This course is structured to provide Cohort members with the theory and techniques essential for management of educational facilities. Leadership requirements are emphasized and applied to planning and construction of new buildings, renovations to existing structures, and utilization, operation and maintenance of facilities.

EDU 7165 Fiscal Resources 3 credits
This course provides a general instruction to the financial management practices and problems of nonprofit organizations, including colleges and schools. Specific topics will include fund accounting, preparation and interpretation of financial statements, financial analysis and cost accounting, budgeting, cost containment and retrenchment, and strategic planning. Special emphasis will be placed on providing studies and practice in labor relations and negotiations.

EDU 7215 Contemporary Curriculum 3 credits
This course enables Cohort members to develop the knowledge of curriculum theory, design, delivery, and evaluation of instruction and learning outcomes, the ability to conceptualize and communicate the total educational program to all constituents, and the commitment to meet the needs of all constituents.

EDU 7225 Policy, Politics, and Community Relations in Education Reform 3 credits
This course provides an analysis of the forces, factors, agencies, formal government systems and informal subsystems that influence educational policy in local districts and state and national governments and their effect on the school environment.

EDU 7235 Administering the Dynamic Institution 3 credits
This course explores and contrasts the major conceptual models that describe the structure, organization and administrative processes employed in educational institutions. Topics include governance and management models, decision-making and conflict resolution, communication, motivation and the process of change.

EDU 7245 Dissertation Seminar and Proposal Writing 3 credits
This course provides Cohort members with the knowledge, skills, and abilities to design, conduct and report research studies related to topics in education and educational leadership. The expected outcome of the strand is a viable dissertation proposal, which include the first three chapters of the dissertation.

EDU 7255 Quantitative Research Design 3 credits
This course continues the development of Cohort members' understanding of the methods and techniques of quantitative research. The central focus of the course is the opportunity for Cohort members to design, implement, and assess quantitative research within an authentic educational context.

EDU 7995 Dissertation Study 3 credits
This course provides time for Cohort members to conduct the necessary research and analysis in order to complete their dissertation. In the course, Cohort members conduct and analyze their research, and report their findings in a properly formatted dissertation. In addition, Cohort members prepare for the defense of their dissertation.
Special Education

**SPE 4005 Educational Leader as Researcher**  
This course will focus on contemporary teaching practices. Introduction to qualitative and quantitative approaches from different theoretical perspectives will be presented. Content will include literature reviews and analysis of existing research as connected to students' major in Special Education. The role of the educational leader as a reflective practitioner will be connected to research and its implications for personal praxis. **Prerequisite: SPE 4805.**

**SPE 4805 Education of the Special Learner**  
This course is designed to provide teachers in training with an understanding of the child with a disability in various instructional settings. Students will be provided with an overview of Special Education with emphasis on historical and emerging perspectives. Topics to be examined will include types and natures of exceptionalities, legal and ethical responsibilities of teachers, least restrictive environment, various instructional settings, the inclusion of exceptional children in regular education, services and programs and services for the child with a disability.**

**SPE 4305 Families, Schools, and Community Collaboration in a Diverse Society**  
This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems. **Prerequisite: SPE 4805.**

**SPE 4815 Special Education Diagnosis**  
This course is designed to provide the candidate with an in-depth understanding of the complex issue of assessing students with special needs including academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will include an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative assessment techniques. In addition, course topics will include an examination of evaluation approaches and strategies, from pre-referral intervention, eligibility/placement/program decision-making to IEP development and progress monitoring. Current assessment legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting will be covered. **Prerequisite: SPE 4805.**

**SPE 4825 Teaching Techniques in Special Education**  
This course is a teaching techniques courses in teaching special needs students with mild impairments. It includes a survey of the historical and current psychological, social, cognitive, and behavioral pedagogical approaches. **Prerequisite: SPE 4805.**

**SPE 4855 Graduate Special Education Lab and Seminar**  
This 30-hour practicum provides a culminating, clinical experience in which candidates apply theories and concepts learned in prior coursework in authentic teaching environments. **Prerequisite: completion of all special education coursework.**

**SPE 4865 Internship**  
Fifth Year Students spend one day a week assigned to a special education classroom and assume the responsibilities of monitoring the students in a self-contained class. Guidelines will be provided for completion of this internship.
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPE 4875</td>
<td>Statistics and Research Methodology in Special Education</td>
<td>3</td>
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<tr>
<td>SPE 4885</td>
<td>Teaching Students with Moderate to Profound Disabilities</td>
<td>3</td>
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<tr>
<td>SPE 4895</td>
<td>Research Seminar in Special Education</td>
<td>3</td>
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<tr>
<td>SPE 4905</td>
<td>Inclusive Classroom Environment</td>
<td>3</td>
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<tr>
<td>SPE 4915</td>
<td>Special Education Law and Policy</td>
<td>3</td>
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<tr>
<td>SPE 4925</td>
<td>Administration and Supervision of Special Education Programs</td>
<td>3</td>
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<tr>
<td>SPE 4965</td>
<td>Practicum in Special Education</td>
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This course introduces students to research methods and data analyses as they apply to research in the special education field. Topics included are experimental design, descriptive statistics, inferential statistics, parametric and nonparametric tests, internal and external validity, and instrumentation. Students will be responsible for the development. **Prerequisite: SPE 4805.**

This is an intensive introduction to the theoretical and research literature specifically about teaching students with severe and profound cognitive and/or physical impairments. **Prerequisite: SPE 4805.**

This capstone course is designed to provide students with an overview of historical and current research in Special Education. Students will explore a variety of research approaches and develop a research question and proposal. **Prerequisite: SPE 4805.**

This course provides the student with an overview and introduction to the theory, vocabulary, principles, and techniques of fostering a learning environment that has a positive behavioral atmosphere. Techniques of behavior modification, familiarity with a variety of management models, preserving the dignity and human rights of disabled students, and knowledge of legal and district policy constraints regarding behavior and behavior management are included. **Prerequisite: SPE 4805.**

This course is designed to give an overview of the legal rights of students and their families in the field of special education. Students will explore the source, history and current status of Special Education Law. This course provides the student with an overview of laws and litigation affecting special education. Public Laws 94-142 and 99457, IDEA, and IDEA 2004 are covered, as well as the A.D.A., section 504 of the Rehabilitation Act of 1973, and major litigation since 1954. An emphasis will also be directed towards governance and liability of schools, as well as student and parent rights and teacher responsibility. **Prerequisite: SPE 4805.**

The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Supervisory of Special Education. This course provides the Special Education Supervisor candidate with specified professional knowledge base included in the following aspects of leadership: decision-making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, supervision/assessment practices. **Prerequisite: SPE 4805.**

The purpose of the Practicum for the Special Education Supervisor Certification is to provide the student an opportunity for in-depth varied and continuous administrative experience. The practicum will attempt to include a blend of all the administrative experiences possible to provide professional growth, maturity and stimulation. These experiences will enable the student to: a) Apply the knowledge and skills acquired through his/her study and previous experience to actual problems and day-to-day administrative duties faced by a Supervisor of Special Education; b) Integrate the concepts and skills from different prior learning experiences and focus on individual situations; c) Become involved in the routine functions of schools/school districts and Intermediate Units. **Prerequisite: completion of all Special Education Supervisor certification coursework.**
SPE 5005  Readings in Special Education  3 credits

In cases where a student's particular needs cannot be accommodated by standard course offerings, special arrangements may be made so that the student works individually with a faculty member to learn a particular subject area and to demonstrate knowledge of such learning. **NOTE: students may NOT register for an independent study without writing a letter of appeal to the department chair, arranging for a faculty member to serve as mentor, and receiving explicit approval from the chair and the Director of Special Education. Prerequisite: SPE 4805.**

Training and Organizational Development

*Thomas N. Tavantzis, Ph.D., Director, Graduate Studies*

Program Mission Statement

The mission of the Saint Joseph’s University Master’s of Science in Training and Organizational Development is to provide working adults with an opportunity to learn, explore and share practical information, experience, ideas and strategies that strengthen their professional ability to facilitate individual learning and/or guide change in organizations.

In order to achieve this mission the Master of Science in Training and Organizational Development has three concentration areas: Concentration in Adult Learning and Training, Concentration in Organizational Psychology and Development, and Concentration in Organization Dynamics and Leadership.

Concentration in Adult Learning and Training

Program Objectives

The Adult Learning and Training Concentration strengthens the ability of Adult Educators, Training Specialists, Program Designers, Technical Trainers, Performance Consultants, Health Education Professionals and individuals in career transition to develop skills and knowledge in designing and facilitating instructional/training programs that help adults learn in classroom and workshop environments. Learning objectives for the Master’s Degree Concentration in Adult Learning and Training are to:

- Analyze performance needs
- Consult with sponsors in the development of strategies and learning programs
- Design an intervention or instructional approach based on clear objectives
- Facilitate programs using effective methodologies and techniques
- Measure outcomes and evaluate performance improvement

Curriculum

The Master of Science in Training and Organizational Development with a Concentration in Adult Learning and Training consists of twelve 3-credit courses. The thirty-six credits are distributed as follows:

- Foundation Courses .....................................4 Courses/12 Credits
- Electives .......................................................4 Courses/12 Credits
- Advanced Courses ........................................4 Courses/12 Credits
**Foundation Courses**

The Foundation Courses are designed to ensure that all students in the program have a common body of knowledge in performance consulting and facilitation skills, creating learning designs and use of adult learning methods. All four Foundation courses are required.

- TOD 4115 Adult Learning: Theory and Application
- TOD 4125 Adult Learning Methods
- TOD 4135 Performance Consulting
- TOD 4105 Learning Design and Implementation

**Electives**

These courses help students develop expertise in a specific area of interest. Students select four courses. Substitution is permissible under certain circumstances and advisor approval.

- TOD 5205 Conflict and Negotiation
- TOD 5215 Creative Problem Solving and Critical Thinking Skills
- TOD 5235 Training and OD in Modern Organizations
- TOD 5245 Coaching and Mentoring Skills
- TOD 5255 Working with Groups
- TOD 5265 Facilitation Skills
- TOD 5285 Leadership Development: Methods for Training

**Advanced Courses**

The Advanced Courses are designed to provide students with advanced facilitation, influence, consulting and intervention skills.

- TOD 6305 Organization Development: Theory and Application
- TOD 6315 Intervention Skills: Strategy and Design
- TOD 6325 Research Design and Evaluation
- TOD 6335 Advance Seminar

**Order of Taking Courses**

Students should take the 4000 level Foundation Courses at the beginning of their studies and must complete these courses before taking the 6000 Level Advanced Courses. Students can take 5000 Level Electives at any time. Advanced courses are taken as the last series of courses. Refer to course descriptions for specific course prerequisites.

**Degree Requirements**

To earn the Master of Science in Training and Organizational Development with a concentration in Adult Learning and Training, students must satisfactorily complete 12 courses/36 credits. Two courses (six credits) may be transferred as long as they are in accord with program requirements and university standards. Transcripts must be submitted prior to matriculation.

**Admission Requirements**

Students seeking admission to the Training and Organizational Development Graduate Program with a concentration in Adult Learning and Training must have a baccalaureate degree from an accredited college or university. In addition, applicants must have two or more years of professional work experience in organizations and with adult learners. Applicants with an undergraduate GPA below 2.7 have to submit

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Graduate Arts and Sciences Programs

100
Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores and request provisional status for admission.

International students should consult additional requirements described in International Students under General Information in the Graduate Programs for Arts and Sciences catalogue.

Concentration in Organizational Psychology and Development

Program Objectives

The Organizational Psychology and Development Concentration strengthens the ability of Organization Development Practitioners, Human Resource Professionals, Project Leaders, Management, Agents of Change, Internal and External Consultants, Mental Health Professionals and individuals in career transition to develop assessment, planning, facilitation and consulting skills in guiding and implementing change in self, groups and organizations. Learning objectives for the Master's Degree Concentration in Organizational Psychology and Development are to:

- Collaborate with sponsors/clients by helping to assess their needs
- Collect and act on quantitative and qualitative data that identifies organization and individual strengths and weaknesses.
- Learn new skills to create strategies that align individual and departmental goals with organizational objectives
- Leverage internal/external resources to deliver excellent client services by concentrating on the work issues and problems that matter
- Develop measurements that help clients focus their behaviors on achieving specific outcomes.

Curriculum

The Master of Science in Training and Organizational Development Concentration in Organizational Psychology and Development consists of twelve 3-credit courses. The thirty-six credits are distributed as follows:

- Foundation Courses .....................................6 Courses/21 Credits
- Electives..........................................................2 Courses/3 Credits
- Advanced Courses..........................................4 Courses/12 Credit

Foundation Courses

The Foundation Courses are designed to ensure that all students in the program have a common body of knowledge in performance consulting, strategic leadership and specific organizational psychology concepts. All seven Foundation Courses are required.

TOD 4135 Performance Consulting
TOD 4155 Strategic Leadership
ORG 7005 Psychological Assessments
ORG 7015 Psychology of Executive Coaching
ORG 7035 Laboratory in Leadership Psychology and Team Development
ORG 7045 Seminar in Organizational Psychology Issues
**Elective Courses**

The Elective Courses permit students to develop expertise in specific areas of interest. Students select one course. Course substitution is permissible under certain circumstances and advisor approval.

- **TOD 4825** Leadership Principles
- **TOD 5295** Implementing Change
- **ORG 7025** Career Development: Theory and Practice

**Advanced Courses**

The Advanced Courses are designed to provide students with advanced facilitation, influence, consulting and intervention skills. All four Advanced Courses are required.

- **TOD 6305** Organization Development: Theory and Application
- **TOD 6315** Intervention Skills: Strategy and Design
- **TOD 6325** Designing Research and Evaluation
- **TOD 6335** Advance Seminar

**Order of Taking Courses**

Students should take the two 4000 level Foundation Courses at the beginning of their studies and at least three 7000 level courses before taking the 6000 Level Advanced Courses. Students can take both 5000 and 7000 level courses at the same time. Refer to course descriptions for specific course requirements/prerequisites. Advanced courses are taken as the last series of courses.

**Degree Requirements**

To earn the Master of Science in Training and Organizational Development with a concentration in Organizational Psychology and Development, students must satisfactorily complete 12 courses/36 credits. Two courses (six credits) may be transferred as long as they are in accord with program requirements and university standards. Transcripts must be submitted prior to matriculation.

**Admission Requirements**

Students seeking admission to the Training and Organizational Development Graduate Program with a concentration in Organizational Psychology and Development must have a baccalaureate degree from an accredited college or university. In addition, applicants must have four or more years of professional work experience in organizations. Applicants with an undergraduate GPA below 2.7 have to submit Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores and request provisional status for admission.

International students should consult additional requirements described in *International Students* under General Information in the Graduate Programs for Arts and Sciences catalogue.

**Concentration in Organization Dynamics and Leadership**

**Program Objectives**

The Organization Dynamics and Leadership Concentration is designed to enhance the capability of project managers, educational leaders, government officials, supervisors, military officers, HR administrators and middle management in cultivating their ability to lead. Concentration is designed for busy professionals who have a clear understanding of their educational objectives and who want to earn their master's degree without
interrupting their careers. Learning objectives for the Master’s Degree Concentration in Organization Dynamics and Leadership are to:

- Emphasize the leader as teacher by developing your ability to learn and value others knowledge and experience
- Enhance your knowledge to successfully initiate / execute / implement strategic and operational goals by creating an environment that gets people energized and committed
- Learn skills and knowledge to translate your vision, both professional and personal, into reality by broadening your comfort zone through self-assessment

Curriculum

The Master of Science in Organizational Development and Training with a Concentration in Organization Dynamics and Leadership consists of twelve 3-credit courses. The thirty-six credits are distributed as follow:

Required Foundation Courses .....................3 Courses / 9 Credits
Elective Courses ........................................9 Courses / 27 Credits

Foundation Courses

The Foundation Courses are designed to ensure that all students in the program have a common body of knowledge in performance consulting, strategic leadership and specific organizational psychology concepts. All seven Foundation Courses are required.

TOD 4165 Organization Change, Culture and Learning
TOD 4175 Facilitative Leadership and Organization Development
TOD 4155 Strategic Leadership

Elective Courses

Elective courses explore in depth some of the most important forces that shape organizations today and help students develop expertise in specific areas of interest. Students select nine electives. Substitution is permissible under certain circumstances and advisor approval.

EDU 4315 Interpersonal Relations
TOD 4825 Leadership Principles
HED 4855 Stress and Crisis Management
ORG 7025 Career Development
ORG 7035 Laboratory in Leadership Psychology and Team Development
TOD 4135 Performance Consulting
TOD 5205 Conflict and Negotiation
TOD 5215 Creative Problem Solving and Critical Thinking Skills
TOD 5245 Coaching and Mentoring Skills
TOD 5295 Implementing Change
TOD 5255 Working with Groups

Admission Procedure for All Programs

Applicants should submit the following to Graduate Admissions, Saint Joseph’s University, 5600 City Avenue, Philadelphia, PA 19131.

- A completed application form (available from Graduate Admissions and in the Graduate Arts and Sciences Office) with a $35.00 nonrefundable application fee
Official transcripts of all coursework form each undergraduate and graduate institution attended
A letter of intention outlining the candidate’s professional goals and educational objectives for attending the program
A current resume detailing professional work experience
Two letters of recommendation

Admission to all programs is on a rolling basis, and applications will be considered at any time throughout the year; however, students are requested to meet application deadlines listed below.

<table>
<thead>
<tr>
<th>Enrollment expected</th>
<th>Application package deadline</th>
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<tbody>
<tr>
<td>Fall</td>
<td>July 15</td>
</tr>
<tr>
<td>Spring</td>
<td>November 15</td>
</tr>
<tr>
<td>Summer</td>
<td>April 1</td>
</tr>
</tbody>
</table>

Acceptance and Enrollment

The Committee on Admissions will decide whether the applicant’s record and general background indicate sufficient ability to complete the program of studies. Applicants will be notified in writing regarding their admission status. Students are admitted for enrollment for Fall, Spring and Summer sessions.

Matriculated and Non-Matriculated Students

Students meeting all entrance requirements and who are enrolled in the Training and Organizational Development Program are classified as matriculated students.

Two classes of non-matriculated students exist in the program.

1. **Provisional**: Students whose files are incomplete because required admissions materials have not been submitted. These students may take courses on a provisional basis.

2. **Probationary**: Students who have academic deficiencies in their records and/or have less than the required years of work experience may be permitted to take a limited number of graduate courses on a probationary basis. Conditions of the probationary period will be stated in a letter to the prospective student.

Health Administration Option

An option exists for selected students in health care who require more knowledge and skills in Training and Organizational Development. Students who want to concentrate in Health Administration and who are majoring in Training and Organizational Development may choose the following courses in place of Elective courses offered. Students must meet the admission requirements for Health Administration. All Foundation and Advanced Courses would be required with any four of the following courses taken in place of Elective courses. Course substitution is permissible under certain circumstances and advisor approval.

- HAD 4605 Health Administration
- HAD 4645 Health Care Organization
- HAD 4745 Ethics of Health Care
- HED 4855 Stress and Crisis Management
- HED 4625 Employee Assistance and Occupational Health
- HED 4795 Women and Health Care
Post-Baccalaureate/Post-Master’s Certificate in Adult Learning and Training/Organizational Psychology and Development/Organization Dynamics and Leadership

Students who have earned a B.S./B.A. or M.S. Degree in a discipline other than Training and Organizational Development who do not want to complete the Master's Degree in Training and Organizational Development can receive a certificate. All applicants for a Certificate must follow the Admission Procedure. A letter requesting the Certificate is required when all six courses/18 credits have been completed. All credits in the Certificate programs are transferable to the Master’s Degree. Transferring courses from other colleges and universities is not applicable for the Certificate.

Curriculum for Certificate in Adult Learning and Training

Six 3-credit courses are required: four from the foundation courses and two from the electives in the Master’s Degree in Adult Learning and Training Program.

Four Required Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>TOD 4115</td>
<td>Adult Learning: Theory and Application</td>
</tr>
<tr>
<td>TOD 4125</td>
<td>Adult Learning Methods</td>
</tr>
<tr>
<td>TOD 4135</td>
<td>Performance Consulting</td>
</tr>
<tr>
<td>TOD 4145</td>
<td>Learning Design and Implementation</td>
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</tbody>
</table>

Two Required Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>TOD 5205</td>
<td>Conflict and Negotiation</td>
</tr>
<tr>
<td>TOD 5215</td>
<td>Creative Problem Solving and Critical Thinking Skills</td>
</tr>
<tr>
<td>TOD 5235</td>
<td>Training and OD in Modern Organizations</td>
</tr>
<tr>
<td>TOD 5245</td>
<td>Coaching and Mentoring Skills</td>
</tr>
<tr>
<td>TOD 5255</td>
<td>Working with Groups</td>
</tr>
<tr>
<td>TOD 5265</td>
<td>Facilitation Skills</td>
</tr>
<tr>
<td>TOD 5285</td>
<td>Leadership Development: Methods for Training</td>
</tr>
</tbody>
</table>

Curriculum for Certificate in Organizational Psychology and Development

Six 3-credit courses are required in the Master's Degree Concentration in Organizational Psychology and Development.

Six Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>TOD 4135</td>
<td>Performance Consulting</td>
</tr>
<tr>
<td>TOD 4155</td>
<td>Strategic Leadership</td>
</tr>
<tr>
<td>ORG 7005</td>
<td>Psychological Assessments</td>
</tr>
<tr>
<td>ORG 7015</td>
<td>Psychology of Executive Coaching</td>
</tr>
<tr>
<td>ORG 7035</td>
<td>Laboratory in Leadership Psychology and Team Development</td>
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<tr>
<td>ORG 7045</td>
<td>Seminar in Organizational Psychology Issues</td>
</tr>
</tbody>
</table>

Curriculum for Certificate in Organization Dynamics and Leadership

Six 3-credit courses are required in the Master's Degree Concentration in Organizational Psychology and Development.

Three Required Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>TOD 4165</td>
<td>Organization Change, Culture and Learning</td>
</tr>
<tr>
<td>TOD 4175</td>
<td>Facilitative Leadership and Organization Development</td>
</tr>
<tr>
<td>TOD 4155</td>
<td>Strategic Leadership</td>
</tr>
</tbody>
</table>
Three Required Electives

<table>
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<tr>
<td>TOD 5255</td>
<td>Working with Groups</td>
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</tbody>
</table>

Registration/Selection of Courses

Registration materials are mailed in advance of the start of each term. Most Training and Organizational Development students register by mail, sending the materials directly to the Registrar’s Office. Students in doubt about course selection should consult with the Training and Organizational Development Office. Since program staff will not review all registration forms before processing, students are reminded that they are responsible for successfully completing the courses and sequence necessary for graduation. Students who register for a course without taking the prerequisite course will be dropped from the course and the withdrawal penalties will be applied.

Academic Advising

Advising is an important factor in enhancing the quality of each student’s experience in his or her concentration. Students who would like to discuss their course of study and/or who have questions on prerequisite courses or degree requirements should call the Dr. Tavantzis, in Training and Organizational Development Office at 610-660-1575. Advising is readily available to counsel participants in the selection of courses and completing program requirements.

Need More Information

If you would like to visit the campus, sit in on a class or meet with the program director to discuss your specific needs and questions, or have questions about the any of the concentrations please call Dr. Thomas Tavantzis at 610-660-1575 (fax 610-660-3230) or email to Thomas.Tavantzis@sju.edu.

You can also attend one of our information sessions held in the evening. These sessions answer your questions about program information, admissions criteria, and application procedures. For a schedule of upcoming information sessions, contact Graduate Admissions at (610) 660-1101.

TOD 4115 Adult Learning: Theory and Application 3 credits

Course introduces students to adult education theory that focuses on how adults learn, application of adult education theory, skills required in the delivery of adult learning programs and an introduction to group process. Students have an opportunity to develop a professional learning theory and model. Students also discover their learning style and how style impacts their ability to use their theory and model. Use of feedback as a tool for learning allows students to realize how to improve their facilitation approach.

TOD 4125 Adult Learning Methods 3 credits

Major delivery methods and techniques that foster adult learning are discussed and demonstrated. Key elements are discussed that allow students to effectively facilitate adult learning methods that enhance individual and group learning. Emphasis is placed on student participation that fosters experiential
learning. Impact of communication style on delivery effectiveness is also discussed. Some methods include case studies, role-plays, small groups, games, simulations, questioning techniques and icebreakers. Prerequisite TOD 4115.

**TOD 4135 Performance Consulting** 3 credits
Course presents to the training and organizational development professional the practical tools necessary to measure and evaluate the effectiveness of learning and change programs. A specific technology is presented in a step-by-step approach, which links the collaborative consulting process with performance assessment. The course focuses on increasing the students’ ability to communicate and work with leaders in their organization.

**TOD 4145 Learning Design and Implementation** 3 credits
Major steps in creating and designing adult education learning programs are discussed. Students develop a program that demonstrates their understanding of the key components of instructional design. Specific topics include collaborative relationships with customers/management, needs assessment, analyzing data, writing learning objectives, cost effectiveness of programs, selecting and sequencing content, developing learning materials and constructing evaluative instruments.

**TOD 4155 Strategic Leadership** 3 credits
Course emphasizes the integration of leadership thinking and behavior with strategic planning process. Students have an opportunity to review work projects and understand how internal as well as external communications impacts their ability to implement projects as they were planned. Students attend a skill weekend were they reflect on the assumptions underlying their leadership actions. Specific strategies are considered and students begin to consider new ways of looking at leadership and their behavior in order to successfully implement strategies. Permission of instructor.

**TOD 4165 Organization Change, Culture and Learning** 3 credits
This foundation course provides the conceptual framework for all the other courses in the concentration. Course focuses in understanding the critical leadership characteristics and competencies required for guiding organization through strategic and operational change initiatives. Relationship between cultural issues and successful change implementation is explored. Students learn how to close the gap between knowing and doing through specific teaching and learning strategies.

**TOD 4175 Facilitative Leadership and Organization Development** 3 credits
Course presents an overview of the fundamental competencies of facilitative leadership and their relationship to guiding organizational change. Practical skills and approaches are studied such as individual behavior change techniques and strategies, influence methods in dealing with people and teaching approaches. Integrated approach is emphasized that connects the critical leadership characteristics with facilitative leadership competencies.

**TOD 5215 Creative Problem Solving & Critical Thinking Skills** 3 credits
Critical thinking—reflecting on the assumptions underlying our actions and considering new ways of looking at the world and living in it—is an essential skill for adults in complex times. Critical thinkers do not passively accept what they read, rather reflect to see new alternatives. Course is a comprehensive guide for helping adults learn how to make worthwhile contributions at work and influence those around them. Students have an opportunity to identify and overcome personal and organizational barriers.

**TOD 5235 Training and OD in Modern Organizations** 3 credits
An overview course that focuses on the emerging trends and implications for training/organization development, entrepreneurial efforts within organizations, external and internal consulting, change agent issues and skills, need for congruence between individual’s goals and those of organizations, positioning training, and positioning yourself for a leadership position.
### TOD 5245 Coaching and Mentoring Skills 3 credits
Interactive course focuses on increasing the student’s ability to communicate and influence leaders, peers, participants and clients. Specific topic areas include giving and receiving feedback, identifying and understanding communication style preferences, learning how to listen for the “real issues,” coaching and influencing skills and corporate mentoring programs.

### TOD 5255 Working with Groups 3 credits
Course focuses on working within groups to explain the major concepts in group dynamics and learning skills/techniques to work with groups in a training environment. Areas of discussion include advantages and disadvantages of problem solving in groups, identifying constructive and destructive group behavior, mechanics of participation, function of group norms in group process, influence and power in groups, stages of group maturity and roles taken by group members.

### TOD 5265 Facilitation Skills 3 credits
Adult learning, as it relates to training/organization development, involves a combination of facilitation, presentation and consulting skills. Course focuses on strategies that increase students’ ability to interact with individuals and groups in these areas. Impromptu and planned presentations are videotaped for students to receive constructive feedback. Facilitation techniques include managing question-and-answer sessions, dealing with resistive participants and getting stalled sessions/groups going.

### TOD 5285 Leadership Development: Methods for Training 3 credits
The success of an organization greatly depends on how well individuals work with people. Course examines how training fits within an organization, what competencies are critical, and best to effect long-term learning and behavioral change. Course focuses on creating a training strategy by consulting with organizational leaders and using needs assessment information.

### TOD 6305 Organizational Development: Theory & Application 3 credits
Course presents an overview of the fundamental components of organization development. Case studies are discussed and analyzed to demonstrate the fundamental components of OD. Practical skills and approaches are studied, such as change techniques and strategies, influence methods in dealing with leaders and consulting/learning models. Focus of course helps students implement successful learning or change programs in their organization. Topics of discussion include developing sponsorship, action research methods, survey feedback approaches and dealing with conflict. **TOD students only.**

### TOD 6315 Intervention Skills: Strategy and Design 3 credits
Students have an opportunity to complete a project demonstrating action research methodology. Course centers on understanding how to use interventions and what the impact interventions can have within an organizational setting. Students have an opportunity to design and facilitate interventions both in class and in their organization to assure the successful implementation of change and/or individual learning takes place within their project. **Prerequisite: TOD 6305**

### TOD 6325 Research Design and Evaluation 3 credits
Course helps students design and evaluate research in their respective organization or field of study. Methods are presented for application to work situations. Topics include: the similarities and differences between theoretical and applied research, use of data-gathering techniques, writing of research reports and evaluation methods for change, learning and research projects.

### TOD 6335 Advanced Seminar 3 credits
A capstone course and the last course taken in the Training and Organizational Development Graduate Program. Course provides students the opportunity to complete a professional paper on a topic/issue of their choice utilizing research methods and statistics. Students also complete an independent/group project leading to the design and facilitation of a learning or change project. **Prerequisite TOD 6325**
OG 7005 Psychological Assessments 3 credits
The psychological theories and practices underlying various instruments used in assessing individual and group behavior in organizations will be examined. Issues and topics will include employee selection, performance, ability, attitude and development. Participants learn how to evaluate measures to answer organizational issues. Permission of Instructor

OG 7015 Executive Coaching 3 credits
Coaching has become a staple within many organizations. Coaching is essentially a purposeful, relational intervention that leads to new and more complex level of functioning in one party. This course examines both theoretical constructs as well as the skills of ‘great’ coaches. Moreover the student will be evaluating relevant research that support coaching practices. Permission of Instructor

OG 7025 Career Development: Theory and Practice 3 credits
Course provides students with a basic understanding of the career development field. A general overview of theories, practice and research will be conducted. In addition, topics such as assessment, gender, choice, interventions and career management are discussed. Permission of Instructor

OG 7035 Laboratory in Leadership Psychology and Team Development 3 credits
Course focuses on theories and practices required in leading and developing teams. Issues of leadership behavior, interpersonal relations, group roles and stages of development are examined in an experiential laboratory. Permission of Instructor

OG 7045 Seminar in Organizational Psychology Issues 3 credits
Course considers topical issues in the field of Organizational Psychology through critical reviews and discussions by participants. Prerequisite: Completion of 3 or more Foundation Courses

Inquiries

Thomas N. Tavantzis, Ph.D.
Director, Organizational Psychology and Leadership Development
Barbelin 101
ttavantz@sju.edu

Gerontological Services

Catherine Murray, Ph.D., Director, Graduate Gerontological Services Program

The Gerontological Services program is designed to train or retrain a broad range of qualified personnel to meet the varied and changing needs of the elderly population. The growing population of older persons, both in Pennsylvania and in the nation, requires additional trained personnel capable of working with or on behalf of the aged.

Current social concerns acknowledge the need to increase understanding of the broader dimensions of aging, as well as services provided to the growing elderly population in the society. The Gerontological Services program attempts to address these needs by providing practitioners and students opportunities to enhance their knowledge and skills for work in the field of aging.

Following a core program dealing with fundamental biologic, psychologic, and social principles of adult development and aging, students elect an area of concentration focusing either on issues related to the planning, development, and administration of programs for older persons (Human Services Administration option) or on the acquisition of skills and techniques used in assessing and counseling older persons (Gerontological Counseling option).
Admission Requirements and Procedures

Applicants for admission to the Gerontological Services program must have a baccalaureate degree from an accredited college or university. The applicant should submit or have sent to the Director of Gerontological Services the following:

- a completed application form accompanied by a non-refundable application fee and a 500-word statement on personal career goals,
- complete and official transcripts of all coursework from each undergraduate and graduate school attended, and
- two letters of recommendation appraising the applicant’s capacity for graduate study.

M.S. Degree with Gerontological Counseling Option

The M.S. degree with Gerontological Counseling option requires a total of 36 credits, including four core courses, which ordinarily must be satisfactorily completed before other courses are taken, and eight option courses. The following courses are required:

Core courses
- GRG 4005-4015 Proseminar in Gerontology I and II
- GRG 4025 Research Methods and Analysis
- GRG 4045 Delivery of Human Services to the Older Person

Option courses
- GRG 4115 Assessing the Gerontological Client
- GRG 4125 Group Process and Practicum
- GRG 4130 Counseling the Gerontological Client
- GRG 4135 Clinical Pathology
- GRG 4905-4915 Advanced Internship
- GRG 6025 Advanced Research Seminar
- HED 4745 Experiential Counseling

M.S. Degree with Human Services Administration Option

The M.S. degree with Human Services Administration option requires a total of 36 credits, including four core courses, which must be satisfactorily completed before other courses are taken, seven option courses and one elective. The following courses are required:

Core courses
- GRG 4005-4015 Proseminar in Gerontology I and II
- GRG 4025 Research Methods and Analysis
- GRG 4045 Delivery of Human Services to the Older Person

Option courses
- GRG 4905-4915 Advanced Internship
- GRG 6025 Advanced Research Seminar

plus four of the following:
- HAD 4605 Health Administration
- HAD 4635 Foundations of Health Care Planning and Marketing
- HAD 4645 Health Care Organization
- HAD 4655 Health Care Law
- HAD 4675 Accounting for Health Care Organizations
HAD 4695 Labor Relations in the Health Care Industry
MGT 5015 Human Resource Management

*Courses may be substituted for option courses listed with permission of Director of Program.*

**Elective course**
may be selected from Gerontological Counseling option courses, courses part of other master’s program curricula, or independent study courses (Directed Readings or Directed Research)

**Post-Master’s Certificate in Gerontological Services**

Students who already possess a Master’s degree can be awarded a Post-Master’s Certificate in Gerontological Services upon successful completion of six courses, including the following required courses:

- **GRG 4005-4015 Proseminar in Gerontology I and II** 6 credits
  An introduction to the broad spectrum of disciplines and professions encompassed by the study of gerontology, as well as an overview of the major problem areas facing the older person in our society. Biologic, psychologic, social, economic, and legal aspects of aging will be considered. Either course may be taken first in sequence.

- **GRG 4025 Research Methods and Analysis** 3 credits
  Basic methods of research and statistical analysis used in research studies of older people will be reviewed. The goal of the course is to enable the student to critically read and evaluate research in the field. *Must be taken in first 6 courses in the program.*

- **GRG 4045 Delivery of Human Services to the Older Person** 3 credits
  Principles and procedures of assessing needs, collecting resources, designing activities, and implementing programs for older people in a variety of community and institutional settings.

- **GRG 4505 Long-Term Care Administration** 3 credits
  Long-term Care Administration will provide an internal view of the management of health services for people with disabilities over an extended period of time. Included in the exploration of the continuum of long-term care will be nursing homes, home health, hospice, assisted living, continuing care retirement communities, etc. Positive, productive management methods will be discussed and an appreciation for the aging process will be an interwoven theme of the course.

- **GRG 6025 Advanced Research Seminar** 3 credits
  An integrative course in which students are expected to complete an independent thesis project combining the research methods and subject matter competencies obtained in previous coursework. *This should be the final course in the program.*

**Gerontological Counseling Courses**

- **GRG 4115 Assessing the Gerontological Client** 3 credits
  Application of assessment and evaluation procedures to the older person. Supervised practice in general diagnostic and treatment plan procedures as applied to the older person will be included.

- **GRG 4125 Group Process and Practicum** 3 credits
  A consideration of interpersonal skills, communication skills, non-verbal as well as verbal, analytic and technical skills related to small group processes and interaction. Experiential exercises will supplement class consideration.
GRG 4130 Counseling the Gerontological Client  3 credits
Application of counseling theories and practices to the older person. Supervised practice in counseling techniques and procedures.

GRG 4135 Clinical Pathology  3 credits
A description and analysis of pathological behavior patterns in the older person, physical as well as psychological, from a preventive as well as a therapeutic perspective.

GRG 4505 Long-Term Care Administration  3 credits
GRG 4905-4915 Advanced Internship  6 credits
Supervised experiential learning in one or more organizations that serve older persons. Arrangements for internship placement must be made in prior semester. Students may not sign up for advanced internships until at least 24 credits in the program have been completed.

Elective Courses

GRG 4955 Directed Readings  3 credits
An opportunity to conduct an extensive literature review under the supervision of a faculty member. Such work must be preceded by a proposal which must be approved by the Director of the Gerontological Services program.

GRG 4965 Directed Research  3 credits
An opportunity to conduct a research project under the supervision of a faculty member. Such work must be preceded by a proposal which must be approved by the Director of the Gerontological Services program.

Inquiries
Catherine Murray, Ph.D., Director
Graduate Gerontological Services Program
Post Hall 226
(610) 660-1805

Department of Health Services
John J. Newhouse, Ed.D., M.S. Chair, Department of Health Services
110 Post Hall, (610) 660-1578, jnewhous@sju.edu

Program Description
The Department of Health Services provides opportunities for study in fields related to the delivery and management of healthcare and health promotion. Programs leading to the Master of Science degree and the Post-Master’s Certificate are available in a several curricula. Full master’s programs are offered in Health Education, Health Administration, a joint program in Health Administration and Health Education, and Nurse Anesthesia. Post-master’s certificate programs are available in Health Administration, Health Education, and Health Care Ethics. The Department also partners with the Department of Psychology, Gerontological Services in offering a master’s of science degree in Long Term Care Administration. This same type of relationship has been done with the Department of Education in offering a MS degree in Health Administration with a concentration in Training and Development.
The Department’s mission is to improve quality of life for students and the people that they serve by providing a rigorous and comprehensive education in health, healthcare and health related issues. Core philosophies are professional competence, creative problem solving, respect for all persons, social justice in healthcare and medicine, and a collaborative approach to disease prevention and health promotion.

All of the master’s and certificate programs offer combinations of in-class, on-line, and field experience learning opportunities. Students are expected to conduct research-based and case-based assignments, as well as field-based work. The department’s full-time and part-time faculty represent a broad array of scholarship, professional backgrounds, and credentials. These teacher-scholars bring significant practical experience to their courses rooted in various disciplines. Courses are offered in different formats such as weekend programs, traditional semester long courses, and five day consecutive courses. All courses are designed and structured for the adult learner who brings personal and professional experience to this educational environment. Students may enroll in either a part-time or full-time basis. The Department does offer a limited number of graduate assistantships which are open to a competitive interviewing process for matriculated students.

**Departmental Programs**

All of the master’s degree programs and the post-master’s certificate programs are described in separate sections of this catalog. The degrees are in the fields of Health Administration, Health Education, a joint degree in Health Administration and Health Education, Long Term Care Administration, and Nurse Anesthesia. The post-master’s certificates are in the fields of school nursing, health administration, health education, and healthcare ethics.

**Admission Requirements and Procedure**

Students applying for admission to the M.S. and certificate programs are urged to have at least a 2 to 3 year professional work experience in the healthcare field or its equivalent. They must have a baccalaureate degree from an accredited college or university, that includes courses taken in general biology, general psychology and general sociology, research methodology, or their equivalents.

The Department uses a portfolio approach to admission, considering undergraduate grade point average, previous work experience, letters of recommendation, sample of writing skills, and a personal statement of goals and objectives. Prospective students need to comply with the following items and send them to the Graduate Admissions Office:

- A completed application form with non-refundable $35.00 application fee
- A 500 word statement on personal goals and objectives
- Complete official transcript of all course work from each undergraduate and graduate school attended
- Graduate Record Examination scores if the undergraduate grade point average is below 2.75
- Two letters of recommendation evaluating the applicant’s capacity for graduate level studies and the potential for leadership in the healthcare field

The Department reserves the right to require a personal interview to gain additional clarification or information in order to continue the admission’s process. Admission to all programs is on a rolling basis, however, applicants are asked to meet the application deadlines listed below:

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</table>
The preferred admission period for international students is the fall semester. These applicants should apply by July 15. Immigration policies preclude interviews with most international students, therefore, the Department reserves the right to require enrollment in ELS courses as a condition for matriculation.

Acceptance and Enrollment

The Department’s Admissions Committee will decide on the applicant’s eligibility for admissions based upon all of the criteria listed above. In the case of students with grade point averages under 2.75, the Committee will expect the scores from the Graduate Record Examinations. Applicants are notified of their admission status by formal letter. Students will either be admitted for enrollment in the fall, spring, or summer sessions. Students who have been admitted on a provisional basis may take up to two courses as non-matriculated students, however, approval from the graduate program director is required to do this.

Course Load

Since the curriculum is designed for working professionals, part-time students may take no more than two courses (six credits) for fall, spring and summer terms (six courses per year). Students who are admitted on a full-time basis and international students must carry a full schedule of not less than three courses or nine credits per term for fall and spring terms and two courses or six credits for summer term. Any exceptions to this policy must be approved one term in advance by the director of the program in which the student is enrolled. All students should be aware that the program cannot be completed in less than two (2) academic years.

Directed Research

Students who have completed core program requirements may, with the prior approval of the Program Director, register for Directed Research/Independent Study (3 graduate credits).

Guidelines:

1. The student will have completed program core requirements.
2. The course will be offered as an enrichment of the Department's regular program.
3. The course will not duplicate any other Departmental offering scheduled on an annual or biennial basis.
4. A qualified student may register for no more than two (6 credits total) directed research/independent studies in the course of the educational program.
5. A plan of study for the course will be completed by the student. The plan of study will state the objective of the study, the methods to be employed, readings to be done, the frequency of consultation with the faculty mentor, and the nature of the final report.
6. The directed research project/independent study will be approved by the Program Director based upon the following considerations:
   a. Student completion of core requirements
   b. Availability of faculty mentor
   c. Level of proposed coursework
   d. Specific components of the plan of study
7. Once the directed research/independent study is approved by the Program Director, the student will complete the independent study registration form, obtain the signature of the Dean of Graduate Arts and Sciences, and proceed to Student Services to register for the course.
Health Administration

John J. Newhouse, Ed.D., M.S. Chair, Department of Health Services
110 Post Hall, (610) 660-1582, jnewhous@sju.edu

Program Description

Students in Health Administration may pursue courses of study leading either to the Master of Science in Health Administration with concentration options or a Post-Master’s Certificate. The M.S. program is structured primarily for healthcare professionals with a minimum of 2-3 years experience in the health delivery system who are interested in the management and administrative aspects of health organizations and the health system. The M.S. curriculum presupposes no previous academic training in business. The M.S. in Health Administration curriculums are designed to provide the technical and behavioral competencies as defined by the Health Leadership Competency Model, Version 2 developed by the National Center for Healthcare Leadership (NCHL, 2005). The coursework focuses on the following content as defined by the Commission on Accreditation of Healthcare Management Education (CAHME, 2007) to assist students to apply knowledge and skills to the management of the environment, processes of patient care, and/or population health.

- Population health and status assessment
- Health policy formulation, implementation, and evaluation
- Organization development/organization behavior theory and application
- Structural analysis of healthcare organizations, performance evaluation, and redesign
- Operations assessment and improvement
- Management of human resources and health professionals
- Information systems management and assessment
- Legal principles development, application, and assessment
- Governance: structure, roles, responsibilities, and alignment to leadership
- Leadership: visioning, change management and team development
- Written, verbal, and interpersonal communication skills
- Statistical analysis and application
- Economic analysis and application to business decision making
- Market analysis, research, and assessment
- Financial analysis and management
- Business and clinical ethical decision-making
- Strategy formulation and implementation
- Quality assessment for patient care improvement
- Professional skills development

Each concentration has variations in emphasis based on the individual courses in the curriculum. Moreover, the methods for assessing assimilation of knowledge, skill, and behaviors is operationalized in different ways. Program assessment takes a variety of forms—case study preparation, tests, oral presentations, syntheses, field learning performance, etc.

The M.S. program courses are also offered on two extension campuses at Ursinus College and Albert Einstein Health Network. (See Graduate Programs at Other Locations under General Information for contact persons.)

Degree Requirements

The M.S. in Health Administration includes five core courses, five administrative courses (4 required, 1 elective), one health services elective component, and an integrative capstone course. Two graduate courses (6 credits) may be transferred with the approval of the Director as long as they meet program and University standards.
The requirements include the following twelve courses:

*Core Component (five required)*
- HAD 4025 Health Services Research
- HAD 4605 Health Administration
- HAD 4645 Health Care Organization
- HAD 4745 Ethics of Health Care
- HAD 4765 Managed Health Care

*Administrative Component (four required)*
- HAD 4655 Health Care Law
- HAD 4665 Health Care Informatics
- HAD 4675 Accounting for Health Care Organizations
- HAD 4685 Financial Management of Health Care Organizations

*plus one course from the following:*
- HAD 4105 Health Information Management Systems Data and Infrastructure
- HAD 4115 Health Information Management Systems Applications
- HAD 4125 Computer-Based Patient Record (CPR)
- HAD 4135 Decision Support and Data Analysis
- HAD 4145 Health Information Systems Resource Management
- HAD 4155 Health Care and the Internet
- HAD 4165 Leadership, Strategy, and Planning for HIMS
- HAD 4635 Health Care Strategic Planning and Marketing
- HAD 4725 Managing Employee Relations in the Healthcare Setting
- HAD 4715 Hospital Administration
- HAD 4775 International Health Care Systems
- HAD 4805 Health Policy

*Health Services Component (one required):*
- HAD 4625 Psychosocial Aspects of Chronic Illness and Disability
- HAD 4955 Directed Research in Health Services
- HED 4625 Employee Assistance and Occupational Health
- HED 4785 Concepts of Mental Health
- HED 4795 Women and Health Care
- HED 4805 Epidemiology and Community Health
- HED 4815 Concepts of Nutrition and Health
- HED 4855 Stress and Crisis Management
- HED 4885 Addictions
- GRG 4005 Proseminar in Gerontology I
- HAD 5025 Fieldwork in Health Administration
- SOC 4205 Mental Health and the Law
- SOC 4255 Therapeutic Strategies in Criminal Justice
- SOC 4565 Sociology of Mental Health

*Research Component (one required):*
- HAD 6025 Integrative Capstone Course in Health Services
Health Administration and Health Education Joint Degree

The M.S. in Health Administration and Health Education is designed for health professionals, educators, and public service professionals who are interested both in management/administrative aspects of healthcare and in the need for health education and health promotion in the population served by the healthcare system. The curriculum develops student expertise in specific areas of health care management, health promotion and illness prevention, ethics and law, and research.

The M.S. in Health Administration and Health Education requires the completion of sixteen courses (48 credits)

**Core Component (9 required)**
- HAD 4605 Health Administration
- HAD 4645 Health Care Organization
- HAD 4665 Health Care Informatics
- HAD 4745 Ethics of Health Care
- HED 4765 Managed Health Care
- HED 4775 Program Planning for Wellness
- HED 4805 Epidemiology and Community Health
- HED 4845 Curriculum Strategies for Health Care Educators
- HAD/HED 4025 Health Services Research

**Administration Component (3 required)**
- HAD 4635 Health Care Strategic Planning and Marketing
- HAD 4655 Health Care Law
- HAD 4675 Accounting for Health Care Organizations
- HAD 4685 Financial Management of Health Care Organizations

**Education and Health Services Component (3 required)**
- HED 4625 Employee Assistance and Occupational Health
- HED 4685 Health Education in HIV/AIDS
- HED 4785 Concepts of Mental Health
  - or HED 4795 Experiential Counseling
- HED 4795 Women and Health Care
- HED 4815 Concepts of Nutrition and Health
- HED 4855 Stress and Crisis Management
- HED 4885 Addictions
- HED 4895 Health Care of Children in Communities
- HAD 4625 Psychosocial Aspects of Chronic Illness and Disability
- HAD 4725 Managing Employee Relations in the Healthcare Setting

**Research Component (1 required)**
- HAD/HED 6025 Integrative Capstone Course in Health Services

*John J. Newhouse, Ed.D., M.S. Chair, Department of Health Services*
*110 Post Hall, (610) 660-1578, jnewhous@sju.edu*
Master of Science in Long-Term Care Administration

Catherine Murray, Ph.D., Director Graduate Gerontology Services Program
226 Post Hall, (610) 660-1805, cmurray@sju.edu

John J. Newhouse, Ed.D., M.S. Chair, Department of Health Services
110 Post Hall, (610) 660-1578, jnewhous@sju.edu

Program Description

The Master of Science in Long-Term Care Administration is designed to meet the needs of individuals interested in advancing their careers in the growing field of services and facilities targeting the needs of the elderly. The Long-Term Care program is a cross disciplinary program with courses from the Health Services Department and the Gerontology program. It offers students an opportunity to prepare for careers in areas including nursing homes, senior centers, offices on aging, adult day care centers, continuing care retirement communities, and other public and private organizations which service seniors. The program requires completion of 48 credits, as follows:

**Core Component (9 required):**
- HAD 4605 Health Administration
- HAD 4645 Health Care Organization
- HAD 4665 Health Care Informatics
- HAD 4745 Ethics of Health Care
- GRG 4005-4015 Proseminar in Gerontology I and II
- GRG 4045 Delivery of Human Services to the Older Person
- GRG 4505 Long-Term Care Administration
- GRG 4025 Research Design and Statistics

**Administration Component (3 required):**
- HAD 4635 Health Care Strategic Planning and Marketing
- HAD 4655 Health Care Law
- HAD 4675 Accounting for Health Care Organizations
- HAD 4725 Managing Employee Relations in the Healthcare Setting
- HAD 4765 Managed Health Care
- HAD 4685 Financial Management of Health Care Organizations

**Gerontology Component (3 required):**
- GRG 4135 Clinical Pathology
- GRG/HED 4625 Psychosocial Aspects of Chronic Illness and Disability
- GRG 4905-4915 Advanced Internship

**Research Component (1 required):**
- GRG 6025 Advanced Research Seminar in Gerontology

M.S. in Health Administration with a Concentration in Healthcare Informatics

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110 Post Hall, (610) 660-1578, jnewbous@sju.edu

Dr. Rick Lang, Coordinator of Healthcare Informatics
(215) 345-2138, rlang@dh.org
Program Description

The Master's in Health Administration (HAD) with a Concentration or Post-Master’s Certificate in Healthcare Informatics offers a curriculum in information resources management for healthcare professionals. The purpose of the program is to train healthcare professionals in the tactical and strategic utilization of information technology in healthcare organizations so they may prepare to assume senior level leadership positions in the strategic planning, management, design, integration, implementation, and evaluation of clinical, financial and administrative information systems in various healthcare enterprises. The Concentration program involves a 12-credit hour (four course) curriculum within the current Health Administration program for a total of 42 credits (14 courses): 10 required courses from the HAD curriculum plus the 3 required IT courses and 1 IT administrative component in lieu of the normal 2 electives.

The Certificate Program consists of an 18 credit hour program (six course) which has been developed to meet the needs of working professionals with a terminal degree at the master's level or who seek advanced understanding in the developing field of Healthcare Informatics. The concentration prepares graduates to be knowledgeable in the creation, management, implementation, strategy and leadership aspects of IT.

Graduates may find employment as managers, systems analysts, or members of IT departments in healthcare enterprises. Other employment opportunities exist with health information systems vendors, consulting groups, and governmental agencies.

Students who wish to augment their current study in Health Administration with an advanced understanding of healthcare information technology should pursue the Healthcare Informatics concentration. The program is designed to give students more knowledge and skills in the strategic, operational, and practical aspects of IT. Students who are majoring in health administration but want to concentrate in Healthcare Informatics may choose the following courses in lieu of the administrative component elective and the health services elective plus two additional courses. Students are required to have a basic competency in standard PC office applications (i.e. Word Processing, Data Base, Spreadsheet, and Internet Browsers). Students may also select any IT course as an elective option.

**Required**

- HAD 4105 Health Information Management Systems Data and Infrastructure
- HAD 4115 Health Information Management Systems Applications
- HAD 4125 Computer-Based Patient Record (CPR)
- HAD 4665 Health Care Informatics

**Healthcare Informatics Administrative component (one required)**

- HAD 4135 Decision Support and Data Analysis
- HAD 4145 Health Information Systems Resource Management
- HAD 4155 Health Care and the Internet
- HAD 4165 Leadership, Strategy, and Planning for HIMS

**Post-Master's Certificate in Healthcare Informatics**

Students who have already earned a Master’s degree in a field other than Healthcare Informatics but wish to continue their study in IT will receive a Post-Master’s Certificate upon completion of the curriculum described below (18 credits, 6 courses). Students are required to have a basic competency in standard PC office applications (i.e. Word Processing, Data Base, Spreadsheet, and Internet Browsers).

**Core courses (4 required)**

- HAD 4105 Health Information Management Systems Data and Infrastructure
- HAD 4115 Health Information Management Systems Applications
- HAD 4125 Computer-Based Patient Record (CPR)
- HAD 4665 Health Care Informatics
Healthcare Informatics Administrative component (2 required)

HAD 4135 Decision Support and Data Analysis
HAD 4145 Health Information Systems Resource Management
HAD 4155 Health Care and the Internet
HAD 4165 Leadership, Strategy, and Planning for HIMS

M.S. in Health Administration with a Concentration in Training and Organizational Development

John J. Newhouse, Ed.D., M.S. Chair, Department of Health Services
110 Post Hall, (610) 660-1578, jnewhouse@sju.edu

Program Description

In addition to the general degree in Health Administration, a concentration is also offered in Training and Organizational Development. The program is designed for select students who require more knowledge and skills in training in healthcare. Students who are majoring in Health Administration but want to concentrate in Training and Organizational Development may choose the following courses in lieu of the administrative component elective and the health service component elective plus two additional courses for a total of 42 credits (14 courses).

Required

TOD 4115 Adult Learning: Theory and Application
TOD 4125 Adult Learning Methods
TOD 4135 Performance Consulting
TOD 4145 Learning Design and Implementation

Post-Master's Certificate in Health Administration

John J. Newhouse, Ed.D., M.S. Chair, Department of Health Services
110 Post Hall (610) 660-1578 jnewhouse@sju.edu

Program Description

Students who have already earned a Master's degree in a field other than Health Administration but who wish to continue their studies in Health Administration will receive a Post-Master's Certificate upon completion of the curriculum described below (18 credits, 6 courses). Advisors can adapt program to student needs.

Core Courses (3 required)

HAD 4605 Health Administration
HAD 4645 Health Care Organization
HAD 4765 Managed Health Care

Administrative Courses (3 required)

HAD 4635 Health Care Strategic Planning and Marketing
HAD 4655 Health Care Law
HAD 4665 Health Care Informatics
HAD 4675 Accounting for Health Care Organizations
HAD 4685 Financial Management of Health Care Organizations
HAD 4715 Hospital Administration
HAD 4725 Managing Employee Relations in the Healthcare Setting
HED 4805 Epidemiology and Community Health
Certificate in Health Care Ethics

Peter A. Clark, S.J., Ph.D., Director Center for Catholic Bioethics
Barbelin Hall 108, (610) 660-1867, pclark@sju.edu

Program Description

The goal of the certificate program in Health Care Ethics is to offer a distinctive program of studies to prepare individuals for the complex and growing field of biomedical ethics. The program seeks to provide graduate educational opportunities that will enable students to reflect systematically on contemporary issues in bioethics, medical research and healthcare principally through the prism of the intellectual heritage of the Roman Catholic philosophical and theological tradition. The certificate program is intended for those who are working in the healthcare field especially members of Institutional Ethics Committees both in hospitals and nursing homes, Organizational Ethics Committees and members of Institutional Review Boards. It is also for professionals in the health care field who wish to pursue a credentialed career or those who wish to enhance their expertise in ethics.

Admission Requirements

- A completed Graduate Application Form with a non-refundable application fee of $35.
- Complete and official sealed transcripts of all coursework from each undergraduate and graduate school attended.
- Two letters of recommendation appraising the applicant’s capacity for studies at the graduate level and leadership potential in the healthcare field.
- A 500 word personal statement on why the applicant wishes to pursue a certificate in Healthcare Ethics, and how the applicant hopes to use the certificate upon completion.
- A background in healthcare preferred.

Certificate Requirements

The certificate program requires each individual to take four courses. Two of these courses will be required courses:

- HAD 4745 Ethics of Health Care
- HAD 4655 Health Care Law

The two remaining courses can be taken from the following electives:

- HAD 4025 Health Services Research
- HAD 4625 Psychosocial Aspects of Chronic Illness and Disability
- HAD 4759 Women and Health Care
- HAD 4805 Health Policy
- HED 4835 Aging in America

Health Administration Course Descriptions

HAD 4025 Health Services Research 3 credits

Designed to help professionals in health services critically evaluate research in their respective fields. The course will cover basic principles of research design and statistical analysis and will survey health...
services research approaches, including epidemiology, program evaluation, case studies, organizational analysis, ethnography, and sociology/health psychology.

**HAD 4105 Health Information Management Systems Data and Infrastructure** 3 credits
Analysis and case study of IT networks, internets, data interchange, data access, and data management. 
*Prerequisite: for Healthcare Informatics students only and HAD 4665 is preferred.*

**HAD 4115 Health Information Management Systems Applications** 3 credits
Case study of the foundation and incorporation of the critical IT applications in the modern healthcare delivery enterprise. Specific applications will be explored with an emphasis placed on the practice of Managed Care.

**HAD 4125 Computer-Based Patient Record (CPR)** 3 credits
An in-depth analysis of the Institute of Medicine's (IOM) standards, requirements, attributes, and benefits of the CPR and its use in the healthcare delivery enterprise. The use of data warehouses, data repositories, and integration technology will be explored relevant to CPR development along with the various issues and strategies for implementation.

**HAD 4135 Decision Support and Data Analysis** 3 credits
The role of decision support information systems in the clinical and administrative decision making and benchmarking process. Case studies and practice will be explored.

**HAD 4145 Health Information Systems Resource Management** 3 credits
Project management; system security and confidentiality; resource allocation; prioritization; operational fundamentals and system controls; staffing strategies; and social, ethical, and legal issues, concepts and techniques.

**HAD 4155 Health Care and the Internet** 3 credits
Examination of the specific roles that internet technology plays in healthcare. Observations and trends that play a significant role in improving the quality of healthcare delivery will be discussed. Various components such as intranets, extranets, knowledge management and web design concepts will be explored.

**HAD 4165 Leadership, Strategy, and Planning for HIM** 3 credits
This course examines the various strategies for IT planning with a heavy emphasis on: business alignment with IT, assessment and prioritization of large capital IT projects, implementation steps and issues, projected benefits realization, organizing the IS function, and other leadership strategies.

**HAD 4605 Health Administration** 3 credits
An introduction to the principles of administration within health and human services organizations and the basic concepts of leadership and organizational theories relevant to effective administration of healthcare institutions. Organizations are viewed as open systems requiring constant interactions with the environment. Considerable emphasis is placed on quality improvement and organizational change.

**HAD 4625 Psychosocial Aspects of Chronic Illness and Disability** 3 credits
A survey of psychological, social, and behavioral theories and principles as they relate to the experiences of chronic illness and disability. The course will emphasize the impact of these experiences on the patient in terms of motivation and life satisfaction, restructuring social support systems, and changes in psychosocial/developmental needs. Attention will be given to the changing role of the health professional as direct care provider, manager, consultant, and advocate. 
*Prerequisite: all five core courses.*
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HAD 4635</td>
<td>Health Care Strategic Planning and Marketing</td>
<td>3</td>
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<td>An introductory course that examines the foundations, principles, and basic applications of this field. Internal and external forces that shape marketing policies and planning are explored. Topics include the development of marketing strategies and programs, as well as marketing mix variables and general healthcare planning. <strong>Prerequisite: all five core courses.</strong></td>
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<td>HAD 4645</td>
<td>Health Care Organization</td>
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<td>An overview of the organization, structure, and financing of the healthcare delivery system in the United States. The various elements comprising the system will be presented, along with an exploration of the basic concepts and measures of health, disease, needs, quality, and utilization. Issues in healthcare resourcing, institutions, and system organization will be examined.</td>
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<tr>
<td>HAD 4655</td>
<td>Health Care Law</td>
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<td>An examination of the major legal issues encountered in the healthcare field by administrators and practitioners. Among the topics to be included are principles of liability, legal aspects of medical ethics, and legislative and regulatory factors in healthcare delivery. <strong>Prerequisite: three core courses.</strong></td>
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<tr>
<td>HAD 4665</td>
<td>Health Care Informatics</td>
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<td>A survey of the current use of information technology in the clinical and management practice for the healthcare delivery enterprise. Students will become familiar with the basic terminology, strategies, and utilization of IT as a key component in the delivery of patient care. <strong>Prerequisite: three core courses.</strong></td>
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<tr>
<td>HAD 4675</td>
<td>Accounting for Health Care Organizations</td>
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<td>An introduction to basic accounting techniques used in the healthcare industry. <strong>Prerequisites: three core courses.</strong></td>
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<tr>
<td>HAD 4685</td>
<td>Financial Management of Health Care Organizations</td>
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<td>An introduction to the basic theories and practices of financial management as they relate to healthcare organizations. Course includes budgeting principles. <strong>Prerequisite: all five core courses and HAD 4675.</strong></td>
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<tr>
<td>HAD 4715</td>
<td>Hospital Administration</td>
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<td>In depth study of hospital operations with emphasis on not-for profit/nonprofit settings; focus on departmental operations, role of administration, the board, and medical staff. Includes legal and reform trends affecting hospitals, financial mechanisms, budgeting, labor relations and corporate restructuring. <strong>Prerequisite: all five core courses.</strong></td>
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<tr>
<td>HAD 4725</td>
<td>Managing Employee Relations in the Healthcare Setting</td>
<td>3</td>
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<td>This course serves as an introduction to and exploration of effective management techniques used to manage employee relations in today's hospital and health system settings. It incorporates the manager and the HR practitioner's perspective and entails an overview of various policies, programs, and practices used by management to ensure the dignity, respect, and fair treatment of employees. <strong>Prerequisite: all five core courses.</strong></td>
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<tr>
<td>HAD 4745</td>
<td>Ethics of Health Care</td>
<td>3</td>
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<td>A critical examination of the central ethical issues in the healthcare field. Issues to be treated include euthanasia, life-prolonging medical technologies, abortion, screening for genetic defects, experimentation and informed consent, distribution of scarce medical resources, the right to healthcare, and its implications for the healthcare delivery system. Necessary background in moral philosophy will be provided.</td>
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HAD 4765 Managed Health Care 3 credits
This course is an introduction to managed care including current and evolving models, terminology, and differences among insurers and payor types. The course will focus on the use of financial incentives to restrain healthcare costs and the role of utilization review, peer review, provider.

HAD 4775 International Health Care Systems 3 credits
This course is an introduction to health systems with a country to country comparison in terms of general organization funding, key trends, and strengths and weaknesses of each model. The focus will be learning from other countries, benchmarking, and lessons learned for the U.S. healthcare system. Prerequisite: three core courses.

HAD 4805 Health Policy 3 credits
The formulation and analysis of health policy at federal, state, local, and corporate levels. This course presents an overview of the legislative, regulatory, and political processes and their effect on the healthcare system. Provides a conceptual and analytic framework for policy analysis regarding policy formulation, adoption, implementation, operation, evaluation, and termination. Prerequisite: all five core courses.

HAD 5025 Fieldwork in Health Administration 3 credits
Individually arranged fieldwork in an approved healthcare facility. Student must have permission of the program director before registering. The experience is tailored to individual student goals and is limited to one experience per student. Prerequisite: all five core courses and one administrative component requirement or four core courses and two administrative requirements, plus Departmental permission prior to registration.

HAD 6025 Integrative Capstone Course in Health Services 3 credits
An integrative capstone course in which the student is expected to integrate and synthesize prior course work and to demonstrate competence in health services through the analysis of complex cases in health services delivery and management and the development of a case of his/her own based on experience and observation. This should be the final course in the curriculum. Prerequisite: all five core courses and four administrative components. Offered in Spring Semester only.

HAD 4955 Directed Research in Health Services 3 credits
An opportunity to conduct a research project under the supervision of a faculty member. Note: students may register for a directed research study only after (a) submitting a research proposal to the program director; (b) arranging for a faculty member to serve as mentor; and (c) receiving explicit approval from the department chair. (See Directed Research for complete guidelines.)

Health Education
M. Michelle Rowe, Ph.D., Director Graduate Health Education, School Nurse Certification and Nurse Anesthesia Programs, Post 113, (610) 660-1576, mrowe@sju.edu

Program Description
The MS degree in Health Education has been developed using the competency based health educator model as defined by the Society of Public Health Educators (SOPHE) and the National Commission on Health Education Credentialing (NCHEC). These competencies form the foundation of this curriculum:

- Assess individual and community needs for health education
- Plan effective health education programs
- Implement health education programs
- Evaluate health education programs
• Coordinate the provision of health services
• Act as a resource in health education
• Communicate health and health education needs, concerns, and resources
• Apply appropriate research principles and methods in health education
• Administer health education programs
• Advance the profession of health education

The Master’s curriculum in Health Education consists of twelve courses of 36 credit hours. Five courses or 15 credit hours are the core courses of the program. The remaining courses are selected from the Health Studies module and the Sociology/Education/Administration module.

Admission Requirements and Procedure

Students seeking admission to the master’s program in Health Education need to have a baccalaureate degree from an accredited college or university that shows course work taken in the natural sciences and the social sciences. Courses taken in education and the human development fields are also acceptable.

The Department uses a portfolio approach to admission, considering grade point average, previous work experience, a 500 word essay dealing with personal goals and objectives, and letters of recommendation. Applicants may be asked to schedule an interview with faculty members if additional information or clarification is needed to continue pursuing their candidacy. The following items are required by the Graduate Admissions Office for prospective students to be considered for admission:

• A 500 word statement of personal goals and objectives
• An official transcript of all course work from each undergraduate and graduate institution in which the applicant has been enrolled.
• A grade point average of at least 2.75
• Two letters of recommendation appraising the applicant’s capacity for studies at the graduate level and leadership potential in the health education field
• A complete application form accompanied by a non-refundable application fee of $35.00

Acceptance and Enrollment

The Committee on Admissions will decide whether the academic record, recommendations, personal statements, and professional background of candidates indicate sufficient ability to manage the program of studies in this curriculum. Applicants will be notified in writing regarding their admission status. Candidates are admitted for enrollment to begin in either the fall, spring, or summer sessions. Qualified applicants may take up to two courses prior to full matriculation, with the approval of the program director.

Degree Requirements

To earn the master’s degree in Health Education, students must satisfactorily complete twelve courses (36 credit hours). Up to two graduate level courses (6 credit hours) may be transferred in from another institution to substitute for two courses in the University’s Health Education curriculum. The request to do this is made to the program director and that person’s decision along with the approval of the Office of the Registrar will decide if such transfers can be made.

Health Education Masters and Certification Programs

• M.S. in Health Education
• Post-Master’s Certificate in Health Education
• School Nurse Certification
M.S. in Health Education

The requirements for the M.S. in Health Education include five core courses and one capstone course. **Core courses should be completed early in the program.** The remaining six courses are electives in health studies and related areas, which are selected on the basis of the student's professional goals.

**Core Courses (five required):**
- HED 4025 Health Services Research
- HED 4765 Managed Health Care
- HED 4775 Program Planning for Wellness
- HED 4805 Epidemiology and Community Health
- HED 4845 Curriculum Strategies for Health Educators *(Prerequisite: HED 4775)*

**Health Studies Module (four-six required):**
- HAD 4625 Psychosocial Aspects of Chronic Illness and Disability
- HED 4215 School Nurse Practice
- HED 4305 Pharmacologic Principles in Nurse Anesthesia
- HED 4625 Employee Assistance and Occupational Health
- HED 4685 Health Education in HIV/AIDS
- HED 4745 Experiential Counseling
- HED 4785 Concepts of Mental Health
- HED 4795 Women and Health Care
- HED 4815 Concepts of Nutrition and Health
- HED 4825 Principles of Administration and Leadership Practices
- HED 4835 Aging in America
- HED 4855 Stress and Crisis Management
- HED 4865 Behavioral Health of Children and Youth
- HED 4875 Human Sexuality
- HED 4885 Addictions
- HED 4895 Mapping for Health Research, Planning, Policy Development and Marketing
- HED 4905 Special Topics in Health Education
- HED 4955 Directed Research in Health Services
- HED 5025 Field Work in Health Education

**Sociology/Education/Administration Module (none-two required):**
- EDU 4035 Psychology of Teaching
- EDU 4315 Interpersonal Relations
- EDU 4805 Special Learners
- EDU 4345 Law and American Education
- TAD 5215 Developing Critical Thinking Skills
- HED 4645 Health Care Organization
- SOC 4205 Mental Health and the Law
- SOC 4255 Therapeutic Strategies in Criminal Justice
- SOC 4565 Sociology of Mental Health

**Research component (one required):**
- HED 6025 Integrative Capstone Course in Health Services
Post-Master’s Certificate

Students who have earned a Master's degree in a field other than Health Education may receive a Post-Master’s Certificate upon successful completion of eighteen credits (six courses).

Certificate in Health Education

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HED 4765</td>
<td>Managed Health Care</td>
</tr>
<tr>
<td>HED 4805</td>
<td>Epidemiology and Community Health</td>
</tr>
<tr>
<td>HED 4775</td>
<td>Program Planning for Wellness</td>
</tr>
<tr>
<td>HED 4845</td>
<td>Curriculum Strategies for Health Educators</td>
</tr>
</tbody>
</table>

(Prerequisite: HED 4775)

(Two of the following)

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HED 4625</td>
<td>Employee Assistance and Occupational Health</td>
</tr>
<tr>
<td>HED 4685</td>
<td>Health Education in HIV/AIDS</td>
</tr>
<tr>
<td>HAD 4625</td>
<td>Psychosocial Aspects of Chronic Illness and Disability</td>
</tr>
<tr>
<td>HED 4785</td>
<td>Concepts of Mental Health</td>
</tr>
<tr>
<td>HED 4795</td>
<td>Women and Health Care</td>
</tr>
<tr>
<td>HED 4815</td>
<td>Concepts of Nutrition and Health</td>
</tr>
<tr>
<td>HED 4855</td>
<td>Stress and Crisis Management</td>
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<td>HED 4865</td>
<td>Behavioral Health of Children and Youth</td>
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<td>HED 4875</td>
<td>Human Sexuality</td>
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<td>HED 4895</td>
<td>Mapping for Health Research, Planning, Policy Development and Marketing</td>
</tr>
<tr>
<td>HED 4905</td>
<td>Special Topics in Health Education</td>
</tr>
<tr>
<td>HED 5025</td>
<td>Field Work in Health Education</td>
</tr>
</tbody>
</table>

School Nurse Certification Outside of the MS Program

Pennsylvania School Nurse certification can be earned outside of the MS Program. Applicants must submit:

- Completed application with non-refundable application fee;
- Official copies of undergraduate transcripts;
- Copy of current RN license.

The following five graduate courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 4015</td>
<td>American Education</td>
</tr>
<tr>
<td>HED 4215</td>
<td>School Nurse Practice</td>
</tr>
<tr>
<td>HED 5145</td>
<td>School Nurse Practicum</td>
</tr>
<tr>
<td>EDU 4805</td>
<td>Special Learners</td>
</tr>
<tr>
<td>EDU 4035</td>
<td>Psychology of Teaching</td>
</tr>
</tbody>
</table>

Upon completion of coursework, copies of the RN license and a Saint Joseph's transcript showing 12 credits of required coursework are forwarded to Harrisburg along with the Pennsylvania Department of Education Application for Certification. A copy of the certification application can be obtained from the Program Director.

Students are required to meet the Pennsylvania certification standards in effect at the time of application. If state requirements change, the University must reserve the right to modify this course of study.

HED 4025  Health Services Research  3 credits

Designed to help health services professionals read and critically evaluate research in their respective fields. The course will include basic principles of research design and statistical analysis, and a survey of
health services research approaches including epidemiology, program evaluation, case studies, curriculum development, ethnography, and sociology/health psychology. Prerequisites: HED 4775 and HED 4805. Nurse Anesthesia students: no prerequisites.

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<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>HED 4215</td>
<td><strong>School Nursing Practice</strong></td>
<td>3</td>
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<td></td>
<td>This course is designed to provide an overview of the roles and responsibilities of the school nurse. Methods of assisting students with chronic medical and mental health issues under both Chapters 14 and 16 will be addressed. Skills needed to develop health education/health promotion activities which will strengthen the link between good health and academic achievement will be developed.</td>
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<tr>
<td>HED 4625</td>
<td><strong>Employee Assistance and Occupational Health</strong></td>
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<td></td>
<td>An overview course designed to provide the knowledge and skills necessary to help organize, develop, manage, and evaluate employee assistance programs. Emphasis is placed on the positive role of health promotion as a preventive tool. Course explores the role of addictions, family, financial, and legal issues in the life of the impaired employee or student and codependent.</td>
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<tr>
<td>HED 4685</td>
<td><strong>Health Education in HIV/AIDS</strong></td>
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<td>The retrovirus of AIDS, the people, and the society it infects are the center upon which this course is based. Current public health policy, ethics, and politics of AIDS are examined. Emphasis is placed on skill-building in health education, counseling, and referrals for persons with AIDS, their families, and those individuals who test positive. The school and corporate sectors are explored, as well as high risk groups and global AIDS.</td>
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<tr>
<td>HED 4745</td>
<td><strong>Experiential Counseling</strong></td>
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<td>Theories and applications of counseling. Conceptual emphasis on the “here and now” phenomenologic theory. Psychodrama is stressed. Ethics, risk reduction, and the biopsychosocial/spiritual impactors on both the counselor and the client are integral.</td>
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<tr>
<td>HED 4765</td>
<td><strong>Managed Health Care</strong></td>
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<td></td>
<td>An introduction to managed care including current and evolving models, terminology, and differences among insurers and payer types. The course will focus on the use of financial incentives to restrain health care costs. The role of utilization review, peer review, provider networks, case management, prescription drug costs, and bundling of services will be presented.</td>
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<tr>
<td>HED 4775</td>
<td><strong>Program Planning for Wellness</strong></td>
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<td></td>
<td>A foundation course in the development of health education programs for hospitals, work sites, community, and schools. Discusses models for health behavior, assessment of health education needs, design and implementation of interventions, program marketing, and evaluation of efficacy.</td>
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<tr>
<td>HED 4785</td>
<td><strong>Concepts of Mental Health</strong></td>
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<td></td>
<td>Basic concepts of mental health and illness. A range of theories and psychotherapies, and psychological aspects of health, illness, and addiction are studied.</td>
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<tr>
<td>HED 4795</td>
<td><strong>Women and Health Care</strong></td>
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<td></td>
<td>Inquiry into the health needs of women and their treatment by the health care system. Study includes history, role of women as healers, epidemiology, access to and utilization of health care services, health research, and legislation affecting women’s health issues.</td>
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<tr>
<td>HED 4805</td>
<td><strong>Epidemiology</strong></td>
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<td></td>
<td>An introductory course exploring the basic concepts of epidemiology as a public health science, including rates and ratios, risk and association, causation and investigation of outbreak.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>HED 4815</td>
<td><strong>Concepts of Nutrition and Health</strong></td>
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<td>A comprehensive examination of the principles of good nutrition during the life cycle. Emphasis is placed on practical applications, including the use of food composition theory to evaluate food intakes, regional, cultural, and religious influences on food habits, fads, preventive health promotion, and health restoration through health education.</td>
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<tr>
<td>HED 4825</td>
<td><strong>Leadership Principles</strong></td>
<td>3</td>
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<td></td>
<td>An introductory course to acquaint the learner with needs and roles in supervisional activity. Management styles, functions, and analyses, as well as behavioral theory, are evaluated. Planning and decision-making, dealing with the change process, motivation, coaching and counseling techniques, performance appraisal, and control are examined.</td>
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<tr>
<td>HED 4835</td>
<td><strong>Aging in America</strong></td>
<td>3</td>
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<tr>
<td></td>
<td>Areas of study include theories of aging, bio-psychosocial/spiritual characteristics of older people, family systems and non-systems, resources, policy, legislation, and activism.</td>
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</tr>
<tr>
<td>HED 4845</td>
<td><strong>Curriculum Strategies for Health Educators</strong></td>
<td>3</td>
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</table>
|             | Techniques combining the cognitive, affective, and psychomotor domains in individual and group learning are discussed. Leading models for curriculum development and implementation are emphasized. Mechanics for construction of goals, curriculum design, objective writing, and learning behaviors are stressed. Models for evaluation and needs analysis are examined. The role of the trainer in the organization is also explored, along with strategies for maximizing one's position in the organization. Ethical, legal, and moral questions arising in the health education arena are examined.  
**Prerequisite:** HED 4775. |
| HED 4855    | **Stress and Crisis Management**                            | 3       |
|             | Study of health problems related to stress and exploration of methods to reduce the impact of stressors to improve bio-psychosocial health. Demonstrates how to identify, isolate, and manage a crisis and how to foresee future crises, as well as how to develop contingency plans. Physiology of stress, relaxation, biofeedback, fear control, and cognitive reacting are skills studied in relation to stress management. |
| HED 4865    | **Behavioral Health of Children and Youth**                 | 3       |
|             | This course will provide an introduction to behavioral health issues related to children and adolescents. Problems, risk factors, diagnosis and treatment will be considered in the context of developmental theory. |
| HED 4875    | **Human Sexuality**                                         | 3       |
|             | Content provides sexual awareness and personal growth in the area of interpersonal sexuality. Through participation in a variety of class activities, students increase comfort level in communicating about sexual attitudes, feelings, and behaviors. Sexually transmitted infections, reproductive inefficiencies, and cultural issues are discussed. |
| HED 4885    | **Addictions**                                              | 3       |
|             | The study of the nature, causes, and intervention of substance abuse. Historical and sociocultural trends are evaluated in view of current addiction theories. Emphasis is placed upon the relation of addiction to family and work environments, as well as the development of alternate lifestyles. |
| HED 4895    | **Mapping for Health Research, Planning, Policy Development and Marketing** | 3       |
|             | Based on the ARCVIEW Geographic Information Systems (GIS), this course is a practical introduction to the use of computer mapping and spatial analysis. The course uses the most current GIS technology to understand the environment and how it impacts public health. There is a large computer lab component to the course. |
HED 4905 Special Topics in Health Education 3 credits
The learning objectives of this course will be geared toward a specific topic of current interest in the field of health education. The specific topics and prequisites will be announced in the course schedule.

HED 4955 Directed Research in Health Services 3 credits
An opportunity to conduct a research project under the supervision of a faculty member. Note: students may register for a directed research study only after (a) submitting a research proposal to the program director; (b) arranging for a faculty member to serve as mentor; and (c) receiving explicit approval from the department chair.

HED 5025 Fieldwork in Health Education 3 credits
Individually arranged fieldwork in approved health education environment. Students need permission of the program director before registering. The program is designed to meet individual professional goals and may only be taken once during a student's completions of this degree program. All five core courses must be taken prior to enrolling in this course.

HED 5145 School Nurse Practicum 3 credits
The course is the field work and classroom review program for the School Nurse Preceptorship. It covers assessment areas including health assessment, documentation and record keeping and health management. It's a 10 week program consisting of 150 hours of field work along with in-class discussion and review. The practicum component will be done under the direct supervision of a licensed school nurse working in a school environment.

HED 6025 Integrative Capstone Course in Health Services 3 credits
An integrative capstone course in which the student is expected to integrate and synthesize prior course work and to demonstrate competence in health services through the analysis of complex cases in health services delivery and management and the development of a case of his/her own based on experience and observation. This should be the final course in the curriculum. Prerequisite: all five core courses and four administrative components. Offered in Spring Semester only.

Nurse Anesthesia

M. Michelle Rowe, Ph.D., Director Graduate Health Education, School Nurse Certification and Nurse Anesthesia Programs, Post 113, (610) 660-1576, mrowe@sju.edu

Joan Woods, C.R.N.A., M.S.Ed., Director, Nazareth School of Anesthesiology for Nurses

Program Description
The MS in Nurse Anesthesia is offered in conjunction with Nazareth Hospital. It is designed for nurses who desire to study the educative and administrative aspects of health care as well as focus on the science of anesthesiology. The core courses are taught by Certified Registered Nurse Anesthetists and Anesthesiologists at the hospital site. Health Education and Administration courses are taught by the University faculty on the main campus.

Application Procedure
Interested students must contact Nazareth Hospital School of Anesthesiology (215-335-6217) in order to obtain an application to the program; applications are submitted directly to the Hospital School, as opposed to the University.
The following documentation is required as part of the application file:

- A completed application form from Nazareth Hospital School of Anesthesiology, accompanied by a non-refundable application fee,

- Complete and official transcripts of all coursework from nursing school, undergraduate and graduate school attended, with a minimum of a baccalaureate degree in nursing from a National League for Nursing (NLN) accredited program. Registered nurses may have earned a bachelor's degree in an appropriate science other than nursing.

- Two letters of recommendation attesting to the student's clinical experience and ability for graduate study,

- Current resumé, which includes evidence of at least one year's nursing experience in critical care,

- Current GRE scores.

Upon acceptance to the Hospital School, students are required to submit an application and the required fee to Saint Joseph's University. Application supporting documents, including transcripts, letters of recommendation, etc. will be sent to Saint Joseph's directly from the Hospital School to complete the student's University file. Students who are newly accepted will be offered the opportunity to begin University course requirements prior to full-time enrollment in the Hospital School.

**Degree Requirements**

To earn the Master of Science in Nurse Anesthesia degree, students must satisfactorily complete fifty-one credits. Eighteen of these credits are taken at Saint Joseph's University and thirty-three at the Hospital School.

**Core Courses** (offered at Nazareth Hospital)

- GRA 3505 Anatomy/Physiology/Pathophysiology in Anesthesia I
- GRA 3515 Chemistry and Physics I
- GRA 3525 Pharmacology I
- GRA 4005 Orientation to the Study and Practice of Anesthesia
- GRA 4105 Anatomy/Physiology/Pathophysiology in Anesthesia II
- GRA 4155 Chemistry and Physics of Anesthesia II and III
- GRA 4185 Pharmacology II
- GRA 4305 Advanced Principles of Practice
- GRA 4995 Clinical Practicum
- GRA 4365 Thesis Presentation

**Saint Joseph's University Courses**

- HAD/HED 4025 Health Services Research
- HAD 4745 Ethics of Health Care
- HAD 4655 Health Care Law

*Plus any three of the following:*

- HAD 4605 Health Administration
- HAD 4625 Psychosocial Aspects of Chronic Illness and Disability
- HED 4765 Managed Health Care
- HED 4775 Program Planning for Wellness
- HED 4805 Epidemiology and Community Health
- HED 4845 Curriculum Strategies for Health Educators
- HED 4855 Stress and Crisis Management
- HED 4885 Addictions
Certificate of Completion for Clinical Work

The Certificate of Completion for Clinical Work is offered by Saint Joseph’s University in association with Nazareth Hospital School of Nurse Anesthesiology. It is designed for nurses who desire to study the science of anesthesiology and already possess an equivalent graduate degree with a superior record of academic achievement from an accredited institution. Previous work in critical care nursing is necessary. The student will undergo a 27-month plan of study consistent with and complete all requirements, including specific courses and clinical experiences as required by Nazareth Hospital School of Anesthesiology. The core courses are taught by Certified Registered Nurse Anesthetists and Anesthesiologists at the hospital.

Core Courses

(offerred at Nazareth Hospital)

GRA 3505  Anatomy, Physiology, and Pathophysiology in Anesthesia I  4 credits
This course addresses Cardiovascular System I and Respiratory System I, including airway management. Beginning with cellular anatomy and physiology, the course evolves to provide a comprehensive base to aid students in health assessment and management of the anesthetic patient. The course in addition addresses airway management protocol and algorithms.

GRA 3515  Chemistry and Physics I  1 credit
An introduction for beginning students to principles of inorganic chemistry as they apply to anesthetic management. Emphasis is placed on the application of gas laws and principles of physics as these apply to anesthesia practice and as they relate specifically to the engineering of the anesthesia delivery system.

GRA 3525  Pharmacology I  2 credits
An introduction to pharmacology of anesthetic agents and medications used in the perioperative area. In addition the course covers the principles and application of inhalation and regional anesthesia.

GRA 4005  Orientation to Study and Practice of Anesthesia  3 credits
A broadly based orientation is provided to ease beginning students into the clinical area. The course includes introduction to professional aspects, ethics, psychology/sociology, department management, legal aspects, and history of anesthesia. Basic anesthesia principles include the following: anesthesia-related equipment and care, preoperative assessment, IV techniques, airway management and ventilation, patient positioning, and management of regional anesthesia.

GRA 4105  Anatomy, Physiology, and Pathophysiology in Anesthesia II  4 credits
The following systems are studied during this advanced course, preparing the student for increasingly difficult clinical experiences: Cardiovascular II, Respiratory II, Endocrine, Renal and the Central Nervous systems.

GRA 4155  Chemistry and Physics of Anesthesia II and III  2 credits
A continuation of the study of chemistry and physics as applied to anesthesia. This includes gas laws, cellular physiology and metabolism, and the management of fluid therapy of the patient in the perioperative period.

GRA 4185  Pharmacology II  3 credits
An advanced study of the biokinetics of anesthetic agents and adjunct drugs. The autonomic nervous system is further explored in depth.
GRA 4305 Advanced Principles of Practice  
An in-depth study of the clinical application of theoretical knowledge in relation to the management of patients undergoing specialty surgery—ENT, Orthopedics, Cardiothoracic, Geriatrics, Trauma, Neuro, Obstetrics, and Pediatrics.

GRA 4365 Thesis/Project  
The students explore an anesthesia-related topic of choice in the form of an independent project. The projects take many forms and are developed in conjunction with the input and approval of the directors.

GRA 4995 Clinical Practicum  
Clinical applications of theoretical knowledge in hands-on experience with patients.

Inquiries

Nazareth Hospital  
Joan Wood, C.R.N.A., M.S.Ed.  
(215) 335-6217

Saint Joseph's University  
John J. Newhouse, Ed.D., M.S.  
(610) 660-1578

Mathematics Education

Five-Year B.S./M.S. Program in Mathematics and Mathematics Education  
Sandra Fillebrown, Ph.D., Director, Five-Year Mathematics Education Program  
Barbelin Hall 235, (610) 660-1568, sfillebr@sju.edu

Program Description

The combined B.S./M.S. program in mathematics and secondary mathematics education offers students the opportunity to complete both an undergraduate major in mathematics and an M.S. in Mathematics Education, and obtain Commonwealth of Pennsylvania Secondary Teacher Certification in Mathematics. The curriculum emphasizes the unique character of mathematics learning theory, technology, and techniques for effective teaching in the discipline. The program strengthens traditional certification programs by incorporating a research experience.

Admission Requirements and Procedures

The five-year program is open only to undergraduate mathematics majors at Saint Joseph's. Students will be evaluated for acceptance into the program after the completion of the first semester of their junior year. Applicants must submit a complete undergraduate transcript, three letters of recommendation, and a personal essay describing the student’s goals by April 15. A cumulative grade point average of 3.0 or better is required.

Program Structure and Curriculum

Students must complete all requirements for the undergraduate B.S. in Mathematics as described in the Undergraduate Catalog. To receive the M.S. in Mathematics Education, students must take an additional 30 credits at the graduate level in Education or Mathematics Education during the following summer and academic year. Graduate coursework must include:
Research Component

MED 4215  Research in Mathematics Education I (3 credits)
or MED 4315  Research in Mathematics I (3 credits)

Student Teaching

EDU 4225  Secondary Fieldwork (6 credits)

Electives

MED or EDU graduate level courses (21 additional credits)

Certification and/or Degree Requirements:

Required undergraduate coursework

PSY 1001  Introductory Psychology
EDU 1011  Schools in Society
EDU 1012  Certification Lab I
EDU 2031  Educational Psychology
EDU 2032  Certification Lab II

Required coursework at either the undergraduate or graduate level:

EDU 2311 or EDU 4105 Reading in the Content Areas
SPE 2111 or SPE 4805 Education of the Special Learner
EDU 2351 or EDU 4155 Practical Issues in Secondary Mathematics
    with EDU 2352 or EDU 4156 Practical Issues in Secondary Mathematics Lab

Required coursework in Mathematics at the undergraduate level (courses taken as mathematics electives as part of the major requirements):

MAT 2041  Abstract Algebra II
MAT 2211  Probability and Statistics I
MAT 2221  Probability and Statistics II

Required coursework in Mathematics at either the undergraduate or graduate level:

MAT 1611 or MED 4015 History of Mathematics
MAT 2121 or MED 4045 Geometry

Note: MED courses may be used to satisfy requirements of the undergraduate mathematics major only with the approval of the Department Chairperson.

Certification Exams:

PPST section of Praxis I
Specialty Area Test of Praxis

Important Note: The State Board of Education adopted changes that affect all of Pennsylvania’s teacher certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. These new regulations should be incorporated into all teacher education programs that prepare preservice teachers to be certified by January 1, 2013. The Department of Education at Saint Joseph’s University is making changes to comply with these new requirements and, therefore, additional program requirements will be developed and incorporated to our certification in the next academic year.

MED 4015  History of Mathematics 3 credits

A survey of the development of mathematical ideas and techniques in social and cultural contexts. The trajectories of certain key problems will be followed, such as the nature of the Euclidean parallel
postulate, the plane isoperimetric theorem and the solution of polynomial equations. The influence of practical needs (business, military, technological) will be considered. Prerequisites: Calculus II or permission of instructor.

MED 4025 Number Theory 3 credits
The study of integers, primes and factorization, Division Algorithm, Euclidean algorithm, Mathematical Induction, the Fundamental Theorem of Arithmetic, linear Diophantine equations, modular arithmetic, number theoretic functions, Fermat’s last theorem, quadratic residues, primitive roots, Chinese Remainder theorem.

MED 4035 Discrete Structures 3 credits
An introduction to the basic concepts of discrete mathematics essential both to mathematics and many of its applications. Topics include logic, sets, relations, functions, recurrence equations, combinatorics, graphs. Techniques of mathematical proof will be developed.

MED 4045 Geometry 3 credits
Contemporary topics in Euclidean and non-Euclidean geometry. Topics include motion geometry, affine transformations, projective transformations, axiomatic systems, and applications of geometry. Prerequisites: Number Theory or Discrete Structures.

MED 4055 Probability and Statistics 3 credits
Descriptive statistics, random variables, discrete and continuous probability distributions, moments, correlation, sampling distributions, estimation, confidence intervals, hypothesis testing, linear regression and analysis of variance. Additional topics as time permits, may include factor analysis, contingency tables, multilinear regression and nonparametric methods. Prerequisites: Calculus II or permission of instructor.

MED 4065 Linear Algebra 3 credits
Linear systems, vector spaces, dimension, linear transformations, matrices, inner product, orthogonality, characteristic polynomials, diagonalization, eigenvalues, eigenvectors. Prerequisites: Calculus II or permission of instructor.

MED 4075 Modern Algebra 3 credits
This course discusses modern topics in abstract algebra—groups, rings, ideals, fields, vector spaces. Axiomatic systems are used to prove theorems and discuss relationships such as homomorphism and isomorphism. Applications in elementary geometry and algebra are discussed. Prerequisites: Calculus II; and Number Theory or Discrete Structures.

MED 4095 Mathematical Problem Solving 3 credits
Techniques of solving mathematical problems which draw on a wide mathematical background. Solutions may incorporate concepts from linear algebra, analysis, modern algebra, combinatorics, geometry and applied mathematics. Prerequisites: Calculus II; and Number Theory or Discrete Structures.

MED 4145 Practical Issues in Secondary Mathematics (cross listed with EDU 4155) 3 credits
In this course students will have the opportunity to develop pedagogical methodology for the secondary mathematics classroom. Instructional techniques and teaching styles for presenting mathematical material and for fostering problem-solving skills are presented. Material development, strategies for classroom management, testing strategies and alternative assessment will be presented. Lastly, concerns about professional development will be addressed.
MED 4155 Communication and Technology in Mathematics 3 credits
This course is designed to introduce pre-service teachers to the different types of technology available to the mathematics classroom. The use of manipulative devices, portfolios or journals, writing and verbal communication in the mathematics classroom will be discussed. Emphasis will be placed on the appropriate use of the graphing calculator, applications for the personal computer, and the internet in the mathematics classroom. Ethical and practical issues surrounding the use of technology will be discussed.

MED 4185 Mathematics Curriculum 3 credits
This course examines the ways in which high school students acquire mathematical knowledge, considers the particular mathematical knowledge they should have at each grade level (as articulated by the Principles and Standards of School Mathematics), and applies this understanding to the design of secondary mathematics curricula.

MED 4205 Readings and Research in Mathematics Education 3 credits
The course will introduce students to mathematics education through the lens of research. Select research literature will provide students background in the teaching and learning of mathematics for investigating issues involved in knowing and learning mathematics and developing research-based curriculum materials. Students will become knowledgeable about the foundational studies in mathematics education and will acquire strategies for collecting, analyzing and reporting research data.

MED 4215 Research in Mathematics Education I 3 credits
MED 4225 Research in Mathematics Education II 3 credits
Students will design and carry out a research project in mathematics education as an independent study, working closely with a faculty mentor. Permission and approval by the mentor and program director are required.

MED 4295 Topics in Mathematics Education 3 credits
Topics and issues in secondary mathematics teaching, from theoretical underpinnings to practical applications. Topics will vary depending on interests and backgrounds of students. Prerequisites: MED 4145, MED 4185, or permission of instructor.

MED 4315 Research in Mathematics I 3 credits
MED 4325 Research in Mathematics II 3 credits
Students will design and carry out a research project in mathematics as an independent study, working closely with a faculty mentor. Permission and approval by the mentor and program director are required.

MED 4395 Topics in Mathematics 3 credits
Topics in mathematics such as advanced abstract algebra, real analysis, combinatorics, graph theory, topology, logic, and dynamical systems. Topics will vary depending on interests and backgrounds of students. Prerequisites: MED 4095 or permission of instructor.
Program Description

The Saint Joseph’s University graduate program in psychology offers students a general curriculum of study emphasizing experimental psychology. The program is designed to complement the strengths and interests of the present psychology faculty and facilities and reflects the current state of the discipline of psychology. It consists of a traditional and academically oriented forty-eight credit curriculum and requires the successful completion of a qualifying comprehensive examination and an empirical thesis project. The program is designed for successful completion over two academic years. Additionally, a five-year combined Bachelor/Master of Science degree is offered.

Admission Requirements and Procedures

Students are required to have completed a bachelor’s degree with either a major or minor in psychology. For those students without a psychology major/minor, a minimum of twelve undergraduate credits in psychology (including courses in Introductory Psychology, Research Methods, and Statistics) must be completed. All applicants will be asked to submit a complete undergraduate transcript, official scores from the Graduate Record Examination two letters of recommendation/reference, and an essay describing their interests and goals of graduate education in psychology. All application materials are due by March 1st. Students with an undergraduate GPA below 3.25 may be admitted on a probationary basis. A non-refundable deposit equivalent to one graduate credit, which is applied to tuition, is required upon the student’s acceptance of admission.

Undergraduate psychology majors at Saint Joseph’s who apply for the five-year combined BS/MS program will be evaluated for acceptance into the program following the completion of the first semester of the junior year. These undergraduate applicants will be asked to submit a complete undergraduate transcript, two letters of recommendation/reference, and an essay describing their interests and goals of graduate education in psychology by March 1st. Acceptance into the five-year program will not affect the Core Component or the University Distribution Requirement of the General Educational Requirement.

Financial Aid

Financial aid in the form of a Graduate Research Assistantship stipend is awarded on the basis of merit for students in their second year of graduate study. No additional information is required beyond the application materials. Other forms of financial assistance are also available through the Financial Aid Office of the University.

Academic Dismissal

Students enrolled in the graduate psychology program who receive 2 grades of C or below will be dismissed from the degree program. Students who receive a grade of C or below in any of the Common Core Courses (i.e., PSY 4005, 4035) must repeat the course and receive a grade of B or higher.

It is anticipated that students will complete the graduate psychology program in two academic years. Students who do not complete the program by the end of their second year of enrollment may at their request have their enrollment in the program extended by one academic year. In order to obtain an extension, a student must request one in writing in a letter to the director of the graduate psychology program before the end of the student’s second year of study. Failure to complete the requirements of the program by the end of this additional year will result in dismissal from the program.
If due to unforeseen circumstances a student anticipates that he/she will not complete the requirements of the program before the end of the additional year, the student may apply for a one-time extension of the deadline. The student must request the extension in writing before the end of the additional year in a letter to the director of the graduate psychology program. The letter must be co-signed by the faculty member supervising the Master’s thesis research of the student. The letter must include a date by which the student will have completed the requirements of the program. This completion date must be within 180 days of the last day of the additional year. Failure to complete the requirements of the program by the date specified in the letter requesting the extension will result in the student’s dismissal from the program.

A continuing enrollment fee will be charged for each semester or portion thereof that a student remains enrolled in the graduate psychology program beyond two academic years from the time of initial enrollment.

Program Structure and Curriculum

The curriculum is composed of three major components: an eight-credit Common Core required of all students; twenty-four credits of content courses, and a sixteen-credit Research Component in which students complete the comprehensive examination and research thesis.

The graduate psychology program is a full-time course of study. Classes are primarily scheduled on weekday afternoons. Students are expected to attend these classes regularly. Attendance is also required at colloquia, lab meetings, and other functions of the Department of Psychology. In addition, students are expected to have time available during weekdays to conduct scientific research.

The comprehensive examination is taken by second-year students during the second semester. Students are eligible to sit for the exam if they have submitted an acceptable draft of their thesis proposal. The examination is scored as a 3 (superior), 2 (acceptable), or 1 (failure). A student must achieve a total score of 2 or higher to pass the comprehensive examination. If the student fails one question, that question must be remediated by May 15th of that year. No student is permitted to fail the examination more than once. Failure to pass or complete the comprehensive examination terminates further graduate study. Completion of the thesis must occur within two years following the completion of the comprehensive examination or the examination must again be successfully completed.

M.S. Degree in Psychology—Curriculum

I. Common Core: Two courses (8 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4005</td>
<td>Advanced Research Methods and Statistics I (4 credits)</td>
</tr>
<tr>
<td>PSY 4035</td>
<td>Advanced Research Methods and Statistics II (4 credits)</td>
</tr>
</tbody>
</table>

II. Content Courses: Six courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4105</td>
<td>Gerontology</td>
</tr>
<tr>
<td>PSY 4115</td>
<td>Learning and Behavior</td>
</tr>
<tr>
<td>PSY 4125</td>
<td>Advanced Physiological Psychology</td>
</tr>
<tr>
<td>PSY 4135</td>
<td>Advanced Sensory Processes</td>
</tr>
<tr>
<td>PSY 4155</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>PSY 4165</td>
<td>Memory Organization and Retrieval</td>
</tr>
<tr>
<td>PSY 4225</td>
<td>Advanced Psychopathology</td>
</tr>
<tr>
<td>PSY 4215</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSY 4235</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>PSY 4245</td>
<td>Behavioral Medicine</td>
</tr>
<tr>
<td>PSY 4265</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSY 4315</td>
<td>Personality and Motivation</td>
</tr>
<tr>
<td>PSY 4325</td>
<td>Social Cognition</td>
</tr>
</tbody>
</table>
PSY 4335  Advanced Groups Theory  
PSY 4625  Principles of Neuropsychology

III. Research Component: Four courses (16 credits)
PSY 4415  Directed Studies I  
PSY 4425  Directed Studies II  
PSY 4515  Master’s Thesis I  
PSY 4525  Master’s Thesis II

Two-Year Course Sequence

First Year—Fall Semester
PSY 4005  Advanced Research Methods and Statistics I  
PSY 4xxx  Content Course 1  
PSY 4415  Directed Studies I

First Year—Spring Semester
PSY 4035  Advanced Research Methods and Statistics II  
PSY 4xxx  Content Course 2  
PSY 4425  Directed Studies II

Second Year—Fall Semester
PSY 4xxx  Content Course 3  
PSY 4xxx  Content Course 4  
PSY 4515  Master’s Thesis I

Second Year—Spring Semester
PSY 4xxx  Content Course 5  
PSY 4xxx  Content Course 6  
PSY 4525  Master’s Thesis II

Five-Year B.S./M.S. Program in Psychology

Freshman declared majors—The Five-Year B.S./M.S. psychology program for students who enter freshman year as declared psychology majors is as follows:

<table>
<thead>
<tr>
<th>Freshman (1st year)</th>
<th>Sophomore (2nd year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>PSY 1011</td>
<td>PSY 2021</td>
</tr>
<tr>
<td>PHL 1011</td>
<td>HIS 1011</td>
</tr>
<tr>
<td>ENG 1011</td>
<td>PHL 1031</td>
</tr>
<tr>
<td>MAT 1171</td>
<td>THE 110-1499</td>
</tr>
<tr>
<td>Lang</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior (3rd year)</th>
<th>Senior (4th year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>THE 1500-1999</td>
<td>PHL 2xxx</td>
</tr>
<tr>
<td>PSY 2502-2617</td>
<td>PSY 2301-2381</td>
</tr>
<tr>
<td>Nat Sci</td>
<td>PSY 2811</td>
</tr>
<tr>
<td>Elective</td>
<td>Nat Sci</td>
</tr>
<tr>
<td>PSY 2041</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2021</td>
<td>PSY 2101-2181</td>
</tr>
<tr>
<td>HIS 1011</td>
<td>PSY 2031</td>
</tr>
<tr>
<td>PHL 1031</td>
<td>Soc Sci</td>
</tr>
<tr>
<td>THE 110-1499</td>
<td>HIS 1021</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>PSY 2301-2381</td>
<td>PSY 2051</td>
</tr>
<tr>
<td>PSY 2811</td>
<td>PSY 4005</td>
</tr>
<tr>
<td>Nat Sci</td>
<td>PSY 4xxx</td>
</tr>
<tr>
<td>Elective</td>
<td>PSY 4415</td>
</tr>
<tr>
<td>PSY 2101-2181</td>
<td>PSY 1021-2811</td>
</tr>
<tr>
<td>PSY 2031</td>
<td>Experiential</td>
</tr>
<tr>
<td>PSY 4005</td>
<td>PSY 4035</td>
</tr>
<tr>
<td>PSY 4xxx</td>
<td></td>
</tr>
<tr>
<td>PSY 4425</td>
<td></td>
</tr>
</tbody>
</table>
Graduate (5th year)

**Fall** | **Spring**
--- | ---
PSY 4xxx | PSY 4xxx
PSY 4xxx | PSY 4xxx
PSY 4515 | PSY 4525

**Freshman NOT DECLARED MAJORS**—The Five-Year B.S./M.S. psychology program for students who enter freshman year without being declared psychology majors is as follows:

**Freshman (1st year)**

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1001</td>
<td>THE 1011-1499</td>
</tr>
<tr>
<td>PHL 1011</td>
<td>Art/Lit</td>
</tr>
<tr>
<td>ENG 1011</td>
<td>ENG 1021</td>
</tr>
<tr>
<td>MAT 1171</td>
<td>MAT 1181</td>
</tr>
<tr>
<td>Lang</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Sophomore (2nd year)**

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2502-2612</td>
<td>Nat Sci</td>
</tr>
<tr>
<td>Elective</td>
<td>Nat Sci</td>
</tr>
<tr>
<td>PSY 2041</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Junior (3rd year)**

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 1500-1999</td>
<td>PHL 2xxx</td>
</tr>
<tr>
<td>PSY 2301-2381</td>
<td>PSY 4xxx</td>
</tr>
<tr>
<td>PSY 2051</td>
<td>PSY 4415</td>
</tr>
</tbody>
</table>

**Senior (4th year)**

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 2000-2999</td>
<td>PSY 4005</td>
</tr>
<tr>
<td>Experiential</td>
<td>PSY 4425</td>
</tr>
</tbody>
</table>

**Graduate (5th year)**

<table>
<thead>
<tr>
<th><strong>Fall</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4xxx</td>
<td>PSY 4xxx</td>
</tr>
<tr>
<td>PSY 4xxx</td>
<td>PSY 4xxx</td>
</tr>
<tr>
<td>PSY 4515</td>
<td>PSY 4525</td>
</tr>
</tbody>
</table>

**PSY 4005 Advanced Research Methods and Statistics I**

This course will provide both a conceptual and practical understanding of advanced research methods and statistical methods for psychological data. Topics on research method will include: within- and between-subject experimental research, scale development, and validity/reliability. Topics on descriptive and inferential statistical procedures will include: analysis of variance (ANOVA), correlations, multiple regressions, power, and effect size. Students will learn to apply these statistical methods to the test of mediation and moderation models. Practical understanding of these techniques will be achieved through hands-on analysis of research questions using computerized statistical packages such as SPSS.

**PSY 4035 Advanced Research Methods and Statistics II**

This course will address statistical procedures appropriate for the analysis of multivariate psychological data. Topics include simple and canonical correlation, linear and multiple regression techniques, discriminant analysis, analysis of covariance, multivariate analysis of variance, and factor analysis. Practical understanding of these techniques will be achieved through hands-on analysis of research questions using large sample data bases and computerized statistical packages such as SPSS.

**PSY 4105 Gerontology**

An introduction to the broad spectrum of disciplines and professions encompassed by the study of gerontology, as well as an overview of the major problem areas facing the older person in our society. Biologic, psychologic, social, economic, and legal aspects of aging will be considered.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4115</td>
<td><strong>Learning and Behavior</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Presentation of major concepts and findings from research on basic learning processes and exploration of their implications for complex behavior. Basic processes include classical and operant conditioning, stimulus control, reinforcement, and aversive control. Complex behaviors include attention, memory, and dysfunctional behavior. The physiological basis of learning will also be explored.</td>
<td></td>
</tr>
<tr>
<td>PSY 4125</td>
<td><strong>Advanced Physiological Psychology</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>An examination of the biological foundations of human and animal behavior. The relationship between behavior and the anatomy and physiology of the nervous system will be emphasized, ranging from the cellular level to a consideration of whole neural systems whose activity supports behavior. Behaviors to be studied will extend from simple reflex arcs to the regulation of motivational states.</td>
<td></td>
</tr>
<tr>
<td>PSY 4135</td>
<td><strong>Advanced Sensory Processes</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The manner in which different forms of stimulus energy in the environment are internalized by the organism will be considered in detail in this course. Visual, olfactory, gustatory, auditory, and tactile systems will be examined from biological and phenomenological perspectives. Also to be considered are theoretical issues such as how meaning and knowledge are derived from sensory stimulation.</td>
<td></td>
</tr>
<tr>
<td>PSY 4155</td>
<td><strong>Psychopharmacology</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>An exploration of the mechanisms of action of psychoactive drugs. The manner in which drugs enter, distribute themselves throughout, and exit the body will be considered. The relationship between alterations in behavior produced by drug administration and the changes that the drug produces in the functioning of the nervous system will be emphasized. Topics to be covered include routes of drug administration, drug absorption, transport, and elimination, mechanisms of action, the histories of miscellaneous drugs, and the behavioral and biological activity of alcohol, nicotine, caffeine, the opiates, the hallucinogens, the antipsychotics, amphetamine, and cocaine.</td>
<td></td>
</tr>
<tr>
<td>PSY 4175</td>
<td><strong>Cognitive Psychology</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>This course is explores various topics within the field of cognitive psychology, cognitive science, and cognitive neuroscience. The course will focus on how humans make sense of our experiences, particularly how we acquire, process, retrieve, and represent information. Particular attention will be paid to the following topics: perception, attention, memory, imagery, intelligence, problem solving, creativity, robotics, and artificial intelligence.</td>
<td></td>
</tr>
<tr>
<td>PSY 4215</td>
<td><strong>Health Psychology</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The course in health psychology will provide students with a basic understanding of the involvement of psychology in the fields of medicine and health care. A general overview of psychological and physiological factors that influence disease and disorders, prevention strategies, and psychologically based interventions will be presented. In addition, topics such as stress and disease, compliance, health care systems, coping with illness, and positive health behavior will be discussed. The theoretical emphasis of the course will be on a biopsychosocial perspective.</td>
<td></td>
</tr>
<tr>
<td>PSY 4225</td>
<td><strong>Advanced Psychopathology</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>This course will introduce students to the current state of knowledge in the field of psychopathology, beginning with the major theoretical approaches that contribute to our understanding of abnormal behavior. In addition, this course will integrate developmental psychopathology, social psychology, and health psychology in enhancing our understanding of the etiology and course of psychopathology. Specific emphasis will be placed on examining some of the important current research issues in psychopathology, including why major depression is more prevalent among women, the linkage between autism and childhood vaccinations, and the efficacy of community-based prevention programs.</td>
<td></td>
</tr>
<tr>
<td>PSY 4235</td>
<td><strong>Assessment and Evaluation</strong></td>
<td>4</td>
</tr>
</tbody>
</table>
|             | The assessment and evaluation course will introduce students to various approaches and techniques in the assessment and evaluation of healthy individuals and clinical populations. Areas to be covered will include interviewing, behavioral observation, behavioral assessment, personality assessment, aptitude
testing, cognitive assessment, neuropsychological assessment, and the reliability and validity of tests and measurements. An emphasis will be placed on the administration and interpretation of questionnaires, standardized and nontraditional tests and test batteries using real-life examples.

**PSY 4245 Behavioral Medicine**

The purpose of the course in behavioral medicine will be to apply theories, techniques, and principles learned in health psychology to clinical populations. Coverage will include selected medical and psychophysiological diseases and syndromes (e.g., cardiovascular, stress disorders, chronic illnesses), psychological sequelae, and specific intervention strategies.

**PSY 4265 Developmental Psychology**

This course reviews major theoretical perspectives and contemporary research in the field of developmental psychology. Emphasizing an ecological approach to human development, the course will examine how development in various domains (e.g. emotional, social, and cognitive) is influenced by the contexts in which development takes place (e.g. family, school, neighborhood, socioeconomic context, culture). Particular attention will be paid to development from birth through adolescence.

**PSY 4315 Personality and Motivation**

What accounts for the uniqueness of every human being? Even identical twins are different from one another in many ways! This course analyzes the origins of personality and individual differences through the application of classic theory and recent empirical discovery. Healthy and disordered personality development are explored from an evolutionary perspective, the psychoanalytic and phenomenological approaches to personality, and the roles of genetics, learning, cognition, and self-regulation.

**PSY 4325 Social Cognition**

The ways in which we process social information—both accurately and inaccurately—determine our perceptions of, and behavior within, a complex social world. Automatic and controlled processing of information, social schemas, mental short-cuts to decision-making, attitude formation and change, social stereotypes, the development of our self-concept, and person perception are a few of the many topics covered.

**PSY 4335 Advanced Groups Theory**

The advanced groups theory course will provide students with knowledge of major theories of group behavior and with the opportunity to develop a systematic and constructive approach in critically evaluating the usefulness of those theories. Major theoretical approaches to the study of group behavior will include attribution theory, social comparison theory, cognitive dissonance theory, social cognition, drive theory, self-presentation theory, social impact theory, self-attention theory, and social learning theory.

**PSY 4625 Principles of Neuropsychology**

Principles of Neuropsychology will introduce students to the current state of the field and to recognized and commonly used approaches in the clinical understanding of human brain-behavior relationships. Emphasis will be placed on how the neurological substrate of the human brain governs and influences cognition; biological bases of language, memory, spatial processing, and emotion; principles of brain organization, localization of function and individual differences; and professional and clinical issues.

**PSY 4415 Directed Studies I**

Research conducted under the direction of a member of the graduate psychology program faculty leading to the development of a proposal for a Master's thesis.

**PSY 4515 Master's Thesis I**

Research conducted under the direction of a member of the graduate psychology program faculty leading to the development of a proposal for a Master's thesis.
PSY 4425 Directed Studies II 4 credits
Research conducted under the direction of a member of the graduate psychology program faculty leading to the completion of a Master's thesis.

PSY 4525 Master's Thesis II 4 credits
Research conducted under the direction of a member of the graduate psychology program faculty leading to the completion of a Master's thesis.

Inquiries
Jodi A. Mindell, Ph.D., Director
Graduate Psychology Program
Post 223
(610) 660-1806
jmindell@sju.edu

Public Safety and Environmental Protection Institute

Vincent P. McNally, Jr., Ph.D., Director, Public Safety Management Program
Robert C. Dreimen, M.S., M.Ed., C.F.P.S., Director, Homeland Security Program, Director, Environmental Protection & Safety Management Program
Joan M. Fabrizio, M.Ed., Programs Administrator

Mission Statement
It is the basic mission of the Public Safety and Environmental Protection Institute to serve the educational needs of the professions directly involved in protecting lives, property and the physical environment in our society. The effects of population, growth, technological change and socio-economic development have combined to increase the scope of hazards to which people and the environment are exposed. Planning for and responding to these issues pose some of the most significant challenges to managers at all levels of the public, private and non-profit sector. Through our efforts, we seek to develop the technical, administrative and interpersonal skills of professionals and leaders involved in the following professions:

- Fire/EMS Services
- Emergency Management/Disaster Planning
- Law Enforcement
- Occupational Safety and Health
- Risk Management
- Environmental Protection
- Private Safety/Security Services
- Homeland Security

Finally, our goal is to integrate knowledge and experience with the understanding of ethical standards and social responsibilities consistent with the basic mission of the Jesuit educational philosophy and Saint Joseph's University.
Program Description

This degree program is designed to develop the administrative and functional expertise of police, fire, emergency management and other government officials involved in providing public safety services at federal, state and local levels. The program focuses on developing skills needed to manage the people and resources within the student's specific discipline, in addition to recognizing how all public safety organizations function within the all-hazard approach to incident mitigation. Students with specific interest in law enforcement may follow a track of study with a Concentration in Law Enforcement Administration. This concentration develops the administrative and functional expertise of police commanders and those individuals aspiring to upper management positions in police departments having federal, state, urban and suburban jurisdiction, in addition to managers who supervise private-sector firms and services.

Admissions Requirements and Procedures

Students applying for admission must have a baccalaureate degree from an accredited college or university. Applicants who do not have a grade point average (GPA) above 2.75 may be required to take the Graduate Record Examination (GRE) as a condition for admission. Applicants should submit or have sent to the Director of the Public Safety and Environmental Protection Institute the following:

- A completed application form accompanied by a non-refundable application fee.
- Complete and official transcripts of all course work from each undergraduate and graduate school attended.
- Two letters of recommendation.
- A current résumé

International students should consult additional requirements described in International Students under Academic Policies and Regulations found in the Graduate Catalog of Saint Joseph’s University. There is a seven year time limit on completion of degree programs based on date of enrollment in the first course.

M.S. in Public Safety Management Degree Requirements

A total of eleven (11) courses are required for the degree of Master of Science in Public Safety Management. They are broadly grouped into a public safety and an administrative component.

Public Safety ManagementCore: Required seven (7) courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSE 4005</td>
<td>Fire Department Organization and Management</td>
</tr>
<tr>
<td>PSE 4555</td>
<td>Management Principles and Practices</td>
</tr>
<tr>
<td>PSE 5355</td>
<td>Seminar: Environmental Protection Management</td>
</tr>
<tr>
<td>PSE 5565</td>
<td>Seminar: Disaster Planning and Management</td>
</tr>
<tr>
<td>PSE 5575</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>PSE 5705</td>
<td>Risk Analysis</td>
</tr>
<tr>
<td>PSE 6005</td>
<td>Case Study in Public Safety</td>
</tr>
</tbody>
</table>
Electives (four (4) of the following courses)

- PSE 4015 Fire Protection and Emergency Service Master Planning
- PSE 4025 Research and Evaluation
- PSE 4305 Law Enforcement Management
- PSE 4315 Emergency Medical Services Management
- PSE 4325 Law Enforcement Technology
- PSE 5405 Critical Incident Stress Management
- PSE 5425 Seminar: Special/Target Hazard Planning and Evaluation
- PSE 5585 Seminar: Public Safety and Emergency Management
- PSE 5595 Independent Study in Public Safety
- PSE 5615 Environmental Law and Enforcement
- PSE 5635 EPA/OSHA Issues for Health Care Institutions
- PSE 5725 Behavioral Aspects of Health and Safety Promotion
- PSE 5745 Terrorism: Contemporary Issues
- PSE 5755 Homeland Security: Perspectives and Issues
- PSE 5765 Seminar: Environmental Crime
- PSE 5775 Seminar: Environmental Crime (Distance Learning)

In special cases, students may substitute a course from the M.S. in Homeland Security or M.S. in Environmental Protection and Safety Management Program with the specific permission of the Program Director.

Post-Master’s Certificate in Public Safety Management

Students who already possess a Master's degree and complete six (6) courses as determined through consultation with the Program Director, will be awarded a Post-Master’s Certificate in Public Safety Management. The curriculum will be customized to an individual's needs and courses will be selected from the offerings with consideration to the professional and personal goals of the individual student.

Post-Baccalaureate Certificate in Public Safety Management

Students who are interested in a Post-Baccalaureate Certificate in Public Safety Management must complete the following six (6) courses for the certificate:

- PSE 4005 Fire Department Organization and Management
- PSE 5555 Seminar: Environmental Protection Management
- PSE 5565 Seminar: Disaster Planning and Management
- PSE 5575 Occupational Safety and Health Administration
- PSE 5705 Risk Analysis
- PSE 5765 Seminar: Environmental Crime

*Students who register for the post-Bachelor’s certification programs may transfer these courses to the applicable master's degree program if they wish to pursue the graduate degree.
M.S. in Public Safety Management: Concentration in Law Enforcement Management

A total of eleven (11) courses are required for the degree of M. S. in Public Safety Management: Concentration in Law Enforcement Management. They are broadly grouped into a Public Safety and an Administrative component.

**Public Safety Management/Law Enforcement Administration Core Required (seven courses)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSE 4305</td>
<td>Law Enforcement Management</td>
</tr>
<tr>
<td>PSE 4325</td>
<td>Law Enforcement Technology</td>
</tr>
<tr>
<td>PSE 5565</td>
<td>Seminar: Disaster Planning and Management</td>
</tr>
<tr>
<td>PSE 5705</td>
<td>Risk Analysis</td>
</tr>
<tr>
<td>PSE 5745</td>
<td>Terrorism: Contemporary Issues</td>
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<tr>
<td>PSE 5765</td>
<td>Environmental Crime</td>
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<tr>
<td>PSE 6005</td>
<td>Case Study in Public Safety</td>
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**Electives Four (4) of the following courses:**

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<tr>
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<tr>
<td>PSE 4005</td>
<td>Fire Department Organization and Management</td>
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<tr>
<td>PSE 4025</td>
<td>Research and Evaluation</td>
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<tr>
<td>PSE 4315</td>
<td>Emergency Medical Services Management</td>
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<tr>
<td>PSE 4555</td>
<td>Management Principles and Practices</td>
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<td>PSE 5405</td>
<td>Critical Incident Stress Management</td>
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<tr>
<td>PSE 5425</td>
<td>Seminar: Special/Target Hazard Planning and Evaluation</td>
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<td>PSE 5575</td>
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<tr>
<td>PSE 5755</td>
<td>Homeland Security: Perspectives and Issues</td>
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<tr>
<td>PSE 5775</td>
<td>Strategic Planning for the Public Safety Sector (Distance Learning)</td>
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</tbody>
</table>

In special cases, students may substitute a course from the M.S. in Homeland Security and M.S. in Environmental Protection and Safety Management Program with the specific permission of the Program Director.

**Post-master’s Certificate in Public Safety: Concentration in Law Enforcement Management**

Students who already possess a Master’s degree and complete six (6) courses as determined through consultation with the Program Director, will be awarded a Post-Master's Certificate in Public Safety: Concentration in Law Enforcement Management. The curriculum will be customized to an individual’s needs and courses will be selected from the offerings with consideration of the professional and personal goals of the individual student.

**Post-baccalaureate Certificate in Public Safety: Concentration in Law Enforcement Management**

Students who are interested in a Post-Baccalaureate Certificate in Public Safety: Concentration in Law Enforcement Management, must complete six (6) of the following seven (7) courses for the certificate.

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<th>Course Code</th>
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<tr>
<td>PSE 4305</td>
<td>Law Enforcement Management</td>
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<tr>
<td>PSE 4325</td>
<td>Law Enforcement Technology</td>
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<tr>
<td>PSE 5565</td>
<td>Seminar: Disaster Planning and Management</td>
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</tbody>
</table>
M.S. in Homeland Security

Robert C. Drennen, M.S., M.Ed., C.F.P.S., Director
Merion Place Room 18, (610) 660-1641, rdrennen@sju.edu

Program Description

The Homeland Security Concentration offers the student the opportunity to examine strategies, develop plans, and learn about contemporary issues of terrorism which affect the public and private sectors in our society today. The curriculum will assist the student in building strategies to prevent terrorist attacks, and partnerships to prepare for homeland security incidents. Focus will be on real threats, including critical infrastructure protections needed in the United States today.

Admissions Requirements and Procedures

Students applying for admission must have a baccalaureate degree from an accredited college or university. Applicants who do not have a grade point average (GPA) above 2.75 may be required to take the Graduate Record Examination (GRE) as a condition for admission. Applicants should submit or have sent to the Director of the Public Safety and Environmental Protection Institute the following:

- A completed application form accompanied by a non-refundable application fee.
- Complete and official transcripts of all course work from each undergraduate and graduate school attended.
- Two letters of recommendation.
- A current resumé

International students should consult additional requirements described in *International Students* under Academic Policies and Regulations found in the Graduate Catalog of Saint Joseph's University. There is a seven year time limit on completion of degree programs based on date of enrollment in the first course.

M.S. in Homeland Security Degree Requirements:

A total of eleven (11) courses are required for the degree of Master of Science in Homeland Security. They are broadly grouped into a public safety and an administrative component.

**M.S. in Homeland Security Core Required seven (7) courses**

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<td>Homeland Security: Perspectives and Issues</td>
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<td>PSE 6025</td>
<td>Case Study in Homeland Security</td>
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(Students who register for the post-bachelor’s certification programs may transfer these courses to the applicable master's degree program if they wish to pursue the graduate degree.)
Electives: Four (4) of the following courses

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<td>Occupational Safety and Health Administration</td>
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<td>Environmental Law and Enforcement</td>
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<tr>
<td>PSE 5635</td>
<td>EPA/OSHA Issues for Health Care Institutions</td>
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<td>PSE 5705</td>
<td>Risk Analysis</td>
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<tr>
<td>PSE 5765</td>
<td>Seminar: Environmental Crime</td>
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<tr>
<td>PSE 5775</td>
<td>Strategic Planning for the Public Safety Sector (Distance Learning)</td>
</tr>
</tbody>
</table>

In special cases, students may substitute a course from the M.S. in Public Safety Management or Environmental Protection and Safety Management Programs with the specific permission of the Program Director.

Post-master’s Certificate in Public Safety: Concentration in Homeland Security

Students who already possess a Master’s degree and complete six (6) courses as determined through consultation with the Program Director, will be awarded a Post-Master’s Certificate in Public Safety: Concentration in Homeland Security. The curriculum will be customized to an individual’s needs and courses will be selected from the offerings with consideration to the professional and personal goals of the individual student.

Post-Baccalaureate Certificate in Homeland Security

Students who are interested in the Post Baccalaureate Certificate in Homeland Security must complete six of the seven courses:

- PSE 4305 Law Enforcement Management
- PSE 5425 Seminar: Special/Target Hazard Planning and Evaluation
- PSE 5565 Seminar: Disaster Planning and Management
- PSE 5745 Terrorism: Contemporary Issues
- PSE 5755 Homeland Security: Perspectives and Issues
- PSE 5805 Strategic Planning Issues in Homeland Security
- PSE 6025 Case Study in Homeland Security

*Students who register for the post-Bachelor’s certification programs may transfer these courses to the applicable master’s degree program if they wish to pursue the graduate degree.

M.S. in Environmental Protection And Safety Management

Robert C. Drennen, M.S., M.Ed., C.F.P.S., Director
Merion Place Room 18, (610) 660-1641, rdrennen@sju.edu

Program Description

The Environmental Protection and Safety Management program concentrates on environmental management issues for individuals who work in private, non-profit or government agencies. Students’ careers generally involve the specialized areas of environmental protection and occupational safety and health.
Admissions Requirements and Procedures

Students applying for admission must have a baccalaureate degree from an accredited college or university. Applicants who do not have a grade point average (GPA) above 2.75 may be required to take the Graduate Record Examination (GRE) as a condition for admission. Applicants should submit or have sent to the Director of the Public Safety and Environmental Protection Institute the following:

- A completed application form accompanied by a non-refundable application fee.
- Complete and official transcripts of all course work from each undergraduate and graduate school attended.
- Two letters of recommendation.
- A current resumé

International students should consult additional requirements described in *International Students* under *Academic Policies and Regulations* found in the Graduate Catalog of Saint Joseph’s University. There is a seven year time limit on completion of degree programs based on date of enrollment in the first course.

M.S. in Environmental Protection and Safety Management Degree Requirements

A total of eleven (11) courses are required for completion of the degree of Master of Science in Environmental Protection and Safety Management.

**Environmental Protection and Safety Management Core: Required seven (7) courses**

- PSE 5555 Seminar: Environmental Protection Management
- PSE 5565 Seminar: Disaster Planning and Management
- PSE 5575 Occupational Safety and Health Administration
- PSE 5605 Industrial Hygiene
- PSE 5615 Environmental Law and Enforcement
- PSE 5705 Risk Analysis
- PSE 6015 Case Study in Environmental Protection and Safety Management

**Electives: four (4) of the following courses**

- PSE 4025 Research and Evaluation
- PSE 4555 Management Principles and Practices
- PSE 5405 Critical Incident Stress Management
- PSE 5425 Seminar: Special/Target Hazard Planning and Evaluation
- PSE 5585 Seminar: Public Safety and Emergency Management
- PSE 5625 EPA/OSHA Auditing: Concepts and Procedures
- PSE 5635 EPA/OSHA Issues for Health Care Institutions
- PSE 5725 Behavioral Aspects of Health and Safety Promotion
- PSE 5735 Environmental Waste
- PSE 5745 Terrorism: Contemporary Issues
- PSE 5765 Seminar: Environmental Crime
- PSE 5775 Strategic Planning for the Public Safety Sector *(Distance Learning)*
- PSE 5785 Seminar: Environmental Protection Policy and Issues
- PSE 5795 Independent Study in Environmental Protection and Safety Management

Students may in special cases substitute a course from the M.S. in Public Safety Management with the specific permission of the Program Director.
Post-Master's Certificate in Environmental Protection and Safety Management

Students who already possess a Master's degree and complete six (6) courses of study as determined through consultation with the Program Director, will be awarded a Post-Master's Certificate in Environmental Protection and Safety Management. The curriculum will be customized to individual's needs and courses will be selected from the offerings with consideration to the professional and personal goals of the individual student.

Post-Baccalaureate Certificate in Environmental Protection and Safety Management

Students who are interested in a Post-Baccalaureate Certificate in Environmental Protection and Safety Management must complete a total of the following six (6) courses for the certificate:

PSE 5555 Seminar: Environmental Protection Management
PSE 5565 Seminar: Disaster Planning and Management
PSE 5575 Occupational Safety and Health Administration
PSE 5605 Industrial Hygiene
PSE 5705 Risk Analysis
PSE 5765 Seminar: Environmental Crime

Students who register for the post-bachelor's certification programs may transfer these courses to the applicable master's degree program if they wish to pursue the graduate degree.

Course Descriptions

**PSE 4005 Fire Department Organization and Management**

This course includes an analysis of the administrative functions and responsibilities of fire departments, including fire suppression, fire prevention and emergency medical services. It will apply the management techniques of planning, organizing and controlling to specific fire department operations, such as training, recruitment and promotion. Finally, it will examine issues of public administration that influence the operation of the fire department, such as unionization, affirmative action, and residence requirements.

**PSE 4015 Fire Protection and Emergency Service Master Planning**

This course will focus on the environmental factors and processes involved in developing a comprehensive master plan for the provision of fire protection and emergency services. The course will focus on the broad social, political and economic issues involved in emergency planning, community master planning, and local emergency services. Finally, the course will examine future possibilities for regionalization, inter-local cooperation, disaster management and technological improvements.

**PSE 4025 Research and Evaluation**

This course is an introduction to qualitative and quantitative concepts from different theoretical perspectives. It will help students design, analyze and evaluate research in the public safety, environmental protection and occupational safety fields including information-gathering techniques, organizational analysis and writing research reports.

**PSE 4305 Law Enforcement Management**

This course will focus on the problems and challenges facing police agencies at the federal, state and local levels from the perspective of public administration in trying to meet the basic goals of responsibility, responsiveness and representation. It will focus on the elements of public policy analysis involving such areas as performance and productivity, civil service, collective bargaining, and public budgeting and finance. Finally, it will analyze various factors such as physical, demographic, economic, legal and political influences and how they affect police agencies as government organizations.
Public Safety and Environmental Protection Institute

PSE 4315 Emergency Medical Services Management 3 credits

Emergency medical services is the third side to the public safety triangle. EMS provides direct “hands on” personal care to those fallen victim to illness or injury. Though identical to the Fire Service's use of paid and volunteer staff, EMS responds to higher call volumes, operates under scrutiny of the Department of Health and receives reimbursement for services rendered. This course will address finance, delivery systems, specialized services and patient/personnel needs in EMS.

PSE 4325 Law Enforcement Technology 3 credits

This course is geared to the non-technical police manager and is designed to present an overview of major automated systems used throughout the United States. Topics covered include the following: Internet project management, budgeting, automation via computer, including networks, dealing with vendors, maintenance agreements, grants and applying for technical grants. The course will highlight major public safety systems such as the National Crime Information Center, (NCIC2000) computer-aided dispatch, geographic information systems and crime mapping. The course will also cover 911 systems, mobile/field communications and vehicle mobile data terminals. (MDT) No prior technical knowledge is required.

PSE 4555 Management Principles and Practices 3 credits

This course covers an array of basic management principles and practices. It reviews techniques supporting the development and implementation of a basic business plan. The emphasis is on applying course material to those organizations involved in public safety and environmental protection management. The course will also focus on skills that are critical to being a successful manager.

PSE 5405 Critical Incident Stress Management 3 credits

This course will focus on critical incidents, disasters and other traumatic events which often produce effects that disrupt the abilities and well-being of the individuals, organizations and communities that experience the event. It will examine critical incident stress management, prevention and mitigation strategies and protocols that can be used in the workplace and community. We will also investigate the principles of individual stress management and stress proofing.

PSE 5425 Seminar: Special/Target Hazard Planning and Evaluation 3 credits

This course will focus on the special problems of fire, safety and emergency management presented to local public safety agencies by high risk or target hazards such as chemical plants, refineries, railroads, airports, port facilities, etc. It will analyze the unique challenges of prevention, protection and control at such major facilities and examine strategic approaches to ongoing and major incident planning. The course will integrate fire and safety codes that are related to specific target hazard occupancies.

PSE 5555 Seminar: Environmental Protection Management 3 credits

This course will focus on major issues and public policy in environmental protection. This course analyzes the various managerial problems associated with the prevention, mitigation and cleanup of environmental problems. It will focus on the major areas of governmental involvement and regulation and emerging trends as they influence decision-making in the public and private sector. It will also examine the physical, political, legal, economic and technological factors that help shape and constrain environmental protection policy.

PSE 5565 Seminar: Disaster Planning and Management 3 credits

The purpose of this seminar is to cover a broad range of topics, problems and activities involved in developing a comprehensive yet flexible plan of response to a major life- and property-threatening emergency at the local level. Through lectures by professionals from a variety of fields and perspectives, the course will provide an overview of the managerial responsibilities and multi-dimensional skills necessary to coordinate and control a disaster situation. There will also be a review and study of past disasters. Finally, the seminar will focus on developing techniques and approaches that can be used to handle similar emergencies in the future.
PSE 5575 Occupational Safety and Health Administration 3 credits
An examination of the management problems associated with occupational safety and health hazards in industrial, commercial and institutional organizations. It reviews techniques of prevention and control of life- and property-threatening incidents and procedures for compliance with federal, state and local regulations. Finally, it analyzes the role played by other organizations in safety management, such as police, fire, legal, insurance and government agencies.

PSE 5585 Seminar: Public Safety and Emergency Management 3 credits
This seminar will address current trends and issues in Public Safety.

PSE 5595 Independent Study in Public Safety 3 credits
This independent study entails the application of a research project to a particular issue or problem of public safety. Requires permission of Program Director.

PSE 5605 Industrial Hygiene 3 credits
This course is designed to provide a broad overview of industrial hygiene principles. It will examine the various types of chemical, physical, biological and radiological hazards present in the workplace and the potential risks of employee exposures. It will also evaluate regulatory compliance issues and focus on special hazards found in various environments.

PSE 5615 Environmental Law and Enforcement 3 credits
This course will examine the regulatory and compliance issues involved in the area of environmental law. It will focus on the substantive and procedural elements of federal, state and local legislation and court decisions surrounding air, water and ground pollution. Finally, it will focus in developing a strategic and responsible approach to issues of compliance and control of environmental hazards.

PSE 5625 EPA/OSHA Auditing: Concepts and Procedures 3 credits
This course will examine the specific elements and procedures involved in conducting environmental and health/safety audits at a facility or a site. The course will define the steps involved in such audits and examine the physical, technological, legal and economic dimensions of the auditing process as a means of continuing control and evaluation of hazards and mitigation strategies.

PSE 5635 EPA/OSHA Issues for Health Care Institutions 3 credits
This course will focus on the unique and special problems of environmental, health and safety issues found in health care and medical facilities such as waste-stream management, personnel training and trends in regulatory policy. It will also focus on the impact of survey/accreditation by the Joint Council of Hospital Organizations and techniques and issues of compliance.

PSE 5705 Risk Analysis 3 credits
This course will provide an overview of the problems and challenges involved in risk identification and assessment. It examines the various physical, demographic, economic, technological, legal/political and socio-cultural factors that can threaten organizational stability or impede organizational change, such as liability. Finally, it will explore strategies to calculate probabilities of risk and to minimize uncertainty.

PSE 5725 Behavioral Aspects of Health and Safety Promotion 3 credits
This course provides a critical examination of the physical and social work environment and its role in causing and preventing occupational accidents and disasters. This course focuses on the techniques and theory of Applied Behavior Analysis as the conceptual basis for developing measurement, recording, intervention and evaluation strategies. Long-term maintenance, cost/benefit analysis, the roles of antecedents and consequences and problem solving strategies are stressed.
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<tr>
<td>PSE 5735</td>
<td>Environmental Waste</td>
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<td>PSE 5745</td>
<td>Terrorism: Contemporary Issues</td>
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<tr>
<td>PSE 5805</td>
<td>Strategic Planning Issues in Homeland Security</td>
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<td>PSE 6005</td>
<td>Case Study in Public Safety</td>
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This course will examine the rules that govern the management of hazardous and other solid wastes, including industrial, household and medical wastes. The course will examine the requirements governing waste generation, storage transportation, processing, treatment and disposal as well as the closure and remediation requirements for waste sites. The course will also examine the relationship between Federal and State rules as they apply to the management of waste and enforcement issues to waste management.

This course provides a critical examination of the characteristics and causes of terrorism, past and present. It will allow students to evaluate the key issues surrounding modern terrorism in the aftermath of 9/11. The course will examine the changing characteristics of twenty-first century global terrorism and the evolving strategies of political terrorism. It will also examine the religious roots of contemporary terrorism and seek to answer why America is a primary target. Finally, it will analyze the modern threats to first responders from weapons of mass effect and provide an overview of tactical response, crime scene operations and emergency response.

This course will survey the system components of national and regionally significant critical infrastructure. Issues associated with asset vulnerability, consequence management, threat reduction and preparedness measures will be addressed. An examination of the risk-based management methodology as employed by the Department of Homeland Security in conducting infrastructure protection planning and risk assessments for National Special Security Events will be undertaken. Implications of federal Homeland Security regulatory requirements as well as current policies, and practices affecting urban areas will be discussed.

This course focuses on the growing problem of environmental crime and the challenge it presents to federal, state and local law enforcement agencies. It will examine the various types of environmental crime such as illegal dumping and negligence. Finally, it will analyze methods that can be used by police agencies to investigate and prosecute violations.

This course provides the concept and framework for the development of a strategic plan for the functions of public safety, law enforcement, fire protection, emergency medical service, general safety and environmental safety. A study of the public safety function related to a framework for effective organizational management and performance will be evaluated. This course guides the student through the process of understanding the needs, resources and capabilities of the organization and how to establish a plan to achieve improved performance over time.

This independent study entails the application of a research project to a particular issue or problem of environmental protection. Requires permission of Program Director.

This course will focus on contemporary topics and issues in the evolving field of homeland security. Employing a seminar format and utilizing the expertise of a variety of professionals from diverse areas, the course will focus on such areas as intergovernmental and interagency cooperation and coordination, interoperability of communications systems, port and border security, training exercise development and grant applications. The course will also focus on policy development and evaluation of prevention, response and recovery areas of homeland security for both the public and private sector.

This case study entails the application of a research project to a particular issue or problem of public safety. Requires permission of Program Director.
PSE 6015 Case Study in Environmental Protection and Safety Management 3 credits
This case study entails the application of a research project to a particular problem or issue of environmental protection or occupational safety and health management. Requires permission of Program Director.

PSE- 6025 Case Study in Homeland Security 3 credits
This case study entails the application of a research project to a particular problem or issue of homeland security. Requires permission of Program Director.

Writing Studies
Ann E. Green, Ph.D., Director, Writing Studies
106 Bellarmine, (610) 660-1889, agreen@sju.edu

Program Description
America is document centered in its history. In principle and practice alike, our government is word dependent. Words have made us who we are. Any hope that any generation of Americans might entertain “to form a more perfect union” at any point in time must be established firmly and confidently on the ability of people to write with power and purpose, grace and style, wit and wisdom. Such hopes for the present and future must rest on the best of the past, even as reflection and revision push us steadily onward toward improvement. The M.A. in Writing Studies incorporates thoughtful engagement with significant texts in the legacy of letters in English, but at the same time, it invites and expects new contributions in kind.

The M.A. in Writing Studies has been designed to be flexible to meet the needs of diverse students, unique enough to be well-recognized locally and nationally, strong enough to thrive in the Philadelphia graduate education market, and distinguished enough to reflect fine credit on the history of Jesuit educational engagement with the world and its problems.

This innovative program has several distinguishing features: it offers excellent training for magazine or journal editors and freelance writers; it provides rich growth opportunities for teachers of writing at the secondary or community college level; it provides important experience for traditional journalists; it incorporates collaborative workshops to stimulate creativity; and it develops skills important for success in corporate communications and public relations.

The Department of English offers the M.A. program in Writing Studies. This program is designed to position its graduates to be very competitive in the broad field of professional writing and communications. The courses in the program are all focused, in one way or another, on the work of the writer. Graduates will pursue careers in a wide range of areas: public relations, magazine and book editing, freelance writing (fiction and nonfiction), print and broadcast journalism, corporate communications, teaching of writing. The Writing Studies program accommodates both full-time and part-time students.

Admission Requirements and Procedures
The Writing Studies program is designed to provide advanced training for people who have a good undergraduate foundation in the writing area and/or people who may have substantial work experience in professional writing or communications. Application forms are available in the Graduate Admissions Office and in the Department of English. Applicants will submit the following materials: the “Application for Admissions/Graduate Program” form, an undergraduate transcript, two letters of recommendation, at least two samples of writing (preferably published work—whether in college publications or in other places), a resumé, and a personal statement to indicate how the program relates to or reflects life experience and career
plans. The Graduate Program English Admissions Committee will look for both a strong academic record and signs of serious interest in the work of a writer. A personal interview with the applicant may be requested.

Degree Requirements

The M.A. in Writing Studies requires 30 credits of graduate work. Six credits will come from a thesis project (either an analytical study or a collection of original creative material). The remaining credits involve courses at the 4000 level. The program includes provisions for internships and directed individual projects of various kinds.

All students in the program will take two core courses: ENG 4005 The Practice of Writing and ENG 4015 Rhetoric Then and Now. These courses provide breadth of perspective on all of the general issues and circumstances faced by writers in the process of engaging an audience and making a living through the craft of language. Other courses in the program are organized in three complementary areas:

AREA I Writing and Culture;
AREA II Rhetoric and Composition: Theory and Practice;
AREA III Professional Writing.

All graduates of the program are required to have at least one course from each area; two courses in an area would create a concentration. All of the courses are designed to have writing as the center of concern, and many of the courses will emphasize getting pieces of writing into publication in one form or another.

Core Courses

ENG 4005 The Practice of Writing 3 credits
An overview of the work of a practicing writer, with exploration of particular genres of interest to individual students in the course. Assignments will include a writer’s history (autobiographical account of interest in writing) and a writer’s apprenticeship (in-depth examination of a writer admired by the student).

ENG 4015 Rhetoric Then and Now 3 credits
Consideration of the history of rhetoric, from the Sophists to the present day, with particular concern both for the ethical considerations involved in persuasive uses of language and for the stylistic choices in developing written work.

AREA I—Writing And Culture

ENG 4105 Poetry Today 3 credits
Exploration of the current poetry scene, particularly in America, reading the work from a wide variety of poetic schools and from the theoretical positions that inform the poems. Movements covered will include feminist and identity poetics, the New York School, poetry of witness, neo-confessional, Language Poetry, and the New Formalism. Use of imitation to experiment with different poetic stances.

ENG 4115 Readers and Writers in the Victorian Age 3 credits
An exploration of the Victorian age through its major writers—Thomas Carlyle, Charles Dickens, Alfred Tennyson, Robert Browning, Elizabeth Gaskell, and George Eliot—and the myriad ways in which they act and react with their reading audience. The focus of this course is both literary and historical, as well as professional. Students will be required to produce both research and imaginative essays that pertain to the dominant themes of the era: industrialization, religion, democracy, liberalism, feminism, aestheticism, and the arts-and-craft movement.
ENG 4125 Authorship in the Eighteenth Century 3 credits
Study of impact of literacy on the role of author, with close focus on circumstances in eighteenth-century Britain and examination of ways in which authorship was conceived, the contest over who was considered qualified to write, and the rise of the novel. Authors to be considered will include Aphra Behn, Jonathan Swift, Alexander Pope, Jane Barker, Joseph Addison and Richard Steele, Henry Fielding, Laurence Sterne, and Frances Burney.

ENG 4135 Writing From the Borders 3 credits
Consideration of writing from cultural borders, the place from which minorities add their experiences and voices to dominant cultural elements. Examples from within American culture include Native American, African American, Latino, and sexual/gender minority literature; examples from world literature include postcolonial texts from many locations in the former British empire.

ENG 4145 Literary Imagination: The Arthurian Legend through the Ages 3 credits
Study of the role of the Arthurian legend as it has been reflected in literary texts from the Middle Ages to the present.

ENG 4155 A Genre-Driven Culture 3 credits
Scrutiny of 21st Century America and the various genres which determine so much about the way books are published and organized by bookstores, with increasing fragmentation of culture as a result.

ENG 4165 Writing and Inciting: Polemics in Irish Literature and Film 3 credits
Exploration of how acts of writing in Irish drama, poetry, fiction, autobiography, and film from the early twentieth century to the present have incited critical controversy, ranging from newspaper polemics to riots in theaters. Among the authors and film makers examined will be W. B. Yeats, James Joyce, J. M. Synge, Sean O’Casey, John Ford, and Neil Jordan. What (if any) are the political, social, ethical, and artistic responsibilities of the writer? What forms of protest should audiences use to express disagreement with a writer? What parallels can be found between Irish and American cultural polemics? What insights into the public role of the writer can contemporary practitioners learn from the Irish experience?

ENG 4175 Writing and the Other Arts 3 credits
Study of relationship between the work of writers and that produced by other kinds of creative people (in music, in architecture, in painting and drawing, in film) in order to get a full sense of any particular cultural moment (the Renaissance, the Age of Enlightenment, the Roaring 20’s, the Rebellious 60’s).

ENG 4185 The Book in America 3 credits
Examination of the role of the book in American life, with consideration of literacy, freedom of the press, production and marketing developments (Book of the Month Club, Oprah’s Book Club), and the rise of the novel as a force in book publishing and culture.

ENG 4195 Censorship and Freedom of the Press 3 credits
Review of censorship controversies in American publishing history, with particular concern for cases which developed the Constitutional protections for speech and writing.

AREA II—Rhetoric and Composition: Theory and Practice

ENG 4205 Composition Theory 3 credits
Exploration of theories of composition, with particular emphasis on contributions to the field in the past half century.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 4215</td>
<td>Research in the Teaching of Writing</td>
<td>3</td>
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<tr>
<td></td>
<td>Study of selected research models that have developed key understandings about the ways in which writing can be taught effectively. Students will develop their own research plans and work toward publishable contributions in the field.</td>
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<tr>
<td>ENG 4225</td>
<td>The Writing Teacher Writing</td>
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<td></td>
<td>Consideration of the writing that teachers can do in order to develop their approach to the teaching of writing.</td>
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<tr>
<td>ENG 4235</td>
<td>Pedagogies Old and New</td>
<td>3</td>
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<tr>
<td></td>
<td>Thorough review of teaching approaches to instruction in writing from the early grades through college level writing courses.</td>
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<tr>
<td>ENG 4245</td>
<td>Writing And Cultural Conflict</td>
<td>3</td>
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<td></td>
<td>Examination of writing and its role in both provoking and resolving cultural conflict.</td>
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<tr>
<td>ENG 4255</td>
<td>Narrativity Theory and Practice</td>
<td>3</td>
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<td>Through examination of fictional narratives and narrative theories, this course considers such issues as the shift from oral to print to hypertext narratives, linear and nonlinear structure, and the impact of social-cultural-historical circumstances upon narrative form and function.</td>
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<tr>
<td>ENG 4265</td>
<td>Rhetorical Theory: Special Topics</td>
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<td>Study of select issues in the domain of rhetoric, to be determined by the instructor.</td>
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<tr>
<td>ENG 4275</td>
<td>Style</td>
<td>3</td>
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<td>Close attention to the rhetorical canon, with selected readings from classical rhetorical texts and contemporary literature.</td>
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<tr>
<td>ENG 4295</td>
<td>Special Topics in the Essay</td>
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<td></td>
<td>An exploration of voice and identity issues as reflected in essays written by women from the 17th century to the present.</td>
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**AREA III—Professional Writing**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 4305</td>
<td>The Writer and the Web</td>
<td>3</td>
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<tr>
<td></td>
<td>Exploration of a wide range of considerations relative to the work of the writer presenting work through the world wide web.</td>
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<tr>
<td>ENG 4315</td>
<td>Autobiography</td>
<td>3</td>
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<tr>
<td></td>
<td>Consideration of the writing that comes directly from life experience and development of an autobiographical narrative that reflects past achievements in this genre. Can satisfy Area I.</td>
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<tr>
<td>ENG 4325</td>
<td>Creative Nonfiction Workshop</td>
<td>3</td>
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<td></td>
<td>Workshop course in creative nonfiction; several pieces of nonfiction will be prepared for submission.</td>
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<tr>
<td>ENG 4335</td>
<td>Poetry-Writing Workshop</td>
<td>3</td>
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<td>In-depth look into the concerns of a publishing poet. Students will hone their own work, putting together a final portfolio of polished writing, and will explore publication options including chapbooks and literary magazines. Toward this end, the class will include some workshopping and one-on-one conferences with the instructor, with attention to the practical concerns of the poet and the theories that inform diverse schools of contemporary poetry.</td>
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</tbody>
</table>
ENG 4345 Fiction-Writing Workshop 3 credits
Workshop method of critique, with students expected to put together a portfolio of polished short stories. Published short stories will be read as models, and there will be discussion of strategies of getting fiction published.

ENG 4355 Writing for Publication 3 credits
Successful freelance publishing begins with an awareness of what editors and their readers want. It demands knowledge of the manuscript market and familiarity with the requirements of specific publications: subject, length, organization, style. Unpublished writers can perfect their skills by analysis and imitation of authors who already write for the publications in which learners wish to appear. The course requires that assignments be composed—from the beginning—for specific publications and that completed work will be submitted for publication.

ENG 4365 Case Study: Advertising Rhetoric 3 credits
Comparative analysis of several advertising campaigns, with close scrutiny of the rhetorical strategies used in the advertising copy.

ENG 4375 Case Study: Public Relations 3 credits
Comparative analysis of several public relations campaigns, with consideration of the rhetorical principles involved in the effort to sway public opinion.

ENG 4385 Special Topics in Journalism 3 credits
Exploration of the ways in which contemporary journalists cover American politics, with special concern for election campaigns.

ENG 4395 Writing the Grant Proposal 3 credits
Study of the rhetorical principles used in successful grant writing, with close attention to a wide range of effective proposals.

ENG 4405 Technical Writing 3 credits
Review of key elements of practice in development of strong, effective writing in a range of highly technical fields (medicine, science, business, technology).

ENG 4415 New Media 3 credits
Exploration of new communications media as the hypertext world expands and technology continues to make possible increased broadcast media opportunities.

ENG 4425 Editing Practicum 3 credits
Assignment to a specific, actual editing project, with expectation that the student will engage in several editorial functions in preparing manuscripts for publication.

ENG 4435 Case Studies in Magazine Publishing 3 credits
Study of several magazines—their histories and editorial styles—with consideration for changing demographics and the practical considerations of achieving success in the magazine market.

ENG 4445 The Editor’s Desk: Editing Theory and Practice 3 credits
Exploration of the desktop publishing world and in-depth consideration of the role that computers play in diverse publications in today’s world.

ENG 4455 Screenwriting 3 credits
Exploration of screenwriting in a workshop format with consideration of the whole process involved in development of screen projects.
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<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENG 4475</td>
<td>Writing for Organizations</td>
<td>3</td>
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<td>Examination of the contributions of a writer to an organization-with particular concern for keeping a strong personal voice while working within forms of communication and conventions of discourse driven by the need for brevity, directness, and clarity. Consideration of work place documents and use of case studies to cover the key issues found in writing in organizations.</td>
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<tr>
<td>ENG 4485</td>
<td>Medical Writing</td>
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<td>Exploration of writing that deals with medical issues for professionals in the field of medicine and for the general reader.</td>
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<td>ENG 4505</td>
<td>Graduate Internship</td>
<td>3</td>
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<td>Students have workplace internship assignments in areas of career interest. Two such internships are allowable for part-time students, and one can be allowed for 5th-year full-time students who also take the internship course, as long as they are at different positions. Research in the internship field is expected, in addition to writing of various kinds about the actual internship activity, some of it done with an eye to publication.</td>
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<tr>
<td>ENG 4515</td>
<td>Graduate Internship Course</td>
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<td>For summer internships, primarily involving students in the 5th-year program option, this course allows students in diverse internships to meet as a class and share their on-site learning experiences.</td>
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<tr>
<td>ENG 4605</td>
<td>Thesis Project I</td>
<td>3 or 6</td>
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<td>The thesis project can involve either an analytical study in some area covered by the program or a collection of original creative material. Each project will have a faculty director, selected by the student in consultation with the Writing Studies Program Director. For a project to be completed in one registration period, register for ENG 4605 for 6 credits. For a project to be completed in two separate registration periods, register first for ENG 4605 for 3 credits, then later, for ENG 4615 for the remaining 3 credits. It is recommended that each project also be read by a second reader, who will be chosen by the student and thesis director. At the completion of the thesis project, students will make a formal presentation of it in one of three ways (1) a public reading of a selected portion of the project, (2) a formal defense whereby the thesis will be explained and questions about it entertained, or (3) a public reading coupled with a formal defense. The method of public presentation would be agreed upon by the student and the thesis director. The English Department will host opportunities for public readings approximately three times a year (in January, April, and September) close to expected completion of degree requirements and the thesis project. It is recommended that each project also be read by a second reader, who will be chosen by the student and the thesis director. At the completion of the thesis project, students will make a formal presentation of it in one of three ways (1) a public reading of a selected portion of the project, (2) a formal defense whereby the thesis will be explained and questions about it entertained, or (3) a public reading coupled with a formal defense. The method of public presentation would be agreed upon by the student and the thesis director. The English Department will host opportunities for public readings approximately three times a year (in January, April, and September) close to expected completion of degree requirements and the thesis project.</td>
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<tr>
<td>ENG 4615</td>
<td>Thesis Project II</td>
<td>3</td>
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<tr>
<td>ENG 4905</td>
<td>Directed Readings</td>
<td>3</td>
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<tr>
<td>ENG 4915</td>
<td>Directed Research</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4925</td>
<td>Directed Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4935</td>
<td>Directed Fieldwork</td>
<td>3</td>
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The Erivan K. Haub School of Business

Dean: Joseph A. DiAngelo, Ed.D.

Vision

We seek excellence in business education that offers breadth in terms of broad-based coverage of business concepts and skills, depth through focus on specific industries and professions, and wholeness via education of men and women in service of others in accordance with the Ignatian tradition.

Mission

The mission of the Haub School of Business is to support the aspirations of our students to master the fundamental principles and practices of business in a diverse, ethical and globally-aware context. All degree programs stress the development of the knowledge, skills, abilities and values that prepare our graduates to assume leadership roles in organizations of all sizes and types. Programs are offered at the bachelor’s, master’s and executive master’s levels. In addition, we offer selected associate degree and certificate programs. The HSB is committed to the ideals and philosophies of Jesuit education, including emphases on faith, justice, and social responsibility, with a strong commitment to lifelong learning.

- Our undergraduate students experience an extensive liberal arts and science core that develops the whole person in a traditional campus setting. At the graduate and executive education levels, our programs, locations and scheduling are designed to accommodate the part-time student. We are dedicated to producing business professionals who have the capacity for integrated problem-solving and who recognize the necessity for lifelong learning in order to adapt to changing issues and events.

- The primary commitment of the HSB faculty is to help students learn. To this end, every faculty member is expected to contribute to the academic environment through effective teaching, active student advising, service to the institution and discipline, and intellectual contributions that are commensurate with and contribute to the faculty member’s teaching responsibilities.

- Faculty intellectual contributions will be a mix of basic research, applied research and instructional development, which will be pursued on a regular basis and be made available for public scrutiny by academic peers and/or professionals. Given the HSB’s emphases on creating a strong academic environment for student learning and our mix of undergraduate programs and applied master’s programs, the majority of faculty intellectual contributions will be in the form of applied research and instructional development.

Our Custom-Built Wall Street Trading Room

Saint Joseph’s University has recently established a tailor-made trading room where students experience firsthand exposure to financial concepts such as portfolio construction, risk management, and financial engineering. This facility—the newest technological addition to Mandeville Hall and the first of its kind in the Philadelphia region—is just another example of how real-time experiential learning is incorporated into the classroom.

The room’s electronic ticker and LCD Panels displays ongoing, real-time market activity and stock prices, while a tri-color board provides students with current financial information and graphics. The trading room at Saint Joseph’s, designed by Rise Trans-Lux Corporation, gives students the opportunity to apply and practice financial analysis and risk management skills before entering the high-tech business arena. Students use both current and historical information in the classroom, which is the same information used by portfolio managers in their day-to-day business.
When graduates of Saint Joseph’s University become practitioners, they can immediately use their experiences from the campus trading room in their professional careers. This technology ensures an effortless transition between the academic world and the professional world.

Organization

The Erivan K. Haub School of Business is a component of the University which is administered by the Dean. The Haub School of Business offers both graduate and undergraduate degrees. At the graduate level, the following programs are offered:

- M.B.A. Program
- Joint D.O./M.B.A. Program in Health and Medical Services Administration
- 20-Month Executive M.B.A. Program
- One-Year Executive M.B.A. Program
- Executive Pharmaceutical Marketing M.B.A. Program
- Executive On-line Pharmaceutical M.B.A. Program
- Executive Master's in Food Marketing Program
- Executive M.B.A. in Food Marketing Program
- International Marketing M.S. Program
- Human Resource Management M.S. Program
- Financial Services M.S. Program
- Business Intelligence M.S. Program

To service these programs, the Haub School of Business is organized into seven academic departments—Accounting, Decision and System Sciences, Food Marketing, Finance, Management, Marketing and Pharmaceutical Marketing.

M.B.A. Program

Adele C. Foley, Associate Dean/Director, Graduate Business Programs
Susan Jacobs, Assistant Director, Graduate Business Programs
Dennis Raible, Faculty Advisor, Visiting Instructor in Accounting
Stella Jacobs, Office Manager, Off-Campus Coordinator
Anita L. Brusstar, Administrative Assistant

Mission Statement

The mission of Saint Joseph’s Master's in Business Administration program is to strengthen the managerial effectiveness and leadership potential of both current and future professionals, while at the same time fostering a genuine sensitivity to the ethical, moral, and cultural aspects of contemporary global society. This objective is to be accomplished through effective teaching, meaningful curricula, appropriate advising and faculty commitment to research and service.

Saint Joseph’s MBA Curriculum

Taking into account the rapid speed of change that characterizes the twenty-first century, the faculty of Saint Joseph’s University in consultation with its corporate stakeholders have developed courses with opportunities for creative thinking, application of technology and new and different ways to approach the future.

Characteristics of the MBA curriculum include:

- Focus on four major themes—ethics, technology, global framework, and customer focus
- Cutting edge, current, and relevant
Leadership development
Focus on developing excellent oral and written communication skills

Curriculum

The M.B.A. curriculum consists of 51 credits which are distributed as follows:

Foundation courses ..............21 credits
(18 of these credits may be waived)
Core courses ......................21 credits
Concentrations ....................6 credits
Cross-functional capstone ........3 credits

The foundation courses cover the common body of knowledge required of all students studying for an advanced degree in business.

The core courses provide additional breadth and coverage of the common body of knowledge.

The concentration courses allow the development of expertise in a specific area of interest within our MBA Program.

The cross-functional course is the capstone of the M.B.A. curriculum, drawing together the theory and administrative practices studied in the various fields of business.

Foundation Courses

The foundation courses are designed to ensure that all students in the program have that common body of knowledge necessary for advanced study in business. The following foundation core courses are required (each is 3 credits):

MBA 3115 Accounting Concepts
MBA 3215 Managerial Economics
MBA 3315 Financial Management
MBA 3515 Managing Work Organizations
MBA 3615 Marketing Concepts
MBA 3715 Business Statistical Tools with Excel
MBA 4005 Applied Project Team Skills

Those students who do not have a proficiency in Mathematics will be required to successfully complete MBA 3815, a one credit math workshop.

- The Admissions Committee will evaluate the undergraduate transcripts of every applicant in order to determine which, if any, foundation requirements have been satisfied.
- Students who have taken six credits of Business Math or three credits of Calculus and have scored sufficiently in the quantitative section of the GMAT will receive a waiver for MBA 3815, Math for Graduate Business Studies.
- Graduate Business students who have acquired competency through work experience or in-house training may receive a waiver of a foundation core course by passing a challenge examination for the applicable course. Challenge examinations must be taken within six months after a student begins classes. The challenge examination may be taken only once for each waiver. Waivers are not granted for any courses numbered 4000 or above. A fee is required for each challenge exam taken. Arrangements for challenge exams should be made at the Graduate Business office.
Core Courses

The core courses are designed to provide students with that common body of advanced knowledge which provides the base for study in the concentration areas and also to give the necessary background for future management positions. Students who have a significant background in the area of a particular advanced core course may substitute it with a course in that concentration. Arrangements for this substitution should be made at the Graduate Business office. The core courses are as follows:

- MBA 4115 Creating and Measuring Shareholder Value
- MBA 4315 Shareholder Value Management
- MBA 4415 Contemporary Information Technologies
- MBA 4515 Stakeholder Theory and Social Responsibility
- MBA 4535 Empowering Human Potential at Work
- MBA 4615 Creating and Measuring Customer Value
- MBA 4715 Developing Decision Making Competencies

Concentration Courses

The various concentrations within the MBA Curriculum allow students to choose an area of interest and gain a deeper knowledge of that subject. Students select two courses from those offered in the concentration chosen.

Students may choose from the following concentrations: Accounting, Decision & System Sciences, Finance, Health and Medical Services, Human Resource Management, International Business, International Marketing, Management, Non-Profit Management, and Marketing. In addition, a General MBA is offered for those students who desire a broader background. These students choose two elective courses from two different areas of concentration.

The concentration areas which are currently offered are more fully described below:

Accounting

This area is designed for business managers who hold positions requiring the use of accounting information. It will provide students with in-depth study in financial accounting as well as the implication of tax policy in making business decisions. The courses stress a user-based understanding of accounting.

- ACC 5015 Tax Planning for Management Decision-Making
- ACC 5025 Financial Statement Analysis
- ACC 5055 Topics in Accounting
- ACC 5085 International Accounting Study Tour
- ACC 5095 Research in Accounting

Business Intelligence

Information Systems are the driving force in shaping and delivering products and services. Today, firms seek individuals who are competent with technology and also possess strong analytical skills for business decision-making. This concentration is designed for students who want to understand current information technologies and their effect on corporate decision-making and strategic planning.

- DSS 5015 Six Sigma Applications and Foundations I
- DSS 5025 Topics in Decision & System Sciences
- DSS 5035 Six Sigma Applications and Foundations II
Finance

The finance concentration develops the financial and analytical skills necessary to fulfill the role of a financial manager or administrator in a corporate and/or financial market setting.

FIN 5005 Personal Financial Planning
FIN 5015 Risk Management
FIN 5025 Advanced Financial Management
FIN 5035 Financial Institutions and Capital Markets
FIN 5045 International Finance
FIN 5055 Portfolio Management
FIN 5065 Security Analysis of Investments
FIN 5075 Topics in Finance
FIN 5085 Finance Study Tour
FIN 5095 Research in Finance
FIN 5205 Mergers and Acquisitions
FIN 5215 Derivative Markets
FIN 5225 Personal Insurance Planning
FIN 5235 Estate Planning
FIN 5245 Pension and Benefits Administration

General M.B.A.

The General M.B.A. area is designed for students seeking the broadest type of business education. Students choosing this area may select any two 5000-level courses, provided that they have fulfilled course prerequisites.

Health and Medical Services Administration

The health and medical services administration area is designed to prepare students and/or medical practitioners for management positions in both profit and not-for-profit health enterprises.

HMS 5035 Accounting, Finance and Economics for Health Care
HMS 5045 Health Care Marketing
HMS 5095 Research in Health and Medical Services Administration

Human Resource Management

This area is designed for students who want to expand their knowledge in the area of human resource management, either from the standpoint of general management or a leadership role within the human resources function.

FIN 5245 Pension and Benefits Administration
MGT 5015 Introduction to Strategic Human Resource Management
MGT 5085 Management Study Tour
MGT 5095 Research in Management
MGT 5205 Leading Change in Organizations
MGT 5215 Employment and Labor Law
MGT 5225 Human Resource Information Systems
MGT 5235 Compensation Administration
MGT 5245 Negotiation Skills
MGT 5255 Career Management in Organizations
MGT 5265 Leadership in the Modern Organization
MGT 5275 Consulting to Management
MGT 5295 Conflict Resolution
MGT 5305 Managing Teams
MGT 5315 Organizational Staffing
MGT 5325 Topics in Human Resources
MGT 5335 Managing Workforce Diversity
MGT 5375 Human Resource Research/Survey Methods
MGT 6025 Strategic Human Resource Management: Design and Implementation

International Business

This area provides a combination of a broad-based business education with a strong global perspective, all of which build upon the core breadth requirement. It is designed for individuals holding or desiring management positions in firms with a global focus.

ACC 5085 International Accounting Study Tour
FIN 5045 International Finance
FIN 5085 Finance Study Tour
MGT 5075 International Management
MGT 5085 Management Study Tour
MKT 5035 International Marketing
MKT 5085 Marketing Study Tour

Management

This area is designed for students who want to expand their knowledge in the areas of strategic planning, control, and implementation at all levels of the business structure.

MBA 5005 Curricular Practical Training
MGT 5015 Introduction to Strategic Human Resource Management
MGT 5035 Business Law for Management
MGT 5055 Entrepreneurship and Small Business
MGT 5065 Topics in Management
MGT 5075 International Management
MGT 5085 Management Study Tour
MGT 5095 Research in Management
MGT 5205 Leading Change in Organizations
MGT 5215 Employment and Labor Law
MGT 5235 Compensation Administration
MGT 5245 Negotiation Skills
MGT 5255 Career Management in Organizations
MGT 5265 Leadership in Modern Organization
MGT 5275 Consulting to Management
MGT 5295 Conflict Resolution
MGT 5305 Managing Teams
MGT 5315 Organizational Staffing
MGT 5325 Topics in Human Resources
FIN 5245 Pension and Benefits Administration
MGT 5335 Managing Workforce Diversity
MGT 5335 Managing the Non-Profit Organization
MGT 5365 Practicum in Non-Profit Management
MGT 5375 Human Resource Research/Survey Methods
Marketing

This area is designed for business managers who wish to expand their understanding and skill levels in the marketing functions of their organizations, specifically international marketing, promotions and strategic marketing management.

- MKT 5015 Promotional Strategy
- MKT 5025 Strategic Marketing Management
- MKT 5035 International Marketing
- MKT 5045 Research in Marketing
- MKT 5055 Consumer Behavior
- MKT 5085 Marketing Study Tour
- MKT 5095 Research in Marketing
- MIM 5215 Global Cultures and Consumers
- MIM 5225 International Channel Management
- MIM 5235 International Marketing Research
- MIM 5245 Emerging Markets
- MIM 5305 Global Marketing Communications
- MIM 5325 International Product Development and Brand Management
- MIM 5345 International Marketing Study Tour

Non-Profit Management

This concentration is designed for students who want to apply business knowledge and skills in today's changing non-profit environment, leading and managing organizations that play a critical role in meeting society's most challenging humanitarian and social problems and in enriching our lives through a variety of venues (e.g., arts and cultural organizations).

- MGT 5055 Entrepreneurship and Small Business
- MGT 5205 Leading Change in Organizations
- MGT 5275 Consulting to Management
- MGT 5355 Managing The Non-Profit Organization (Required)
- MGT 5365 Practicum in Non-Profit Management

Cross-Functional Course

The integrative course is designed to permit students, at the end of the course of study, to integrate the knowledge from their previous courses. All students are required to culminate their studies by taking the following course:

- MBA 6005 Global Business Strategy
- MBA 6025 Strategic Management in Health Care (*Required of health and medical concentrations*)

Post-M.B.A. Certificate

Students who have received an M.B.A. degree can earn a post-M.B.A. certificate in an additional concentration by successfully completing four courses in one of the following areas: Business Intelligence, Finance, Financial Analysis and Reporting, Health and Medical Services, International Business, Management, or Marketing.
Order of Taking Courses

Students should take their foundation courses at the beginning of their M.B.A. studies, followed by MBA 4005 Applied Project Team Skills. (No more than three 4000-level courses may be taken before the foundation core requirements have been completed.) The six-year time limitation begins when they take their first core course. Students who have decided on their concentration area are advised to take the core course related to their concentration so that they are eligible to begin taking their 5000 level courses. (Concentration courses are offered on a cyclical basis.) The integrative course is normally taken as the last course; or, in some cases, as the next to last course.

Registration/Selection of Courses

M.B.A. students get the schedule from the web and register on-line. Students are encouraged to consult with the Graduate Business Office if they have questions regarding course selection before registration.

Students are reminded that they are responsible for successfully completing the courses necessary for graduation, including all prerequisite foundation courses stipulated by the Admissions Committee in the acceptance letter. Taking an upper level course and obtaining a satisfactory grade will not eliminate the need to fulfill foundation requirements. Students who register for a course without having taken the prerequisite course will be dropped from the course and the withdrawal penalties will be applied.

Academic Advising

Students who would like to discuss their course of study and/or who have questions on prerequisite courses or degree requirements should call the M.B.A. office for an appointment. The Assistant Director and/or an Academic Advisor are available Monday through Thursday, 9:00 a.m. to 6:30 p.m., and on Friday from 9:00 a.m. to 5:00 p.m. The telephone number is (610) 660-1690.

Admissions Requirements

Applicants for admission must possess a baccalaureate degree from an accredited college or university. The applicant must submit the following:

- a completed application form, accompanied by a non-refundable application fee;
- official transcripts indicating receipt of a baccalaureate degree from an accredited college or university.

International applicants are no longer required to submit a credentials evaluation—transcript evaluations will be performed by Admissions staff. However, applicants already possessing a course-by-course evaluation of their transcripts are encouraged to submit this in place of original transcripts. For those who do not possess a course-by-course evaluation, an official record of all college and university academic studies and results of state and/or national examinations taken are required. Academic records must include the name of each individual course, the grade earned, and the grading scale used. Documents must be submitted in one’s native language with an official English translation. The Graduate Admissions Office performs all international credential evaluations. Foreign documents, credentials and transcripts must be official (sealed and sent directly from the institution). Only originals or photocopies officially stamped and attested by a school official (Registrar, Principle, or Controller of Examinations) are accepted. Faxes, scanned or notarized copies or copies attested by a department head cannot be accepted as official. All credentials submitted to the Graduate Admissions Office become property of the University and cannot be returned.

- official scores on Graduate Management Admission Test (GMAT); information and application forms available from Educational Testing Service, Box 6103, Princeton, NJ 08541-6103. Scores on the GMAT must have been taken within seven years of the student’s application;
• two letters of recommendation, one from an employer and one from a former professor; if no prior employment, both letters may be from former professors, or if out of school for more than two years, both may be from the employer.
• personal statement.
• business resumé.

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph’s University campus. A minimum score of 550, internet based TOEFL 79, or 213 on computerized test on the TOEFL is required to take any courses in the M.B.A. Program. Qualified students who complete Level 112 at the ELS Language Center and receive a strong, positive letter of recommendation from the Center can begin their MBA studies without the official TOEFL score. Foreign applicants seeking an F-1 student visa must also supply a statement of financial support.

Retention Policies

Grading, Probation, Dismissal, and Failure
The grading system in effect at Saint Joseph’s University will apply to courses in the MBA Program. As per university guidelines for graduate study, students enrolled in the MBA Program who receive a single grade of C or below will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so notified in writing by the Program Director. Students receiving a grade of C or below for nine (9) credit hours will be dismissed from the program.

To graduate, students must fulfill all credit hour requirements for the MBA degree. Each candidate for graduation must have at least 3.0 cumulative GPA (excluding all prerequisite courses), no more than two grades below a C, and no F grades outstanding in order to be certified for graduation. The Program Director with support from the Registrar’s Office is responsible for monitoring student academic progress throughout the course of the program.

Retention Processes and Policies
Students enrolled in the MBA Program have six years to complete their MBA degree from Saint Joseph’s University. This six-year limit begins with the student’s first 4000 level course registration. Extensions beyond this limit can only be made with the approval of the Dean, and only for unusual and serious circumstances.

Students who exceed the time limit to complete the MBA Program will be dismissed from the program. Such students may reapply for admission into the program as new students and start the program with no credit from the previous courses taken.

Admissions Committee
The decision for accepting applicants into the program will be made by the Director with the advice of the Admissions Committee after they have reviewed completed applications. Members of the Admissions Committee are:
Ms. Adele C. Foley, Associate Dean/Director, Graduate Business Programs
Dr. Waqar Ghani, Associate Professor of Accounting
Dr. Susan Givens-Skeaton, Assistant Professor of Management
Ms. Susan Jacobs, Assistant Director, Graduate Business Programs
Dr. Rashmi Malhotra, Associate Professor of Decision and System Sciences
Mr. Dennis Raible, Visiting Instructor in Accounting
Mr. Raj Sharma, Assistant Professor of Finance
Dr. Ahmet Tezel, Associate Professor of Finance
Dr. Natalie Wood, Assistant Professor of Marketing

The Admissions Committee places emphasis on the following factors when making admissions decisions:

- **Evidence of intellectual competence** as shown by academic achievement and other accomplishments. Therefore, the committee requires official grade transcripts, a standardized test (GMAT), and letters of recommendation.

- **Motivation for pursuing the M.B.A. degree** which information should be contained in the applicant's essay portion of the application, the letters of recommendation and, optionally, a personal interview. Accordingly, information about past work achievements, work experience, and future goals should be contained in the documentation provided, although work experience is not a prerequisite to admission.

- **Evidence of leadership capability** which has been exhibited in college, in the community, and in the workplace. The applicant's potential to become a leader in business, government, or other enterprise is a factor in the admission process.

Students are admitted for enrollment in September, January, and May of each year. Applicants should submit their complete application package as far in advance as possible of the following deadlines:

<table>
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<tr>
<th>Enrollment expected</th>
<th>Application package deadline</th>
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<tbody>
<tr>
<td>September</td>
<td>July 15</td>
</tr>
<tr>
<td>January</td>
<td>November 15</td>
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<tr>
<td>May</td>
<td>April 15</td>
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**Matriculated Students**

Students who have met all entrance requirements and are working in the M.B.A. program are classified as matriculated students.

**Probationary Students**

Students who have academic deficiencies in their records and/or unacceptable GMAT scores but who otherwise show promise of being able to successfully complete the graduate program may be allowed to take a limited number of graduate courses on a probationary basis. The conditions of the probationary period are clearly stated in the letter to the prospective student and should be observed in order to obtain favorable consideration by the Admissions Committee for full admission to the graduate program.

**Visiting Students**

Students in good standing in a graduate program at another accredited educational institution may take graduate courses on a visiting student basis if they provide a letter from the head of the graduate program of their degree-granting school stating that they are in good standing and that the institution will accept the course for credit. Visiting students must complete a graduate school application and pay the appropriate fee.

**Computer Usage**

As applications software such as the electronic spreadsheet becomes increasingly important in industry and business, students can expect that an increasing number of courses will include exercises which require their use of computers. Knowledge of MS Excel is a requirement in the MBA program and is used in MBA 3315 Financial Management, MBA 3715 Statistical Tools with Excel, and MBA 4315 Shareholder Value...
Management. Students may use the computer facilities on campus or applicable systems either at their home or their workplace for completing the assigned exercises.

**Graduate Business Student Association**

The Graduate Business Student Association is a student-run organization which promotes fellowship among Graduate Business students and serves as a communication link between faculty and students. The Association furnishes students with an opportunity to network among their peers and make business contacts. The Graduate Business Student Association publishes a monthly newsletter to keep students abreast of events, career opportunities and business trends. Activities sponsored by the Graduate Business Student Association are both academic and social in nature, broadening the scope of the Saint Joseph’s Graduate Business experience.

**Inquiries**

Graduate Business Office
284 Mandeville Hall
Saint Joseph’s University
5600 City Avenue
Philadelphia, PA 19131-1395

Phone: (610) 660-1690
Fax: (610) 660-1599
E-Mail: sjumba@sju.edu
Internet: http://sju.edu/mba

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**Accounting**

**MBA 3115 Accounting Concepts** 3 credits

This course is designed to introduce you to the language of business. You would learn the conceptual foundation of financial accounting and financial reporting of business activities. This, in turn, would help you gain insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics include full and fair reporting model, accrual and cash based measurement of profitability, and financing, investing, and operating activities of businesses. This course emphasizes the importance of accounting for decision-making and provides insight as to why ethics are important for business and accounting.

**MBA 4115 Creating and Measuring Shareholder Value** 3 credits

This course uses a case-based approach to assessing the value of the firm and demonstrating how shareholder value is enhanced. Coverage includes a description of the fundamentals of value creation and discussion of contemporary value metrics such as cost-profit analysis, economic value added, and activity-based measurement of management effectiveness. Using financial databases, students work in teams to apply the analytic tools of managerial decision making and prepare comprehensive reports that measure managerial performance in enhancing firm value. **Prerequisites: MBA 3115 and MBA 3315.**

**ACC 5015 Tax Planning for Management Decision-Making** 3 credits

The goal of this course is to introduce the many tax planning opportunities that are inherent in management and personal financial decisions. The emphasis is on acquiring recognition-level knowledge of the important role taxation plays in the daily operation of business enterprises and in each individual’s personal financial affairs. **Prerequisite: MBA 4115 or permission of instructor.**

**ACC 5025 Financial Statement Analysis** 3 credits

This course provides a study of how to analyze a business enterprise through financial statements and related data. As evaluating accounting information by decision-makers becomes more essential to optimize a firm’s outcome, concepts covered in this course are applied in several decision contexts. **Prerequisite: MBA 4115.**
ACC 5055 Topics in Accounting
3 credits
This course covers contemporary issues of interest in the professional field of accountancy. Specific topics are detailed in the Graduate Business Course Offerings announcement. Prerequisite: MBA 4115.

ACC 5085 International Accounting Study Tour
3 credits
A specially designed International Tour to varying countries which offer students a unique opportunity to study International Accounting—its dimensions, participants, trends and opportunities. Students will also experience the heritage, ambiance and excitement of the world’s great countries and cities. Prerequisite: MBA 4115.

ACC 5095 Research in Accounting
3 credits
By permission of Chair. Prerequisite: MBA 4115.

Business Intelligence

MBA 3715 Business Statistical Tools with Excel
3 credits
This course covers descriptive statistics including tabular, graphical, and numerical methods. Probability distributions such as the binomial, Poisson, and normal are covered. Sampling, internal estimation, hypothesis testing, and linear regression are included. The emphasis is on practical application to business situations, including computer applications. Knowledge of Excel is required.

MBA 3815 Math for Graduate Business Studies
1 credit
Various mathematical concepts are explored in reference to making business decisions. Topics include methods to solve systems of linear equations, matrix operations, and derivatives. A review of basic algebraic concepts such as quadratic formula, scientific notation, and graphing techniques is also covered.

MBA 4715 Developing Decision-Making Competencies
3 credits
This course will focus on the modeling process of identifying, analyzing, interpreting, and presenting results, so as to transfer the data into decisions, will be examined. The statistical basis for decision-making will be reviewed. Descriptive statistics, confidence intervals, and hypothesis are covered with an emphasis on analyzing and interpreting results using Excel. Students will learn to utilize advanced managerial decision-making tools, such as optimization and simulation, to analyze complex business problems, and arrive at a rational solution. For each of the analysis techniques, the methodology will be developed and applied in a real business context. Cases of increasing complexity will be used to emphasize problem description, definition, and formulation. Prerequisites: MBA 3715, 3815

MBA 4415 Contemporary Information Technologies
3 credits
This course will examine fundamentals of information systems and explore selected issues in depth. In-depth topics may include systems analysis and database, e-commerce, software development, management of information systems, self-service systems, 1-IRIS, etc.

DSS 5015 Six Sigma Applications and Foundations I
3 credits
This course is the first of a two course sequence that prepares the student for the Six Sigma Green Belt certification examination. Topics include introduction of Six Sigma and its vocabulary, review of business statistics focusing on hypothesis testing and multiple regression, experimental design and Analysis of Variance, statistical process control, analytic hierarchy process, discrete event simulation and other tools of Six Sigma. This course includes roughly half of the material covered on the Green Belt certification exam.

DSS 5025 Topics in Decision & System Sciences
3 credits
This course will explore relevant and current topics in information systems and/or decision sciences. Topics for the course will be announced and may include such content as telecommunications for
managers, knowledge management, data mining, business process modeling, professional modeling tools, e-commerce development, etc. Prerequisites: MBA 3715, MBA 4415.

**DSS 5035 Six Sigma Applications and Foundations II**  
This course is the second of a two course sequence that prepares the student for the Six Sigma Green Belt certification examination. Topics include the Six Sigma dashboard and related models (DMAIC, DMADV, DFSS: QFD, DFMEA, and PFMEA), selecting and managing projects, organizational goals, lean concepts, process management and capability, and team dynamics and performance. This course includes the remaining material covered on the Six Sigma Green Belt certification exam.

**Finance**

**MBA 3215 Managerial Economics**  
This course familiarizes students with the basic concepts, the language and the analytical tools of microeconomic and macroeconomic theory in order to enhance decision-making in business and finance. The course is divided into two parts. The first part focuses on the component parts of our economic system: consumers, workers, production enterprises, governments, and the interactions of these entities in markets where the prices of outputs and inputs are determined. The second part covers aggregate economic activity and looks at the problems of inflation and unemployment. It analyzes the role of government in controlling the growth of the economy, the theory of money and banking, and the role of the Federal Reserve System.

**MBA 3315 Financial Management**  
This course is an introduction to finance and lays the background for future courses. Topics include the financial environment, including the Federal Reserve system, financial analysis, time value of money, working capital policy, cash management, risk and return, and valuation. Prerequisites: MBA 3215, MBA 3815

**MBA 4315 Shareholder Value Management**  
This course covers the concepts and practices of value-based financial management. Selected topics include financial analysis and forecasting, application of time value of money, valuation and stock market signals to management, introduction to risk and modern portfolio theory, capital budgeting, options, cost of capital, and capital structure. This course emphasizes value creation and the role of domestic and international financial management in facilitating this process. Prerequisites: MBA 3115, MBA 3315, MBA 3715. MBA 4115 and MBA 4715 are highly recommended for traditional MBA students.

**FIN 5005 Personal Financial Planning**  
Personal Financial Planning is designed to provide those students who will be dealing with individuals rather than a business entity as a career, an understanding of the problems and concerns that arise in an individual's life cycle. Students will learn how to reach appropriate decisions regarding the allocations of personal wealth between current consumption and future consumption. Current consumption decisions would include discussions of metrics covering the optimal consumption pattern for major purchases, e.g. houses and automobiles, more routine purchases, such as insurance coverage. In addition, the course will examine the appropriate use of credit, either through standard loan contracts or the use of credit cards. There will also be a discussion of the existing consumer protection laws and their effect on individual consumption patterns. Future consumption allocations will include a discussion of metrics involved in reaching optimal decisions regarding long-term health care, retirement, and estate planning. Prerequisite: MBA 4315.

**FIN 5015 Risk Management**  
This course is designed to apply the theories and techniques taught in Finance to the complex and specific needs of managing financial risk in the financial services industry. The course will provide an overview of the banking and insurance markets and their products. In addition, several valuation and
risk management tools and models designed to measure and manage equity risk, interest-rate risk, and default risk in the financial services sector of the economy will be introduced and implemented. 

Prerequisite: MBA 4315.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FIN 5025</td>
<td>Advanced Financial Management</td>
<td>3</td>
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<td>This course is the second level course for finance majors. It covers the theory and practice associated with the management of long-term assets and long-term capital. Topics include evaluating investment opportunities, single period, multi-period, certainty, uncertainty, risk analysis, capital structure, dividend policy, cost of capital, and firm valuation. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5035</td>
<td>Financial Institutions and Capital Markets</td>
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<td>This course is designed to expose the student to the operations of financial markets and financial institutions which exist within the U.S. financial system. Topics include the diverse financial markets, the major financial securities traded in these markets and their properties, the behavior of interest rates, key characteristics and regulations of major financial institutions, including their risk exposures and various strategies to manage these risks. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5045</td>
<td>International Finance</td>
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<td>This course describes and analyzes the structure and function of international money and capital markets with special consideration for the economics of foreign exchange markets, export/import finance, international financial institutions, Euromarkets, alternative forms of international monetary structure and comparative financial structures. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5055</td>
<td>Portfolio Management</td>
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<td>This course covers the theory and practice of portfolio management. Topics include capital market models, risk assessment, performance evaluation, mutual funds, international diversification, and managing risk with derivative securities. Recent empirical evidence is also covered. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5065</td>
<td>Security Analysis of Investments</td>
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<td>This course examines security valuation techniques. Topics include fundamental and technical analysis of stocks, bonds, and derivative securities. Earnings estimation, as well as assessing the risk and values of individual securities, including options. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5075</td>
<td>Topics in Finance</td>
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<td>The topics course covers subjects of current interest in the field of finance. Specific topics will be announced in the course schedule. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5085</td>
<td>Finance Study Tour</td>
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<td>The international study tour in finance develops a better understanding of the global finance environment. It focuses on institutions, trends, and opportunities. Students will also experience the heritage, ambiance and excitement of the world's great countries and cities. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5095</td>
<td>Research in Finance</td>
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<td>By permission of Chair, Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5205</td>
<td>Mergers and Acquisitions</td>
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<td>This course will cover the theory and evidence concerning mergers and Acquisitions and the market for corporate control. It will examine the accounting and evaluation aspect of mergers and acquisitions activities, discuss the alternative theories of mergers and acquisitions, and review the relevant empirical test. Mergers and acquisitions activity is evaluated in terms of the strategic alternatives faced by the firm. Restructuring, leveraged buyouts, share repurchases, and takeover defenses etc. are also studied not only from a Finance perspective but also from a strategic perspective. Prerequisite: MBA 4315.</td>
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<td>Course Code</td>
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<tr>
<td>FIN 5215</td>
<td>Derivative Markets</td>
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<td>Derivatives are financial instruments whose returns are derived from those of other financial instruments. Derivatives serve a valuable purpose in providing a means of managing financial risk. By using derivatives, companies and individuals can transfer for a price, any undesired risk to other parties who have risks that offset the other party's risk or who want to assume the risk of the other party. Derivatives can be based on real assets, such as agricultural commodities, metals, and sources of energy, or financial assets. This course is designed to have students learn about the characteristics of the institutions and markets where these instruments trade, the manner in which derivative prices are determined, and the strategies for the effective use of the instruments. <strong>Prerequisite: MBA 4315.</strong></td>
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<tr>
<td>FIN 5225</td>
<td>Personal Insurance Planning</td>
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<td>This course examines the theory and practice of risk management within a personal financial planning framework. It examines the wide range of risks that individuals are exposed to and the ways that insurance can be used to deal with the problems posed by such risks. Topics include the nature of risk, organization and regulation of the insurance industry, life and health insurance, and property and liability insurance. Insurance is also examined within the framework of employee benefit packages. <strong>Prerequisite: MBA 4315.</strong></td>
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<tr>
<td>FIN 5235</td>
<td>Estate Planning</td>
<td>3</td>
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<td>This course will begin with an overview of basic gift, estate, and generation-skipping-transfer tax law. Fundamental estate and gift areas will be covered as well as basic estate planning documents and estate devices. The student will become aware of how to apply these areas to real-life cases. The second half of the course will be a more in-depth examination of the tools and techniques of estate planning based on the transfer tax rules taught in the first half of the course. This course will cover in great detail the estate planning techniques for lifetime gifts as well as life insurance planning and estate planning for qualified plans and IRA's. Other areas to be discussed will include ownership of family business entities and limited liability companies. <strong>Prerequisite: MBA 4315.</strong></td>
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<tr>
<td>FIN 5245</td>
<td>Pension and Benefits Administration</td>
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<td>This course is intended to provide students with a basic understanding of the various pension and employee benefit plans available in the workplace. Emphasis will be placed on preparing professionals to make informed decisions about what types and designs of plans are best for their company or client and about how they can best administer their chosen benefit package.</td>
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**Health and Medical Services Administration**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HMS 5035</td>
<td>Accounting, Finance and Economics for Health Care</td>
<td>3</td>
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<td>In this case-based course, students will improve their decision making abilities through the logical applications of accounting, financial and economic concepts of health care. Topics covered will include external financial reporting, management control decisions, cash flow management, operational budgeting and comparative analysis of various health care systems. The non-profit and international health care viewpoints will also be explored.</td>
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<tr>
<td>HMS 5045</td>
<td>Health Care Marketing</td>
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<td>This course covers identifying market opportunities and different segments of the health care delivery system. It will also incorporate strategies and the application of the “4Ps”: price, product, place, and promotion. The environment for the course will be managed care. <strong>Prerequisites: MBA 3115, MBA 3715.</strong></td>
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<tr>
<td>HMS 5095</td>
<td>Research in Health and Medical Services Administration</td>
<td>3</td>
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<td><em>By permission of Chair.</em></td>
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MBA 6025 Strategic Management in Health Care Organizations 3 credits
This course is the capstone experience for students selecting the health and medical administration specialization. This course provides the healthcare students with knowledge regarding the formulation and implementation of organizational strategy and business policy processes focused on the healthcare system/industry. Students will be required to apply strategic management principles through the analysis of cases and the health care industry environment. This course is usually taken the last semester of study. Prerequisites: HMS 5035, HMS 5045, and completion of all foundation core courses and 8 or more 4000/5000 level advanced core and health care concentration courses.

Human Resource Management

MGT 5015 Introduction to Strategic Human Resource Management 3 credits
This course examines the integration of human resource management strategy within the broader context of an organization's business strategy. Students will gain an understanding of major approaches to business strategy, and the corresponding implications for human resource management in varied strategic circumstances. Implications of a firm's strategy for functional areas within human resource management will also be examined. The course will introduce emerging trends in theory, research, and the practice of human resource management. Prerequisites or co-requisites: MBA 3115, MBA 3615.

MGT 5085 Management Study Tour 3 credits
A specially designed international tour to varying countries which offers students a unique opportunity to study international management—its dimensions, participants, trends, and opportunities. Students will also experience the heritage, ambience, and excitement of the world's great countries and cities.

MGT 5095 Research in Management 3 credits
By permission of Chair. Prerequisite: MBA 4535.

MGT 5205 Leading Change in Organizations 3 credits
This course focuses on the knowledge and skills necessary for leading, planning, and implementing organizational change. Students will examine their own leadership skills and abilities, and will have the opportunity to develop skills critical to achieving effective change, including communication, leadership, and team development.

MGT 5215 Employment and Labor Law 3 credits
This course will provide an overview of the major laws that govern employer-employee relations in both union and non-union workplaces. Labor topics include, inter alia, the historical development of labor law, union organizing, unfair labor practices, concerted activities by unions, and dispute settlement. Employment law topics include, inter alia, employment discrimination, testing, evaluation and privacy, and laws that govern wage and salary, health and safety, income security, benefits continuation, and family and medical emergencies.

MGT 5225 Human Resource Information Systems 3 credits
This course will examine the issues of information systems from several HR perspectives. First, the course will review basic information systems concepts. Next, software systems (e.g., PeopleSoft) designed to support HR functional operations will be described. Systems using web-based modules for employee benefits administration will also be described. Finally, the course will examine some of the HR issues surrounding the management of information technology personnel, such as special training issues, appropriate career paths and retention policies.

MGT 5235 Compensation Administration 3 credits
The focus of this course is on strategic compensation systems needed in a dynamic business environment. Both basic and advanced concepts are reviewed, including job evaluation, wage and salary structures, gainsharing, and other pay-for-performance systems. Prerequisite: MGT 5015.
MGT 5245 Negotiation Skills 3 credits
The purpose of this course is to provide opportunities for students to develop their negotiating abilities for use in organizational and other settings. The course is premised on the assumption that negotiating concepts are best learned through practice that is grounded in rigorous analysis and reflection. While theoretical principles and concepts from various reference disciplines (such as social psychology, sociology, and economics) will be presented through lectures and readings, this course will focus primarily on improving practical skills. Students will not only learn to enhance their individual abilities in dyadic and group situations, but also to analyze contexts for the most effective application of these skills.

MGT 5255 Career Management in Organizations 3 credits
This course examines the basics of career development and how it fits into the organizational structure. It includes theory and practice of career/adult development, its delivery systems, and its target populations.

MGT 5265 Leadership in the Modern Organization 3 credits
This course will explore what it means to provide leadership to others in modern organizations. Topics will include enhancing one's leadership capability, crisis periods of leadership, conflicts between the organization's leadership and one's personal leadership, and strategies for success in leadership positions. Additional themes of power, authority, and control will be examined in terms of the organization and the individual.

MGT 5275 Consulting to Management 3 credits
Through the completion of a consulting project in support of management in a local organization, agency, or corporation, this course develops students’ consulting and change facilitation skills. The course explores a range of consulting methods, with emphasis on client/consultant working as partners. By working with for-profit or nonprofit organizations, or local, regional, national, or international organizations, the course explores the importance of culture to understanding organizations and the successful implementation of change.

FIN 5245 Pension and Benefits Administration 3 credits
This course is intended to provide students with a basic understanding of the various pension and employee benefit plans available in the workplace. Emphasis will be placed on preparing professionals to make informed decisions about what types and designs of plans are best for their company or client and about how they can best administer their chosen benefit package. Prerequisite: MGT 5015.

MGT 5295 Conflict Resolution 3 credits
Whether conflict is healthy or unhealthy for an organization is a function of an individual's ability to surface, work with, and resolve differences that inevitably arise in organization life between individuals and within and between groups and departments. This course examines the psychological and social dynamics which are connected to conflict and alternative dispute resolution, including power, leadership, personal needs, roles, communication. It also provides practical tools and skills development for dealing with conflict in a range of organizational settings.

MGT 5305 Managing Teams 3 credits
The focus of this course is on how to design, facilitate, and manage work teams in a variety of settings. The course also covers interventions in team development, including working with problematic organizational situations and with different types of teams.

MGT 5315 Organizational Staffing 3 credits
An examination of traditional staffing functions (recruitment, selection, orientation) is undertaken so that the process by which organizations and individuals are matched may be better understood. Always mindful of the legal issues that permeate these processes, this unique course will examine the staffing function at an advanced level. Issues such as labor supply and demand, HR strategy and planning, the regulatory environment, validity and reliability, job analysis, realistic job previews, assessment centers,
honesty and ability testing, and state of the art recruitment and selection techniques will be explored in depth. Prerequisite: MGT 5015.

MGT 5325 Topics in Human Resources 3 credits
This course covers topics of current interest in the field of human resources. The specific subjects and prerequisites will be announced in the course schedule. Prerequisite: MGT 5015.

MGT 5335 Managing Workforce Diversity 3 credits
Managing diversity is becoming increasingly important to contemporary organizations and is likely to become more critical in the future as the population and workforce become even more heterogeneous. Human diversity is both a moral imperative and a potential source of competitive advantage. This course is designed to help students become aware of the multiple dimensions of diversity such as race, class, gender, physical ability, sexual orientation, age, and nationality. In addition, differences in function, perspective, and work style will be explored to examine their potential impact in the workplace. The course provides information and experiences to help make students more proficient in dealing with an increasingly diverse workforce.

MGT 5375 Human Resource Research/Survey Methods 3 credits
This course is designed to introduce students to the processes involved in measuring the effectiveness of human resource programs, and to provide a thorough grounding in survey methodology, from survey design through data collection and data analysis. Students will build their skills in survey design and construction, scale selection, survey administration, and data analysis and evaluation. Students will be required to conduct a research study during which they will act as project managers/lead researchers responsible for envisioning, executing, analyzing, interpreting, and reporting the results of the study to an external client. The overarching goal of the course is to prepare human resource professionals to effectively lead a survey project and to interpret the results of research conducted by others. Prerequisite: MGT 5015.

International Business

ACC 5085 International Accounting Study Tour 3 credits
A specially designed International Tour to varying countries which offer students a unique opportunity to study International Accounting—its dimensions, participants, trends, and opportunities. Students will also experience the heritage, ambiance and excitement of the world’s great countries and cities. Prerequisite: MBA 4115.

FIN 5045 International Finance 3 credits
This course describes and analyzes the structure and function of international money and capital markets with special consideration for the economics of foreign exchange markets, export/import finance, international financial institutions, Euromarkets, alternative forms of international monetary structure, and comparative financial structures. Prerequisite: MBA 4315.

FIN 5805 Finance Study Tour 3 credits
The international study tour in finance develops a better understanding of the global finance environment. It focuses on institutions, trends, and opportunities. Students will also experience the heritage, ambiance and excitement of the world’s great countries and cities. Prerequisite: MBA 4315.

MGT 5075 International Management 3 credits
This course examines the international business environment, management practices outside the United States, and the interpersonal, institutional, and legal problems facing managers conducting business in more than one cultural context. Prerequisite: MBA 4535.
MGT 5085 Management Study Tour 3 credits
A specially designed international tour to varying countries which offers students a unique opportunity to study international management—its dimensions, participants, trends, and opportunities. Students will also experience the heritage, ambience and excitement of the world’s great countries and cities. Prerequisite: MBA 4535.

MKT 5035 International Marketing 3 credits
This course deals with the nature and practice of international marketing management. It considers the full range of international marketing efforts from the customer to the exporter to the multi-national or global firm and adopts a managerial approach by focusing on the problems and decisions facing marketing managers in international settings. Prerequisite: MBA 4615.

MKT 5085 Marketing Study Tour 3 credits
A specially designed international tour to varying countries which offers students a unique opportunity to study international business and marketing and develop a better understanding of the global marketing environment—its dimensions, participants, trends, and opportunities. Students will also experience the heritage, ambience and excitement of the world’s great countries and cities. Prerequisite: MBA 4615.

Management

MBA 3515 Managing Work Organizations 3 credits
This course focuses on both the behavioral and technological aspects of work organizations. The behavioral aspects of organizations are discussed at three different levels. On a societal level, the place of work organizations relative to other institutions in contemporary society will be considered using a stakeholder model of the firm. On an organizational level, the concepts of organizational structure, technology, job design, and culture will be examined, emphasizing the importance of each to the goal of organizational effectiveness. On an individual level, the roles and responsibilities of the manager will be analyzed, helping students to recognize the critical managerial practices for achieving organizational effectiveness.

MBA 4005 Applied Project Team Skills 3 credits
The course will focus on the essential managerial skills of oral and written communication, building and working in teams, project management, and research. Using a project management framework, students will learn about the issues, problems, and solutions to carrying out a team project from start to finish. Proficiency in basic Windows Operations and Microsoft Office Suite is assumed. Prerequisites: Completion (or waiver) of all other MBA foundation courses. Attendance at first class is mandatory.

MBA 4515 Stakeholder Theory and Social Responsibility 3 credits
This course addresses corporate social responsibility through a stakeholder theory of business. The course will center on the question, “Which interests of which stakeholders impose obligations on business?” The internal and external stakeholders addressed include investors, employees, customers, and the natural environment, among others. Some issues will be analyzed by exploring international differences in the treatment of stakeholders The course exposes students to some of the ethical dilemmas confronted by employees in the workplace, and serves to enhance student skills in resolving these dilemmas.

MBA 4535 Empowering Human Potential At Work 3 credits
This course focuses on an organization’s most salient resource—its human capital. It investigates the foundation of, and strategies for, empowering organizational members to manage organizational transformation processes in a national and global environment. Empowering human potential requires an understanding of how to manage one’s self, other individuals, and groups effectively, creatively, legally, and ethically in work organizations. Done well, empowered workers can help to achieve both personal and organizational objectives. To accomplish this goal, the course investigates strategies for
enhancing individual performance (e.g., perceptions and motivation) and facilitating interpersonal processes (e.g., leadership and power). We will also explore ways of managing human resource issues (e.g., recruitment, selection, employee development), especially from a legal perspective.

**MBA 5005 Curricular Practical Training** 1 credit
This one-credit course allows students to put into practice the theory that they have learned in previous courses. Each Practicum must last at least eight (8) weeks and must be directly related to the general content of the MBA Program. The Practicum is graded on a Pass/No Penalty basis so that the final grade will have no effect on the students’ grade point average (GPA). However, the credit earned will be awarded if a passing grade is attained. International students must have resided in the country for at least nine (9) months and possess at least an F 1 visa.

**MGT 5015 Introduction to Strategic Human Resource Management** 3 credits
This course examines the integration of human resource management strategy within the broader context of an organization’s business strategy. Students will gain an understanding of major approaches to business strategy, and the corresponding implications for human resource management in varied strategic circumstances. Implications of a firm’s strategy for functional areas within human resource management will also be examined. The course will introduce emerging trends in theory, research, and the practice of human resource management. Prerequisites or co-requisites: MBA 3115, MBA 3615.

**MGT 5035 Business Law for Management** 3 credits
This course introduces students to the contemporary legal environment of business. Comprehensive in scope, it examines the court system and the judicial process, as well as areas of substantive law such as torts, contract, criminal, constitutional, administrative, labor, employment, and environmental. Various forms of business organizations, as well as the arena of international law, are also covered. No prerequisite.

**MGT 5055 Entrepreneurship and Small Business** 3 credits
This course is designed to identify and analyze the factors that contribute to the creation of successful new business ventures and to highlight the process of creating and managing a new business and/or small business. Part of the course will also cover the subjects of intrapreneurship and social entrepreneurship through profit or non-profit organizations. Prerequisites: MBA 4115, MBA 4315, MBA 4535.

**MGT 5065 Topics in Management** 3 credits
This course covers topics of current interest in the field of management. The specific subjects and prerequisites will be announced in the course schedule.

**MGT 5075 International Management** 3 credits
This course examines the international business environment, management practices outside the United States, and the interpersonal, institutional, and legal problems facing managers conducting business in more than one cultural context.

**MGT 5085 Management Study Tour** 3 credits
A specially designed international tour to varying countries which offers students a unique opportunity to study international management—its dimensions, participants, trends, and opportunities. Students will also experience the heritage, ambience, and excitement of the world’s great countries and cities. Prerequisite: MBA 4535.

**MGT 5095 Research in Management** 3 credits
By permission of Chair. Prerequisite: MBA 4535.
MGT 5205 Leading Change in Organizations 3 credits
This course focuses on the knowledge and skills necessary for leading, planning, and implementing organizational change. Students will examine their own leadership skills and abilities, and will have an opportunity to develop skills critical to achieving effective change, including communication, leadership, and team development.

MGT 5215 Employment and Labor Law 3 credits
This course will provide an overview of the major laws that govern employer-employee relations in both union and non-union workplaces. Labor topics include, inter alia, the historical development of labor law, union organizing, unfair labor practices, concerted activities by unions, and dispute settlement. Employment law topics include, inter alia, employment discrimination, testing, evaluation and privacy, and laws that govern wage and salary, health and safety, income security, benefits continuation, and family and medical emergencies.

MGT 5235 Compensation Administration 3 credits
The focus of this course is on strategic compensation systems needed in a dynamic business environment. Both basic and advanced concepts are reviewed, including job evaluation, wage and salary structures, gainsharing, and other pay-for-performance systems. Prerequisite: MGT 5015.

MGT 5245 Negotiation Skills 3 credits
The purpose of this course is to provide opportunities for students to develop their negotiating abilities for use in organizational and other settings. The course is premised on the assumption that negotiating concepts are best learned through practice that is grounded in rigorous analysis and reflection. While theoretical principles and concepts from various reference disciplines (such as social psychology, sociology, and economics) will be presented through lectures and readings, this course will focus primarily on improving practical skills. Students will not only learn to enhance their individual abilities in dyadic and group situations, but also to analyze contexts for the most effective application of these skills.

MGT 5255 Career Management in Organizations 3 credits
This course examines the basics of career development and how it fits into the organizational structure. It includes theory and practice of career/adult development, its delivery systems, and its target populations.

MGT 5265 Leadership in the Modern Organization 3 credits
This course will explore what it means to provide leadership to others in modern organizations. Topics will include enhancing one's leadership capability, crisis periods of leadership, conflicts between the organization's leadership and one's personal leadership, and strategies for success in leadership positions.

MGT 5275 Consulting to Management 3 credits
Through the completion of a consulting project in support of management in a local organization, agency, or corporation, this course develops students' consulting and change facilitation skills. The course explores a range of consulting methods, with emphasis on client/consultant working as partners. By working with for-profit or nonprofit organizations, or local, regional, national, or international organizations, the course explores the importance of culture to understanding organizations and the successful implementation of change.

MGT 5295 Conflict Resolution 3 credits
Whether conflict is healthy or unhealthy for an organization is a function of an individual's ability to surface, work with, and resolve differences that inevitably arise in organization life between individuals and within and between groups and departments. This course examines the psychological and social dynamics which are connected to conflict and alternative dispute resolution, including power, leadership, personal needs, roles, and communication. It also provides practical tools and skills...
development for dealing with conflict and alternative dispute resolution in a range of organizational settings.

MGT 5305 Managing Teams 3 credits
The focus of this course is on how to design, facilitate, and manage work teams in a variety of settings. The course also covers interventions in team development, including working with problematic organizational situations and with different types of teams.

MGT 5315 Organizational Staffing 3 credits
An examination of traditional staffing functions (recruitment, selection, orientation) is undertaken so that the process by which organizations and individuals are matched may be better understood. Always mindful of the legal issues that permeate these processes, this unique course will examine the staffing function at an advanced level. Issues such as labor supply and demand, HR strategy and planning, the regulatory environment, validity and reliability, job analysis, realistic job previews, assessment centers, honesty and ability testing, and state of the art recruitment and selection techniques will be explored in depth. Prerequisite: MGT 5015.

MGT 5325 Topics in Human Resources 3 credits
This course covers topics of current interest in the field of human resources. The specific subjects and prerequisites will be announced in the course schedule.

MGT 5335 Managing Workforce Diversity 3 credits
Managing diversity is becoming increasingly important to contemporary organizations and is likely to become more critical in the future as the population and workforce become even more heterogeneous. Human diversity is both a moral imperative and a potential source of competitive advantage. This course is designed to help students become aware of the multiple dimensions of diversity such as race, class, gender, physical ability, sexual orientation, age, and nationality. In addition, differences in function, perspective, and work style will be explored to examine their potential impact in the workplace. The course provides information and experiences to help make students more proficient in dealing with an increasingly diverse workforce.

MGT 5355 Managing the Non-Profit Organization 3 credits
This course builds on the MBA core curriculum and covers managing and improving nonprofit organizations in today's changing environment, with emphasis on the differences between nonprofit and business organizations. Major topics in the course will include: the current environment its implications for management; governance and transparency; maintaining and managing multiple stakeholders relationships; leadership and organizational culture; strategic planning and positioning; development of the organization's people, including staff and volunteers; an overview of accounting, budgeting, informational resources, and financial management; and assessing effectiveness and managing accountability. Prerequisites: MBA 4005 and completion of five of the following MBA core courses: MBA 4115, MBA 4315, MBA 4415, MBA 4515, MBA 4535, MBA 4615, MBA 4715.

MGT 5365 Practicum in Non-Profit Organization 3 credits
In this course students apply their business knowledge in the non-profit arena through a field experience to either (a) improve the management of an existing non-profit organization, or (b) plan and create a new non-profit organization. Prerequisites: MBA 4005, completion of five of the following MBA core courses: MBA 4115, MBA 4315, MBA 4415, MBA 4515, MBA 4615, MBA 4715.

MGT 5375 Human Resource Research/Survey Methods 3 credits
This course is designed to introduce students to the processes involved in measuring the effectiveness of human resource programs, and to provide a thorough grounding in survey methodology, from survey design through data collection and data analysis. Students will build their skills in survey design and construction, scale selection, survey administration, and data analysis and evaluation. Students will be required to conduct a research study during which they will act as project managers/lead researchers responsible for envisioning, executing, analyzing, interpreting, and reporting the results of the study to
an external client. The overarching goal of the course is to prepare human resource professionals to effectively lead a survey project and to interpret the results of research conducted by others. Prerequisite: MGT 5015.

**FIN 5245 Pension and Benefits Administration** 3 credits
This course is intended to provide students with a basic understanding of the various pension and employee benefit plans available in the workplace. Emphasis will be placed on preparing professionals to make informed decisions about what types and designs of plans are best for their company or client and about how they can best administer their chosen benefit package. Prerequisite: MGT 5015.

**Integrative Course**

**MBA 6005 Global Business Strategy** 3 credits
The capstone course is designed to provide the student with knowledge of the strategic management and organizational policy processes. This course provides the opportunity to apply this knowledge by practicing strategic decision-making and by formulating policy through the use of cases with a focus on globalized firms. This course is usually taken in the last semester of study. Prerequisites: Completion of all foundation core courses and eight or more 4000/5000 level advanced core and concentration area courses.

**Marketing**

**MBA 3615 Marketing Concepts** 3 credits
This course covers basic marketing theory and practice. Topics include the social role of marketing within our economic society, the marketing process, the marketing environment, the role of marketing within the organization, the process of developing marketing strategies and programs, the concept of diffusion of innovation, new product development, marketing research, the concept of customer value, the process of targeting, segmentation, and positioning, and the marketing mix variables.

**MBA 4615 Creating and Measuring Customer Value** 3 credits
The basis of all business activity is the customer. Businesses try to create and maintain customers profitably. Doing this requires an understanding of customers, customer satisfaction, and the value that customers place on various aspects of the firms offer. It also requires an understanding of the value of different customers to the firm. This course explores these many aspects of customer value. The course will help students understand marketing’s role in creating, communicating, and delivering value. The course will also show students how to control the costs of these offers so that value to customers can be maximized. Finally, the course will show students the tools of value analysis and how they can help the firm meet its objectives.

**MKT 5015 Promotional Strategy** 3 credits
An investigation into the determinants of buying and consumer behavior to develop an understanding of the response of individual and organizational buying units to marketing strategies and tactics, followed by a review and evaluation of marketing communications tools: advertising, selling, sales promotion, and publicity. Special emphasis is placed on media selection, the creative process, promotion, planning and allocation of resources as promotional tools. Prerequisite: MBA 4615.

**MKT 5025 Strategic Marketing Management** 3 credits
This course features the integration and application of marketing concepts, tools, and techniques to the analysis of marketing problems in which a case study format is used. The course may include development of a comprehensive marketing plan for a product or service. Prerequisite: MBA 4615.
**MKT 5035 International Marketing** 3 credits

This course deals with the nature and practice of international marketing management. It considers the full range of international marketing efforts from the customer to the exporter to the multi-national or global firm and adopts a managerial approach by focusing on the problems and decisions facing marketing managers in international settings. Prerequisite: MBA 4615.

**MKT 5045 Research in Marketing** 3 credits

Marketing professionals today are surrounded by information technology, which they need to exploit to succeed in their markets. This is a major change from the days when conceptual skills alone might have been sufficient to be a successful marketer. Today's marketers need to go beyond conceptual marketing and embrace marketing research, using data, information technologies, and computer decision models to make marketing decisions. In this course we integrate concepts, analytic marketing techniques, and a software toolkit to train the new generation of marketers to become successful marketing managers. Prerequisite: MBA 4615.

**MKT 5055 Consumer Behavior** 3 credits

Marketing begins and ends with the customer, from determining customers' needs and wants to providing customer satisfaction and maintaining customer relationships. This course examines the basic concepts and principles in customer behavior with the goal of understanding how these ideas can be used in marketing decision-making. Prerequisite: MBA 4615.

**MKT 5085 Marketing Study Tour** 3 credits

A specially designed international tour to varying countries which offers students a unique opportunity to study international business and marketing and develop a better understanding of the global marketing environment—its dimensions, participants, trends, and opportunities. Students will also experience the heritage, ambiance, and excitement of the world’s great countries and cities. Prerequisite: MBA 4615.

**MIM 5215 Global Cultures and Consumers** 3 credits

This course will start with a strong grounding in the key theories of consumer psychology and sociology to help students better understand several important models for understanding the way consumers behave. Managerial implications for understanding various customers and for forging collaborative relationships with customers will be emphasized. Importantly, this course will immerse students in all aspects of several important cultures and traditions across the globe. Working from the assumption that experiencing a given culture involves more than just reading about and studying the culture from a third-person, passive perspective, this course will engage students to delve into the experience aspects of, for example, the art, music, food, and spirit of those cultures. Prerequisite: graduate status in HSB.

**MIM 5225 International Channel Management** 3 credits

An introduction to cycle of goods (the Channels) from the starting point of sourcing through to payment by the end-user, with a strong focus on the international aspects of moving goods. These core processes involve the traditional functional boundaries and encompass important activities such as information management; inventory flow scheduling and control; logistics-production coordination; international transportation systems operation and infrastructure; and customer service, order fulfillment, and distribution facilities management. Prerequisite: graduate status in HSB.

**MIM 5235 International Marketing Research** 3 credits

This course exposes the student to research methodology, and qualitative and quantitative data analytic methods that can be applied to marketing topics. It addresses general and contemporary issues in product development, pricing, promotion, and channels in the international marketing context. Attention is also given to international consumer behavior, macro marketing, and other matters. Prerequisite: graduate status in HSB.
MIM 5245 Emerging Markets

Many of the world's fastest growing economies are emerging markets that are aggressively moving to improve their economies to the level of the world's more advanced nations. Emerging markets can be found in the Americas, Asia, Europe, and the Middle East and in Africa. Large or small, these countries have something of value for international trade in terms of natural resources, labor, technology, location or culture. Emerging markets are the recipients of a variety of international financial support from multi-national organizations and foreign aid from wealthy nations like the United States and the EU. Frequently, they enjoy special trading status with reduced tariffs for their exports to more advanced countries. Emerging markets have also formed trading groups among themselves. This course will examine the world's leading emerging markets by region of the world with an emphasis on government policies designed to foster growth, development, and trade with other emerging markets and the developed world. Specific countries to be examined will include China, India, Mexico, Argentina, Brazil, Turkey, and South Africa. Prerequisite: graduate status in HSB.

MIM 5305 Global Marketing Communications

This course offers an introduction to the disciplines within marketing communication and to the concept and practice of integrated marketing communication planning. It includes descriptions of fundamental theory and practice within advertising, public relations, sales promotion, direct marketing, e-commerce, event planning, and sponsorships. Students will also explore the role of cultural differences, social-political issues, and global communications institutions in helping multinational organizations communicate with target audiences. Prerequisite: graduate status in HSB.

MIM 5325 International Product Development and Brand Management

This course is designed to emphasize the interdisciplinary nature of complex problems in developing and marketing products and services. Students will be exposed to a variety of planning concepts and tools that are available to managers to assist with the creation and management of products and services for the international market. In addition, this course examines brand equity and brand management. Here the focus will be on exploring and understanding the importance of brands, what brands mean to international consumers, and how they should be managed. Prerequisite: graduate status in HSB.

MIM 5345 International Marketing Study Tour

This is a specially designed tour to varying locations which offers students a unique opportunity to study international marketing and develop a better understanding of the global marketing environment: its dimensions, participants, trends, and opportunities. Students will also experience the cultural heritage, ambiance, and excitement of the world’s great countries and cities. Prerequisite: admission into M.S. in International Marketing or permission of instructor.

Non-Profit Management

MGT 5055 Entrepreneurship and Small Business

This course is designed to identify and analyze the factors that contribute to the creation of successful new business ventures and to highlight the process of creating and managing a new business and/or small business. Part of the course will also cover the subjects of intrapreneurship and social entrepreneurship through profit or non-profit organizations. Prerequisites: MBA 4115, MBA 4315, MBA 4335.

MGT 5205 Leading Change in Organizations

This course focuses on the knowledge and skills necessary for leading, planning, and implementing organizational change. Students will examine their own leadership skills and abilities, and will have an opportunity to develop skills critical to achieving effective change, including communication, leadership, and team development while working with a for-profit or non-profit organization.
MGT 5275 Consulting to Management 3 credits
Through the completion of a consulting project in support of management in a local organization, agency, or corporation, this course develops students' consulting and change facilitation skills. The course explores a range of consulting methods, with emphasis on client/consultant working as partners. By working with for-profit or nonprofit organizations, or local, regional, national, or international organizations, the course explores the importance of culture to understanding organizations and the successful implementation of change.

MGT 5355 Managing the Non-Profit Organization (required) 3 credits
This course builds on the MBA core curriculum and covers managing and improving nonprofit organizations in today's changing environment, with emphasis on the differences between non-profit and business organizations. Major topics in the course will include: the current environment its implications for management; governance and transparency; maintaining and managing multiple stakeholders relationships; leadership and organizational culture; strategic planning and positioning; development of the organization's people, including staff and volunteers; an overview of accounting, budgeting, informational resources, and financial management; and assessing effectiveness and managing accountability. Prerequisites: MBA 4005 and completion of five of the following MBA core courses: MBA 4115, MBA 4315, MBA 4415, MBA 4515, MBA 4535, MBA 4615, MBA 4715.

MGT 5365 Practicum in Non-Profit Organization 3 credits
In this course students apply their business knowledge in the non-profit arena through a field experience to either (a) improve the management of an existing non-profit organization, or (b) plan and create a new non-profit organization. Prerequisites: MBA 4005, completion of five of the following MBA core courses: MBA 4115, MBA 4315, MBA 4415, MBA 4515, MBA 4615, MBA 4715.

Joint Program in Health and Medical Services Administration
In cooperation with the Philadelphia College of Osteopathic Medicine, Saint Joseph’s University offers an opportunity for PCOM medical students to qualify for the degrees of M.B.A. and D.O. in a total of five years. This joint degree offers future physicians the opportunity to gain the business management expertise needed to complement their medical training to successfully run a private practice or manage in a health-care setting, by earning D.O. and M.B.A. degrees concurrently.

This five-year joint degree program allows PCOM students to complete both the D.O. and M.B.A. degrees with only one additional year of study. As a five-year track, the D.O./M.B.A. program represents a cooperative agreement in which a number of standard premedical courses and PCOM courses are accepted for credit by the University.

A major feature is the ability to pursue uninterrupted medical education at PCOM while also completing the M.B.A. course requirements at Saint Joseph's University. The flexible PCOM medical curriculum allows students to complete their second year clinical didactic courses over a two-year period.

Upon completion of the standard first year at PCOM and acceptance into the joint degree program, students begin business studies in the Saint Joseph's University summer session. The following fall and spring semesters, the medical course-load is reduced to half-time while two evening business courses are completed each semester in the M.B.A. program. This schedule is repeated the next summer and subsequent fall and spring semesters, during which the PCOM sophomore year and all remaining M.B.A. requirements are completed.

Upon completion of the two-year combined curriculum, the M.B.A. degree is awarded by Saint Joseph's University. After completion of full-time medical education in junior and senior clinical rotations, the D.O. degree is awarded at PCOM's annual commencement ceremonies with special recognition of the dual degree.
Tuition and Financial Aid for PCOM Students

The total cost of all tuition and fees for the M.B.A. program and special PCOM curriculum is equal to one additional year of PCOM tuition. All tuition is payable to PCOM according to the established payment schedule, and PCOM pays all M.B.A. tuition and fees directly to Saint Joseph's University. Students in the joint degree program receive all standard PCOM services, including health insurance, for the additional year of study.

The primary sources of financial aid, such as Federal Stafford loans (formerly GSL loans), are available to students for the additional year of study. All financial aid is administered by PCOM’s Office of Financial Aid. Standard PCOM financial aid procedures and forms apply to the joint degree program, and no special arrangements with lending sources are necessary.

Inquiries

PCOM Undergraduates:
Dr. Robert G. Cuzzolino
Vice President for Graduate Programs and Planning
Philadelphia College of Osteopathic Medicine
Evans Hall, Dean's Suite
4170 City Avenue
Philadelphia, PA 19131-1696
(215) 871-6770

Master of Science in Financial Services Program

David Benglian, Program Director

Program Objective

The goal of the Master of Science in Finance is to provide, to those seeking a more focused course of study, the educational background to provide professional financial planning services and financial analysis either in a corporate setting or as an entrepreneur. Recognizing the multifaceted nature of financial planning and analysis, the program is broad-based in that students take courses from a number of disciplines, including accounting, law, and ethics. The program is designed to provide interested students the academic background needed to sit for the CFA or CFP® examinations.

Admission Requirements

- A completed application form
- non-refundable $35 application fee
- official transcripts indicating receipt of a baccalaureate degree from an accredited college or university;

International applicants are no longer required to submit a credentials evaluation—transcript evaluations will be performed by Admissions staff. However, applicants already possessing a course-by-course evaluation of their transcripts are encouraged to submit this in place of original transcripts. For those who do not possess a course-by-course evaluation, an official record of all college and university academic studies and results of state and/or national examinations taken are required. Academic records must include the name of each individual course, the grade earned, and the grading scale used. Documents must be submitted in one’s native language with an official English translation. The Graduate Admissions Office performs all international credential evaluations. Foreign
documents, credentials and transcripts must be official (sealed and sent directly from the institution). Only originals or photocopies officially stamped and attested by a school official (Registrar, Principle, or Controller of Examinations) are accepted. Faxes, scanned or notarized copies or copies attested by a department head cannot be accepted as official. All credentials submitted to the Graduate Admissions Office become property of the University and cannot be returned.

- two (2) letters of recommendation from former professors and/or employers
- a written statement or essay of academic and career goals
- a resumé
- official scores on Graduate Management Admission Test (GMAT) scores. Scores on the GMAT must have been taken within seven years of the student’s application; applicants with at least three years of professional experience and a CFP® or a CFA professional certification will be exempt from the GMAT. Applicants holding a CPA will also be exempt. Applicants holding other professional certifications with at least five years of professional experience may request a personal interview as a substitute for the GMAT requirement.

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be make by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6141. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph’s University campus. A minimum score of 550, internet based TOEFL 79, or 213 on computerized test on the TOEFL is required to take any course in the Program. Qualified students who complete Level 112 at the ELS Language Center and receive a strong, positive letter of recommendation from the Center can begin their studies with the official TOEFL score. Applicants are required to register with the Word Education Services (WES) to have an official course-by-course evaluation of their undergraduate work. Additional information on WES transcript evaluation can be obtained by visiting them at www.wes.org. Foreign applicants seeking an F-1 student visa must also supply a statement of financial support.

Retention Policies

Grading, Probation, Dismissal, and Failure

The grading system in effect at Saint Joseph’s University will apply to courses in the M.S. Program. Student advising will be the responsibility of the Program Director, but students are encouraged to share their academic and career expectations with members of the faculty who teach in the program.

As per university guidelines for graduate study, students enrolled in the M.S. in Financial Services Program who receive a single grade of C or below will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so notified in writing by the Program-Director. Students receiving a grade of C or below for nine (9) credit hours will be dismissed from the program.

To graduate, students must fulfill all credit hour requirements for the M.S. degree. Each candidate for graduation must have at least 3.0 cumulative GPA (excluding all prerequisite courses), no more than two grades below a C, and no F grades outstanding in order to be certified for graduation. The program director with support from the Registrar’s Office is responsible for monitoring student academic progress throughout the course of the program.

Retention Processes and Policies

Students enrolled in the M.S. in Financial Services Program have six years to complete their M.S. degree from Saint Joseph's University. This six-year limit begins with the student's first 5000 level course registration.
Extensions beyond this limit can only be made with the approval of the Dean, and only for unusual and serious circumstances.

Students who exceed the time limit to complete the M.S. Program will be dismissed from the program. Such students may reapply for admission into the program as new students and start the program with no credit from the previous courses taken.

Graduation/Commencement Policies

Students must complete all course requirements prior to graduation. Upon petition to the Dean, students may be permitted to take part in commencement exercises if they will be completing their graduate studies by August.

Financial Assistance

A limited number of graduate assistantships are available to students who have been admitted into the program. In exchange for carrying out assigned duties in the Department, students receive tuition assistance as well as a monthly stipend. For more information, please contact the Graduate Business Programs Office.

Curriculum

The Master of Science degree in Financial Services requires completion of 30 to 48 credits with a cumulative GPA of 3.0 or better in courses taken at SJU. The degree can be completed in 30 credits (10 classes) by completing the Advanced Program if the Foundation Requirements can be met through acceptable undergraduate transfer credit, challenge, or CLEP exams. Students granted a business administration bachelor’s degree from an AACSB accredited program within 10 years of beginning the MS program normally take 30 semester credits to complete their degree.

Courses carry three semester credits unless otherwise noted. All course prerequisites must be satisfied prior to enrolling in a given course; prerequisites are indicated in the section on Course Descriptions. Students may be admitted to Advanced Program courses before completion of the entire Foundation Program, but must complete the Foundation Program by the time that twelve (12) credits have been earned in the Advanced Program. Students may transfer up to a maximum of nine credits from outside St. Joseph’s University. The Math Proficiency Requirement may be met by taking MBA 3815 (one course), CLEP College Algebra exam, or challenge exam.

Six courses in the MSFS program satisfy the education requirements of the CFP® certification examination and have been registered as such by CFP Board. These courses are FIN 5005 Personal Financial Planning, FIN 5225 Personal Insurance Planning, FIN 5055 Portfolio Management, ACC 5015 Tax Planning for Management Decision-Making, FIN 5245 Pensions and Benefits Administration, and FIN 5235 Estate Planning. The six courses cover the complete topic list required by CFP Board. For maximum benefit, the courses should be taken so that the FIN 5005 is first in the sequence, and the last two in the sequence are FIN 5235 and FIN 5245, in that order. The information contained in the first four courses is essential to make the completion of the retirement and estate courses both easier and more meaningful. Dr. Christopher Coyne is Program Manager of the CFP® certification.

“Saint Joseph’s University does not certify individuals to use the CFP®, CERTIFIED FINANCIAL PLANNER™, and CFP® certification marks. CFP certification is granted only by Certified Financial Planner Board of Standards Inc. to those persons who, in addition to completing an educational requirement such as this CFP Board-Registered Program, have met its ethics, experience and examination requirements.”

Foundation Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>MBA 3115</td>
<td>Accounting Concepts</td>
</tr>
<tr>
<td>MBA 3215</td>
<td>Managerial Economics</td>
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MBA 3115 Accounting Concepts 3 credits
This course is designed to introduce you to the language of business. You would learn the conceptual foundation of financial accounting and financial reporting of business activities. This, in turn, would help you gain insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics include full and fair reporting model, accrual and cash based measurement of profitability, and financing, investing, and operating activities of businesses. This course emphasizes the importance of accounting for decision-making and provides insight as to why ethics are important for business and accounting.

MBA 3215 Managerial Economics 3 credits
This course familiarizes students with the basic concepts, the language and the analytical tools of microeconomics and macroeconomic theory in order to enhance decision-making in business and finance. The course is divided into two parts. The first part focuses on the component parts of our economic system: consumers, workers, production enterprises, governments, and the interactions of these entities in markets where the prices of outputs and inputs are determined. The second part covers aggregate economic activity and looks at the problems of inflation and unemployment. It analyzes the role of government in controlling the growth of the economy, the theory of money and banking, and the role of the Federal Reserve System.
**MBA 3315 Financial Management** 3 credits
This course is an introduction to finance and lays the background for future courses. Topics include the financial environment including the federal reserve system, financial analysis, time value of money, working capital policy, cash management, risk and return, and valuation. **Prerequisites:** MBA 3215, MBA 3815

**MBA 3715 Business Statistical Tools with Excel** 3 credits
This course covers descriptive statistics including tabular, graphical, and numerical methods. Probability distributions such as the binomial, poisson, and normal are covered. Sampling, internal estimation, hypothesis testing, and linear regression are included. The emphasis is on practical application to business situations including computer applications. A knowledge of Excel is assumed.

**MBA 3815 Math for Graduate Business Studies** 3 credits
Various mathematical concepts are explored in reference to making business decisions. Topics include methods to solve system of linear equations, matrix operations, and derivatives. A review of basic algebraic concepts such as quadratic formula, scientific notation, and graphing techniques is also covered.

**MBA 4315 Shareholder Value Management** 3 credits
This course covers the concepts and practices of value based financial management. Selected topics include financial analysis and forecasting, application of time value of money, valuation and stock market signals to management, introduction to risk and modern portfolio theory, capital budgeting, options, cost of capital, and capital structure. This course emphasizes value creation and the role of domestic and international financial management in facilitating this process. **Prerequisites:** MBA 3115, MBA 3315, MBA 3715. MBA 4115 and MBA 4715 are highly recommended for traditional MBA students.

**FIN 5005 Personal Financial Planning** 3 credits
Personal Financial Planning is designed to provide those students who will be dealing with individuals rather than a business entity as a career, an understanding of the problems and concerns that arise in an individual's life cycle. Students will learn how to reach appropriate decisions regarding the allocations of personal wealth between current consumption and future consumption. Current consumption decisions would include discussions of metrics covering the optimal consumption pattern for major purchases, e.g. houses and automobiles, more routine purchases, such as insurance coverage. In addition, the course will examine the appropriate use of credit, either through standard loan contracts or the use of credit cards. There will also be a discussion of the existing consumer protection laws and their effect on individual consumption patterns. Future consumption allocations will include a discussion of metrics involved in reaching optimal decisions regarding long-term health care, retirement, and estate planning. **Prerequisite:** MBA 4315.

**FIN 5015 Risk Management** 3 credits
This course is designed to apply the theories and techniques taught in Finance to the complex and specific needs of managing financial risk in the financial services industry. The course will provide an overview of the banking and insurance markets and their products. In addition, several valuation and risk management tools and models designed to measure and manage equity risk, interest-rate risk, and default risk in the financial services sector of the economy will be introduced and implemented. **Prerequisite:** MBA 4315.

**FIN 5025 Advanced Financial Management** 3 credits
This course is the second level course for finance majors. It covers the theory and practice associated with the management of long-term assets and long-term capital. Topics include evaluating investment opportunities, single period, multi-period, certainty, uncertainty, risk analysis, capital structure, dividend policy, cost of capital and firm valuation. **Prerequisite:** MBA 4315.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FIN 5035</td>
<td>Financial Institutions and Capital Markets</td>
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<tr>
<td></td>
<td>This course is designed to expose the student to</td>
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<tr>
<td></td>
<td>the operations of financial markets and financial</td>
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<td></td>
<td>institutions which exist within the U.S. financial</td>
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<td>system. Topics include the diverse financial</td>
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<td>markets, the major financial securities traded</td>
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<td>in these markets and their properties, the</td>
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<td>behavior of interest rates, key characteristics</td>
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<td>and regulations of major financial institutions,</td>
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<td></td>
<td>including their risk exposures and various</td>
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<td></td>
<td>strategies to manage these risks. Prerequisite:</td>
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<td></td>
<td>MBA 4315.</td>
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<tr>
<td>FIN 5045</td>
<td>International Finance</td>
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<td></td>
<td>This course describes and analyzes the structure</td>
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<td>and function of international money and capital</td>
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<td>markets with special consideration for the</td>
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<td>economics of foreign exchange markets, export/</td>
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<td>import finance, international financial</td>
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<td>institutions, Euromarkets, alternative forms of</td>
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<td>international monetary structure and comparative</td>
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<td>financial structures. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5055</td>
<td>Portfolio Management</td>
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<td>This course covers the theory and practice of</td>
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<td>portfolio management. Topics include capital</td>
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<td>market models, risk assessment, performance</td>
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<td>evaluation, mutual funds, international</td>
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<td>diversification, and managing risk with</td>
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<td>derivative securities. Recent empirical evidence</td>
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<td>is also covered. Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5065</td>
<td>Security Analysis of Investments</td>
<td>3</td>
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<tr>
<td></td>
<td>This course examines security valuation</td>
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<td>techniques. Topics include fundamental and</td>
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<td></td>
<td>technical analysis of stocks, bonds, and</td>
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<td>derivative securities, earnings estimation, as</td>
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<td>well as assessing the risk and values of</td>
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<td>individual securities, including options.</td>
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<td></td>
<td>Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5075</td>
<td>Topics in Finance</td>
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<td></td>
<td>The topics course covers subjects of current</td>
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<td></td>
<td>interest in the field of finance. Specific</td>
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<td>topics will be announced in the course schedule.</td>
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<td>Prerequisite: MBA 4315.</td>
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<tr>
<td>FIN 5205</td>
<td>Mergers and Acquisitions</td>
<td>3</td>
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<td></td>
<td>This course will cover the theory and evidence</td>
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<td>concerning mergers and acquisitions and the</td>
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<td>market for corporate control. It will examine</td>
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<td>the accounting and evaluation aspect of</td>
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<td>mergers and acquisitions activities, discuss</td>
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<td>the alternative theories of mergers and</td>
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<td>acquisitions, and review the relevant empirical</td>
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<td>test. Mergers and acquisitions activity is</td>
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<td>evaluated in terms of the strategic</td>
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<td>alternatives faced by the firm. Restructuring,</td>
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<td>leveraged buyouts, share repurchases, and</td>
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<td>takeover defenses etc. are also studied not only</td>
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<td></td>
<td>from a Finance perspective but also from a</td>
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<td></td>
<td>strategic perspective. Prerequisite: MBA 4315.</td>
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<td>FIN 5215</td>
<td>Derivative Markets</td>
<td>3</td>
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<td>Derivatives are financial instruments whose</td>
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<td>returns are derived from those of other</td>
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<td>financial instruments. Derivatives serve a</td>
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<td>valuable purpose in providing a means of</td>
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<td>managing financial risk. By using derivatives,</td>
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<td>companies and individuals can transfer, for a</td>
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<td>price, any undesired risk to other parties who</td>
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<td>have risks that offset the other party’s risk</td>
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<td>or who want to assume the risk of the other</td>
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<td>party. Derivatives can be based on real assets,</td>
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<td>such as agricultural commodities, metals, and</td>
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<td>sources of energy, or financial assets. This</td>
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<td>course is designed to have students learn about</td>
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<td>the characteristics of the institutions and</td>
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<td>markets where these instruments trade, the</td>
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<td>manner in which derivative prices are</td>
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<td>determined, and the strategies for the</td>
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<td>effective use of the instruments. Prerequisite:</td>
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<td></td>
<td>MBA 4315.</td>
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<td>FIN 5225</td>
<td>Personal Insurance Planning</td>
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<td></td>
<td>This course examines the theory and practice of</td>
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<td>risk management within a personal financial</td>
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<td>planning framework. It examines the wide range</td>
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<td>of risks that individuals are exposed to and</td>
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<td>the ways that insurance can be used to deal with</td>
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<td>the problems posed by such risks. Topics include</td>
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<td>the nature of risk, organization and regulation</td>
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<td>of the insurance industry, life and health</td>
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<td>insurance, and property and liability</td>
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<td>insurance. Insurance is also examined within the</td>
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<td>framework of employee benefit packages. Prereq-</td>
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<td>uitise: MBA 4315.</td>
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</table>
FIN 5235 Estate Planning 3 credits
This course will begin with an overview of basic gift, estate, and generation-skipping-transfer tax law. Fundamental estate and gift areas will be covered as well as basic estate planning documents and estate planning devices. The student will become aware of how to apply these areas to real-life cases. The second half of the course will be a more in-depth examination of the tools and techniques of estate planning based on the transfer tax rules taught in the first half of the course. This course will cover the estate planning techniques for lifetime gifts in great detail as well as life insurance planning and estate planning for qualified plans and IRA's. Other areas to be discussed will include ownership of family business entities and limited liability companies. Prerequisite: MBA 4315

FIN 5245 Pension and Benefits Administration 3 credits
This course is intended to provide students with a basic understanding of the various pension and employee benefit plans available in the workplace. Emphasis will be placed on preparing professionals to make informed decisions about what types and designs of plans are best for their company or client and about how they can best administer their chosen benefit package. Prerequisite: MGT 5015.

Inquiries
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Saint Joseph's University Fax: (610) 660-1599
5600 City Avenue E-mail: msfs@sju.edu
Philadelphia, PA 19131-1395 Internet: http://www.sju.edu/hsb/fsp

Master of Science in Human Resources Management Program
David Benglian, Program Director

Program Objective
The Master of Science in Human Resource Management program is a specialized program designed to equip students with an advanced level of knowledge in human resource management. The program’s overarching objective is to create leaders within the field of human resources who possess the critical business and personal skills to make a positive impact on their organizations’ effectiveness in diverse, dynamic, and increasingly competitive global environments. The program is appropriate for both human resources professionals seeking to advance their career or supplement their skills, as well as individuals preparing to transition from functional area to a leadership role in human resources.

The MSHRM program at Saint Joseph’s University is designed to enhance students' abilities to perform as strategic partners with their business colleagues in traditional business functions of management, operations, finance, marketing, and accounting. The MSHRM program at Saint Joseph’s University is consistent with leading-edge practice within the field of human resources, and is designed to equip students with:

- The ability to be a strategic business partner with others in the organization. Strategic integration of HR requires the human resource leader to have a clear and thorough understanding of the organization’s mission and strategy. Students will understand and apply knowledge of Human Resources’ integrative, strategic business partner function to all levels and operations of the organization.

- Functional knowledge in human resources. Students will acquire skills and knowledge critical to this strategic HR role, including human resource information systems, legal requirements, labor law, program evaluation, and survey administration. Given the program's emphasis on strategic human resource practice, students will enhance their managerial decision-making skills and their ability to lead an efficient and effective HR function.
• A commitment to employee advocacy in the Ignatian tradition. HR leaders are employees' primary advocates within an organization's executive team. Employee advocacy is both a moral responsibility and a strategic HR role essential to an organization's success. Moreover, consistent with the Ignatian values underpinning the program, students will learn to balance compassion and justice in dealings with employees of the organization.

• The ability to help effectively lead and manage organization change. This strategic HR role requires the HR professional to have the leadership and change agent skills to move organizations in positive directions and increase an organization's capacity for change.

The MSHRM program core combines the concepts from management, ethics, finance, accounting, and law with functional content in HR (e.g., labor law, human resource information systems) and a strategic business emphasis (e.g., organization change, research/survey methods, and strategic HR) to help students and graduates maximize strategic impact of the HR function on an organization's effectiveness. A broad array of program electives (e.g., compensation, staffing, pension and benefits administration, consulting, negotiation) allows students to add to their knowledge expertise in specific areas of HR, or to complement their existing skills. Students may also take elective courses in the University's other graduate programs (e.g., Health Administration, Psychology, Education, Public Safety & Environmental Policy) providing flexibility in a student's course of study.

Program Design

The MSHRM program is a part-time program designed specifically for highly motivated and successful individuals. The intent of the program is to accept only those students who have a high probability of successfully completing the graduate program in Human Resources. Three years professional work experience is preferred—a limited number of applicants with less work experience and exceptional academic records will be considered for admission.

The MSHRM program at Saint Joseph's University follows a course sequence that begins each Fall semester. Subject to prerequisites, students may enroll in elective courses in either the Spring semester or Summer Sessions, commencing the MSHRM core course sequence in the Fall semester.

The MSHRM program is not structured to support full-time students. MSHRM students cannot enroll as full-time students nor can they hold full-time student status. As a result, the MSHRM program is not available to students who must maintain status as full-time student, nor can MSHRM students hold graduate assistantships. MSHRM students may enroll in a maximum of 6 credits each semester, following the program's prescribed sequence of core courses.

Curriculum

The MSHRM curriculum consists of 39 credits, distributed as follows:

Foundation courses . . . . . . .6 credits (6 of these credits may be waived)
Core courses . . . . . . . . . . . . .24 credits
Electives . . . . . . . . . . . . . . . . . . .9 credits

The foundation courses cover the common body of knowledge in accounting and marketing required of all students studying for an advanced degree in human resources. The core courses cover the common body of knowledge required in the field of human resources. The elective courses allow the exploration or development of expertise in a specific area of interest within the MSHRM program.

The final core course in the program (MGT 6025 Strategic Human Resource Management: Design and Implementation) is the capstone of the MSHRM curriculum, in which students integrate theory and practices studied throughout the degree and apply their knowledge in the field.
Program Courses

**Foundation Requirements** *(6 credits)*
- MBA 3115 Accounting Concepts
- MBA 3615 Marketing Concepts

**Core Courses** *(24 credits)*
- MBA 4515 Stakeholder Theory and Social Responsibility
- MGT 5015 Human Resource Management
- MGT 5205 Leading Change in Organizations*
- MGT 5215 Employment and Labor Law*
- MGT 5225 Human Resource Information Systems*
- MGT 5345 Finance and Accounting for Managers*
- MGT 5375 Human Research Research/Survey Methods*
- MGT 6025 Strategic Human Resource Management: Design and Implementation*

**Elective Courses** *(9 credits)**
- FIN 5245 Pension and Benefits Administration*
- MBA 4535 Empowering Human Potential at Work
- MGT 5035 Business Law for Management
- MGT 5075 International Management*
- MGT 5085 Management Study Tour*
- MGT 5095 Research in Management
- MGT 5235 Compensation Administration*
- MGT 5255 Career Management in Organizations
- MGT 5265 Leadership in the Modern Organization
- MGT 5275 Consulting for Management*
- MGT 5305 Managing Teams
- MGT 5315 Organizational Staffing*
- MGT 5325 Topics in Human Resources
- MGT 5335 Managing Workforce Diversity

* Prerequisite or co-requisite required.

** Students select three courses from this list as their electives. At their option, students can take up to two related courses *(6 credits)* in other Saint Joseph’s University graduate programs to fulfill up to two of their elective requirements, with advance permission of the Department Chair and the Program Chair.

Foundation Courses

The MSHRM Admissions Committee will evaluate the undergraduate transcripts of every applicant in order to determine which, if any, foundation requirements have been satisfied by the applicant’s previous coursework.

MSHRM students who have acquired competency through work experience or in-house training may receive a waiver of a foundation course by passing a challenge examination for the applicable course. Challenge examinations must be taken within six months after a student begins classes. The challenge examination may be taken only once for each waiver. Waivers are not granted for any courses numbered 4000 or above. A fee is required for each challenge exam taken. Arrangements for challenge exams should be made at the Graduate Business office.
Course Sequence

Core courses in the MSHRM program are sequenced to ensure that courses are integrated and build students’ cumulative knowledge to achieve the overarching objective of the program - to create strategic HR leaders. The MSHRM core course sequence ensures that prerequisites for successive course are fulfilled and to assist students in planning and achieving their academic goals.

Students enrolled in two courses each academic term can complete their degree in 5 semesters (i.e., Fall through the Summer Session after the succeeding academic year, as described below). Students enrolled in one course each academic term can complete their degree in 9 semesters.

Sequence of Courses
The MSHRM core course sequence for students enrolled in two courses each academic term is as follows:

**Semester 1 (Fall)**
- MGT 5015  Introduction to Strategic Human Resource Management
- MGT 5xxx  Management Elective (1) or MBA 31x5  Foundation Requirement

**Semester 2 (Spring)**
- MGT 5375  Human Resource Research/Survey Methods*
- MBA 4515  Stakeholder Theory and Social Responsibility

**Semester 3 (Summer Sessions I and II)**
- MGT 5215  Employment and Labor Law*
- MGT 5225  Human Resource Information Systems *

**Semester 4 (Fall)**
- MGT 5345  Finance and Accounting for Managers *
- MGT 5205  Leading Change in Organizations *

**Semester 5 (Spring)**
- MGT 6025  Strategic Human Resource Management: Design and Implementation *
- MGT 5xxx  Management Elective (2)

The MSHRM core course sequence for students enrolled in one course each academic term is as follows:

**Semester 1 (Fall)**
- MGT 5015  Introduction to Strategic Human Resource Management

**Semester 2 (Spring)**
- MGT 5375  Human Resource Research/Survey Methods*

**Semester 3 (one course each in Summer Sessions I and II)**
- MGT 5215  Employment and Labor Law*
- MGT 5225  Human Resource Information Systems *

**Semester 4 (Fall)**
- MGT 5345  Finance and Accounting for Managers *

**Semester 5 (Spring)**
- MBA 4515  Stakeholder Theory and Social Responsibility
Semester 6 (one course each in Summer Sessions I and II)
MGT 5xxx Elective (1)*
MGT 5xx5 Elective (2)*

Semester 7 (Fall)
MGT 5205 Leading Change in Organizations*

Semester 8 (Spring)
MGT 6025 Strategic Human Resource Management: Design and Implementation*

Semester 9 (Summer)
MGT 5xxx Elective (3)*

* Prerequisites or co-requisites required for core courses are met through the scheduled course sequence. Prerequisites or co-requisites required for elective courses are course-specific and are indicated within the course description.

Admissions Requirements and Procedures

In setting the admissions criteria for the MSHRM Program, the intent is to accept only those students who have a high probability of successfully completing the graduate program in Human Resource Management at Saint Joseph’s University.

Criteria

- three years of work experience is preferred—a limited number of applicants with less work experience and exceptional academic records will be considered for admission;
- a completed application form;
- non-refundable $35 application fee;
- official transcripts indicating receipt of a baccalaureate degree from an accredited college or university;
- applicants with undergraduate degrees earned outside the United States need an official course-by-course evaluation by World Education Services (WES) of undergraduate education (additional information on WES transcript evaluation can be obtained from WES at www.wes.org);
- completion of the Miller Analogy Test (MAT), GMAT, or GRE; MAT and GMAT information are available from the Haub School of Business Graduate Programs Office (610. 660. 1690);
- two (2) letters of recommendation from former professors, employers, or both;
- a two-page written statement or essay of academic or career goals; and
- a resume.

Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements to take the exam should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, USA, 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Language Center on the Saint Joseph’s University campus. A minimum score of 550, Internet-based TOEFL 79, or 213 on computerized test on the TOEFL is required to take any course in the program. Qualified students who complete Level 112 at the ELS Language Center and receive a strong, positive letter of recommendation from the Center can begin their MSHRM studies without the official TOEFL score.
Transfer of Courses

Students may transfer up to six credit hours (2 courses) towards the MSHRM degree from an accredited college or university, provided the student earned a grade of B or better. All transfer of credits require approval by the Chair of the Management Department.

Retention Policies

Grading, Probation, Dismissal, and Failure

The grading system in effect at Saint Joseph’s University will apply to courses in the MSHRM program. Student advising is the responsibility of the Program Director, but students are encouraged to share their academic and career expectations with members of the faculty who teach in the program.

As per university guidelines for graduate study, students enrolled in the MSHRM program that receive a single grade of C or below will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so notified in writing by the Program Director. Students who receive a grade of C or lower for nine (9) credit hours will be dismissed from the program.

To graduate, students must fulfill all credit hour requirements for the MSHRM degree. Each candidate for graduation must have at least a 3.0 cumulative GPA (excluding all prerequisite courses), no more than two grades below a C, and no F grades outstanding in order to be certified for graduation. The Program Director, with support from the Registrar’s Office, is responsible for monitoring student academic progress throughout the course of the program.

Retention Processes and Policies

Students enrolled in the M.S. in Human Resource Management Program have six years to complete their M.S. degree from Saint Joseph’s University. This six-year limit begins with the student’s first 5000 level course registration. Extensions beyond this limit may be made only with the approval of the Dean, and only for unusual and serious circumstances.

Students who exceed the time limit to complete the M.S. Program will be dismissed from the program. Such students may reapply for admission into the program as new students and start the program with no credit from previous courses taken.

Graduation/Commencement Policies

Students must complete all course requirements prior to graduation. Upon petition to the Dean, students may be permitted to take part in commencement exercises if they will be completing their graduate studies by August.

Foundation Requirement

**MBA 3115 Accounting Concepts**  
3 credits

This course is designed to introduce you to the language of business. You would learn the conceptual foundation of financial accounting and financial reporting of business activities. This, in turn, would help you gain insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics include full and fair reporting model, accrual and cash based measurement of profitability, and financing, investing, and operating activities of businesses. This course emphasizes the importance of accounting for decision-making and provides insight as to why ethics are important for business and accounting.
MBA 3615 Marketing Concepts 3 credits

This course covers basic marketing theory and practice. Topics include the social role of marketing within our economic society, the marketing process, the marketing environment, the role of marketing within the organization, the process of developing marketing strategies and programs, the concept of diffusion of innovation, new product development, marketing research, the concept of customer value, the process of targeting, segmentation, and positioning, and the marketing mix variables.

Core Courses

MBA 4515 Stakeholder Theory and Social Responsibility 3 credits

This course addresses corporate social responsibility through a stakeholder theory of business. The course will center on the question, “Which interests of which stakeholders impose obligations on business?” The internal and external stakeholders addressed include investors, employees, customers, and the natural environment, among others. Some issues will be analyzed by exploring international differences in the treatment of stakeholders. The course exposes students to some of the ethical dilemmas confronting employees in the workplace, and serves to enhance student skills in resolving those dilemmas.

MGT 5015 Introduction to Strategic Human Resource Management 3 credits

This course examines the integration of human resource management strategy within the broader context of an organization’s business strategy. Students will gain an understanding of major approaches to business strategy, and the corresponding implications for human resource management in varied strategic circumstances. Implications of a firm’s strategy for functional areas within human resource management will also be examined. The course will introduce emerging trends in theory, research, and the practice of human resource management. Prerequisites or co-requisites: MBA 3115, MBA 3615.

MGT 5205 Leading Change in Organizations 3 credits

This course focuses on the knowledge and skills necessary for leading, planning, and implementing organizational change. Students will examine their own leadership skills and abilities, and will have the opportunity to develop skills critical to achieving effective change, including communication, leadership, and team development. Prerequisites: MGT 5015, MGT 5375.

MGT 5215 Employment & Labor Law 3 credits

This course will provide an overview of the major laws that govern employer employee relations in both union and non-union workplaces. Labor topics include, inter alia, the historical development of labor law, union organizing, unfair labor practices, concerted activities by unions and dispute settlement. Employment law topics include, inter alia, employment discrimination, testing, evaluation and privacy, and laws that govern wage and salary, health and safety, income security, benefits continuation, and family and medical emergencies. Prerequisite: MGT 5015.

MGT 5225 Human Resource Information Systems 3 credits

This course will examine the issues of information systems from several HR perspectives. First, the course will review basic information systems concepts. Next, software systems (e.g., PeopleSoft) designed to support HR functional operations will be described. Systems using web-based modules for employee benefits administration will also be described. Finally, the course will examine some of the HR issues surrounding the management of information technology personnel, such as special training issues, appropriate career paths, and retention policies. Prerequisites: MGT 5015, MGT 5375.

MGT 5345 Finance and Accounting for Managers 3 credits

This course develops students’ practical skills in the interpretation and use of financial and accounting information for managerial decision-making. Students will learn how to (1) understand and analyze financial statements, (2) evaluate relevant costs for decision-making, (3) perform present value analyses, and (4) make sound capital budget decisions. Prerequisites: MGT 5015, MGT 5375.
MGT 5375 Human Resource Research/Survey Methods 3 credits
This course is designed to introduce students to the processes involved in measuring the effectiveness of human resource programs, and to provide a thorough grounding in survey methodology, from survey design through data collection and data analysis. Students will build their skills in survey design and construction, scale selection, survey administration, and data analysis and evaluation. Students will be required to conduct a research study during which they will act as project managers/lead researchers responsible for envisioning, executing, analyzing, interpreting, and reporting the results of the study to an external client. The overarching goal of the course is to prepare human resource professionals to effectively lead a survey project and to interpret the results of research conducted by others. Prerequisite: MGT 5015.

MGT 6025 Strategic Human Resource Management: Design and Implementation 3 credits
This course requires students to apply their knowledge of business strategy and human resource management in the development of a strategic human resource management plan for a real organization. Through this course, each student will demonstrate their ability to fulfill four strategic human resource management roles serving as a strategic business partner, a change agent, an employee advocate, and an efficient administrator. Prerequisites: Completion of all required foundation and core MSHRM courses: MBA 3115, MBA 3615, MGT 5015, MBA 4515, MGT 5375, MGT 5215, MGT 5225 (HRIS), MGT 5345, MGT 5205.

Elective Courses

FIN 5245 Pension and Benefits Administration 3 credits
This course is intended to provide students with a basic understanding of the various pension and employee benefit plans available in the workplace. Emphasis will be placed on preparing professionals to make informed decisions about what types and designs of plans are best for their company or client and about how they can best administer their chosen benefit package. Prerequisite: MGT 5015.

MGT 4535 Empowering Human Potential at Work 3 credits
This course focuses on an organization's most salient resource—its human capital. It investigates the foundation of, and strategies for, empowering organizational members to manage organizational transformation processes in a national and global environment. Empowering human potential requires an understanding of how to manage one's self, other individuals, and groups effectively, creatively, legally, and ethically in work organizations. Done well, empowered workers can help to achieve both personal and organizational objectives. To accomplish this goal, the course investigates strategies for enhancing individual performance (e.g., perceptions and motivation) and facilitating interpersonal processes (e.g., leadership and power). We will also explore ways of managing human resource issues (e.g., recruitment, selection, employee development), especially from a legal perspectives.

MGT 5035 Business Law for Management 3 credits
This course introduces students to the contemporary legal environment of business. Comprehensive in scope, it examines the court system and the judicial process, as well as areas of substantive law such as torts, contracts, criminal, constitutional, administrative, labor, employment, and environmental. Various forms of business organizations, as well as the arena of international law, are also covered. No prerequisite.

MGT 5075 International Management 3 credits
This course examines the international business environment, management practices outside the United States, and the interpersonal, institutional, and legal problems facing managers conducting business in more than one cultural context. Prerequisite: MBA 4535.

MGT 5085 Management Study Tour 3 credits
A specially designed international tour to varying countries which offers students a unique opportunity to study international management—its dimensions, participants, trends, and opportunities. Students
will also experience the heritage, ambiance, and excitement of the world's great countries and cities. 
Prerequisite: MBA 4535.

**MGT 5095 Research in Management**  
3 credits  
*By permission of Chair. Prerequisites: MGT 5015, 5375*

**MGT 5235 Compensation Administration**  
3 credits  
The focus of this course is on strategic compensation systems needed in a dynamic business environment. Both basic and advanced concepts are reviewed, including job evaluation, wage and salary structures, gainsharing, and other pay-for-performance systems. Prerequisite: MGT 5015.

**MGT 5245 Negotiation Skills**  
3 credits  
The purpose of this course is to provide opportunities for students to develop their negotiating abilities for use in organizational and other settings. The course is premised on the assumption that negotiating concepts are best learned through practice that is grounded in rigorous analysis and reflection. While theoretical principles and concepts from various reference disciplines (such as social psychology, sociology, and economics) will be presented through lectures and readings, this course will focus primarily on improving practical skills. Students will not only learn to enhance their individual abilities in dyadic and group situations, but also to analyze contexts for the most effective application of these skills.

**MGT 5255 Career Management in Organizations**  
3 credits  
This course examines the basics of career development and how it fits into the organizational structure. It includes theory and practice of career/adult development, its delivery systems, and its target populations.

**MGT 5265 Leadership in the Modern Organization**  
3 credits  
This course will explore what it means to provide leadership to others in modern organizations. Topics will include enhancing one's leadership capability, crisis periods of leadership, conflicts between the organization's leadership and one's personal leadership, and strategies for success in leadership positions. Additional themes of power, authority, and control will be examined in terms of the organization and the individual.

**MGT 5275 Consulting to Management**  
3 credits  
Through the completion of a consulting project in support of management in a local organization, agency, or corporation, this course develops students' consulting and change facilitation skills. The course explores a range of consulting methods, with emphasis on client/consultant working as partners. By working with for-profit or nonprofit organizations, or local, regional, national, or international organizations, the course explores the importance of culture to understanding organizations and the successful implementation of change. Prerequisite: MGT 5015, MGT 5345 or MBA, MGT 5375.

**MGT 5295 Conflict Resolution**  
3 credits  
Whether conflict is healthy or unhealthy for an organization is a function of an individual's ability to surface, work with, and resolve differences that inevitably arise in organization life between individuals and within and between groups and departments. This course examines the psychological and social dynamics which are connected to conflict, including power, leadership, personal needs, roles, communication. It also provides practical tools and skills development for dealing with conflict in a range of organizational settings.

**MGT 5305 Managing Teams**  
3 credits  
The focus of this course is on how to design, facilitate, and manage work teams in a variety of settings. The course also covers interventions in team development, including working with problematic organizational situations and with different types of teams.
MGT 5315 Organizational Staffing 3 credits
An examination of traditional staffing functions (recruitment, selection, orientation) is undertaken so that the process by which organizations and individuals are matched may be better understood. Always mindful of the legal issues that permeate these processes, this unique course will examine the staffing function at an advanced level. Issues such as labor supply and demand, HR strategy and planning, the regulatory environment, validity and reliability, job analysis, realistic job previews, assessment centers, honesty and ability testing, and state of the art recruitment and selection techniques will be explored in depth. Prerequisite: MGT 5015.

MGT 5325 Topics in Human Resources 3 credits
This course covers topics of current interest in the field of human resources. The specific subjects and prerequisites will be announced in the course schedule.

MGT 5335 Managing Workforce Diversity 3 credits
Managing diversity is becoming increasingly important to contemporary organizations and is likely to become more critical in the future as the population and workforce become even more heterogeneous. Human diversity is both a moral imperative and a potential source of competitive advantage. This course is designed to help students become aware of the multiple dimensions of diversity such as race, class, gender, physical ability, sexual orientation, age, and nationality. In addition, differences in function, perspective, and work style will be explored to examine their potential impact in the workplace. The course provides information and experiences to help make students more proficient in dealing with an increasingly diverse workforce.

Computer Usage
As applications software such as the electronic spreadsheet becomes increasingly important in industry and business, students can expect that an increasing number of courses will include assignments and exercises that require their use of computers. Knowledge of Microsoft Excel® is now a requirement in the MSHRM program and will be used in MGT 5345 Finance and Accounting for Managers, MGT 5375 Human Resource Research/Survey Methods, and MGT 6025 Strategic Human Resource Management: Design and Implementation. Students may use the computer facilities on campus or applicable systems either at their home or their workplace for completing the assigned exercises.

Admissions Committee
The decision for accepting applicants into the program will be made by the Director with the advice of the Admissions Committee after they have reviewed completed applications. Members of the Admissions Committee are:

Mr. David Benglian, Program Director, MSHRM
Dr. Chris Coyne, Associate Professor of Finance
Dr. Susan Givens-Skeaton, Assistant Professor of Management
Ms. Susan Jacobs, Assistant Director, Graduate Business Programs
Dr. Ken Kury, Assistant Professor of Management
Regina Robson, J.D., Assistant Professor of Management
Dr. David S. Steingard, Associate Professor of Management

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Master of Science in Business Intelligence

David Benglian, Program Director
Ira Yermish, Academic Coordinator

Mission

In the contemporary enterprise, the understanding of information systems, processes and organizational knowledge is critical to success. The successful twenty-first century decision-maker will use this information for competitive advantage and for enterprise growth. The objective of the Decision & System Sciences graduate program in the Haub School of Business at Saint Joseph’s University is to provide the student with an enhanced foundation in both information technology and quantitative decision-making tools.

Program Objective

The goal of the Master of Science in Business Intelligence (MSBI) is to provide advanced and integrated business education in the fields of information systems and decision sciences. This program will provide more of the quantitative and technical backgrounds that business students need to better qualify for entry level and higher-level positions in technology-related fields where understanding of workflow assessment and data analyses techniques are required.

The MSBI Program at Saint Joseph’s University is designed to equip students with:

- The ability to develop business models for forecasting and business analysis. This requires the understanding of organizational flows of information and control and the impacts that these flows have on operations.
- Technical competence in Business Intelligence technologies. As technologies develop, the successful user and manager of these technologies must be constantly aware of developments in these areas.
- Functional area expertise integrated with Business Intelligence technologies. It is critical for the competent professional to apply their competencies within a focused environment.
- Integrated viewpoints of the enterprise. The understanding of how the pieces fit together for a complete organization provides the alternative views necessary to maximize overall organizational goals as well as functional area needs.

Students in the MS BI program will be exposed to the latest applications and theories to add value to their organizations through the data, information, knowledge, processes, and communications technologies.

Admission Requirements and Procedures

In setting the admissions criteria for the MS BI Program, the intent is to accept only those students who have a high probability of successfully completing the program in Business Intelligence at Saint Joseph’s University.

Criteria

- A completed application form
- Non-refundable $35 application fee
- Official transcripts indicating receipt of a baccalaureate degree from an accredited college or university; International applicants are no longer required to submit a credentials evaluation—transcript evaluations will be performed by Admissions staff. However, applicants already possessing a course-by-course evaluation of their transcripts are encouraged to submit this in place of original transcripts. For those who do not possess a course-by-course evaluation, an official record of all college and
university academic studies and results of state and/or national examinations taken are required. Academic records must include the name of each individual course, the grade earned, and the grading scale used. Documents must be submitted in one’s native language with an official English translation. The Graduate Admissions Office performs all international credential evaluations. Foreign documents, credentials and transcripts must be official (sealed and sent directly from the institution). Only originals or photocopies officially stamped and attested by a school official (Registrar, Principle, or Controller of Examinations) are accepted. Faxes, scanned or notarized copies or copies attested by a department head cannot be accepted as official. All credentials submitted to the Graduate Admissions Office become property of the University and cannot be returned.

- Completion of the GMAT or GRE
- Two (2) letters of recommendation from former professors and/or employers
- A written statement of academic or career goals
- An affidavit of financial support for International applicants
- A résumé

International applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550, internet based TOEFL 79, or 213 on computerized test on the TOEFL is required to take any course in the Program. Applicants are also required to register with the World Education Services (WES) to have an official course-by-course evaluation of their undergraduate work. Additional information on WES transcript evaluation can be obtained by visiting them at www.wes.org. Foreign applicants seeking an F-1 student visa must also supply a statement of financial support.

Retention Processes and Policies

Grading, Probation, Dismissal, and Failure

The grading system in effect at SJU will apply to courses in the M.S. Program. Student advising will be the responsibility of the Program Director, but students are encouraged to share their academic and career expectations with members of the faculty who teach in the program.

As per the university guidelines for graduate study, students enrolled in the M.S. in Decision & System Sciences who receive a single grade of C or below for three (3) credit hours will be issued a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so notified in writing by the Program Director. Students receiving a grade of C or below for nine credit hours will be dismissed from the program.

To graduate, students must fulfill all credit hour requirements for the M.S. degree. Each candidate for graduation must have at least 3.0 cumulative GPA (excluding all prerequisite courses), no more than two grades below a B, and no F grades outstanding in order to be certified for graduation.

Retention Processes and Policies

Students enrolled in the M.S. in Business Intelligence have six years to complete their M.S. degree from Saint Joseph’s University. This six-year limit begins with the student’s first 5000 level course registration. Extensions beyond this limit may be made only with the approval of the Program Director, and only for unusual and serious circumstances.

Students who exceed the time limit to complete the M.S. Program will be dismissed from the program. Such students must reapply for admission into the program as new students and start the program with no credit from previous courses taken.
Graduation/Commencement Policies

Students must complete all course requirements prior to graduation. Upon petition to the Program Director, students may be permitted to take part in commencement exercises if they will be completing their graduate studies by August.

Financial Assistance

A limited number of graduate assistantships are available to students who have been admitted into the program. In exchange for carrying out assigned duties in the Department, students receive tuition assistance as well as a monthly stipend. For more information, please contact the Program Director.

Curriculum

The Master of Science degree requires completion of 30 credits with a cumulative GPA of 3.0 or better in courses taken at SJU. Students granted a business administration bachelor’s degree from an AACSB accredited program within 10 years of beginning the MS program normally take 30 semester credits to complete their degree.

Program

- DSS 3005 Introduction to Business Operations
- DSS 4415 Contemporary Information Technologies
- DSS 4715 Developing Decision-Making Competencies
- DSS 5515 Concepts and Practice of DSS Modeling
- DSS 5525 Database Management Theory and Practice
- DSS 5535 Enterprise Data
- DSS 5545 Applied Business Intelligence
- DSS 5555 Advanced Business Intelligence
- FIN 4315 Shareholder Value Management
- FIN 5305 Financial Institutions and Capital Markets
- FIN 5055 Portfolio Management

Three (3) Courses at the 4000 and 5000 level in ONE functional area within the graduate programs of the Haub School of Business. Online MS BI students take FIN 4315, FIN 5305, and FIN 5055

Course Descriptions

**DSS 3005 Introduction to Business Operations** 3 credits

This course is intended for MS/BI students who do not have either an undergraduate business degree or at least five years of experience in business. The survey course will examine the functional areas of business using the value-chain approach, stressing supply-chain and customer-chain relationships as well as internal operations. Decision making at the strategic, tactical and operational levels will be presented as well as a discussion of the information systems that support these operations.

**DSS 4415 Contemporary Information Technologies** 3 credits

Information and Business Intelligence Systems play a vital role in all organizations at the operational, tactical and strategic levels. In this course we examine the fundamental hardware and software technologies and their relationship to the primary and supporting business processes. The modem manager must be fluent with the concepts of spreadsheet use and business modeling. In this course, students will gain significant proficiency in the use of spreadsheet technology to solve decision problems in various business functional areas.
DSS 4715 Developing Decision-Making Competencies 3 credits
This course will focus on the basic concepts of technology, data warehousing and online analytical processing (OLAP), and how to make it easier to get organizational data. The modeling process of identifying, analyzing, interpreting and presenting results so as to transfer the data into decisions will be examined. Students will learn how to utilize advanced managerial decision making tools such as optimization and simulation, to analyze complex business problems and to arrive at a rational solution. For each of the analysis techniques, the methodology will be developed and applied in a real business context.

DSS 5515 Concepts and Practice of DSS Modeling 3 credits
Building on the background of DSS-4415 and DSS-4715 this course will extend the use of spreadsheet modeling and programming capabilities to explore decision models for planning and operations using statistical, mathematical and simulation tools.

DSS 5525 Database Management Theory and Practice 3 credits
Business Intelligence rests on the foundation of data storage and retrieval. In this course, students will be presented with the theory of operational database design and implementation. The concepts of normalization, database queries and database application development will be introduced using contemporary tools and software for program development.

DSS 5535 Enterprise Data 3 credits
Traditional database design concentrates on the functional areas of business and their database needs. At the strategic and value-chain levels we look at data across the enterprise and over time. The issues of Enterprise Data in the Data Warehouse, Data Marts, Enterprise Resource Planning (ERP), Supply Chain Management (SCM), Customer Relationship Management (CRM), Online Analytical Processing (OLAP) and the concepts of Data Mining will be surveyed in this course.

DSS 5545 Applied Business Intelligence 3 credits
Using the case study approach in combination with contemporary software tools, students will apply the concepts of business process analysis and design, quality control and improvement, performance monitoring through performance dashboards and balanced scorecards and process simulation.

DSS 5555 Advanced Business Intelligence 3 credits
The capstone course in the Business Intelligence program will extend the concepts of data mining to an exploration of a contemporary Data Mining toolset on a large live dataset. In this course, students will be encouraged to find the patterns in the data and to prepare reports and presentations describing the implications of their findings.

Inquiries
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Master of Science in International Marketing Program

Christine Kaczmar-Russo, Program Director

Program Objective

The Master of Science in International Marketing is a specialized program designed to equip students with an advanced level of academic expertise in international marketing, and with the critical personal skills to function effectively in diverse, dynamic, ever-changing, and increasingly competitive global environments. The program is appropriate for business majors as well as non-business graduates with liberal arts backgrounds.

Students admitted into the program are required to participate in the International Marketing Study Tour offered as part of the curriculum.

Admissions Requirements and Procedures

In setting the admission criteria for the M.S. Program, the intent is to accept only those students who have a high probability of successfully completing the graduate program in International Marketing at Saint Joseph’s University.

Criteria

- a completed application form
- non-refundable $35 application fee
- official transcripts indicating receipt of a baccalaureate degree from an accredited college or university. International students need an official course-by-course evaluation by World Education Services (WES) of undergraduate education
- official GMAT scores. Scores on the GMAT must have been taken within five years of the student’s application.
- two (2) letters of recommendation from former professors or employers and/or both.
- a two-page written statement or essay of academic and career goals
- an affidavit of financial support for foreign applicants
- a resumé

International applicants are no longer required to submit a credentials evaluation—transcript evaluations will be performed by Admissions staff. However, applicants already possessing a course-by-course evaluation of their transcripts are encouraged to submit this in place of original transcripts. For those who do not possess a course-by-course evaluation, an official record of all college and university academic studies and results of state and/or national examinations taken are required. Academic records must include the name of each individual course, the grade earned, and the grading scale used. Documents must be submitted in one’s native language with an official English translation. The Graduate Admissions Office performs all international credential evaluations. Foreign documents, credentials and transcripts must be official (sealed and sent directly from the institution). Only originals or photocopies officially stamped and attested by a school official (Registrar, Principle, or Controller of Examinations) are accepted. Faxes, scanned or notarized copies or copies attested by a department head cannot be accepted as official. All credentials submitted to the Graduate Admissions Office become property of the University and cannot be returned.

Transfer of Courses

Students may transfer up to six credit hours (2 courses) towards the M.S. degree from an accredited college or university, provided the students earned a grade of B or better.
Program Prerequisites

Students who have applied to the program and possess non-business undergraduate degrees are advised that under normal circumstances they must complete the following prerequisite courses prior to entering the program. Under exceptional circumstances, co-registration with specific MIM courses will be considered.

- MKT 1011 or 1015 Principles of Marketing
- FIN 1341 or 1345 Introduction to Finance
- ACC 1011 or 1015 Concepts of Financial Accounting

Retention Policies

Grading, Probation, Dismissal, and Failure

The grading system in effect at SJU will apply to courses in the M.S. Program. Student advising will be the responsibility of the Program Director, but students are encouraged to share their academic and career expectations with members of the faculty who teach in the program.

As per university guidelines for graduate study, students enrolled in the M.S. in International Marketing Program who receive a single grade of C or below for three (3) credit hours will be issued a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so notified in writing by the Program-Director. Students receiving a grade of C or below for nine (9) credit hours will be dismissed from the program.

To graduate, students must fulfill all credit hour requirements for the M.S. degree. Each candidate for graduation must have at least 3.0 cumulative GPA (excluding all prerequisite courses), no more than two grades below a B, and no F grades outstanding in order to be certified for graduation.

Retention Processes and Policies

Students enrolled in the M.S. in International Marketing Program have six years to complete their M.S. degree from Saint Joseph's University. This six years limit begins with the student's first 5000 level course registration. Extensions beyond this limit may be made only with the recommendation of the M.S. Program Director, and only for unusual and serious circumstances.

Students who exceed the time limit to complete the M.S. Program will be dismissed from the program. Such students may reapply for admission into the program as new students and start the program with no credit from previous courses taken.

Graduation/Commencement Policies

Students must complete all course requirements prior to graduation. Upon petition to the Program Director, students may be permitted to take part in commencement exercises only after successfully completing at least nine (9) of the ten program courses.

Financial Assistance

A limited number of graduate assistantships are available to students who have been admitted into the program. In exchange for carrying out assigned duties in the Department, students receive tuition assistance as well as a monthly stipend. For more information, please contact the Director of the M.S. Program in International Marketing.
Program Courses

**Fall Courses**
- MIM 5205 Global Marketing Concepts
- MIM 5215 Global Cultures and Consumers
- MIM 5225 International Channel Management
- MIM 5235 International Marketing Research
- MIM 5245 Emerging Markets

**Spring Courses**
- MIM 5305 Global Marketing Communications
- MIM 5315 Quantitative Methods for International Marketing Management
- MIM 5325 International Product Development & Brand Management
- MIM 5335 Seminar in International Marketing
- MIM 5345 International Marketing Study Tour

MIM 5205 **Global Marketing Concepts** 3 credits
This course explores the complex environment in which international marketing operations are carried out, including the influence of market size; regional trade; social, cultural, legal and political dimensions; market entry strategies; branding and pricing decisions; market channels and other tactics for effective international marketing. Special attention is paid to the experiences of multinationals based in developed countries, but operating in developing countries. Prerequisite: MKT 1011, MKT 1051 or MBA 3615.

MIM 5215 **Global Cultures and Consumers** 3 credits
This course will start with a strong grounding in the key theories of consumer psychology and sociology to help students better understand several important models for understanding the way consumers behave. Managerial implications for understanding various customers and for forging collaborative relationships with customers will be emphasized. Importantly, this course will immerse students in all aspects of several important cultures and traditions across the globe. Working from the assumption that experiencing a given culture involves more than just reading about and studying the culture from a third-person, passive perspective, this course will engage students to delve into the experiential aspects of, for example, the art, music, food, and spirit of those cultures. Prerequisite: MKT 1011, MKT 1051 or MBA 3615.

MIM 5225 **International Channel Management** 3 credits
An introduction to cycle of goods (the Channels) from the starting point of sourcing through to payment by the end-user, with a strong focus on the international aspects of moving goods. These core processes involve the traditional functional boundaries and encompass important activities such as information management; inventory flow scheduling and control; logistics-production coordination; international transportation systems operation and infrastructure; and customer service, order fulfillment, and distribution facilities management. Prerequisite: MKT 1011, MKT 1051 or MBA 3615.

MIM 5235 **International Marketing Research** 3 credits
This course exposes the student to research methodology, and qualitative and quantitative data analytic methods that can be applied to marketing topics. It addresses general and contemporary issues in product development, pricing, promotion, and channels in the international marketing context. Attention is also given to international consumer behavior, macro marketing, and other matters. Prerequisite: MKT 1011, MKT 1051 or MBA 3615.

MIM 5245 **Emerging Markets** 3 credits
Many of the world's fastest growing economies are emerging markets that are aggressively moving to improve their economies to the level of the world's more advanced nations. Emerging markets can be found in the Americas, Asia, Europe, and the Middle East and in Africa. Large or small, these countries have something of value for international trade in terms of natural resources, labor, technology, location...
or culture. Emerging markets are the recipients of a variety of international financial support from multi-national organizations and foreign aid from wealthy nations like the United States and the EU. Frequently, they enjoy special trading status with reduced tariffs for their exports to more advanced countries. Emerging markets have also formed trading groups among themselves. This course will examine the world's leading emerging markets by region of the world with an emphasis on government policies designed to foster growth, development, and trade with other emerging markets and the developed world. Specific countries to be examined will include China, India, Mexico, Argentina, Brazil, Turkey, and South Africa. **Prerequisite: MKT 1011, MKT 1051 or MBA 3615.**

**MIM 5305 Global Marketing Communications**  
3 credits  
This course offers an introduction to the disciplines within marketing communication and to the concept and practice of integrated marketing communication planning. It includes descriptions of fundamental theory and practice within advertising, public relations, sales promotion, direct marketing, e-commerce, event planning, and sponsorships. Students will also explore the role of cultural differences, social-political issues, and global communications institutions in helping multinational organizations communicate with target audiences. **Prerequisite: MKT 1011, MKT 1051 or MBA 3615.**

**MIM 5315 Quantitative Methods for International Marketing Management**  
3 credits  
This course helps the international marketing student develop practical quantitative competencies for analyzing micro and macro economic trends as well as key financial metrics. The course is designed to enhance the ability of marketer managers to effectively conceptualize, plan, implement, and evaluate strategies that are supported by a synthesis of financial, operations, and statistical research. The course addresses issues, including but not limited to, product performance, pricing strategies, promotional campaigns, retailing, logistics, inventory control, sales management, services, transaction cost analysis, and currency values. **Prerequisites: MKT 1011, MKT 1051 or MBA 3615; ACC 1011, ACC 1015 or MBA 3115; FIN 1341, FIN 1345 or MBA 3315 and admission to the M. S. in International Marketing Program or permission of the instructor.**

**MIM 5325 International Product Development and Brand Management**  
3 credits  
This course is designed to emphasize the interdisciplinary nature of complex problems in developing and marketing products and services. Students will be exposed to a variety of planning concepts and tools that are available to managers to assist with the creation and management of products and services for the international market. In addition, this course examines brand equity and brand management. Here the focus will be on exploring and understanding the importance of brands, what brands mean to international consumers, and how they should be managed. **Prerequisite: MKT 1011, MKT 1051 or MBA 3615.**

**MIM 5335 Seminar in International Marketing**  
3 credits  
This capstone course builds upon the lessons and skills acquired in previous international marketing courses. It prepares the student to actively lead and/or support decision-making processes for international marketing operations. Bringing together marketing strategy and policy, the course reviews current topics in international marketing, such as branding, product and market development, channels of distribution, competition as well as cross-cultural perspectives on customer relationship management, intellectual property, ethics, and other contemporary issues. **Prerequisite: MKT 1011, MKT 1051 or MBA 3615 and admission to the M. S. in International Marketing Program or permission of the instructor.**

**MIM 5345 International Marketing Study Tour**  
3 credits  
This is a specifically designed tour to varying locations which offered students a unique opportunity to study international marketing and develop a better understanding of the global marketing environment: its dimensions, participants, trends, and opportunities. Students will also experience the cultural heritage, ambiance, and excitement of the world’s great countries and cities. **Prerequisite: admission to the MS. in International Marketing Program or permission of instructor.**
Executive Programs

In addition to the graduate programs offered in a more traditional format, the Haub School of Business offers six executive programs intended for experienced professionals:

- **The 20-Month Executive M.B.A. Program**, offering the degree of Master of Business Administration
- **The One-Year Executive M.B.A. Program**, offering the degree of Master of Business Administration
- **The Executive Master's in Food Marketing Program**, offering the degree of Master of Science in Food Marketing and the degree of Master of Business Administration in Food Marketing
- **The Executive Pharmaceutical Marketing M.B.A. Program**, offering the degree of Master of Business Administration in Pharmaceutical Marketing
- **The Executive On-Line Pharmaceutical Marketing M.B.A. Program**, offering the degree of Master of Business Administration in Pharmaceutical Marketing

Course Schedules

Courses in the Executive Programs are scheduled as intensive sessions over one to three days, usually on Fridays and Saturdays. Each of the programs follows its own schedule, varying from the academic calendar for the rest of the University.

Location of Courses

Executive Program classes are held in state-of-the-art conference centers. Classes for the Executive M.B.A. Program are held on campus in Mandeville Hall. Classes for the Executive Master's in Food Marketing M.S. and M.B.A. Program and the Executive Pharmaceutical Marketing M.B.A. Program are held off campus at Ace Conference Center, Lafayette Hill, PA. The Executive On-Line Pharmaceutical Marketing M.B.A. Program takes place over a 22-month period. The three residencies are hosted at Ace Center. The remainder of the required courses are conducted on-line.

Experience Requirement

Since Executive Programs are intended for experienced professionals, each program requires applicants to have a stated number of years of appropriate experience.

Industry Focus

Two of the Executive Programs are focused on a specific industry—the Executive Master's in Food Marketing Program and the Executive Pharmaceutical Marketing M.B.A. Program. The Executive M.B.A. Programs have a broader focus on the general business area.
Executive M.B.A. Program

Terese Waldron, Director
Eileen Fabry, Market Development Manager/Program Administrator
Patricia Rafferty, Manager, Executive Relations & Industry Recruitment
Kathleen Klarich, Administrative Assistant

Mission Statement

The programs strive to educate the students to become leaders who think critically, plan strategically, and act decisively in an increasingly competitive and global economy. The Executive MBA Programs promote the highest level of real-world experience by incorporating and analyzing the empirical knowledge of the students, thus fostering a Socratic educational environment.

The Programs

The Executive MBA Programs enable experienced professionals to obtain a Master's degree in Business Administration on schedules that minimize disruption of career and personal pursuits. Professionals with demonstrated qualities, proven skills, and personal strengths participate in a highly charged learning environment reflecting Saint Joseph's long-standing tradition of business ethics and leadership values. As a result, participants are better prepared for today's business realities with fresh thinking, competitive insights, and new strategic competencies.

The One-Year Executive MBA Program (12-month model) is designed for people who have an undergraduate business degree, thus allowing them to waive the first two semesters of our 20-month program.

EMBA Program Objective

The objective of the Executive MBA Programs is to provide an intensive, integrated learning environment for a cohort group of experienced professionals from diverse industries located primarily in the Mid-Atlantic region. The Programs provide a highly interactive academic experience which incorporates team, individual, and experiential learning, with an emphasis on strategic planning and analysis.

Teaching and Learning Methods

The Executive MBA Programs feature integrated learning as their cornerstone. Learning modules establish a theoretical base and then accelerate to practical applications. Teaching, learning and evaluation strategies are based on a balanced blend of individual and team study. Working closely over the course of the Program, class members gain diverse perspectives and enhance interpersonal skills that are essential in the workplace. Each Executive MBA class is limited in size to provide greater opportunity for exchange of information.

Academic Calendar

The 20-Month Executive MBA Program begins in late August with a two-day residency. The One-Year Executive MBA Program begins in late April/May with a two-day residency. Classes meet on alternating Fridays and Saturdays from 8:00 a.m. to 5:00 p.m. for 20 or 12 months, respectively. Student breaks are scheduled during holidays and summer. The international residency is held during spring break of the final semester. Graduating Executive MBA students participate in the University commencement ceremony in May.

Curriculum

The topics covered in the Executive MBA Programs are similar to those covered in traditional MBA programs. The courses, however, are designed to take advantage of the business expertise possessed by the executive
students. The intensive 20-Month Program spans 49 credits and five semesters, and the intensive One-Year Program spans 31 credits and three semesters. This distinctive format provides a convenient alternative to traditional mid-week classes.

### Schedule of Courses

#### 20-Month Program Begins

**Semester 1 (Fall)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MBE 8115</td>
<td>Accounting Information Management I</td>
<td>2</td>
</tr>
<tr>
<td>MBE 8145</td>
<td>Organizational Behavior</td>
<td>2</td>
</tr>
<tr>
<td>MBE 8155</td>
<td>Legal Environment</td>
<td>1</td>
</tr>
<tr>
<td>MBE 8235</td>
<td>Economics (Micro and Macro)</td>
<td>2</td>
</tr>
<tr>
<td>MBE 8555</td>
<td>DSS Tools and Concepts</td>
<td>2</td>
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**Total: 9 credits**

**Semester 2 (Spring)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MBE 8125</td>
<td>Business Statistics</td>
<td>2</td>
</tr>
<tr>
<td>MBE 8165</td>
<td>Marketing Concepts</td>
<td>2</td>
</tr>
<tr>
<td>MBE 8215</td>
<td>Accounting Information Management II</td>
<td>2</td>
</tr>
<tr>
<td>MBE 8225</td>
<td>Principles of Finance</td>
<td>2</td>
</tr>
<tr>
<td>MBE 8245</td>
<td>Human Resources</td>
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</table>

**Total: 9 credits**

#### One-Year Program Begins

**Semester 1 (Summer)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MBE 8195</td>
<td>Financial Statement Analysis</td>
<td>1</td>
</tr>
<tr>
<td>MBE 8355</td>
<td>Integrated Marketing Communications</td>
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</tr>
<tr>
<td>MBE 8365</td>
<td>Strategic Management/Marketing</td>
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</tr>
<tr>
<td>MBE 8425</td>
<td>Research Skills</td>
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<tr>
<td>MBE 8455</td>
<td>DSS Tools and Techniques</td>
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<tr>
<td>MBE 8505</td>
<td>Leadership &amp; Executive Development I</td>
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</tr>
<tr>
<td>MBE 8605</td>
<td>Ethics I</td>
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**Total: 10 credits**

**Semester 2 (Fall)**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>MBE 8275</td>
<td>Global Business</td>
<td>3</td>
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<tr>
<td></td>
<td>Intl. Accounting, Intl. Finance,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intl. Marketing, Intl. Management</td>
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<tr>
<td>MBE 8335</td>
<td>Analysis of Financial Markets</td>
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<tr>
<td>MBE 8435</td>
<td>Corporate Finance</td>
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</tr>
<tr>
<td>MBE 8485</td>
<td>Team Consulting Project</td>
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</tr>
<tr>
<td>MBE 8615</td>
<td>Ethics II</td>
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**Total: 10 credits**

**Semester 3 (Spring)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MBE 8205</td>
<td>Leadership &amp; Executive Development II</td>
<td>1</td>
</tr>
<tr>
<td>MBE 8280</td>
<td>International Residency</td>
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<tr>
<td>MBE 8465</td>
<td>Managing Diversity</td>
<td>1</td>
</tr>
<tr>
<td>MBE 8495</td>
<td>Business Intelligence</td>
<td>1</td>
</tr>
<tr>
<td>MBE 8525</td>
<td>Investments</td>
<td>1</td>
</tr>
<tr>
<td>MBE 8535</td>
<td>Capstone Simulation (Residency)</td>
<td>2</td>
</tr>
<tr>
<td>MBE 8545</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>MBE 8625</td>
<td>Ethics III</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total: 11 credits**

#### The Candidate

The Executive MBA Programs are innovative graduate degree programs designed specifically for highly motivated and successful individuals. Students are selected with an emphasis on diversity of experience, profession, and industry. A minimum of five years professional experience is required, and candidates should...
demonstrate leadership as well as a proven record of high performance. One class is admitted per year in late August for the 20-Month Program and one class is admitted per year in early May for the One-Year Program.

Admissions Requirements

In order to apply to an Executive MBA Program, the following is required:

- Minimum five years professional experience
- Completed application form
- Detailed current resume
- Personal statement
- Official transcripts of all course work from each undergraduate and graduate school attended, with minimum GPA of 2.5. International students need an official course-by-course evaluation by World Education Services (WES) of undergraduate and/or graduate education;
- An undergraduate business degree for One-Year Executive MBA Program only
- A structured personal interview or GMAT
- Letter of recommendation from corporate sponsor/supervisor

The Executive MBA Programs work on a rolling admission basis. Once a candidate’s file is complete and he/she has been interviewed, the file is reviewed by the Admissions Committee. The Committee reviews and discusses the files of all applicants. All admissions criteria are carefully reviewed by the committee. Applicants are also considered relative to the Program’s objective and the Mission of the Haub School of Business. Official acceptances and rejections are made by the Admissions Committee. While consensus is sought, majority rules in the decision-making process.

Structure of Admissions Committee

Each year the Dean of the Haub School of Business appoints a full-time faculty representative from each department to serve on the Executive MBA Admissions Committee. These faculty will interview candidates for possible admission to the university. The Manager of Executive Relations and Industry Recruitment is the person responsible for handling the application process.

Transfer of Courses

Courses are not waived in the Executive MBA Programs. As lock-step Programs, all students must take all courses. Additionally, credits do not transfer into or out of the Executive MBA Programs.

Executive MBA Academic Policies and Regulations

Time Limit and Leave of Absence

Due to the lock-step nature of the Executive MBA Programs, students are required to complete all degree requirements with their class within a 20-month or 12-month period. Extension beyond this may be made only with the approval of the Program Director and then only for extremely unusual or serious reasons.

Advising Process

Faculty who teach in the Executive MBA Programs are personally accessible to students. Since all Executive MBA students are provided with an e-mail account, students have the option to communicate with faculty via
e-mail, in person, or by phone. Students may also speak with the Program Administrator, Program Director, Department Chair, or the Dean of the Haub School of Business at any time.

**Probation and Academic Dismissal**

Students enrolled in the Executive MBA Program who receive a grade of C or below for three (3) credit hours will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so advised by letter. Students who receive a grade of C or below for nine (9) credit hours will be dropped from the program. The Executive MBA Program Director monitors student progress throughout the course of the program.

The university reserves the right to request the withdrawal of any student when, in its judgment, the general good of the university requires it.

**Grading System**

The Executive MBA Programs issue letter grades at the completion of each semester and follow the Haub School of Business grading system as illustrated under *Academic Policies and Regulations*. All students must maintain a 3.0 GPA in the program to be eligible for graduation.

**Curricular Changes and Academic Honesty Policy**

Executive MBA students are notified in writing of any/all curricular revisions. As a lock-step program, all students begin and complete the program at the same time. Saint Joseph’s EMBA Programs are 20 months or 12 months from start to finish. Academic honesty is discussed during the orientation session. The Executive MBA Programs follow the University’s Academic Honesty Policy as described under *Academic Policies and Regulations*.

**Faculty/Course Management**

Department Chairs assign all faculty teaching in the Executive MBA Programs. Faculty teaching in the Executive MBA Programs continuously revise and update their courses. Students are asked to complete comprehensive instructor evaluation forms at the end of each course. These forms not only evaluate the instructors’ teaching abilities, but the course and its effectiveness.

Executive MBA faculty continually interact with the class and, therefore, have a good sense of the level of understanding and effectiveness. All course expectations/syllabi are kept on file in the Executive MBA office.

In addition, the Executive MBA Advisory Board is also asked to provide feedback on the curriculum and curricular developments.

**General Information**

All Executive MBA classes are held on campus in Mandeville Hall, thereby affording students full access to University facilities and services. Mandeville Hall offers state-of-the-art technology in the Moot Board Rooms, where classes are held.

During the Executive MBA Orientation/Residency Session, students are introduced and trained in the areas of academic computing, the library, and instructional media. Each student is assigned a University e-mail account upon enrollment. Executive MBA students are provided with a laptop computer so they may take full advantage of the University’s technical facilities.

The Programs fully utilize the video conferencing equipment within Mandeville Hall.
Tuition

The tuition for the 20-Month Executive MBA Program is $57,500* for the full 20-month program. The tuition for the One-Year Executive MBA Program is $49,500* for the full 12-month program. Tuition and fees include laptop computer, textbooks, instructional materials, the international residency costs, parking permits, student ID, library and computer lab fees, breakfast and lunch on class days, and executive coaching.

A non-refundable deposit must be paid to the university within three weeks of the candidate’s acceptance. Tuition and fees must be paid in full prior to the start of each academic year, unless an Executive MBA student or sponsoring organization elects to use the deferred payment plan.

* Tuition subject to change.

Deferred Payment Plan for 20-Month Program

While tuition and fees must be paid in full prior to the start of each academic year, an alternative plan is available to the Executive MBA students or their sponsoring organizations. The plan is available on the following basis:

- A $500 non-refundable deposit must be paid to the university within two weeks of the candidate’s acceptance. This deposit is credited to the total tuition cost, leaving a balance of $57,000.
- The deferred payment plan is structured as follows:
  - The $57,000 tuition balance is payable in five installments, due prior to the start of each semester.
  - The first installment will reflect a credit of the $500. Payment amounts and due dates are:
    - First installment due by August 1
    - Second installment due by January 1
    - Third installment due by May 1
    - Fourth installment due by August 1
    - Fifth installment by January 1

Should a student become delinquent during an academic year (does not make payment by the due date specified), a late fee may be assessed for each month that the payment is delinquent.

Deferred Payment Plan for One-Year Program

While tuition and fees must be paid in full prior to the start of each semester, an alternative plan is available to the Executive MBA students or their sponsoring organizations. Based on a $49,500 tuition, the plan is available on the following basis:

- A $400 non-refundable deposit must be paid to the university within two weeks of the candidate’s acceptance. This deposit is credited to the total tuition cost, leaving a balance of $49,100.
- The deferred payment plan is structured as follows:
  - The $49,100 tuition balance is payable in three installments, due prior to the start of each semester.
  - The first installment will reflect a credit of the $400 deposit. Payment amounts and due dates are:
    - First installment due by May 1
    - Second installment due by September 1
    - Third installment due by January 1

Should a student become delinquent during an academic year (does not make payment by the due date specified), a late fee may be assessed for each month that the payment is delinquent.

MBE 8115 Accounting Information Management I  2 credits

This course is designed to provide an overview of how financial information is accumulated, analyzed, interpreted, summarized, and communicated. Emphasis is placed upon an understanding of the concepts necessary to use accounting data effectively. In keeping with this focus, a user’s or manager’s approach (as opposed to a preparer’s or accountant’s approach) is adopted throughout this consideration of
accounting principles and reports. In addition to the discussion of aspects of “external” reporting, this module will provide an introduction to “internal” reporting (i.e., managerial accounting) by way of examining the methods by which product costs are accumulated. The role of accounting in the manufacturing, merchandising, service industry and government will be examined. Also, the auditing implications for organizations including internal control systems and the role of the external auditor will be discussed.

**MBE 8125 Business Statistics** 2 credits
This course is designed to help students develop skills in applying quantitative techniques in solving business problems and decisions. Topics include descriptive statistics, statistical inference, and regression and correlation analysis. Students will use the tools from the DSS Tools and Concepts module and build upon them to solve more complex and realistic problems.

**MBE 8145 Organizational Behavior** 2 credits
This course examines the impact of individual, group and organizational behavior on the performance of an organization. Topics include leadership, motivation, group and team dynamics, organizational change, communication, and conflict management.

**MBE 8155 The Legal Environment** 1 credit
The purpose of this course is to acquaint the student with the legal environment in which businesses operate. It will describe the judicial process and legal system, and examine areas of the law of interest to students as identified by a pre-course survey.

**MBE 8165 Marketing Concepts** 2 credits
This course is intended to provide an overview of the philosophy and organization of marketing, the concepts of marketing planning and strategy, the impact of the macro and task environments on the marketing function, the marketing research function and the process of managing marketing information flows, and the major elements of marketing programs. The concepts of positioning, segmentation and targeting will be highlighted, along with discussion of product planning and development, and the elements of the marketing mix.

**MBE 8195 Financial Statement Analysis** 1 credit
This course is designed to acquaint the business professional with the tools to properly analyze external financial statements. Emphasis will be placed on evaluating the quality of current earnings, the use of ratio analysis, and the use of external resources. Annual reports will be analyzed as part of a group project.

**MBE 8205 Leadership and Executive Development II** 1 credit
This course finishes the process started in MBE 8505. Students will assess their leadership development progress between courses, learn and apply new material about leadership, and further refine their practice of leadership.

**MBE 8215 Accounting Information Management II** 2 credits
An examination of the sources and uses of internal accounting information in the planning and control processes of the firm. Specific areas of coverage include budgeting, activity based costing, TQM, “cost, profit volume analysis,” accounting decision models, capital budgeting, time value of money, and the behavioral impacts of control systems.

**MBE 8225 Principles of Finance** 2 credits
The main objective of this course is to acquaint the student with the basic concepts and tools of finance and to develop analytical skills which serve to enhance financial decision making. Topics include the objective of finance, time value of money, risk and return concepts and measurements, bond and stock valuation, and capital budgeting under certainty and uncertainty.
MBE 8235 Economics (Micro and Macro)  2 credits
The theory of the firm from an economic perspective with an emphasis on techniques useful for
decision-making. Topics include demand curves, marginal analysis, market structure, pricing, output,
production and loss, theory of distribution, capital theory, as well as capital and investment decisions.
Macroeconomics topics include determination of G.D.P., interest rates and an introduction to
International Economics.

MBE 8245 Human Resources  1 credit
The Human Resource Management course is designed to introduce graduate students to the key
concepts and practices in human resource management (HRM). As part of the six seminars that make
up this course, students will be exposed to the support and functional activities involved in the
management of human resources. This exposure will also involve an overview of the relationships that
these activities have to various outcomes that organizations seek to achieve through HRM, and the
strategic role HRM can (and should) play in organizational development. Aimed at the graduate student
who sees him/herself as either a future (or current) general manager or a specialist who deals with
general managers, the course forces the student to struggle in a realistic and practical way with human
resource policy and administration issues that top managers face today. The course also consists of
students performing a HRM Audit and Evaluation study of an actual company's human resource
strategies and activities.

MBE 8275 Global Business  3 credits
This course focuses on the interrelated issues of the environment of international business, international
business strategy, and organizational structure behavior and coordination. The impact of culture,
competition and market forces is explored. International trade will also be examined, with an emphasis
on global trading blocs and transition economics.

International Accounting
A broad overview of international accounting with an emphasis on the standards and practices in
selected countries (Japan, U.K., Germany) and regions (European Community). Issues of current interest
such as attempts to harmonize differing financial disclosure practices around the world, international
transfer pricing strategies, the accounting for foreign currency transactions, and the impact of
international taxation will be discussed in an attempt to sensitize students to variations in the
accounting practices encountered beyond the local (domestic) perspective.

International Finance
A study of the ways and means to reduce financial risks involved in international financial management.
Consequently, the course deals with the interrelationship between the international monetary
environment and financial planning for corporations with overseas operations. It analyzes the effects on
international financial planning—such factors as exchange rate fluctuations, currency restrictions, and
tax regulations. It examines financial aspects of multinational business including foreign investments
and trade.

International Marketing
Analyzes the differences between marketing in the USA and international markets. The major objective
is to have students gain an understanding of the people, history, culture, current economic situation,
business practices, and entry strategies for the European Union, Eastern Europe, C.I.S., Middle East,
Central and Latin America, and Asia.

MBE 8280 International Residency  1 credit
The international residency is a ten-day (approximate) international trip under the guidance of EMBA
faculty members. This trip provides first hand exposure to the impact of culture, competition, health
care, and market forces on businesses and economies. Students tour businesses in a variety of industries,
speak with executives and attend lectures. Project assignment for this course is given by EMBA faculty
members assigned to the trip.
MBE 8335 Analysis of Financial Markets 1 credit
This course examines the operations, investment policies and analysis of financial institutions and their relationship to money and capital markets. Topics covered include the financial system, the Federal Reserve System, monetary policy, international financial relationships, and interest rate theory.

MBE 8355 Integrated Marketing Communications 1 credit
This course is designed to introduce the student to the important elements of effective and integrated Marketing Communications (IMC) including advertising, sales promotion, personal selling, publicity, public relations, interactive marketing, and direct marketing so that an organization can communicate effectively to its employees, customers and shareholders. It looks at each of the mediums individually and collectively to learn how to successfully coordinate marketing elements to present one clear and collective voice. As well as the numerous facets of traditionally IMC, students will learn how emerging strategies such as guerilla, buzz, Internet and search marketing are playing more critical roles in developing effective integrated marketing campaigns. Finally, it also takes into consideration the ethical and legal implications of marketing communications in general, and advertising in particular. By the end of this course the student should have a good appreciation and understanding of marketing communications.

MBE 8365 Strategic Management/Marketing 2 credits
This course is cross functional, combining concepts and applications from strategic management and strategic marketing, including discussion of strategic frameworks, the strategic management model, the competitive strategy model, strategic marketing analysis, and a change perspective to implementing strategy. Topics such as industry analysis and structure, product life cycles, portfolio analysis, positioning, competitive advantage, creating customer value and core competencies will be highlighted.

MBE 8425 Research Skills 2 credits
This course is designed to help students develop a working knowledge of the business research process. Topics include proposal development, research design, survey design, collection and analysis of data, and presenting results. Practice is provided in carrying out a practical research project of limited scope. This course will provide an application of some of the concepts in the Business Statistics course.

MBE 8435 Corporate Finance 3 credits
The main objective of this course is to provide the student with a sound understanding of both the theory and practice associated with the management of assets and liabilities. Topics include capital budgeting under uncertainty including mergers and acquisitions, cost of capital, leverage and capital structure decisions, dividend policy, and working capital decisions.

MBE 8455 Decision-Making Techniques 2 credits
This course continues the DSS module with the examination of more advanced decision models used in management science for solving complex business problems. It will provide an appreciation of the wide range and complexity of decisions faced by managers in the different functional areas. Topics covered will include the art of modeling, aggregate planning, and decision making under uncertainty and risk. This module will also cover the concepts and tools of forecasting, simulation, Data Mining (in conjunction with the Business Intelligence Module) for support of Customer Relationship Management (CRM) and business analysis.

MBE 8465 Managing Diversity 1 credit
Globalization of business requires leaders to manage across heterogeneous countries, cultures, and people. Understanding how to galvanize “unity-in-diversity” across complex relationships of difference is a key skill for successful leaders. This course will help students 1) understand their personal orientations about diversity, and 2) develop skills to effectively manage diversity dynamics in the workplace. Content areas include: diversity as a strategic consideration; bias, stereotyping, and prejudice; cultural and moral relativism; identity groups; and successful strategies for managing diversity. Applied and experiential learning opportunities will help students translate content areas into practical managerial experience.
**MBE 8485 Team Consulting Project**  
2 credits

The team project is an experiential and integrative course in which teams undertake a management intervention and consulting project in an organization. Teams are responsible for identifying a client organization, analyzing organizational needs, collecting and interpreting relevant data, developing solutions, and presenting their projects to faculty and the client organization.

**MBE 8495 Business Intelligence**  
1 credits

This course first examines the structure of operational, tactical and strategic information systems and their role in the contemporary organization. Topics such as knowledge management, enterprise systems (ERP), and e-Commerce will be presented flowing to issues of the data warehouse and its role in the Business Intelligence. The module will conclude with an analysis of the issues in managing the information technology resource through readings and case studies of organizations and their use of technology to address critical operational and strategic goals.

**MBE 8505 Leadership and Executive Development I**  
1 credit

What makes a leader? How does one realize her or his leadership potential? This course is designed for professionals who want to develop their leadership skills in work organizations. Through written self-assessments, leadership plans, self-generated cases, live workplace feedback (360 degree process), executive coaching, and theoretical grounding in leadership studies, students will learn how to become more successful leaders.

**MBE 8525 Investments**  
1 credit

The main objective of this course is to provide the student with a sound understanding of both the theory and practice associated with Investments. Topics included in this course are Financial Markets and Instruments, Risk and Return, Efficient Diversification, Capital Asset Pricing Theory, Arbitrage Pricing Theory, Performance Evaluation and Active Portfolio Management, and Efficient Markets. In addition, the course looks to improve your use of technology in an investment analysis setting by spending time in the trading room working with multiple financial data packages.

**MBE 8535 Capstone Simulation**  
2 credits

This course is a computer simulation experience designed to integrate and apply knowledge gained throughout the EMBA Program. The focus is on strategic analysis and choice in a team-based and competitive learning environment. Student teams vie for competitive advantage in the industry. The simulation includes a realistic treatment of market and competitive dynamics and is completed over the course of multiple days during the students’ final residency in the program.

**MBE 8545 Business Policy**  
3 credits

These seminars will serve as a capstone course for the EMBA Program, focusing on the Strategic Management Process. The seminars will provide an opportunity to learn strategic management concepts and to analyze and develop strategic recommendations using the case study method. The seminars will culminate in an in-class “live case.”

**MBE 8555 Decision and System Science Tools and Concepts**  
2 credits

This course will introduce students to the concepts of the decision and system sciences by examining the concepts of the decision process (intelligence, design and choice). Students will gain proficiency in the use of tools for managing data to support decisions (using Microsoft Access) and for creating simple decision model tools using effective model design concepts (using Microsoft Excel). Simple models in the accounting, finance, statistics and marketing areas will be explored.

**MBE 8605 Ethics I**  
1 credit

This course develops foundational concepts in ethical theory that are necessary tools for a systematic and disciplined evaluation of business practice. Central attention is given to the use of rights and the common good in moral arguments. Ethics I also begins to apply these conceptual tools to specific issues in business ethics.
MBE 8615 Ethics II 1 credit
This course continues the application of theoretical tools developed in Ethics I and it requires students to prepare a team-based case analysis.

MBE 8625 Ethics III 1 credit
This course further explores substantive questions in business ethics and it engages student teams in a large scale, live case involving a team member’s organization. Specific issues addressed over the course of the three seminars may include due process for employees, the environment, advertising and marketing communication, diversity, privacy, globalization and the like.

Inquiries
Ms. Tricia Rafferty
Manager, Executive Relations & Industry Recruitment
Executive M.B.A. Program
392 Mandeville Hall
(610) 660-1318
(800) SJU-EMBA
Email: emba@sju.edu
www.sju.edu/emba

Executive Master’s in Food Marketing Program
Christine A. Hartmann, Director
Amanda McCabe, Market Development Manager/Program Administrator
Kathleen Kennedy, Administrative Assistant

Saint Joseph’s University Executive Master’s in Food Marketing Program is rooted in a 45-year tradition of academic excellence in food marketing and is designed for leaders and professionals with strong backgrounds in the food industry and associated fields. Our unique program provides advanced academic and developmental experiences in strategic marketing and related business disciplines. Executive students together with a network of industry peers earn an M.S. or MBA degree on their schedule by attending Friday/Saturday sessions in an executive conference center and through virtual instruction. Courses with lecture, robust discussion, on-line instruction and team projects are led by world-class faculty and co-taught with industry experts. Course work encompasses both strategic and “hands on” experiences and includes international study opportunities. Courses are offered nearly every weekend from September to June. Student-executives can matriculate at their own pace, in as little as two years or as long as six years, the maximum time limit.

We offer three academic tracks:

M.B.A. in Food Marketing
This program provides a strong generalist curriculum with a concentration in food marketing. Participants earn a Master of Business Administration degree upon successfully completing 32 courses and earning 48 credits, including Foundation Courses. (Foundation courses may be waived upon undergraduate or graduate academic transcripts.)

Master of Science in Food Marketing
Courses are offered on specific industry topics which are essentially separate, and therefore are not linked in a sequential manner. It is not necessary to attend courses in a structured sequence; students may attend as often as their schedules permit. Participants earn a Master of Science degree in Food Marketing upon successfully completing 24 courses and earning 36 credits.
**Post-Master’s Certificate in Food Marketing**

This program provides those individuals with a general Master’s, M.B.A., or other post-graduate degree the opportunity to augment their knowledge of the food industry through the completion of post-graduate coursework that focuses specifically on topical, industry related issues. Participants earn a Post-Master’s Certificate in Food Marketing upon successfully completing 8 courses and earning 12 credits.

**Mission Statement**

The mission of Saint Joseph’s Executive Master’s in Food Marketing Program is to develop current and future leaders by providing industry programs for all segments of the food industry, delivering these programs to the life-long student in a flexible and convenient format within state-of-the-art environments.

**Program Objective**

The objective of the Executive Master’s in Food Marketing Program is to develop food industry professionals who have strong experiential backgrounds in food marketing through an intensive, modular-based program which emphasizes food industry information and applied marketing skills and techniques.

**Location and Time of Courses**

Courses with live instruction are offered at ACE Executive Conference Center, Lafayette Hill, PA (15 minutes from Main Campus) on Friday and Saturday. Classes begin at 8:30 a.m. and continue until 5:00 p.m. each day. Virtual instruction occurs at various times.

**Admissions Requirements and Procedures**

Students are admitted through a rolling admission process.

**Executive M.B.A. and Master’s of Science in Food Marketing Program**

Students applying for admission must have a baccalaureate degree from an accredited college or university and four years of industry experience. Applicants must submit the following:

- a completed application form
- official transcripts of all course work from each undergraduate and graduate school attended
- two letters of recommendation
- a resume
- a structured personal interview or GMAT
- business writing samples

**Foreign applicants**

1) **Required Documentation**

   Official, course-by-course evaluation from WES, AACRAO, ECE, or Josef Silney are recognized providers (other evaluators will be examined as they are submitted).

   OR

   For those who do not possess a course-by-course evaluation, an official record of all college and university academic studies and results of state and/or national examinations taken are required. Academic records must include the name of each individual course, the grade earned, and the grading scale used. Documents must be submitted in one’s native language with an official English translation. Foreign documents, credentials and transcripts must be official (sealed and sent directly from the institution). Only originals or photocopies officially stamped and attested by a school official (Registrar, Principle, or Controller of Examinations) are accepted. Faxes, scanned or notarized copies or copies attested by a department head
cannot be accepted as official. All credentials submitted to the Graduate Admissions Office become property of the University and cannot be returned.

2) Transcript evaluations will be performed on complete application files only. Incomplete files will be evaluated per department request on a case-by-case basis.

3) Evaluations will be performed by Coralee Dixon, Myra Hooker-Singletary, and Rachel Johnson. The name of the evaluator will be on the evaluation. The evaluator can be contacted with any questions regarding a specific evaluation.

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph's University campus. A minimum score of 550, internet based TOEFL 79, or 213 on computerized test on the TOEFL is required to take any course in the Program. Qualified students who complete Level 112 at the ELS Language Center and receive a strong, positive letter of recommendation from the Center can begin their graduate studies without the TOEFL score. Applicants are also required to register with the World Education Services (WES) to have an official course-by-course evaluation of their undergraduate and graduate work. Additional information on WES transcript evaluation can be obtained by visiting them at www.wes.org.

**Post-Master’s Certificate in Food Marketing Program**

Students applying for admission to the Post-Master’s Certificate in Food Marketing program must have a Master’s or M.B.A. degree from an accredited college or university and a strong record of business experience. Admissions criteria are as follows:

- a completed application form
- official Master’s/M.B.A. transcripts
- a resume

**Tuition and Fees**

All students enrolled in courses are charged on a per course basis. All charges are due and payable based on the due date specified on the invoice. Invoices will be mailed to students according to the billing and registration schedule. It is the students’ responsibility to maintain their accounts in a current status. For all billing questions contact Catherine Yanonis in the Student Service Center at 610-660-1013 or email cyanonis@sju.edu.

Students who are financially delinquent will forfeit the privilege of attending classes, and the University has the right to withhold grades, transcripts, and diploma until such indebtedness is paid. Students who fall in arrears on one course will be denied admission to future classes until settlement of accounts is completed.

Fees are paid by check or they may be charged to Visa, MasterCard, or American Express. Students have the option of paying directly on the web via mysju. The following fees are in effect for the academic year 2008-2009:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per two-day course (1.5)</td>
<td>$1,607</td>
</tr>
<tr>
<td>Tuition per three-day course (2.0)</td>
<td>$2,140</td>
</tr>
<tr>
<td>Application fee</td>
<td>no charge</td>
</tr>
<tr>
<td>Transcript fee (per copy)</td>
<td>$5</td>
</tr>
</tbody>
</table>
Academic Dismissal

Students enrolled in the Executive Master’s in Food Marketing degree programs who receive a grade of C or below for two (2) courses will receive a warning letter. Students who receive a grade of C or below for three (3) courses will be placed on academic probation and will be so advised by letter. Students who receive a grade of F for three (3) courses will be dismissed from the program. The Director of the Executive Master’s in Food Marketing Program monitors student progress throughout the course of the program.

Students enrolled in the Post Master’s Certificate program who receive a grade of C or below for two (2) courses will be dismissed from the program.

The University reserves the right to request the withdrawal of any student when, in its judgment, the general good of the university requires it.

Admissions Committee

The recommendation for accepting applicants into the program will be made by the Admissions Committee after they have reviewed completed applications. Members of the Admissions Committee are:

Christine A. Hartmann, Committee Chair, Director, Executive Master’s in Food Marketing
Dr. Nancy Childs, Professor of Food Marketing
Dr. Christopher Coyne, Associate Professor of Finance
Mr. Samuel Cupp, Brian Duperreault/ACE Limited Executive in Residence for Risk Management & Insurance
Dr. Richard George, Professor of Food Marketing
Dr. Waqar I. Ghani, Associate Professor of Accounting
Dr. Martin Meloche, Associate Professor of Food Marketing

Curriculum for the M.B.A. in Food Marketing

The Master of Business Administration degree in Food Marketing requires successful completion within six (6) years of 32 courses and a minimum GPA of 3.0. Courses are distributed as follows:

**FOUNDATION COURSES**  
(5 required unless a waiver is given based upon undergraduate or graduate academic transcripts)

- FME 6000 Management Foundation
- FME 6002 Accounting Foundation
- FME 6003 Economics Foundation
- FME 6004 Finance Foundation
- FME 6007 Foundations of Marketing on-line

**UPPER LEVEL COURSES**  
(27 required)

**Core Courses (all 13 are required)**

- FME 7501 International Food Business
- FME 7704 †Sales Forecasting
- FME 7807 Legal Issues in Food Marketing
- FME 7811 Management I
- FME 7812 Management II
- FME 7813 Management III
- FME 7823 Managerial Accounting I
- FME 7824 †Managerial Accounting II
- FME 7825 Managerial Finance I
- FME 7826 †Managerial Finance II
- FME 7827 Business Statistics
Required Food Marketing Courses (7 courses required)

FME 7107 Competitive Analysis
FME 7108 Food Marketing Strategy: A Warfare Approach
FME 7117 Market Segmentation and Targeted Marketing
FME 7203 Food Marketing Research
FME 7701 Supply Chain Management
FME 8303 New Product Planning
FME 8401 The Food Service Industry

Specialization Courses (select any 6)

Strategy & Policy
FME 7102 How to Prepare and Use the Annual Marketing Plan
FME 7104 Brand Strategy
FME 7109 Turning Customer Service into Customer Delight
FME 7111 Ethnic Marketing
FME 7112 Creating and Measuring Customer Value
FME 7113 Private Label Sales and Marketing Strategies
FME 7115 Problem Solving for Food Marketing Managers

Marketing Research
FME 7202 Understanding the Food Customer & Consumer
FME 7204 Food Advertising Research
FME 7206 Marketing Intelligence and Secondary Sources

Advertising/Promotion
FME 7302 How to Create Effective Food Advertising
FME 7308 Making Promotions More Effective

International Marketing
FME 7502 Japan, Asia and India
FME 7505 Europe, European Community and Russia
FME 7506 Central and South America

Food Supply Chain
FME 7705 Category Management/Retail Partnerships
FME 7710 Trends in Food Retailing and Tour

Marketing Technology
FME 8305 Nutrition: Issues for Food Marketers
FME 8306 Food Technology and Packaging

Foodservice
FME 8406 Foodservice Manufacturing and Distribution
FME 8409 On-Site and Commercial Foodservice

Capstone Course
(required, 2.0 credits; prerequisite: successful completion of 21 courses beyond Foundation Courses)
FME 8502 †Capstone

†Prerequisite required.
Curriculum for the Master of Science in Food Marketing

The Master of Science degree in Food Marketing requires successful completion within six (6) years of 24 courses, including 6 electives, and a minimum GPA of 3.0. Courses are distributed as follows:

**Marketing Strategy and Policy (3 courses required)**
- FME 7102 How to Prepare and Use the Annual Marketing Plan
- FME 7104 Brand Strategy
- FME 7107 Competitive Analysis
- FME 7108 Food Marketing Strategy: A Warfare Approach
- FME 7109 Turning Customer Service into Customer Delight
- FME 7111 Ethnic Marketing
- FME 7112 Creating and Measuring Customer Value
- FME 7113 Private Label Sales and Marketing Strategies
- FME 7115 Problem Solving for Food Marketing Managers
- FME 7117 Market Segmentation and Targeted Marketing

**Marketing Research (2 courses required)**
- FME 7202 Understanding the Food Customer and Consumer
- FME 7203 Food Marketing Research
- FME 7204 Food Advertising Research
- FME 7206 Marketing Intelligence & Secondary Sources

**Advertising/Promotion (2 courses required)**
- FME 7302 How to Create Effective Food Advertising
- FME 7308 Making Promotions More Effective

**International Marketing (2 courses required)**
- FME 7501 International Food Business
- FME 7502 Japan, Asia and India
- FME 7505 Europe, European Community and Russia
- FME 7506 Central and South America

**Food Supply Chain (1 course required)**
- FME 7701 Supply Chain Management
- FME 7704 †Sales Forecasting
- FME 7705 Category Management/Retail Partnerships
- FME 7710 Trends in Food Retailing and Tour

**Management (1 course required)**
- FME 7807 Legal Issues in Food Marketing
- FME 7811 Management I
- FME 7812 Management II
- FME 7813 Management III

**Finance/Accounting (2 courses required)**
- FME 7823 Managerial Accounting I
- FME 7824 †Managerial Accounting II
- FME 7825 Managerial Finance I
- FME 7826 †Managerial Finance II
- FME 7827 Business Statistics

**Ethics (1 course required)**
- FME 8001 Business Ethics
Marketing Technology (2 courses required)
- FME 8103 Contemporary Information Technologies
- FME 8303 New Product Planning
- FME 8305 Nutrition: Issues for Food Marketers
- FME 8306 Food Technology and Packaging

Foodservice (1 course required)
- FME 8401 The Foodservice Industry
- FME 8406 Foodservice Manufacturing and Distribution
- FME 8409 On-site and Commercial Foodservice

Capstone (1 course required; 2.0 credits; prerequisite: successful completion of 22 courses)
- FME 8501 †Capstone

Independent Study in Food Marketing
- FME 8911 Independent Study in Food Marketing

†Prerequisite required.

Foundation Courses (For M.B.A. in Food Marketing)

FME 6000 Management Foundation
This course introduces students to management theory and practice with particular emphasis on the challenges facing contemporary managers. The key areas addressed in the course include issues in international management, strategic management, managerial decision making, organizational culture, human resource management, motivation, communication, conflict management, and management of change.

FME 6002 Accounting Foundation
This course deals with financial accounting and reporting, and the understanding of the four basic financial statements: balance sheets, income statements, retained earnings statements, and cash flow statements. It analyzes the role of the manager in the development and use of financial statements. The use of key ratios in the analysis of the firm’s financial statement is also discussed.

FME 6003 Economics Foundation
This course will familiarize the student with economic analysis: the determination of microeconomic variables, such as the price of a product with its output in individual markets and the determination of macroeconomic variables, such as GNP, the rate of inflation, and the rate of unemployment.

FME 6004 Finance Foundation
This course moves from the presentation of the balance sheet, income statement, and statement of cash flows to an analytical framework of these statements employing ratios. We examine the informational content of the ratios both cross-sectionally and in time series. In addition, we develop the common sized ratio process. We then build on this knowledge by using the ratios to project pro forma statements and examine the consequences of these projections. The module continues with an examination of the cash budgeting process and concludes with the development of the time value of money concepts.

FME 6007 Marketing Foundations (on-line)
The course sets the stage for future study by taking students through the marketing fundamentals beginning with strategy, target marketing and opportunity analysis, then developing product, price, distribution, and promotion (the 4 Ps), and an introduction to customer-driven marketing strategy.
Upper Level Courses (For M.S., M.B.A., and Post-Master’s Certificate)

FME 7102 How to Prepare and Use the Annual Marketing Plan
This course will stress the advantages of systematic planning and takes the student through all the steps in a traditional planning process. The role of environmental and competitive analysis is presented along with specific steps to conduct it. Strategy and tactics are presented and their role in the plan emphasized. Specific plan formats and forms for the planning process are provided.

FME 7104 Brand Strategy
This course addresses the brand management challenge of designing and implementing the best combination of marketing variables to carry out a food marketing firm’s strategy in its target markets. In essence this course presents an integrative, dynamic view of competitive brand strategy. It focuses on understanding, developing and evaluating brand strategies that yield a distinctive competitive advantage based on customer and competitor analysis. The course will focus on how to build a product or service into a world-class brand. Topics include the laws of branding and the laws of internet branding.

FME 7107 Competitive Analysis
The emphasis on competitive marketing strategy has made the study of competition more important than ever. This course will examine techniques in developing a systematic approach to competitive analysis. Both sources of information and techniques in data collection will be discussed. Competitive intelligence is presented in terms of its application for strategic advantage.

FME 7108 Food Marketing Strategy: A Warfare Approach
This course will focus attention on development of food marketing strategy by taking a competitive or “warfare” approach. Specific types of strategy including offensive, defensive, and flanking will be discussed, along with the advantages and disadvantages of using each strategy. This course will be based heavily on examples of companies that have successfully, and sometimes unsuccessfully, utilized each strategy. An individual completing this course will have a more strategic perspective rather than a tactical outlook.

FME 7109 Turning Customer Service into Customer Delight
Customer service is the key differentiating factor in food marketing programs. Customer service is more important than any of the other marketing elements of price, product, place, or promotion in maintaining and expanding markets. The rules of customer service, including deciding on your core business, creating your vision, staying close to your customers, managing your customer’s experience and developing a customer service program that delights the customer, are presented together with examples of successes from food and allied industries. Better than 50% of companies are saying that they have to get closer to their customers, while only 5% to 10% are doing what it takes to get there. This course gives you the opportunity to be a part of the visionary minority.

FME 7111 Ethnic Marketing
This course will explore the opportunity for food retailers and manufacturers to increase sales by better understanding the tastes and needs of an ethnic community. Specifically, we will look at the Hispanic, African-American, Asian, and Jewish communities. We will discuss products, advertising, promotional opportunities, community relations, and important holidays. The goal will be to show you how your company can create an “attitude” that will let people find the foods that they want in an atmosphere that makes them feel good.

FME 7112 Creating and Measuring Customer Value
This course will help leaders and managers make Quality a Strategic Weapon. Validated by extensive research and in-market results, Quality as perceived by consumers is the single most important determinant of long run market share and profitability. The course will provide guidance for understanding consumer satisfaction and the value customers place on different aspects of products, services or stores and the value that companies place on their customers.
FME 7113 Private Label Sales and Marketing Strategies
This course will explore the key initiatives for the sales and marketing strategies for private label. Topics emphasized will include building private label brand equity—quality importance of private label being integrated into the category management process, pros and cons of dead net pricing, retail and vendor relationships, and how to develop a consumer loyalty program with private label. Suggested steps for retailers and vendors on restructuring private label programs.

FME 7115 Problem Solving for Food Marketing Managers
There are several types of problems that form the essence of the Marketing effort including customer, category, competitor, and company growth/execution problems. Considering this, marketing managers need to have a well defined set of problem solving skills. This course will cover topics such as exploratory research, root cause analysis, problem definition, solution ideation, structured decision making, and implementation obstacles. With a strong problem solving ability, food marketing manager will be equipped to lead initiatives addressing strategy development, product innovation, marketing execution, and marketing ROI. Develop and practice these skills in an highly interactive program and leave with tools that can be used on the following Monday.

FME 7117 Market Segmentation and Targeted Marketing
Important in positioning and segmentation research is how to deal with the strategic issues of segmenting your markets and selecting appropriate strategies for your products and services. Topics emphasized include: how to design marketing research studies from start to finish, to segment markets and position products, and which data services are available to segment your markets. The selection of the best analytical tools for segmentation and positioning and repositioning, and implementing the results from positioning segmentation studies are topics that will prove quite useful to the marketing manager. Strategies for market niche entry that integrate all the elements of the marketing mix, including price, product, promotion, and distribution are discussed.

FME 7202 Understanding the Food Customer and Consumer
Understanding the food customer and consumer is the course within the food marketing curriculum that most directly applies concepts, principles, and theories from the various social sciences to the study of the factors that influence the acquisition, consumption, and disposition of consumer packaged products, services, and ideas. Knowledge of consumer behavior principles is becoming increasingly important for the food marketing manager and the public policy maker. Quite simply, in order to make good decisions the manager must have an understanding of how consumers are likely to respond to the actions of the firm or the government. In addition, an understanding of the factors that influence consumers may assist an individual in understanding his or her own buying patterns. The principles from a number of disciplines are used to describe and explain consumer behavior, including economics, psychology, social psychology, sociology, and anthropology.

FME 7203 Food Marketing Research
In this course designed for marketing researchers, you will learn how to plan and implement marketing research studies from start to finish. Discussion will focus on how to translate management questions into researchable issues and which approach is best for a wide range of specific applications such as concept test, tracking studies, segmentation research and the like. How to phrase the right questions, implement the best study design, and select the most appropriate management needs are part of the total marketing research picture.

FME 7204 Food Advertising Research
This course focuses on the role that advertising testing plays in the creation and evaluation of broadcast and print advertising. Specific techniques available to improve the development of both strategy and copy will be presented. Special emphasis will be given to understanding how to measure the persuasive power of an advertisement.
FME 7206 Marketing Intelligence and Secondary Sources

This course is designed to develop students’ understanding of the basic marketing intelligence model and its key components, Personal, Environmental, Consumer and Competitive Intelligence. The identification and use of reliable secondary sources will be emphasized as well as personal management techniques for searching, downloading, filtering and managing relevant information. Ethical and legal considerations will be discussed. Upon completion of the course, students should be able to apply a basic marketing intelligence model in their companies/divisions.

FME 7302 How to Create Effective Food Advertising

Over the years a variety of techniques and approaches have been used to create good advertising. In this course the factors common to successful advertising will be presented. The rules are based on research as well as the opinions and experience of such advertising leaders as Ogilvy, Bernbach, Burnett, and testing services such as ARS and Mapes and Ross.

FME 7308 Making Promotions More Effective

This course is designed to help sales, marketing, and merchandising executives design and implement effective promotion programs for the consumer and trade. The role of promotions in marketing and merchandising strategy will be examined, as well as advantages and limitations of the most widely used consumer promotion techniques (coupons, rebates, contests, sweepstakes, sampling, etc.) and sales promotion techniques (prs, bill backs, advertising allowances, demonstrations, etc.). Creative strategies to maximize impact and program evaluation will also be discussed.

FME 7501 International Food Business

This course introduces the fundamentals of international marketing covering entry strategies, risk assessment, global branding, cultural adaptation, regional trading blocks, and intellectual property protection. It focuses on food and consumer products retailing, processing, and agricultural sectors examining key determinants for success in international markets.

FME 7502 International Marketing: Japan, Asia and India

This course explores the expanding market opportunities in Japan, Southeast Asia, and India for food products and retailing formats. The course focuses on the differing business models in place in Japan and the expectation for competitive business models in Asia and India. Japanese business practices, supply chain, kaisan product development, industrial policy, and consumer trends will be discussed. The dynamic market of Southeast Asia and India will be examined for the potential to introduce products and foodstuffs and for partnering and branding opportunities. Once understanding Japanese, Asian and Indian styles of competition, you’ll never view your own and competitors’ strategies in the same way.

FME 7505 International Marketing: Europe, European Community and Russia

The year 1992 marked the beginning of a new era for business. The removal of tariffs and taxes has had an effect not just on inter-European trade, but on worldwide business as well. This course will study exactly what the new rules of trade are and how they affect American food business.

FME 7506 International Marketing: Central and South America

The emerging economies of Latin America represent a significant opportunity for food marketers. As a region, the countries of Central and South America comprise a market of nearly 345 million people. While the countries in the region share similar linguistics and cultural heritages, there are remarkable differences in stages of economic and political development and market maturation. This two-day course will explore the characteristics of the Central and South American markets with an emphasis on opportunities for food marketers. Specifically, the course will review the cultural, economic, socio-demographic, and political characteristics of the six principal Central American markets and major South American markets with an emphasis on the two largest countries: Brazil and Argentina. Topics to be covered will include differing food consumption patterns, competition within the food processing and distribution industries, and policies affecting market entry including regional trade agreements.
FME 7701 Supply Chain Management
Distribution, often referred to as “the last great business frontier,” is receiving more attention from executives than ever before. Faced with the multiple pressures of shrinking margins, strong pricing, competition, large capital investments, global networks, and product line extensions, companies today must effectively control and manage this key area of the business. Individuals who complete this course will understand the role of distribution in their industry and develop strong actionable plans, which can make a difference in corporate profits and customer service.

FME 7704 Sales Forecasting
This course is a comprehensive survey of the commonly used techniques in sales forecasting. Three major categories of forecasting approaches will be presented. These include quantitative methods, time series and correlation techniques. Shortcuts, rules of thumb, and things to avoid will be discussed. Case studies will be presented, and students will be expected to do forecasting on simulated data sets. Prerequisite: FME 7827

FME 7705 Category Management/Retail Partnerships
Various forms of partnerships are increasingly recognized by both retailers and manufacturers as the key to improving productivity and profits in a slow growth environment. This course covers many of these issues involved in developing and maintaining those partnerships including category management, partnership goals and requirements, multifunction account teams, information sharing, quick response, and joint merchandising.

FME 7807 Legal Issues in Food Marketing
This course reviews the legal environment in which businesses operate. It will describe the judicial process and legal system and examine the areas of law and regulation in the business environment. Focus will be on the areas impacting the food industry including personnel management, food safety, food labeling, customs, homeland security, and the laws, regulations, and directives impacting operations such as the EEOC, OSHA, EPA, USDA, and others.

FME 7710 Trends in Food Retailing and Tour
A two-day tour of successful retailers in the northeast will allow students to see food merchandising at its best “up close and personal.” Students will be asked to analyze and critique the similarities and differences embodied in the various operations. Focusing on such issues as store design and layout, in-store merchandising, pricing policy, shelf and category management, center store vs. perimeter and extent of prepared foods merchandising, students will be able to understand how and why different operations are successful and develop insights that will help in planning programs and products to successfully merchandise products.

FME 7811 Management I
FME 7812 Management II
FME 7813 Management III
These three courses focus on an organization’s most important resource – its human capital. To empower human potential requires an understanding of how to manage one’s self, other individuals and groups effectively, creatively, legally and ethically. Topics include:

Understanding Group Dynamics
Students will learn why teams are becoming so prevalent, the different types of teams that exist, what the role of the team leader is, whether or not teams will work in all organizations, how to create trust and teamwork, team decision-making processes, and the characteristics of a high performance team. Taught from the perspective of a team leader, students will actively participate in the learning process.

Leadership and Development
What is leadership? How do I realize my leadership potential? Students will be enabled to (1) identify and understand the keys to successful leadership, (2) analyze their own leadership styles and behaviors and receive feedback on the appropriateness and effectiveness of their styles, (3) develop
the decision-making skills needed for leadership, and (4) understand approaches for developing and empowering employees.

**Managing Workforce Diversity**

Topics to be covered include demographic trends in the U.S., various models for understanding the importance of managing diversity, the difference between affirmative action and managing diversity, identity issues, real cultural differences vs. stereotyping, individual responses to diversity, organizational strategies for managing diversity and promoting positive organizational change, challenges inherent in managing diversity, and potential outcomes of successful diversity management.

**Managing Change**

Managers are obligated to identify meaningful changes their business requires and lead the company in the appropriate direction. Change is usually difficult and unpleasant, taking too long and very costly. Students will examine practices and apply their learnings to an actual change management program.

**FME 7823 Managerial Accounting I**

The objectives of this course are: introduce the students to basic cost definitions and behavior, to assure that they are able to use accounting information and systems to make optimal management decisions, to properly evaluate organizational and individual performance, and to enable proper managerial planning and control through the use of the concepts and principles covered in this course. Case analysis and relevant examples, both from the food industry, will be utilized, as appropriate.

**FME 7824 Managerial Accounting II**

This course builds upon FME 7823 Managerial Accounting I. Major topics covered include: costing, budgeting, segment reporting, profitability, and decentralization. Other topics include relevant costs for decision making and service department costing. *Prerequisite FME 7823.*

**FME 7825 Managerial Finance I**

This module starts with the pricing of financial assets, which follows directly from the time value of money concepts developed in the Foundation course. We then discuss risk, interest rate determination, and an analysis and explanation of the yield curve. This leads to a discussion of the intermediation process and the roles of the various institutions in that process, as well as the functions of the capital and money markets. The module concludes with a discussion of the weighted average cost of capital (WACC).

**FME 7826 Managerial Finance II**

This course picks up with a review of the WACC and applies this to the capital budgeting process. In this module, cash flow projections are developed as well as initial outlay concepts. The NPV and IRR rules are developed and extended to a general decisionmaking framework. The last section of the module focuses on the concepts of firm valuation and the effects of leverage on the organization. *Prerequisite FME 7825.*

**FME 7827 Business Statistics**

The overall purpose of this course is to provide an introduction to the basic concepts of inferential statistics, which are important tools to support data-driven decisionmaking. Your ability to identify situations where these techniques may be effectively applied and to appreciate their potentials as well as their limitations to solving complex business problems will be developed. The methodology of each technique will be developed and applied in a real business context. Problems of increasing complexity will be used to emphasize problem description and definition. Emphasis will be placed on the interpretation and implementation of computer-generated results using Excel.

**FME 8001 Business Ethics**

One of the most distinctive features of Saint Joseph’s Executive Master’s in Food Marketing Program is its emphasis on business ethics. This course will explore the general background of moral theory.
followed by discussion of business ethics in specific situations. Decision scenarios, both written and
video, as well as cases, will be evaluated. In addition, students will have the opportunity to discuss the
ethical dilemmas which confront food marketers.

**FME 8103 Contemporary Information Technologies**
This course presents a fundamental review of the impact of information technology on the entire food
industry, laying the groundwork for more in-depth study. A focus on utilizing technology strategically
for competitive advantage will be the theme. The material covers the key concepts utilized to support
the food supply chain, such as data synchronization, paperless transactions via EDI, scan based trading,
and electronic funds transfer.

**FME 8303 New Product Planning**
Since new products have become the lifeblood of most food companies, this course is very pertinent. The
course takes the students through each of the stages of a typical new product process. Special emphasis
is placed on idea generation and the creative process. Although each step in the process is discussed, the
importance of systematically carrying out the process is stressed.

**FME 8305 Nutrition: Issues for Food Marketers**
This course will cover the fundamental nutrition concepts needed by those involved in new product
development and marketing. Special emphasis will be placed on current food-related health topics and
the media, advertising, and government programs that communicate these messages.

**FME 8306 Food Technology and Packaging**
Issues to be covered: Food Science – what is food and why it is important – proteins, carbohydrates,
lipids, vitamins, minerals, etc. Why and how do foods deteriorate: microbiological, enzymatic,
biochemical, and physical. Nutrition with special emphasis on contemporary issues such as calories, fats,
fat mimics, cholesterol, sodium, and calcium: relationships of diet to health; nutraceuticals, etc. New
food processing technologies in perspective: radiation, hot fill, ultra high pressure, electrical resistance
heating, pulsed light. New food packaging technologies in perspective: aseptic, glass coating, film-
laminated cans, PEN and liquid crystals, foamed plastics. Conclusion: case studies on real problems.

**FME 8401 The Foodservice Industry**
An introduction to the role and function of foodservice marketing and the foodservice marketing
channel. Students will develop an understanding of the commercial and noncommercial on-site segments
and the underlying generating factors and decision-making factors and processes that shape strategy and
tactics for foodservice marketing.

**FME 8406 Foodservice Manufacturing and Distribution**
This course examines the dynamics of the ever-changing distribution network between a manufacturer
and the foodservice operator. Manufacturers face the challenges of maintaining or increasing their
market share against the competition and selecting the best distribution channels to get their products
to the foodservice operator. Distributors’ challenges include the increased costs of operations and
pressure between balancing manufacturer brands or their own private label brands and how that affects
what foodservice operators and customers will buy. Students will learn what roles logistics and ordering
technologies, marketing incentives, and direct or brokers sales forces play in the success of a
manufacturer product as it travels through the distribution channel.

**FME 8409 On-Site and Commercial Foodservice**
This course provides an introduction into the roles and factors that affect the product selection, menus,
operations, marketing, merchandising, and promotions of foodservice operations and an in-depth look
at the on-site and commercial segments. Students will develop an understanding of the decision-making
factors that shape the marketing strategies and tactics in each segment of on-site foodservice along with
a review of the structure and functions of the commercial foodservice industry and how they compare
to the supermarket industry. In addition to class learning, students will participate in a local tour of
facilities to analyze and critique the similarities and differences in the operator customer strategies and
marketing techniques.
FME 8501 †Capstone for Master of Science in Food Marketing
Prerequisite: successful completion of 20 courses

FME 8502 †Capstone for M.B.A. in Food Marketing
Prerequisite: successful completion of 21 courses beyond Foundation Courses
This integrative course is designed to permit students, near the end of the course of study, to integrate the knowledge from their previous courses. Also, this course is intended to give students the opportunity to demonstrate the application of the concepts learned during their tenure in the program.

FME 8911 Independent Study in Food Marketing
This course is designed to accommodate those students who have an interest in a research-worthy topic that can be examined on an independent research basis. The student will work closely with a professor on a research area that will require the identification of a topic, a literature review, appropriate methodology, and analysis. (Chair approval required.)
†Prerequisite required

Inquiries
Executive Master's in Food Marketing Program
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Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131-1395
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Executive Pharmaceutical Marketing MBA Program at ACE Center
Terese W. Waldron, Director
Christine Anderson, Market Development Manager/Program Administrator
Tricia Rafferty, Manager of Executive Relations & Industry Recruitment
Kathleen Maloney, Administrative Assistant

Mission Statement
The mission of Saint Joseph’s Executive Pharmaceutical Marketing M.B.A. Program is to provide industry programs for all segments of the Pharmaceutical and Bio Pharmaceutical industries, delivering these programs to the life-long student in a flexible and convenient format within state-of-the-art environments.

Objectives
The objectives of the Executive Pharmaceutical Marketing M.B.A. Programs are:
• to provide advanced education and developmental experiences in pharmaceutical marketing for managers and executives employed in the pharmaceutical and Biopharmaceutical industries
• to provide highly qualified faculty of Saint Joseph’s University, complemented by domestic and international business and marketing experts retained as executive lecturers
• to provide modular format for the delivery of business concepts and skills specific to this industry
Admissions Requirements and Procedures

Students are admitted through a rolling admission process. Students applying for admission to the Pharmaceutical Marketing M.B.A. must have a baccalaureate degree from an accredited college or university. Admissions criteria:

- 4 (four) years of pharmaceutical industry experience
- a completed application form
- official transcripts of all course work from each undergraduate and graduate school attended, with minimum GPA 2.5. International students need an official course-by-course evaluation by World Education Services (WES) of undergraduate and/or graduate education;
- a resumé
- a letter of recommendation
- either GMAT, or in lieu of GMAT, complete a structured personal interview

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph's University campus. A minimum score of 550 or 213 on computerized test on the TOEFL is required to take any courses in this program. Qualified students who complete Level 112 at the ELS Language Center and receive a strong, positive letter of recommendation from the Center can begin their graduate studies without the official TOEFL score. Applicants are also required to register with the Word Education Services (WES) to have an official course-by-course evaluation of their undergraduate work. Additional information on WES transcript evaluation can be obtained by visiting them at www.wes.org.

Tuition and Fees: Executive Pharmaceutical Marketing MBA at Ace Center

All students enrolled in the courses are charged on a per course basis. All charges are due and payable upon receipt of the invoice. Invoices will be mailed to students as soon as possible following class attendance. It is the students’ responsibility to maintain their account in a current status. Corporations will be billed directly only when appropriate authorization has been made by the corporation. Please check with Student Services on procedures for corporate billing.

Students who are financially delinquent will forfeit the privilege of attending classes and the University has the right to withhold grades, transcripts, and diploma until such indebtedness is paid.

Fees are paid by check or money order, or they may be charged to Visa, MasterCard, or American Express. For the current academic year the tuition per 2 credits is $2,380.

Matriculated Students

Students who have met all admission requirements are classified as matriculated students.

Academic Dismissal

Students enrolled in the Executive Pharmaceutical Marketing MBA Program who receive a grade of C or below for three (3) credit hours will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so advised by letter. Students who receive a grade of C or below for nine (9) credit hours will be dropped from the program. All students must maintain a 3.0 GPA in the program to be eligible for graduation. The Executive Pharmaceutical Marketing MBA
Program Director monitors student progress throughout the course of the program. The university reserves the right to request the withdrawal of any student when, in its judgment, the general good of the university requires it.

Pharmaceutical Marketing MBA Program Admissions Committee

The recommendation for accepting applicants into the program will be made by the Admissions Committee and its members. Members of the Admissions Committee are:

Terese Waldron, M.S., Chair of the Admissions Committee
Thani Jambulingam, Ph.D., Associate Professor and Chair of Pharmaceutical Marketing
Joseph Larkin, Ph.D., Associate Professor of Accounting
Ira Yermish, Ph.D., Assistant Professor of Decision and System Sciences
George Webster, Ph.D., Associate Professor of Finance
Karen Hogan, Ph.D., Professor and Chair of Finance
Vipul K. Gupta, Ph.D., Associate Professor of Decision and System Sciences
Carolyn Choh Fleming, Ph.D., Visiting Professor of Pharmaceutical Marketing
George Sillup, Ph.D., Associate Professor of Management
David Steingard, Ph.D., Associate Professor of Management
Ronald K. Klimberg, Ph.D., Professor of Decision and System Sciences
Rashmi Malhotra, Ph.D., Associate Professor of Decision and System Sciences
Bill Trombetta, Ph.D., Professor of Pharmaceutical Marketing
Regina Robson, J.D., Assistant Professor of Management
Morris Danielson, Ph.D., Associate Professor of Finance

Location and Time of Courses

The two-day course format accommodates the personal and professional demands of individual students. Courses are offered nearly every Friday/Saturday the year round. Students may attend as often as their schedule permits, completing the degree requirements within six years.

Courses are offered at ACE Center, Lafayette Hill, PA (15 minutes from Main Campus). Courses are scheduled for Friday and Saturday. The capstone course, MPE 8000, is a three-day course offered on a Thursday, Friday and Saturday. Visit www.aceconferencecenter.com for more information about the ACE Conference Center.

Curriculum

The Executive Pharmaceutical Marketing MBA requires the completion of 24 courses. All courses are 2.0 credits each for a total of 48 credits. The core business courses are designed to ensure that all students in the program have that common body of knowledge necessary for advanced study in business. The following courses are required.

- MPE 6000: Management Foundation
- MPE 6002: Accounting Foundation
- MPE 6003: Economics Foundation
- MPE 6004: Finance Foundation
  It is strongly recommended that MPE 6002 be taken prior to MPE 6004.
- MPE 6007: Marketing Foundation
- MPE 7102: Managerial Finance
  Prerequisite: MPE 6004
- MPE 7211: Managerial Accounting
  Prerequisite: MPE 6002
- MPE 7302: Leadership and Development
  Prerequisite: MPE 6000
- MPE 7411: Management Information Systems
- MPE 7601: Business Ethics
MPE 7702  Product Management
MPE 7711  Pricing
MPE 7712  Designing & Managing Strategic Partnerships Among Channel Members
MPE 7713  Pharmacoeconomics
MPE 7718  Strategies for Dealing with Managed Care Prerequisite MPE 7712
MPE 7720  Pharmaceutical Regulations
MPE 7723  Sales Management Prerequisite MPE 6000
MPE 7801  Competitive Analysis
MPE 7810  Business Statistics
MPE 7820  Quantitative Market Research Prerequisite MPE 7810
MPE 7850  Forecasting for the Pharmaceutical Industry Prerequisite MPE 7810
MPE 7945  Global Corporate Strategy
MPE 8000  Capstone Must have completed 36 credits including all quantitative and foundation classes, as well as MPE 7801and MPE 7702

Choose One (1) Elective
MPE 7701  Pharmaceutical Strategy
MPE 7706  Creating Effective R & D
MPE 7709  New Product Launch
MPE 7803  Future Issues
MPE 7910  Health Policy
MPE 8001  Independent Study

Executive Pharmaceutical Marketing MBA Program Course Descriptions
(24 Classes required for a total of 48 Credits)

Foundation Courses (5 Required)

MPE 6000 Management Foundation
This course introduces students to management theory and practice with particular emphasis on the challenges facing contemporary managers. The key areas addressed in the course include issues in international management, strategic management, managerial decision making, organizational culture, human resource management, motivation, communication, conflict management, and management of change.

MPE 6002 Accounting Foundation
This course deals with financial accounting and reporting, and the understanding of the four basic financial statements: balance sheets, income statements, retained earnings statements, and cash flow statements. It analyzes the role of the manager in the development and use of the preparation of financial statements. The use of key ratios in the analysis of a firm’s financial statement is also discussed. It is strongly recommended that MPE 6002 be taken prior to MPE 6004.

MPE 6003 Economics Foundation
This course will familiarize the student with economic analysis: the determination of microeconomic variables, such as the price of a product with its output in individual markets and the determination of macroeconomic variables, such as GNP, the rate of inflation and the rate of unemployment.

MPE 6004 Finance Foundation
The first course MPE 6004 builds on the material presented in the accounting module. We move from the presentation of the balance sheet, income statement, and statement of cash flows to an analytical framework of these statements employing ratios. We examine the informational content of the ratios both cross-sectionally and in the times series. In addition, we develop the common sized ratio process.
We then build on this knowledge by using the ratios to project pro forma statements and examine the consequences of these projections. The module continues with an examination of the cash budgeting process, and concludes with the development of the time value of money concepts. It is strongly recommended that MPE 6002 be taken prior to MPE 6004.

**MPE 6007 Marketing Foundation**

The course sets the stage for future study by taking students through the marketing fundamentals beginning with strategy, target marketing and opportunity analysis, then developing product, price, distribution and promotion (the 4 p's), and an introduction to customer driven marketing strategy, all in a managed care context.

**Additional Required Courses (18 Required)**

**MPE 7102 Managerial Finance**

This course starts with the pricing of financial assets, which follows directly from the time value of money concepts developed in the first module. We then discuss risk, interest rate determination, and an analysis and explanation of the yield curve. This leads to a discussion of the intermediation process and the roles of the various institutions in that process, as well as the functions of the capital and money markets. In addition cash flow projections are developed, as well as initial outlay concepts. The NPV and IRR rules are developed and extended to a general decision-making framework. The last section of the course focuses on the concepts of firm valuation and the effects of leverage on the organization. *Prerequisite MPE 6004.*

**MPE 7211 Managerial Accounting**

This course focuses upon Managerial Accounting within the pharmaceutical industry. Topics covered include: cost concepts and terminology, just-in-time and activity-based costing, cost behavior, cost-volume-profit relationships, profit planning, segment reporting, relevant costing for decision making and service department costing. Examples from the pharmaceutical industry will be incorporated into the class as appropriate. *Prerequisite MPE 6002.*

**MPE 7302 Leadership & Development**

What is leadership? How do I realize my leadership potential? This course is designed for executives who want to develop and hone their leadership skills and approaches. Successful completion of the course will enable participants to (1) identify and understand the keys to successful leadership, (2) analyze their own leadership styles and behaviors, and receive feedback on the appropriateness and effectiveness of their styles, (3) develop the decision-making skills needed for leadership, and (4) understand approaches for developing and empowering employees. *Prerequisite MPE 6000.*

**MPE 7411 Management Information Systems**

This course will be concerned with understanding the history and development of information and communication technology. Topics will include: the changing impact, applications and strategic uses of information technology; computer hardware, software and telecommunications and networking. The text material will be highlighted with illustrative cases primarily from industry perspective.

**MPE 7601 Business Ethics**

The course examines competing ethical claims upon the pharmaceutical industry in a market driven, profit seeking economy. The course begins with a discussion of a theoretical framework for moral analysis and proceeds to practical applications in pharmaceutical marketing.

**MPE 7702 Product Management**

This course will: (1) focus on product decisions of the firm, requiring an occasional shift in focus from that of corporate management to that of operating managers of new product activities or established brands; (2) recognize the importance of marketing research as input to product decisions; (3) take a managerial orientation; (4) recognize the need to tailor product policy approaches to the characteristics
of the decision-maker and the firm. The primary strategic framework for analysis is the Product Life Cycle.

**MPE 7711 Pricing**

Pricing is one of the most important marketing mix decisions that a firm makes, and it affects all other elements of the marketing mix. This course examines the theories and strategies that firms use to set and change prices. Firms are required to respond to, and anticipate, changes in competitors’ activities and in areas of the external environment such as, political, social, regulatory and technological. Some of the issues that will be covered include: Why is pricing often ineffective? How should a firm’s costs affect its pricing decisions? What is customer price sensitivity? How do you anticipate and influence the price-setting behavior of competitors? How does pricing change over the product life cycle? How does pricing relate to market segmentation? How do you strive to price strategically consistent with the other elements of the marketing mix?

**MPE 7712 Designing & Managing Strategic Partnerships Among Channel Members**

This course presents the key issues and concepts needed by the pharmaceutical industry to develop an effective way to design, build, manage and evaluate the performance of strategic partnerships among channel partners such as suppliers, wholesalers, marketing research firms, pharmacies, integrated health systems, managed care organizations, etc. Based on relationship marketing concepts, the key subjects include benchmarking channel relationships, selection criteria for identifying successful partners, new channel design, and role of technology in implementing channel partnerships, contract negotiations among others. Key subjects include: information systems and technology; benchmarking your distribution system; implementing quick response programs such as EDI, Flow-through and Partnerships.

**MPE 7713 Pharmacoeconomics**

This course reviews the principal elements and concepts in economics, history and development of health economics, and the applied uses of the discipline of economics made possible since the quantification of studies has been developed and perfected. These introductory sections are presented by lecture and discussion group. In addition, the need for uses of, and value of health economics studies is reviewed and pharmaceutical-related examples are presented.

**MPE 7718 Strategies for Dealing with Managed Care**

The objectives of this course are to understand the dynamics and trends of the evolving healthcare system, to review managed care’s impact on pharmaceutical marketing and to develop strategies for success with the managed care customer. Students will learn to assess managed healthcare market segments, to determine the needs of this customer and to identify the potential business opportunities for their company’s brands. **Prerequisite MPE 7712.**

**MPE 7720 Regulation of Prescription Drug Marketing and Promotion**

With the plethora of new communications vehicles, including direct-to-consumer advertising and the Internet, the goal of achieving marketing objectives and remaining in adherence with FDA regulations/guidelines has become increasingly difficult. This course will provide a working knowledge of the federal regulation of prescription drug promotion and associated marketing practices and will provide insight into drug promotion issues currently of interest to FDA and the pharmaceutical industry. The course will also consider the impact of products liability and anti-kickback concerns on developing marketing programs for prescription drugs.

**MPE 7723 Sales Management**

This course covers the concepts and applies the theories associated with managing a sales force. Specifically, the course is designed to help students learn sales management concepts and how to apply them to solve business problems in the pharmaceutical industry. We will focus on the activities of first-line field sales managers. To function effectively as managers, students must know how salespeople perform their jobs. With this in mind, we will cover personal selling, account relationships, territory management, and sales ethics with special emphasis on current issues of managing strategic account
relationships, team development, and diversity in the work force, sales force automation and ethical issues. **Prerequisite MPE 6000.**

**MPE 7801 Competitive Analysis**
Examination of various strategies and strategic frameworks are examined with a discussion of the advantages and shortcomings of each. The explicit purpose of the course lies in developing a strategic perspective to solving marketing problems rather than a tactical approach.

**MPE 7810 Business Statistics**
The overall purpose of the course is to provide an introduction to the basic concepts of inferential statistics, which are important tools to support data-driven decision-making. Your ability to identify situations where these techniques may be effectively applied and to appreciate their potentials, as well as their limitations to solving complex business problems will be developed. The methodology of each technique will be developed and applied in a real business context. Problems of increasing complexity will be used to emphasize problem description and definition. Emphasis will be placed on the interpretation and implementation of the computer-generated results using Excel.

**MPE 7820 Quantitative Market Research**
In this course you will be taught the fundamental steps involved in the pharmaceutical marketing research process. The course will expose you to the pharmaceutical marketing research process using both primary and secondary data sources. Special attention will be provided to syndicate data sources from IMS and Scott Levin. The course will also cover topics like research design, data analysis and interpretation of results. This course can be beneficial to beginners in marketing research and to the users of marketing research information for decision making. **Prerequisite MPE 7810.**

**MPE 7850 Sales Forecasting for the Pharmaceutical Industry**
A comprehensive survey of the commonly used techniques in forecasting will be presented. The major categories of forecasting approaches will be discussed. Includes presentation of case studies and forecasting with data sets. The computer will be used extensively throughout the course, primarily by using available programs to perform the calculations after the problem has been correctly formulated. Emphasis will be placed on the interpretation and implementation of results. **Prerequisite MPE 7810**

**MPE 7945 Global Corporate Strategy**
Introduction to international trade in pharmaceuticals. The course deals with contrasting distribution systems in various countries, alternative strategies of international marketing, approaches to international management, and the divergent roles of government and alliances between United States and foreign-based companies. The course also covers the status of harmonization.

**MPE 8000 Capstone**
This course is a simulation experience that drives home the four P’s of marketing. The simulation is played from the point of view of a marketing manager in the pharmaceutical market. Over the course of the simulated years, the participant will have the opportunity to reformulate leading products, introduce line extensions, and enter new market segments. Prerequisite: completed 36 credits including all quantitative and foundation classes as well as Competitive Analysis and Product Management.

**Elective (One (1) required)**

**MPE 7701 Pharmaceutical Strategy**
Examination of various strategies and strategic frameworks are examined with a discussion of the advantages and shortcomings of each. The explicit purpose of the course lies in developing a strategic perspective to solving marketing problems rather than a tactical approach.
**MPE 7706 Creating Effective R&D and Commercialization Interface: Integrating Product Strategy into the Drug Development Process**

Traditionally, the scientific and commercialization activities within pharmaceutical companies have existed as separate entities with varying relationships related to information sharing and integration of business strategy into the drug development and approval process. Enhanced linkage/collaboration between these two functions can lead to a competitive advantage as it relates to attainment of the overall corporate research and commercial strategic objectives. The objectives of this course are to (1) provide a background on drug development and commercialization process, (2) understand the role of the portfolio management in drug development, (3) identify the opportunities along all phases of the drug development process where marketing input would be valuable in shaping the development strategy, (4) explore and identify new opportunities where linkage between marketing, new product planning and the R&D/licensing process could improve cycle time, label development, time to launch and support better strategies for marketing and sales activities, and (5) develop a better understanding of the process/opportunities necessary for improving the business strategy, marketing planning and commercialization support via closer linkages to the research and development activities within Biopharmaceutical companies.

**MPE 7709 New Product Launch**

Compelling, reliable new products are the sine qua non for survival for pharmaceutical, medical device and biotech companies. In increasingly difficult economic conditions, broader regulatory demands and more restrictive government budgets, this task is more challenging. One strategic response is Product Lifecycle Management (PLM) which is fast becoming not an option but a competitive necessity. This course focuses on the early phase of PLM—accelerating innovation. Students will touch on 5 key areas involved in NPDI —product innovation management, project management, product development, production and distribution scale-up and product commercialization. Specifically, students will discuss how to maintain visibility and control of new product investments, institute real-time collaboration among market, R&D and product planning teams, build models for customer and supplier capture requirements, maximize globally dispersed work forces, leverage low cost opportunities, produce products that meet future unmet needs, enable early supplier involvement, mitigate product liability risk and increase regulatory compliance.

**MPE 7803 Future Issues in the Pharmaceutical Industry**

A systematic effort to understand and develop the implications of pertinent, near and long-term trends for the pharmaceutical industry.

**MPE 7910 Health Policy**

This course is an introduction to various components of the U.S. health care system. It examines the multiple facets of the healthcare system including key stakeholders (Payers, Providers, and Patients), private and public financing mechanisms for medical care, and the effects of both market competition and government regulation. The main objective of the course is for students to learn to be able to critically examine how to assess policy and coverage decisions and the tradeoffs (cost, quality, access) associated with various health care decisions or treatment alternatives. Another focus of the course is for students to gain knowledge of the U.S. health care system relevant to the pharmaceutical industry, and the process for bridging these new medical and drug technologies into the private and public sector. A major example will include a debate related to the Medicare Modernization Act. As such, we will examine how collective interests shape the design of health policies.

**MPE 8001 Independent Study**

This course is designed to accommodate those students who have an interest in a research-worthy topic that can be examined on an independent research basis. The student will work closely with a professor on a research area that will require the identification of a topic, a literature review, appropriate methodology, and analysis.
Executive Pharmaceutical Marketing Post MBA Certificate at ACE Center

Mission Statement
The mission of Saint Joseph’s Executive Pharmaceutical Marketing Post MBA Certificate Program is to provide industry programs for all segments of the Pharmaceutical and Bio Pharmaceutical industry, delivering these programs to the life-long student in a flexible and convenient format within state-of-the-art environments.

Objectives
The objectives of the Executive Pharmaceutical Marketing Post MBA Programs are:

- to provide advanced education and developmental experiences in pharmaceutical marketing for managers and executives employed in the pharmaceutical and Biopharmaceutical industry
- to provide highly qualified faculty of Saint Joseph’s University, complemented by domestic and international business and marketing experts retained as executive lecturers
- to provide modular format for the delivery of business concepts and skills specific to this industry

Admissions Requirements and Procedures
Students are admitted through a rolling admission process. Students applying for admission to the Executive Pharmaceutical Marketing Post-MBA Certificate program must have an MBA degree from an accredited college or university. Admissions criteria:

- a completed application form
- official MBA transcripts. International students need an official course-by-course evaluation by World Education Services (WES) of graduate education
- a resumé
- 4 (four) years of pharmaceutical industry experience

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint
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Fees are paid by check or money order, or they may be charged to Visa, MasterCard, or American Express. The following fees are in effect for the current academic year:

- Tuition per 2 credit course $2,380
- Application fee no charge
- Transcript fee (per copy) $5

Academic Dismissal

Students enrolled in the Executive Pharmaceutical Marketing MBA Program who receive a grade of C or below for three (3) credit hours will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so advised by letter. Students who receive a grade of C or below for nine (9) credit hours will be dropped from the program. All students must maintain a 3.0 GPA in the program to be eligible for graduation. The Executive Pharmaceutical Marketing MBA Program Director monitors student progress throughout the course of the program. The university reserves the right to request the withdrawal of any student when, in its judgment, the general good of the university requires it.

Admissions Committee

The recommendation for accepting applicants into the program will be made by the Admissions Committee and its members. Members of the Admissions Committee are:

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Location and Time of Courses

The two-day course format accommodates the personal and professional demands of individual students. Courses are offered nearly every weekend year round. Students may attend as often as their schedule permits, completing the degree requirements at their own pace.

Courses are offered at ACE Center, Lafayette Hill, Pa. (15 minutes from Main Campus). Courses are scheduled for Friday and Saturday. Capstone (MPE 8000) is a three-day course offered on a Thursday, Friday and Saturday. Visit www.aceconferencecenter.com for more information.

Curriculum

The Post Masters of Business Administration in Pharmaceutical Marketing requires the completion of 6 courses. All courses are 2.0 credits for a total of 12 credits.

No prerequisites are required for Post MBA students

Courses Offered

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>Quantitative Market Research</td>
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<td>MPE 7850</td>
<td>Forecasting for the Pharmaceutical Industry</td>
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<td>MPE 7910</td>
<td>Health Policy</td>
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<td>MPE 7945</td>
<td>Global Corporate Strategy</td>
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<td>MPE 8000</td>
<td>Capstone</td>
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<td>MPE 8001</td>
<td>Independent Study</td>
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Course Descriptions (6 Classes required for a total of 12 Credits)

**MPE 7601 Business Ethics**

The course examines competing ethical claims upon the pharmaceutical industry in a market driven, profit seeking economy. The course begins with a discussion of a theoretical framework for moral analysis and proceeds to practical applications in pharmaceutical marketing.

**MPE 7701 Pharmaceutical Strategy**

Examination of various strategies and strategic frameworks are examined with a discussion of the advantages and shortcomings of each. The explicit purpose of the course lies in developing a strategic perspective to solving marketing problems rather than a tactical approach.
MPE 7702 Product Management
This course will: (1) focus on product decisions of the firm, requiring an occasional shift in focus from that of corporate management to that of operating managers of new product activities or established brands; (2) recognize the importance of marketing research as input to product decisions; (3) take a managerial orientation; (4) recognize the need to tailor product policy approaches to the characteristics of the decision-maker and the firm. The primary strategic framework for analysis is the Product Life Cycle.

MPE 7706 Creating Effective R&D and Commercialization Interface: Integrating Product Strategy into the Drug Development Process
Traditionally the scientific and commercialization activities within pharmaceutical companies have existed as separate entities with varying relationships related to information sharing and integration of business strategy into the drug development and approval process. Enhanced linkage/collaboration between these two functions can lead to a competitive advantage as it relates to attainment of the overall corporate research and commercial strategic objectives. The objectives of this course are to (1) provide a background on drug development and commercialization process, (2) understand the role of the portfolio management in drug development, (3) identify the opportunities along all phases of the drug development process where marketing input would be valuable in shaping the development strategy, (4) explore and identify new opportunities where linkage between marketing, new product planning and the R&D/licensing process could improve cycle time, label development, time to launch and support better strategies for marketing and sales activities, and (5) develop a better understanding of the process/opportunities necessary for improving the business strategy, marketing planning and commercialization support via closer linkages to the research and development activities within Biopharmaceutical companies.

MPE 7709 New Product Launch
Compelling, reliable new products are the sine qua non for survival for pharmaceutical, medical device and biotech companies. In increasingly difficult economic conditions, broader regulatory demands and more restrictive government budgets, this task is more challenging. One strategic response is Product Lifecycle Management (PLM) which is fast becoming not an option but a competitive necessity. This course focuses on the early phase of PLM—accelerating innovation. Students will touch on 5 key areas involved in NPDI —product innovation management, project management, product development, production and distribution scale-up and product commercialization. Specifically, students will discuss how to maintain visibility and control of new product investments, institute real-time collaboration among market, R&D and product planning teams, build models for customer and supplier capture requirements, maximize globally dispersed work forces, leverage low cost opportunities, produce products that meet future unmet needs, enable early supplier involvement, mitigate product liability risk and increase regulatory compliance.

MPE 7711 Pricing
Pricing is one of the most important marketing mix decisions that a firm makes, and it affects all other elements of the marketing mix. This course examines the theories and strategies that firms use to set and change prices. Firms are required to respond to, and anticipate, changes in competitors’ activities and in areas of the external environment such as, political, social, regulatory and technological. Some of the issues that will be covered include: Why is pricing often ineffective? How should a firm’s costs affect its pricing decisions? What is customer price sensitivity? How do you anticipate and influence the price-setting behavior of competitors? How does pricing change over the product life cycle? How does pricing relate to market segmentation? How do you strive to price strategically consistent with the other elements of the marketing mix?

MPE 7712 Designing & Managing Strategic Partnerships Among Channel Members
This course presents the key issues and concepts needed by the pharmaceutical industry to develop an effective way to design, build, manage and evaluate the performance of strategic partnerships among channel partners such as suppliers, wholesalers, marketing research firms, pharmacies, integrated health systems, managed care organizations, etc. Based on relationship marketing concepts, the key subjects include benchmarking channel relationships, selection criteria for identifying successful partners, new
channel design, and role of technology in implementing channel partnerships, contract negotiations among others. Key subjects include: information systems and technology; benchmarking your distribution system; implementing quick response programs such as EDI, Flow-through and Partnerships.

MPE 7713 Pharmacoeconomics
This course reviews the principal elements and concepts in economics, history and development of health economics, and the applied uses of the discipline of economics made possible since the quantification of studies has been developed and perfected. These introductory sections are presented by lecture and discussion group. In addition, the need for uses of, and value of health economics studies is reviewed and pharmaceutical-related examples are presented.

MPE 7718 Strategies for Dealing with Managed Care
The objectives of this course are to understand the dynamics and trends of the evolving healthcare system, to review managed care’s impact on pharmaceutical marketing and to develop strategies for success with the managed care customer. Students will learn to assess managed healthcare market segments, to determine the needs of this customer and to identify the potential business opportunities for their company’s brands.

MPE 7720 Regulation of Prescription Drug Marketing and Promotion
With the plethora of new communications vehicles, including direct-to-consumer advertising and the Internet, the goal of achieving marketing objectives and remaining in adherence with FDA regulations/guidelines has become increasingly difficult. This course will provided a working knowledge of the federal regulation of prescription drug promotion and associated marketing practices and will provide insight into drug promotion issues currently of interest to FDA and the pharmaceutical industry. The course will also consider the impact of products liability and anti-kickback concerns on developing marketing programs for prescription drugs.

MPE 7723 Sales Management
This course covers the concepts and applies the theories associated with managing a sales force. Specifically, the course is designed to help students learn sales management concepts and how to apply them to solve business problems in the pharmaceutical industry. We will focus on the activities of first-line field sales managers. To function effectively as managers, students must know how salespeople perform their jobs. With this in mind, we will cover personal selling, account relationships, territory management, and sales ethics with special emphasis on current issues of managing strategic account relationships, team development, and diversity in the work force, sales force automation and ethical issues.

MPE 7801 Competitive Analysis
Examination of various strategies and strategic frameworks are examined with a discussion of the advantages and shortcomings of each. The explicit purpose of the course lies in developing a strategic perspective to solving marketing problems rather than a tactical approach.

MPE 7803 Future Issues in the Pharmaceutical Industry
A systematic effort to understand and develop the implications of pertinent, near and long-term trends for the pharmaceutical industry.

MPE 7820 Quantitative Market Research
In this course you will be taught the fundamental steps involved in the pharmaceutical marketing research process. The course will expose you to the pharmaceutical marketing research process using both primary and secondary data sources. Special attention will be provided to syndicate data sources from IMS and Scott Levin. The course will also cover topics like research design, data analysis and interpretation of results. This course can be beneficial to beginners in marketing research and to the users of marketing research information for decision making.
MPE 7850 Sales Forecasting for the Pharmaceutical Industry
A comprehensive survey of the commonly used techniques in forecasting will be presented. The major categories of forecasting approaches will be discussed. Includes presentation of case studies and forecasting with data sets. The computer will be used extensively throughout the course, primarily by using available programs to perform the calculations after the problem has been correctly formulated. Emphasis will be placed on the interpretation and implementation of results.

MPE 7910 Health Policy
This course is an introduction to various components of the U.S. health care system. It examines the multiple facets of the healthcare system including key stakeholders (Payers, Providers, and Patients), private and public financing mechanisms for medical care, and the effects of both market competition and government regulation. The main objective of the course is for students to learn to be able to critically examine how to assess policy and coverage decisions and the tradeoffs (cost, quality, access) associated with various health care decisions or treatment alternatives. Another focus of the course is for students to gain knowledge of the U.S. health care system relevant to the pharmaceutical industry, and the process for bridging these new medical and drug technologies into the private and public sector. A major example will include a debate related to the Medicare Modernization Act. As such, we will examine how collective interests shape the design of health policies.

MPE 7945 Global Corporate Strategy
Introduction to international trade in pharmaceuticals. The course deals with contrasting distribution systems in various countries, alternative strategies of international marketing, approaches to international management, and the divergent roles of government and alliances between United States and foreign-based companies. The course also covers the status of harmonization.

MPE 8000 Capstone
This course is a simulation experience that drives home the four P's of marketing. The simulation is played from the point of view of a marketing manager in the pharmaceutical market. Over the course of the simulated years, the participant will have the opportunity to reformulate leading products, introduce line extensions, and enter new market segments.

MPE 8001 Independent Study
This course is designed to accommodate those students who have an interest in a research-worthy topic that can be examined on an independent research basis. The student will work closely with a professor on a research area that will require the identification of a topic, a literature review, appropriate methodology, and analysis.

Inquiries
Executive Pharmaceutical Marketing M.B.A.
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Patricia.Rafferty@sju.edu
Executive On-line Pharmaceutical Marketing
MBA Program

Terese W. Waldron, Director
Grant Rosenberger, Market Development Manager/Program Administrator
Tricia Rafferty, Manager of Executive Relations & Industry Recruitment
Kathy Klarich, Administrative Assistant

Mission Statement

The mission of Saint Joseph’s Executive On-line Pharmaceutical Marketing MBA Program is to provide industry programs for all segments of the Pharmaceutical and Bio Pharmaceutical industry, delivering these programs to the life-long student in a flexible and convenient format via three residencies, 18 on-line courses, and web-based technologies.

Objectives

The objectives of the Executive On-line Pharmaceutical Marketing MBA Program are:

- to provide advanced education and developmental experiences in pharmaceutical marketing for managers and executives employed in the pharmaceutical and Biopharmaceutical industry
- to provide highly qualified faculty of Saint Joseph’s University, complemented by domestic and international business and marketing experts retained as executive lecturers
- to provide modular format for the delivery of business concepts and skills specific to this industry
- to provide a web-based experience that offers a more globally-focused business model that eliminates geographic barriers and time zones

Admissions Requirements and Procedures

Students are admitted to an annual lock-step program. Students applying for admission to the Executive On-line Pharmaceutical Marketing MBA must have a baccalaureate degree from an accredited college or university. Admissions criteria:

- four (4) years of industry experience
- a completed application form
- official transcripts of all course work from each undergraduate and graduate school attended. International students need an official course-by-course evaluation by World Education Services (WES) of undergraduate and graduate education
- a letter of recommendation from their current employer
- a resume
- either GMAT, or in lieu of GMAT, complete a structured personal interview

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph’s University campus. A minimum score of 550, internet based TOEFL 79, or 213 on computerized test on the TOEFL is required to take any course in the Program. Qualified students who complete Level 112 at the ELS Language Center and receive a strong, positive letter of recommendation from the Center can begin
their graduate studies without the official TOEFL score. Applicants are also required to register with the Word Education Services (WES) to have an official course-by-course evaluation of their undergraduate work. Additional information on WES transcript evaluation can be obtained by visiting them at www.wes.org.

Tuition and Fees: Executive On-line Pharmaceutical Marketing MBA

All charges are due and payable upon receipt of the invoice. It is the students’ responsibility to maintain their account in a current status. Corporations will be billed directly only when appropriate authorization has been made by the corporation.

Students who are financially delinquent will forfeit the privilege of attending classes and the University has the right to withhold grades, transcripts, and diploma until such indebtedness is paid.

Fees are paid by check or money order, or they may be charged to Visa, MasterCard, or American Express. For the current academic year total tuition fees for the On-line Program $68,280.

Matriculated Students

Students who have met all entrance requirements and are working in the MBA program are classified as matriculated students.

Academic Dismissal

Students enrolled in this program who receive a grade of C or below for two (2) credit hours will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so advised by letter. Students who receive a grade of C or below for ten (10) credit hours will be dropped from the program. The Program Director monitors student progress throughout the course of the program.

The university reserves the right to request the withdrawal of any student when, in its judgment, the general good of the university requires it.

Admissions Committee

The decision for accepting applicants into the program will be made by the Director with the advice of the Admissions Committee after they have reviewed completed applications. Members of the Admissions Committee are:

Terese Waldron, M.S., Chair of the Admissions Committee
Thani Jambulingam, Ph.D., Associate Professor and Chair of Pharmaceutical Marketing
Joseph Larkin, Ph.D., Associate Professor of Accounting
Ira Yermish, Ph.D., Assistant Professor of Decision and System Sciences
George Webster, Ph.D., Associate Professor of Finance
Karen Hogan, Ph.D., Professor and Chair of Finance
Vipul K. Gupta, Ph.D., Associate Professor of Decision and System Sciences
Carolyn Choh Fleming, Ph.D., Visiting Professor of Pharmaceutical Marketing
George Sillup, Ph.D., Associate Professor of Management
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Rashmi Malhotra, Ph.D., Associate Professor of Decision and System Sciences
Bill Trombetta, Ph.D., Professor of Pharmaceutical Marketing
Regina Robson, J.D., Assistant Professor of Management
Morris Danielson, Ph.D., Associate Professor of Finance
Curriculum

The Executive On-line Pharmaceutical Marketing MBA requires the completion of a lock-step cohort program, 22 months for the September cohort and 25 months for the March cohort. The curriculum consists of core-business courses complemented with an advanced industry-specific concentration. The following courses are required:

- MPE 8985 Business Ethics
- MPE 8745 Accounting Foundation
- MPE 8715 Marketing Foundation
- MPE 8725 Management Foundation
- MPE 8735 Economics Foundation
- MPE 8865 Pharmaceutical Regulations
- MPE 8755 Finance Foundation
- MPE 8975 Leadership & Development
- MPE 8805 Business Statistics
- MPE 8935 Forecasting for the Pharmaceutical Industry
- MPE 8895 Management Information Systems
- MPE 8905 Managerial Accounting
- MPE 8915 Managerial Finance
- MPE 8925 Quantitative Marketing Research
- MPE 8815 Competitive Analysis
- MPE 8825 Product Management
- MPE 8955 Channels / ePharma
- MPE 8875 Strategies for Managed Care
- MPE 8845 Pharmacoeconomics
- MPE 8855 Sales Management
- MPE 8835 Promotions / Pricing
- MPE 8945 Global Corporate Strategy
- MPE 8685 Future Issues
- MPE 8995 Capstone

Executive On-line Pharmaceutical Marketing MBA Course Descriptions

**MPE 8985 Business Ethics**

The course examines competing ethical claims upon the pharmaceutical industry in a market driven, profit-seeking economy. It begins with a discussion of a theoretical framework for moral analysis and proceeds to practical applications in pharmaceutical marketing.

**MPE 8745 Accounting Foundation**

This course deals with financial accounting and reporting, and the understanding of the four basic financial statements: balance sheets, income statements, retained earnings statements, and cash flow statements. It analyzes the role of the manager in the development and use of the preparation of financial statements. The use of key ratios in the analysis of a firm’s financial statement is also discussed.

**MPE 8715 Marketing Foundation**

The course sets the stage for future study by taking students through the marketing fundamentals beginning with strategy, target marketing and opportunity analysis, then developing product, price, distribution and promotion, and an introduction to customer driven marketing strategy, all in a managed care context.
MPE 8725 Management Foundation
This course introduces students to management theory and practice with particular emphasis on the challenges facing contemporary managers. The key areas addressed in the course include issues in international management, strategic management, managerial decision making, organizational culture, human resource management, motivation, communication, conflict management, and management of change.

MPE 8735 Economics Foundation
This course will familiarize the student with economic analysis: the determination of microeconomic variables, such as the price of a product with its output in individual markets and the determination of macroeconomic variables, such as GNP, the rate of inflation and the rate of unemployment.

MPE 8865 Pharmaceutical Regulations
With the plethora of new communications vehicles, including direct-to-consumer advertising and the Internet, the goal of achieving marketing objectives and remaining in adherence with FDA regulations/guidelines has become increasingly difficult. This course will provided a working knowledge of the federal regulation of prescription drug promotion and associated marketing practices and will provide insight into drug promotion issues currently of interest to FDA and the pharmaceutical industry. The course will also consider the impact of products liability and anti-kickback concerns on developing marketing programs for prescription drugs.

MPE 8755 Finance Foundation
This course builds on the material presented in the accounting module. We move from the presentation of the balance sheet, income statement, and statement of cash flows to an analytical framework of these statements employing ratios. We examine the informational content of the ratios both cross-sectionally and in the times series. In addition, we develop the common sized ratio process. We then build on this knowledge by using the ratios to project pro forma statements and examine the consequences of these projections. The module continues with an examination of the cash budgeting process, and concludes with the development of the time value of money concepts.

MPE 8805 Business Statistics
The overall purpose of the course is to provide an introduction to the basic concepts of inferential statistics, which are important tools to support data-driven decision-making. Your ability to identify situations where these techniques may be effectively applied and to appreciate their potentials as well as their limitations to solving complex business problems will be developed. The methodology of each technique will be developed and applied in a real business context. Problems of increasing complexity will be used to emphasize problem description and definition. Emphasis will be placed on the interpretation and implementation of the computer-generated results using Excel.

MPE 8935 Forecasting for the Pharmaceutical Industry
This course builds on the problem solving and application skills developed in Business Statistics. The goal of the course is to develop competency in analyzing data in order to make informed forecasts for pharmaceutical marketing, production and sales scenarios. Specific topics included are: simple and multiple regression, model building, trend forecasting, and trend forecasting with seasonal components. Case studies and analysis of current forecasting literature facilitate applications to business situations. Extensive use is made of software on laptops.

MPE 8895 Management Information Systems
This course will be concerned with understanding the history and development of information and communication technology. Topics will include: the changing impact, applications and strategic uses of information technology; computer hardware, software and telecommunications and networking. The text material will be highlighted with illustrative cases primarily from industry perspective.
MPE 8905 Managerial Accounting
This course focuses upon Managerial Accounting within the pharmaceutical industry. Topics covered include: cost concepts and terminology, just-in-time and activity-based costing, cost behavior, cost-volume-profit relationships, profit planning, segment reporting, relevant costing for decision making and service department costing. Examples from the pharmaceutical industry will be incorporated into the class as appropriate.

MPE 8915 Managerial Finance
This course starts with the pricing of financial assets, which follows directly from the time value of money concepts developed in the first module. We then discuss risk, interest rate determination, and an analysis and explanation of the yield curve. This leads to a discussion of the intermediation process and the roles of the various institutions in that process, as well as the functions of the capital and money markets. In addition cash flow projections are developed as well as initial outlay concepts. The NPV and IRR rules are developed and extended to a general decision-making framework. The last section of the course focuses on the concepts of firm valuation and the effects of leverage on the organization.

MPE 8845 Pharmacoeconomics
This course reviews the principal elements and concepts in economics, history and development of health economics, and the applied uses of the discipline of economics made possible since the quantification of studies has been developed and perfected. These introductory sections are presented by lecture and discussion group. In addition, the need for uses of and value of health economics studies is reviewed and pharmaceutical-related examples are presented.

MPE 8925 Quantitative Marketing Research
In this course you will be taught the fundamental steps involved in the pharmaceutical marketing research process. The course will expose you to the pharmaceutical marketing research process using both primary and secondary data sources. Special attention will be provided to syndicate data sources from IMS and Scott Levin. The course will also cover topics like research design, data analysis and interpretation of results. This course can be beneficial to beginners in marketing research and to the users of marketing research information for decision-making.

MPE 8815 Competitive Analysis
Examination of various strategies and strategic frameworks are examined with a discussion of the advantages and shortcomings of each. The explicit purpose of the course lies in developing a strategic perspective to solving marketing problems rather than a tactical approach.

MPE 8825 Product Management
This course will (1) focus on product decisions of the firm, requiring an occasional shift in focus from that of corporate management to that of operating managers of new product activities or established brands; (2) recognize the importance of marketing research as input to product decisions; (3) take a managerial orientation; (4) recognize the need to tailor product policy approaches to the characteristics of the decision-maker and the firm.

MPE 8975 Leadership & Development
What is leadership? How do I realize my leadership potential? This two-day course is designed for executives who want to develop and hone their leadership skills and approaches. Successful completion of the course will enable participants to (1) identify and understand the keys to successful leadership, (2) analyze their own leadership styles and behaviors, and receive feedback on the appropriateness and effectiveness of their styles, (3) develop the decision-making skills needed for leadership, and understand approaches for developing and empowering employees.

MPE 8855 Sales Management
This course covers the concepts and applies the theories associated with managing a sales force. Specifically, the course is designed to help students learn sales management concepts and how to apply
them to solve business problems in the pharmaceutical industry. We will focus on the activities of first-line field sales managers. To function effectively as managers, students must know how salespeople perform their jobs. With this in mind, we will cover personal selling, account relationships, territory management, and sales ethics with special emphasis on current issues of managing strategic account relationships, team development, and diversity in the work force, sales force automation and ethical issues.

MPE 8955 Channels/ePharma

Channels: This course presents the key issues and concepts needed by the pharmaceutical industry to develop an effective way to design, build, manage and evaluate the performance of strategic partnerships among channel partners such as suppliers, wholesalers, marketing research firms, pharmacies, integrated health systems, managed care organizations, etc. Based on relationship marketing concepts, the key subjects include benchmarking channel relationships, selection criteria for identifying successful partners, new channel design, and role of technology in implementing channel partnerships, contract negotiations among others.

ePharma: This portion presents the key issues and concepts needed by the pharmaceutical industry to develop an effective E-strategy. The Topics covered will include the role of Internet technology in the pharmaceutical value chain, use of Internet by patients, physicians, MCOs and other customers, evaluate the feasibility to bypass channel intermediaries, impact of Internet in pharmaceutical promotions, sales and relationship building, role of Internet in competitive intelligence and market research, and developing a metric to measuring the effectiveness of the Internet. The course will conclude with a strategic framework for developing an E-strategy for a firm and incorporating it to the overall strategy of the firm.

MPE 8875 Strategies for Dealing with Managed Care

The objectives of this course are to understand the dynamics and trends of the evolving healthcare system, to review managed care's impact on pharmaceutical marketing and to develop strategies for success with the managed care customer. Students will learn to assess managed healthcare market segments, to determine the needs of this customer and to identify the potential business opportunities for their company's brands.

MPE 8835 Promotions/Pricing

Promotion: What constitutes an effective advertising message? How do you determine that the creative approach is one that will work with style and dignity? Is there a role for direct marketing in pharmaceutical promotion? How can you best support the representatives in office activities? A major portion of this course will be devoted to assessing the effectiveness of pharmaceutical promotion, advertising and direct marketing.

Pricing: Pricing is one of the most important marketing mix decisions that a firm makes, and it affects all other elements of the marketing mix. This course examines the theories and strategies that firms use to set and change prices. Firms are required to respond to, and anticipate, changes in competitors’ activities and in areas of the external environment such as, political, social, regulatory and technological. Some of the issues that will be covered include: Why is pricing often ineffective? How should a firm's costs affect its pricing decisions? What is customer price sensitivity? How do you anticipate and influence the price-setting behavior of competitors? How does pricing change over the product life cycle? How does pricing relate to market segmentation? How do you strive to price strategically consistent with the other elements of the marketing mix?

MPE 8945 Global Corporate Strategy

Introduction to international trade in pharmaceuticals. The course deals with contrasting distribution systems in various countries, alternative strategies of international marketing, approaches to international management, and the divergent roles of government and alliances between U.S. and foreign-based companies. The course also covers the status of harmonization.
**MPE 8685 Future Issues**

With the pharmaceutical industry continually changing, this course will aim to address the most current and pressing issues. Topics in the course will change from month to month as the industry dictates.

**MPE 8995 Capstone**

This course is a simulation experience that drives home the four P’s of marketing. The simulation is played from the point of view of a marketing manager in the pharmaceutical market. Over the course of the simulated years, the participant will have the opportunity to reformulate leading products, introduce line extensions, and enter new market segments.

**Inquiries**

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Manager, Executive Relations & Industry Recruitment  
Executive On-line Pharmaceutical Marketing MBA  
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Email: patricia.rafferty@sju.edu  
www.sju.edu/hsb/pharmaceutical_marketing

**Executive Pharmaceutical Marketing On-line Post MBA Certificate**

Terese W. Waldron, Director  
Grant Rosenberger, Market Development Manager/Program Administrator  
Tricia Rafferty, Manager of Executive Relations & Industry Recruitment  
Kathy Klarich, Administrative Assistant

**Mission Statement**

The mission of Saint Joseph’s Executive Pharmaceutical Marketing Post MBA Certificate Program is to provide industry programs for all segments of the Pharmaceutical and Bio Pharmaceutical industry, delivering these programs to the life-long student in a flexible and convenient format within state-of-the-art environments.

**Objectives**

The objectives of the Executive Pharmaceutical Marketing Post MBA Programs are:

- to provide advanced education and developmental experiences in pharmaceutical marketing for managers and executives employed in the pharmaceutical and Biopharmaceutical industry
- to provide highly qualified faculty of Saint Joseph’s University, complemented by domestic and international business and marketing experts retained as executive lecturers
- to provide modular format for the delivery of business concepts and skills specific to this industry
Admissions Requirements and Procedures

Students are admitted through a rolling admission process. Students applying for admission to the Executive Pharmaceutical Marketing Post-MBA Certificate program must have an MBA degree from an accredited college or university. Admissions criteria:

- a completed application form
- official MBA transcripts. International students need an official course-by-course evaluation by World Education Services (WES) of graduate education
- a résumé
- 4 (four) years of pharmaceutical industry experience

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph’s University campus. A minimum score of 550 or 213 on computerized test on the TOEFL is required to take any courses in this program. Qualified students who complete Level 112 at the ELS Language Center and receive a strong, positive letter of recommendation from the Center can begin their graduate studies without the official TOEFL score. Applicants are also required to register with the World Education Services (WES) to have an official course-by-course evaluation of their graduate work. Additional information on WES transcript evaluation can be obtained by visiting them at www.wes.org.

Tuition and Fees: Executive Pharmaceutical Marketing Post-MBA at Ace Center

All students enrolled in the On-Line Post-MBA Certificate in Pharmaceutical Marketing courses are charged according to the fees listed below. All charges are due and payable upon receipt of the invoice. It is the students’ responsibility to maintain their account in a current status. Corporations will be billed directly only when appropriate authorization has been made by the corporation.

Students who are financially delinquent will forfeit the privilege of attending classes and the University has the right to withhold grades, transcripts, and diploma until such indebtedness is paid. Students who fall in arrears of two or more courses will be denied admission to future classes until settlement of accounts is completed.

Fees are paid by check or money order, or they may be charged to Visa, MasterCard, or American Express. The following fees are in effect for the for the Executive On-line Post-MBA Certificate Program:

**Tuition:**

- Total tuition fees for the On-line Post-MBA Certificate Program $21,540
- Non-refundable deposit for the first course (2 credits) $3,590
- Monthly On-line Post-MBA certificate courses (2 credits each) $3,590

* All Fees are Subject to change

Academic Dismissal

Students enrolled in the Executive Pharmaceutical Marketing MBA Program who receive a grade of C or below for three (3) credit hours will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so advised by letter. Students who receive a grade of C or below for nine (9) credit hours will be dropped from the program. All students must maintain a 3.0 GPA in the program to be eligible for graduation. The Executive Pharmaceutical Marketing MBA Program Director monitors student progress throughout the course of the program. The university reserves the
right to request the withdrawal of any student when, in its judgment, the general good of the university requires it.

Admissions Committee

The recommendation for accepting applicants into the program will be made by the Admissions Committee and its members. Members of the Admissions Committee are:

Terese Waldron, M.S., Chair of the Admissions Committee
Thani Jambulingam, Ph.D., Associate Professor and Chair of Pharmaceutical Marketing
Joseph Larkin, Ph.D., Associate Professor of Accounting
Ira Yermish, Ph.D., Assistant Professor of Decision and System Sciences
George Webster, Ph.D., Associate Professor of Finance
Karen Hogan, Ph.D., Professor and Chair of Finance
Vipul K. Gupta, Ph.D., Associate Professor of Decision and System Sciences
Carolyn Choh Fleming, Ph.D., Visiting Professor of Pharmaceutical Marketing
George Sillup, Ph.D., Associate Professor of Management
David Steingard, Ph.D., Associate Professor of Management
Ronald K. Klimberg, Ph.D., Professor of Decision and System Sciences
Rashmi Malhotra, Ph.D., Associate Professor of Decision and System Sciences
Bill Trombetta, Ph.D., Professor of Pharmaceutical Marketing
Regina Robson, J.D., Assistant Professor of Management
Morris Danielson, Ph.D., Associate Professor of Finance

Curriculum

The Post MBA requires the completion of 6 courses from the following list. No prerequisites are required for Post MBA students.

Courses Offered

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<thead>
<tr>
<th>Course Code</th>
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<td>MPE 8945</td>
<td>Global Corporate Strategy</td>
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<tr>
<td>MPE 8835</td>
<td>Promotions/Pricing</td>
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<td>MPE 8985</td>
<td>Business Ethics, in Residency</td>
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<tr>
<td>MPE 8845</td>
<td>Pharmacoeconomics, in Residency</td>
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<tr>
<td>MPE 8995</td>
<td>Capstone, in Residency</td>
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*This list was accurate at time of publication. It is subject to change.

Once accepted into the program, a course calendar will be created depending on your schedule and when courses are offered. A technology orientation is required prior to participating in your first course.

Inquiries

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(610) 660-1318
**MPE 8865 Pharmaceutical Regulations**

With the plethora of new communications vehicles, including direct-to-consumer advertising and the Internet, the goal of achieving marketing objectives and remaining in adherence with FDA regulations/guidelines has become increasingly difficult. This course will provide a working knowledge of the federal regulation of prescription drug promotion and associated marketing practices and will provide insight into drug promotion issues currently of interest to FDA and the pharmaceutical industry. The course will also consider the impact of products liability and anti-kickback concerns on developing marketing programs for prescription drugs.

**MPE 8935 Forecasting for the Pharmaceutical Industry**

This course builds on the problem solving and application skills developed in Business Statistics. The goal of the course is to develop competency in analyzing data in order to make informed forecasts for pharmaceutical marketing, production and sales scenarios. Specific topics included are: simple and multiple regression, model building, trend forecasting, and trend forecasting with seasonal components. Case studies and analysis of current forecasting literature facilitate applications to business situations. Extensive use is made of software on laptops.

**MPE 8925 Quantitative Marketing Research**

In this course you will be taught the fundamental steps involved in the pharmaceutical marketing research process. The course will expose you to the pharmaceutical marketing research process using both primary and secondary data sources. Special attention will be provided to syndicate data sources from IMS and Scott Levin. The course will also cover topics like research design, data analysis and interpretation of results. This course can be beneficial to beginners in marketing research and to the users of marketing research information for decision-making.

**MPE 8815 Competitive Analysis**

Examination of various strategies and strategic frameworks are examined with a discussion of the advantages and shortcomings of each. The explicit purpose of the course lies in developing a strategic perspective to solving marketing problems rather than a tactical approach.

**MPE 8955 Channels/ePharma**

Channels: This course presents the key issues and concepts needed by the pharmaceutical industry to develop an effective way to design, build, manage and evaluate the performance of strategic partnerships among channel partners such as suppliers, wholesalers, marketing research firms, pharmacies, integrated health systems, managed care organizations, etc. Based on relationship marketing concepts, the key subjects include benchmarking channel relationships, selection criteria for identifying successful partners, new channel design, and role of technology in implementing channel partnerships, contract negotiations among others.

ePharma: This portion presents the key issues and concepts needed by the pharmaceutical industry to develop an effective E-strategy. The Topics covered will include the role of Internet technology in the pharmaceutical value chain, use of Internet by patients, physicians, MCOs and other customers, evaluate the feasibility to bypass channel intermediaries, impact of Internet in pharmaceutical promotions, sales and relationship building, role of Internet in competitive intelligence and market research, and developing a metric to measuring the effectiveness of the Internet. The course will conclude with a strategic framework for developing an E-strategy for a firm and incorporating it to the overall strategy of the firm.

**MPE 8875 Strategies for Dealing with Managed Care**

The objectives of this course are to understand the dynamics and trends of the evolving healthcare system, to review managed care's impact on pharmaceutical marketing and to develop strategies for success with the managed care customer. Students will learn to assess managed healthcare market segments, to determine the needs of this customer and to identify the potential business opportunities for their company’s brands.
MPE 8945 Global Corporate Strategy

Introduction to international trade in pharmaceuticals. The course deals with contrasting distribution systems in various countries, alternative strategies of international marketing, approaches to international management, and the divergent roles of government and alliances between U.S. and foreign-based companies. The course also covers the status of harmonization.

MPE 8835 Promotions/Pricing

Promotion: What constitutes an effective advertising message? How do you determine that the creative approach is one that will work with style and dignity? Is there a role for direct marketing in pharmaceutical promotion? How can you best support the representatives in office activities? A major portion of this course will be devoted to assessing the effectiveness of pharmaceutical promotion, advertising and direct marketing.

Pricing: Pricing is one of the most important marketing mix decisions that a firm makes, and it affects all other elements of the marketing mix. This course examines the theories and strategies that firms use to set and change prices. Firms are required to respond to, and anticipate, changes in competitors' activities and in areas of the external environment such as, political, social, regulatory and technological. Some of the issues that will be covered include: Why is pricing often ineffective? How should a firm's costs affect its pricing decisions? What is customer price sensitivity? How do you anticipate and influence the price-setting behavior of competitors? How does pricing change over the product life cycle? How does pricing relate to market segmentation? How do you strive to price strategically consistent with the other elements of the marketing mix?

MPE 8985 Business Ethics

The course examines competing ethical claims upon the pharmaceutical industry in a market driven, profit-seeking economy. It begins with a discussion of a theoretical framework for moral analysis and proceeds to practical applications in pharmaceutical marketing.

MPE 8845 Pharmacoeconomics

This course reviews the principal elements and concepts in economics, history and development of health economics, and the applied uses of the discipline of economics made possible since the quantification of studies has been developed and perfected. These introductory sections are presented by lecture and discussion group. In addition, the need for uses of and value of health economics studies is reviewed and pharmaceutical-related examples are presented.

MPE 8995 Capstone

This course is a simulation experience that drives home the four P's of marketing. The simulation is played from the point of view of a marketing manager in the pharmaceutical market. Over the course of the simulated years, the participant will have the opportunity to reformulate leading products, introduce line extensions, and enter new market segments.
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Karen M. Snetselaar (1993) B.S.L., 1985, Iowa State University; M.S., 1989, Iowa State University; Ph.D., 1993, University of Georgia Professor of Biology, Chair, Department of Biology

Karen M. Snetselaar (1993) B.S.L., 1985, Iowa State University; M.S., 1989, Iowa State University; Ph.D., 1993, University of Georgia Professor of Biology, Chair, Department of Biology


David R. Sorensen (1985) B.A., 1976, University of Toronto; M.Phil., 1980, London University; D.Phil., 1983, Oxford University Professor of English, Associate Director, Honors Program, Sabbatical leave, Spring 2009

Cathleen G. Spinelli (2001) B.A., 1972, Rowan University; M.Ed., 1976, College of New Jersey; Ed.S., 1982, College of New Jersey; Ph.D., 1994, Temple University Professor of Education


Clint Springer (2007) B.A., 1999, West Virginia University; Ph.D., 2004 West Virginia University Assistant Professor of Biology

Meghan B. Stacey (2005) B.A., 2001 Boston College; M.S., 2005 Saint Joseph's University Lecturer in Criminal Justice


Thomas D. Stamato (2004) B.C.E., 1962, Rensselaer Polytechnic Institute; Ph.D., 1972, University of Colorado Adjunct Professor of Graduate Biology


Timothy Swift (2008) B.A., 1988, Rutgers; M.B.A., Drexel University; Ph.D., Temple University Assistant Professor of Management

Kristopher Tapp (2008) B.A., 1993, Grinnell College; Ph.D., 1999, University of Pennsylvania Assistant Professor of Mathematics and Computer Science


Paul M. Tefft (1983) B.S., 1974, Illinois State University; M.S., 1978, Illinois State University; Ph.D., 1984, Southern Illinois University Associate Professor of Biology

Elaine Audrey Terry (1997) B.A., 1983, Spelman College; M.S., 1988, Atlanta University, Ph.D., 1997, Howard University Assistant Professor of Mathematics and Computer Science


Claudio Torres (2004) B.S., 1984, University of Chile; M.Sc., 1993, University of Concepción, Chile; Ph.D., 2000, University of Concepción, Chile Adjunct Professor of Graduate Biology


William L. Trombetta (1997) B.S., 1965, Saint Joseph's University; M.B.A., 1967, Temple University; Ph.D., Ohio State University; J.D., 1976, Cleveland State University Professor of Pharmaceutical Marketing


John J. Tudor (1977) B.S., 1967, University of Kentucky; M.S., 1970, University of Kentucky Professor of Biology


U. Margaretha Wallon (2004) B.Sc., 1985, University of Lund, Sweden; Ph.D., 1990, University of Lund, Sweden Adjunct Professor of Graduate Biology

Theresa A. Walls (1996) B.S., 1971, St. Peter’s College; D.O., 1975, Philadelphia College of Osteopathic Medicine; M.S., 2002, University of Pennsylvania Lecturer in Health Administration


James J. Watrous (1972) B.S., 1964, University of Dayton; M.S., 1969, University of Dayton; Ph.D., 1972, Georgetown University Professor of Biology

Scott Weaver (2007) B.S., 2004, University of Delaware; M.S., 2006, Saint Joseph’s University Lecturer in Criminal Justice

George H. Webster, Jr. (1980) B.S., 1964, Seton Hall University; M.B.A., 1969, Seton Hall University; M.A., 1973, State University of New York, Binghamton; Ph.D., 1981, State University of New York, Binghamton Associate Professor of Finance

Susanna Wei (1992) B.A., 1974, University of Wisconsin; M.S., 1976, University of Wisconsin; M.S.E., 1984, University of Pennsylvania; Ph.D., 1990, University of Pennsylvania Associate Professor of Mathematics and Computer Science


David B. White (1988) B.S., 1969, West Virginia University; M.S.W., 1974, West Virginia University; M.P.H., 1981, University of Pittsburgh; Ph.D., 1982, University of Pittsburgh Professor of Health Services

Natalie Wood (2004) B.S., 1996, Edith Cowan University; M.S., 1999, Edith Cowan University; Ph.D., 2002, Auburn University Assistant Professor of Marketing

Ira Yermish (1984) B.S., 1968, Case Western Reserve University; M.S., 1969, Stanford University; Ph.D., 1973, University of Pennsylvania Assistant Professor of Decision & System Sciences

John C. Yi (2008) B.S., 1993, Rutgers University; M.S., 1994, University of California at Berkeley; Ph.D., 2001, University of Pennsylvania Assistant Professor of Decision & System Sciences
Jesuit Colleges and Universities

FOUNDED

1789  Georgetown University ................. Washington, DC 20007
1818  Saint Louis University ................. Saint Louis, MO 63103
1830  Spring Hill College ....................... Spring Hill, AL 36608
1831  Xavier University ......................... Cincinnati, OH 45207
1841  Fordham University ....................... New York City, NY 10458
1843  College of the Holy Cross .............. Worcester, MA 01610
1851  Saint Joseph's University ............... Philadelphia, PA 19131
1851  Santa Clara University ................... Santa Clara, CA 95053
1852  Loyola College ............................ Baltimore, MD 21210
1855  University of San Francisco ............ San Francisco, CA 94117
1863  Boston College ............................. Boston, MA 02167
1865  Loyola Marymount University ............ Los Angeles, CA 90045
1869  Loyola University .......................... Chicago, IL 60626
1870  Canisius College ......................... Buffalo, NY 14208
1872  Saint Peter's College ..................... Jersey City, NJ 07306
1877  University of Detroit Mercy ............. Detroit, MI 48221
1878  Creighton University ..................... Omaha, NE 68131
1881  Marquette University ...................... Milwaukee, WI 53233
1886  John Carroll University .................. Cleveland, OH 44118
1887  Gonzaga University ....................... Spokane, WA 99202
1888  University of Scranton ................... Scranton, PA 18510
1889  Regis University .......................... Denver, CO 80221
1892  Seattle University ......................... Seattle, WA 98122
1910  Rockhurst College ....................... Kansas City, MO 64110
1912  Loyola University .......................... New Orleans, LA 70118
1942  Fairfield University ....................... Fairfield, CT 06430
1945  LeMoyne College ......................... Syracuse, NY 13214
1954  Wheeling Jesuit College .................. Wheeling, WV 26003
University College

Dr. Paul L. DeVito, Dean
Regis Hall (610) 660-3260
Ms. Judith Gallagher, Associate Dean
117 Barbelin (610) 660-1266/1261
Ms. Elisabeth Woodward, Director of Admissions
117 Barbelin (610) 660-1267
Ms. Marie Miraglia, Director of Criminal Justice
Off-Campus Programs
117 Barbelin (610) 660-1262
To be announced, Director, Corporate Outreach
117 Barbelin (610) 660-1260
Toll-free number
(877) NITE-SJU
Fax
(610) 660-1264
Email
uc@sju.edu

Athletic/Recreation

Mr. Don DiJulia, Associate Vice President
Recreation Center (610) 660-1707

Bookstore

Ms. Paula Straka, Store Manager
Hawks’ Landing (610) 660-3170

Career Development Center

Mr. Matthew Brink, Director
Overbrook (610) 660-3100

Counseling Center

Dr. Gregory Nicholls, Director
Merion Gardens (610) 660-1090

Financial Affairs

To be announced, Asst. Vice President & Controller
Merion Place (610) 660-1331

Financial Assistance

Ms. Eileen M. Tucker, Director
St. Thomas (610) 660-1344

Libraries

Ms. Evelyn C. Minick, University Librarian
Drexel Library (610) 660-1905
Ms. Pat Weaver, Director
Campbell Library (610) 660-1196

Public Safety and Security

Mr. William Mattioli, Director
13 Barbelin (610) 660-1164

Registrar’s Office

Mr. Gerard J. Donahue, Registrar
122 Barbelin (610) 660-1016

Student Service Center (Registration/Tuition)

Ms. Carold Boyer-Yancy, Director
121 Barbelin (610) 660-2000
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The following list identifies the abbreviations used for course areas. Where the area does not coincide with the name of the department, the department is indicated in parentheses.

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<thead>
<tr>
<th>Code</th>
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<tbody>
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<td>ACC</td>
<td>Accounting</td>
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<tr>
<td>ART</td>
<td>Fine and Performing Arts</td>
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<td>BIO</td>
<td>Biology</td>
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<td>BUS</td>
<td>Business (Finance)</td>
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<tr>
<td>CHM</td>
<td>Chemistry</td>
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<tr>
<td>CHN</td>
<td>Chinese (Foreign Languages and Literatures)</td>
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<tr>
<td>CLA</td>
<td>Classics</td>
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<tr>
<td>COM</td>
<td>Communications (English)</td>
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<tr>
<td>CSC</td>
<td>Computer Science (Mathematics &amp; Computer Science)</td>
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<tr>
<td>DSS</td>
<td>Decision &amp; System Sciences</td>
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<td>ECE</td>
<td>Earl Childhood Education (Education)</td>
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<td>ECN</td>
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<tr>
<td>EDU</td>
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<tr>
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<td>English</td>
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<td>ESL</td>
<td>English as a Second Language (Foreign Languages and Literatures)</td>
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<td>FIN</td>
<td>Finance</td>
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<tr>
<td>FMK</td>
<td>Food Marketing</td>
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<tr>
<td>FRE</td>
<td>French (Foreign Languages and Literatures)</td>
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<tr>
<td>HAD</td>
<td>Health Administration (Health Services)</td>
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<tr>
<td>HIS</td>
<td>History</td>
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<tr>
<td>INT</td>
<td>Interdisciplinary Courses</td>
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<td>ITA</td>
<td>Italian (Foreign Languages and Literatures)</td>
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<tr>
<td>LAN</td>
<td>Literature in Translation (Foreign Languages and Literatures)</td>
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<td>LAS</td>
<td>Labor Studies (Sociology)</td>
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<tr>
<td>LAT</td>
<td>Latin (Classics)</td>
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<tr>
<td>LAW</td>
<td>Legal Studies (Political Science)</td>
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<tr>
<td>LIN</td>
<td>Linguistics (Foreign Languages and Literatures)</td>
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<tr>
<td>MAT</td>
<td>Mathematics (Mathematics and Computer Science)</td>
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<td>MGT</td>
<td>Management</td>
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<td>PHL</td>
<td>Philosophy</td>
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<td>PUR</td>
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<td>Spanish (Foreign Languages and Literatures)</td>
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<td>SPE</td>
<td>Special Education (Education)</td>
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<td>THE</td>
<td>Theology</td>
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## Academic Calendar

### Fall 2008

<table>
<thead>
<tr>
<th>September</th>
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<tbody>
<tr>
<td>3 Wednesday</td>
<td>Fall classes begin</td>
</tr>
<tr>
<td>3 Wednesday</td>
<td>First day of Late Registration, Change of Roster</td>
</tr>
<tr>
<td></td>
<td>121 BL, 4:30 p.m. to 6:30 p.m.</td>
</tr>
<tr>
<td>6 Saturday</td>
<td>First day of weekend classes</td>
</tr>
<tr>
<td>9 Tuesday</td>
<td>Last day of Late Registration, Change of Roster</td>
</tr>
<tr>
<td></td>
<td>121 BL, 4:30 p.m. to 6:30 p.m.</td>
</tr>
<tr>
<td>10 Wednesday</td>
<td>Last day to add/drop courses</td>
</tr>
<tr>
<td>30 Tuesday</td>
<td>Last day to apply for January degrees and certificates</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
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</thead>
<tbody>
<tr>
<td>18 Saturday</td>
<td>End of Quarter</td>
</tr>
<tr>
<td>20 to 21</td>
<td>Fall semester break—no classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>7 Friday</td>
<td>Last day to withdraw from courses</td>
</tr>
<tr>
<td>25 Tuesday</td>
<td>Thanksgiving Holidays begin after classes</td>
</tr>
<tr>
<td>27 Thursday</td>
<td>Thanksgiving Day</td>
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<table>
<thead>
<tr>
<th>December</th>
<th></th>
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<tbody>
<tr>
<td>1 Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>12 Friday</td>
<td>Last day of class</td>
</tr>
<tr>
<td>15 to 20</td>
<td>Final Examinations</td>
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### Intersession 2009

<table>
<thead>
<tr>
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<tr>
<td>5 Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>17 Saturday</td>
<td>Last day of class</td>
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### Spring 2009

<table>
<thead>
<tr>
<th>January</th>
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<tbody>
<tr>
<td>19 Monday</td>
<td>Martin Luther King Holiday—no classes</td>
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<tr>
<td>20 Tuesday</td>
<td>Spring classes begin</td>
</tr>
<tr>
<td>20 to 26</td>
<td>Late Registration and Change of Roster, 121 BL, 4:30 p.m. to 7:00 p.m.</td>
</tr>
<tr>
<td>27 Tuesday</td>
<td>Last day to add/drop courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Saturday</td>
<td>End of Third Quarter</td>
</tr>
<tr>
<td>9 to 15</td>
<td>Spring vacation—no classes</td>
</tr>
</tbody>
</table>
April
6 Monday Last day to withdraw from courses
8 Wednesday Easter recess begins after classes
13 Monday Classes resume

May
2 Saturday Last day of class, Spring Semester
4 Monday First day of Final Examinations
9 Saturday Last day of Final Examinations
15 to 16 Commencement Weekend

Summer 2009
May
18 Monday First day of Summer I
25 Monday Memorial Day—no classes
29 Friday Make-up class for Memorial Day

June
25 Thursday Last day of Summer I
29 Monday First day of Summer II

August
6 Thursday Last day of Summer II
University Mission Statement

Saint Joseph's University is a Catholic and Jesuit university which instills in each member of its academic community: a love of learning and of the highest intellectual and professional achievement; moral discernment reflecting Christian values; and a transforming commitment to social justice. Saint Joseph's is a private Independent and Comprehensive university.

The defining element of Saint Joseph's intellectual tradition experienced by all of its undergraduate students is its strong and integrative core curriculum in the liberal arts that informs their study of particular disciplines. While remaining true to that humane and formative tradition, Saint Joseph's now embraces the challenge of excellence in graduate education in both the arts and sciences and in business. Our understanding of the centuries-old Jesuit educational vision of “concern for the individual student” (cura personalis) establishes effective and rigorous teaching and learning as a primary value. Since teaching and learning in the modern academic context require research at both the undergraduate and graduate level, the University cultivates, in students and faculty, generative scholarship that embodies free and open inquiry, and provokes imaginative thinking, aesthetic appreciation, and precise communication. As a necessary complement to intellectual achievement, we seek to illuminate the affective and ethical dimension in learning within the various disciplines at every level. Cura personalis also calls for the fullest development of the individual student's potential both inside and outside the classroom.

The Catholic character of Saint Joseph's University springs from its historical relationship with the Roman Catholic Church, and from its current embodiment of the great traditions of Catholic life and culture. For this University, Christ and the Church are sources of truth, guides and inspirations for life. Catholic values are normative, including: full respect for the freedom of conscience of each person, freedom in research and teaching according to one's discipline, and the continuous pursuit of truth, human rights, and the common good. We foster a lived awareness of the challenging and mutually enriching interaction between Christian faith and diverse contemporary culture; we seek to engage the full participation of the entire community in the University's intellectual, cultural, and spiritual life.

The University's Ignatian identity derives from its founding by the Society of Jesus in 1851 and from the subsequent shaping of the University's development by the evolving world view of the Society. In ways consistent with its nature as a university, Saint Joseph's espouses the educational priorities of the Society of Jesus which include: searching for God in all things, pursuit of the greater good, the service of faith together with the promotion of justice, and effective compassion for the poor and those in need.

For the University's defining institutional ideals to matter at the regional, the national, or the international level, they need to be realized and expressed within an inclusive environment marked by trust and enriched by a diversity of ideas, cultures, and religious commitments. The contemporary Ignatian vision of educating “men and women for others” assumes a Saint Joseph's University community—students, staff, and faculty—that exists as a vital cultural plurality, aware of and committed to its central identity, while yet open and welcoming to all.
University College

Introduction

The University College of Saint Joseph's University is the undergraduate division that serves the educational needs of adult and part-time students and employers’ needs for quality programs in the education and professional advancement of their employees. The University College, an integral part of Saint Joseph's University for over 60 years, connects the Jesuit tradition of academic excellence and service with the contemporary needs of adult learners.

The University College is responsible for undergraduate evening degree programs, the Bridge program, Summer Sessions, the January Intersession, off-campus programs, and special non-credit seminars. The University College offers Bachelor of Arts and Bachelor of Science degrees in a wide range of liberal arts and business disciplines. Certificate and Associate degrees are also offered in various programs.

Saint Joseph's University degree programs are approved by the Commonwealth of Pennsylvania Department of Education. They are accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The Haub School of Business and its Accounting program are both accredited by the AACSB—The Association to Advance Collegiate Schools of Business. Fewer than ten percent of the country’s business schools have dual accreditation.

Student Profile

The University College serves both traditional and non-traditional-age students who pursue their undergraduate education on a part-time or full-time basis. The University College also offers the Bridge Program which serves adult learners (22 years and older) who want to pursue their undergraduate study during the day on a full- or part-time basis or in combination with evening courses.

Students enter the University College with or without having earned previous college credit. Some adult students enter the University College to continue a degree program after a delay from formal education. Work, family, and financial obligations influence the pace of adult and part-time students’ academic careers; therefore, degree completion time varies. Other adult students have already earned undergraduate degrees and enroll in the University College for specific courses which will assist their professional advancement.

University College students seek programs that facilitate the completion of their degree. Students may receive credit by examination or for work experiences. They draw on their own life experiences to enrich classroom discussions. The University College provides programs and services that are compatible with these learner needs.

International students attend University College on a full-time basis. The University works closely with the English Language Service (ELS) Center concerning the admission of qualified international students.

Degree and Certificate Programs

The Bachelor of Arts or Bachelor of Science Degree programs are the culmination of an undergraduate education, which is conferred upon the student’s successful completion of a minimum of 40 courses and 120 credits (see Curricula). The Associate Degree programs require a minimum of 20 courses and at least 60 credits (see Curricula section). Students can also earn a Certificate of Proficiency or Post-Baccalaureate Certificate by completing course requirements ranging from 8 to 16 courses depending upon specific certificates. Students cannot graduate with more than one certificate or degree in the same field at the same time.
Bridge: The Adult Undergraduate Weekday Program

The Bridge Program is designed to serve adult students 22 years of age and over who wish to pursue their undergraduate studies during the day on a part-time or full-time basis or in combination with evening or Saturday courses. The Bridge Program provides flexibility in academic programs, course scheduling, and tuition rate for the adult learner. Bridge Program students are enrolled as University College students and may choose a major and curriculum outlined in the day or University College catalog. Students may also enroll in an individual course for credit or audit.

A minimum GPA of 2.5 is required for students presenting prior college transfer credits and a B average for applicants submitting only high school credentials. The Bridge Program does not require entrance examinations or the Scholastic Aptitude Test (SAT). Support services include personal academic advising, career counseling, tutorial assistance, and study skills workshops. For further information concerning the Bridge Program, please contact the University College Office at (610) 660-1267 or (877) NITE-SJU.

University College

Dean: Paul DeVito, Ph.D.
Associate Dean: Judith Gallagher, M.Ed.
Director of Admissions: Elisabeth Woodward, B.A.
Director of Corporate Outreach: To be announced
Director of Criminal Justice Off-Campus Programs: Marie Miraglia, B.S.

The University College has administrative responsibilities for undergraduate adult learner programs, with curricular and instructional decisions being made by the College of Arts and Sciences and the Haub School of Business. The University mission statement applies to the University College and the College of Arts and Sciences. The Erivan K. Haub School of Business has a further mission and vision that flows from the University mission.

Erivan K. Haub School of Business

Dean: Joseph A. DiAngelo, Ed.D.
Associate Dean: Patrick O’Brien, M.S.
Associate Dean for Academic Affairs: Stephen J. Porth, Ph.D.

Vision

We seek excellence in business education that offers breadth in terms of broad-based coverage of business concepts and skills, depth through focus on specific industries and professions, and wholeness via the education of men and women in service of others in accordance with the Ignatian tradition.

Mission

The mission of the Erivan K. Haub School of Business is to support the aspirations of our students to master the fundamental principles and practices of business in a diverse, ethical and globally-aware context. All degree programs stress the development of the knowledge, skills, abilities and values that prepare our graduates to assume leadership roles in organizations of all sizes and types. Programs are offered at the bachelor’s, master’s and executive master’s levels. In addition, we offer selected associate degree and certificate programs. The
Haub School of Business is committed to the ideals and philosophies of Jesuit education, including emphases on faith, justice, and social responsibility, with a strong commitment to lifelong learning.

- Our undergraduate students experience an extensive liberal arts and science core that develops the whole person in a traditional campus setting. At the graduate and executive education levels, our programs, locations and scheduling are designed to accommodate the part-time student. We are dedicated to producing business professionals who have the capacity for integrated problem-solving and who recognize the necessity for lifelong learning in order to adapt to changing issues and events.

- The primary commitment of the HSB faculty is to help students learn. To this end, every faculty member is expected to contribute to the academic environment through effective teaching, active student advising, service to the institution and discipline, and intellectual contributions that are commensurate with and contribute to the faculty member's teaching responsibilities.

- Faculty intellectual contributions will be a mix of basic research, applied research and instructional development, which will be pursued on a regular basis and be made available for public scrutiny by academic peers and/or professionals. Given the HSB’s emphases on creating a strong academic environment for student learning and our mix of undergraduate programs and applied master’s programs, the majority of faculty intellectual contributions will be in the form of applied research and instructional development.

College of Arts and Sciences

Dean: William Madges, Ph.D.
Associate Dean: Nancy Ruth Fox, Ph.D.
Associate Dean: Michael P. McCann, Ph.D.

Mission

The College of Arts and Sciences (the College), through its General Education Requirement (GER) and a rich variety of programs, promotes learning, individual growth, and the common good. Drawing upon the heritage of the Catholic, Jesuit identity of the University, the College challenges students to develop habits of careful inquiry and precise expression both to realize fully their own potential and to see the gifts of others. The College curriculum is so structured that graduates shall know nature, value culture, and endeavor to serve others. The ultimate unity of knowledge demands the breadth of the curriculum in the GER. For depth, the multiple majors prepare graduates in particular fields, diverse methodologies, and practical applications. The College encourages making connections—intellectual, spiritual and social—meant to sustain a lifetime of distinguished achievement which honors God's creation and nourishes the human spirit.

For centuries, the Jesuit tradition of excellence has stressed liberal arts and the sciences, including the formative disciplines of philosophy and theology. Through education, the College promotes key Ignatian values: seeking God in all things, seeing Jesus Christ as exemplar, caring for the person, working for others, engaging in individual and communal discernment, and cultivating a personal relationship with one's God. In this spirit, the Faculty of the College—both in the classroom and in scholarly endeavors—models and inspires a lifelong love of learning, an increase of understanding, and a desire to solve problems. The College seeks to foster a sense of community, dedicated to the free, unfettered exchange of ideas and centered on imaginative collaboration wherein heads and hearts engage in constructive purpose.

Whether students are reading a classic text, speaking a foreign language, molding clay in a fine arts studio, exploring the purity of symbolic mathematical expression, or developing new knowledge through scientific experimentation, growth in learning aims to foster stronger faith, deeper wisdom, and a keener spirit of caring. Graduates of the College should be able, with lasting consequence, to:
University College

- Speak thoughtfully with others in their languages,
- Delight in the wonder of diversity,
- Draw good sense out of confusion,
- Couple past to present and future,
- Listen carefully and write powerfully,
- Reflect with reverence and respect,
- Be generous with knowledge and teach others,
- Walk the earth with dignity, integrity and grace,
- So as to live and die before God in peace.

Off-Campus Programs

In order to make the programs of the University more widely available and to offer additional convenience to adult students, Saint Joseph’s University offers courses and degree programs off campus. These programs are administered by the University College, and courses taken at these locations are fully equivalent to courses taken at the Philadelphia campus. Degrees earned are awarded by Saint Joseph’s University.

Arrangements can be made to have courses listed in this catalog available at employer sites. For further information (610) 660-1260.

B.S. in Criminal Justice

A B.S. in Criminal Justice is offered on-site at:

- The Philadelphia Police Academy on State Road in Northeast Philadelphia
- The Lower Merion Police Station in Ardmore, PA
- The Phoenixville Police Station, Phoenixville, PA
- The Bucks County Police Training Center (beginning Spring ’09)

The Criminal Justice major is designed to provide theoretical and practical knowledge for students interested in professional careers in traditional law enforcement fields. Courses are offered in an accelerated format, usually meeting on a six-week cycle. For further information on this program, please refer to the Criminal Justice section in this catalog or call Marie Miraglia, Coordinator of the Police Accelerated Criminal Justice Programs at Saint Joseph’s University College, 160-660-1262.

B.S. in Liberal & Professional Studies: Chester County Site

Saint Joseph’s University is now offering an accelerated Bachelor of Sciences degree in Liberal & Professional Studies at the Chester County Economic Development Council located at the Eagleview Corporate Center in Exton, PA. This program is designed for adult students with prior college coursework or an associate's degree and offers a curriculum with a focus in organizational development and leadership, and professional communications. For further information, contact Elisabeth Woodward, Director of Admissions, 610-660-1267.

B.S. in Liberal & Professional Studies: Southeast Delco Site

Saint Joseph’s University offers an accelerated Bachelor of Science in Liberal & Professional Studies degree completion program at the Delaware County Community College Southeast Center in Sharon Hill, PA. For further information, contact Elisabeth Woodward, Director of Admissions, 610-660-1267.
Admissions and Registration

Admission Requirements

Admission to the University College is on a rolling basis and applications are considered at any time. Students are strongly encouraged to apply several weeks before the term begins; however, applications will be considered until the first day of class. An application fee of $20.00 is required. Students who have not attended University College in over three years are required to reapply.

Official transcripts are required of all applicants, with the exception of visitors and those who wish to audit. A personal statement may also be required. Failure to include all the institutions at which an applicant was enrolled may invalidate the application.

Saint Joseph’s University College reserves the right to deny admission or require the withdrawal of any student whose presence would be in conflict with the ideals of the university or with its observance of regulations. Students are subject to the policies and procedures outlined in the Student Code. Admission may be rescinded or enrollment cancelled if student engages in behavior that would be in conflict with the ideals of the university or observance of its regulations prior to or after admission.

Full Acceptance

Applicants without previous college credit are generally required to have a minimum high school average of 77 for full admission. Transfer students are required to have a minimum cumulative average of 2.5 for full acceptance. A high school transcript is not required of an applicant with 30 previously earned transferable college credits. Adult students who wish to enroll in daytime classes are directed to the Bridge Program section for specific admission criteria. Fully admitted students are granted degree-seeking status and may proceed with their academic programs in consultation with an advisor each semester.

Opportunity Program

An applicant may be considered to have academic potential but, due to varying circumstances, the student's previous college transcript(s) does not reflect academic proficiency. A student accepted to the Opportunity Program is required to take preliminary courses (listed below), obtain an advisor’s signature, and is limited to two courses per semester and one course per summer session. Upon successful completion of these courses with grades of C (2.0) or better, students are fully admitted and may continue to take courses toward the completion of a degree program. Courses required in the Opportunity Programs are applicable toward the student's degree. Students who are accepted to the Opportunity Program are required to successfully complete the following:

- INT 1015 Seminar in Learning Strategies (1 credit tuition-free course)
- two courses from General Education Requirements (6 credits)
- two courses from student’s major area of study (6 credits)

Students who fail to meet the requirements of the Opportunity Program and hence are dismissed, may appeal their dismissal, within 30 days after notification, to the Admissions Review Committee. This appeal must be in writing and directed to the Associate Dean of the University College.
Readmission

Students who have not attended the University College in three years are required to reapply. In the case of business majors who are reapplying after three years, all business courses are required to be reevaluated by the respective business departments.

Advanced Standing for Transfer Students

A candidate for admission to a degree or certificate program with transfer credit from another college must request an official transcript(s) from each college or university previously attended. The omission of listing a previous institution on the application invalidates the transferability of credit from that institution after an admission decision has been determined. (See Residence Requirement in section on Academic Policies and Regulations.)

Only grades of C or better will be transferred. A maximum of 75 credits (25 courses) may be transferred to the baccalaureate degree in the University College. Students in a baccalaureate degree program are required to take a minimum of fifteen courses in the University College, including at least four upper division courses in their major. Ten of these courses may not include credits earned through CLEP, ELAP (portfolio assessment), or challenge exams. The University College has developed articulation agreements with many local community colleges to facilitate the transfer process.

Business majors must take at least half of their Business core/concentration courses at Saint Joseph's University. Some business courses may need to be reviewed by specific academic departments for evaluation of transfer credit.

Transfer students may bring in as many as ten courses toward the Associate degree. Students transferring from one of Saint Joseph’s day colleges with 30 or more courses and a minimum cumulative GPA of 2.0 retain the GPA earned in the day school.

International students must provide official transcript(s) from each high school and university previously attended, translated into English, and a course-by-course evaluation from an outside agency must be submitted. Please see the section on International Students for further information.

After enrolling in the University College, a matriculated student is required to take all subsequent courses at Saint Joseph's's University. Once a student matriculates in University College, permission from the Associate Dean is required for courses taken at another university. Permission may be granted under special circumstances not to exceed a maximum of six credits.

Credit for Prior Learning

- CLEP (College Level Examination Program) provides the opportunity to earn college credit by the successful passing of tests in general or subject areas. These tests measure learning acquired outside as well as in the classroom setting. Students must be in good academic standing and must get approval from an academic advisor in the University College before taking a CLEP exam in order to ensure the applicability of CLEP credits to a University College program. A listing of tests and passing scores is available in the University College office (Room 117 BL). Saint Joseph's University is a national CLEP testing center. Please contact the University College for CLEP test dates.

- ELAP (Experiential Learning Assessment Program) provides currently enrolled students in good academic standing the opportunity to validate college level knowledge acquired through work experience. ELAP candidates will be asked to demonstrate their prior knowledge of actual courses listed in the University College catalog. If the student is awarded formal credit as a result of the assessment, that credit will be
recorded on the official transcript with a grade of \textit{P}. The transferability of ELAP credits is at the discretion of each institution and the relevant academic department. ELAP candidates will be charged an application fee and a per-subject fee (See \textit{Student Expenses}). ELAP applications may be made after a student has been fully accepted and has enrolled in the University College. Approval of all ELAP requests is at the discretion of each academic department. Credit cannot be earned in Business courses through the ELAP Program. Inquiries about ELAP should be addressed to the Office of the Associate Dean.

- **Challenge Tests.** Students making satisfactory academic progress may also earn credit by passing departmental challenge tests to determine competency in a given subject in which the student has gained knowledge equivalent to that learned in a classroom. Students must receive a grade of \textit{C} or better in this test to be awarded credits. Applications for challenge tests may be made after students have been fully accepted in the University College. Department chairs must approve all challenge requests. Comprehensive written challenge tests, prepared and evaluated by University College faculty, can be arranged by contacting the Associate Dean (See \textit{Student Expenses}). Credit will be recorded on the official transcript with the grade of \textit{P}.

- **Awarding of Credit by Assessment through American Council on Education (ACE).** A student may receive credit for courses evaluated and approved for college credit by the American Council on Education (ACE). Listings of ACE approved courses and credit recommendations are contained in two publications: \textit{A Guide to the Evaluation of Educational Experiences in the Armed Forces} and \textit{The National Guide to Educational Credit for Training Programs}. Credits received are subject to the same policies as those of any other transfer credit.

A student may not challenge, CLEP, or ELAP a course that the student is presently taking. A student is required to drop or withdraw from the course, according to the catalog and schedule procedures, before seeking to challenge, CLEP, or ELAP the course. A student cannot normally earn credit by exam in a course when he/she has completed a more advanced course in the same subject. If a student fails a challenge exam, the student must wait six months before challenging the same course again. Business courses can only be challenged once. A grade of P (Pass) is recorded in all cases of credit by examination, including ELAP; this grade does not affect a student’s cumulative average.

\textit{Students are encouraged not to use a CLEP test or ELAP for any of the last 10 courses before graduation.}

**Isolated Credit**

The Isolated Credit classification is chosen by students who want college credit but do not desire a specific certificate or a degree. Isolated Credit students are required to meet the admission criteria for full acceptance (see above). Acceptance to the Opportunity Program is not applicable to students seeking courses for Isolated Credit. An Isolated Credit student may change to matriculated status by completing a \textit{Change of Major} form in the University College Office. Students classified as Isolated Credit are not eligible for financial aid.

**Undecided Major**

This classification is designed for the student who is interested in a degree or certificate program, but at the time of application does not wish to declare a specific major. Students seeking financial aid must indicate on the application an anticipated area of interest (\textit{i.e.}, Business, Natural Science/Mathematics, or Humanities/Social Science).

In that there are differences in curricula for academic majors, it is strongly recommended that students meet with an academic advisor for guidance in choosing a major as soon as possible. When a student decides on a specific program, he/she should complete a \textit{Change of Major} form in the University College Office. For
students transferring from another institution, an official credit evaluation will be completed only when a specific major is declared.

Second Degree Candidates

Students who have received a Bachelor of Science or Bachelor of Arts degree from a previous college or university and wish to pursue undergraduate studies to obtain a second degree must do the following:

1. Obtain permission from an Academic Advisor in the University College, Room 117 BL.
2. Fulfill the requirements listed under Advanced Standing; credits applicable to the second degree will be treated as transfer credits.
3. Complete at least 30 additional credits in the University College, including any GER requirements not yet satisfied.
4. Take at least 4 upper division courses in their major in the University College unless specifically waived by chair (See Residence Requirement in section on Academic Policies and Regulations).

Auditing of Courses

Students can be admitted on a non-credit basis to most courses. Students are required to submit a University College application; however, an application fee and entrance credentials are not required. Students who are auditing do not take examinations or receive any college credit. Students may not change from audit to credit status. A student may change from credit to audit status with the permission granted by an advisor, no later than two weeks after the mid-term. Please consult the section entitled “Academic Calendar.” The student may not, however, do so to avoid penalties imposed through the University Academic Honesty Policy. Matriculated students should check with the Financial Aid Office before changing from credit to audit status. The tuition charge for a course is the same whether for credit or non-credit.

Senior citizens may audit a course on a space available basis for $20 per course. This charge does not cover lab fees. Please contact the Student Services Center (610-660-2000) for further information.

Visiting Students

Visiting students from another university or college who wish to take courses for credit at the University College must submit a statement from their current institution indicating that they are in good standing and have permission to take the course(s). No entrance credentials are required. High school seniors may take courses for credit as visiting students. Letters of recommendation from both their parent or legal guardian and high school counselor are required. All visiting students must complete an official Visitor Form available on the web (www.sju.edu/uc) or in the University College Office.

International Students

Credentials of all international students within the United States must be received at least 30 days before the intended start semester. Credentials of students residing outside the United States must be received and evaluated at least 60 days before the term begins. All international applicants must submit the following:
Academic Credentials

- Original or certified copy of original transcript from each high school and university previously attended.
  - A certified copy is one that bears an original signature of the registrar or other designated school official, an original impression of the institution’s seal or signature/seal of the examining board. Uncertified or notarized copies are not acceptable.
- Unofficial photocopies, fax copies, notarized copies of records and exams are not accepted.
- If a certified true copy of the official transcript is submitted at the time of application, the original transcript(s) must be presented upon arrival.
- Applicants must send secondary school academic records and all transcripts from all colleges and universities to WES (World Education Services, 800-937-3895), AACRAO (American Association of Collegiate Registrars and Admissions Officers, 202-296-3359) or ECE (Education Credential Evaluations) for an official credit evaluation. All transcripts from colleges and universities are required to have a course-by-course evaluation.

Testing Requirements

- TOEFL – required of all non-native English speakers
  - Minimum scores: 550 PBT, 213 CBT or 80 IBT
  - Test results must not be more than 2 years old
  - Must be taken at official TOEFL testing center; institutional TOEFL not accepted
- TOEFL may be waived on an individual basis for students submitting 30 transferable credits earned at an accredited US or English speaking college or university. Credits must include equivalency of ENG 1011/1015 and ENG 1021/1105.
- A student who completes ELS Language Center’s Level 112 with an academic recommendation is not required to submit a TOEFL test score.

Applications cannot be considered until all academic records and evaluations have been received. No decisions can be made from incomplete files. See Advanced Standing for Transfer Students for course transfer procedures. Acceptance is based on academic performance. Attendance is dependent on compliance with all institutional and immigration policies.

Financial Responsibility Documents

International students applying for F-1 or J-1 visa status are also required to submit:

- Proof of their ability to meet their financial obligations while pursuing undergraduate studies at the University in the form of a letter from a bank stating that sufficient funds are available to finance all educational and living expenses for the first year of study; and
- A letter of financial support signed by the sponsoring person or agency.

The I-20 immigration form, necessary for securing an F-1 visa, or the DS-2019 form, necessary for securing a J-1 visa, is issued by the Center for International Programs only to a student who has been accepted to the University and provides current documentation of financial support, as required by US immigration authorities. International undergraduate students in F-1 and J-1 status must maintain full-time enrollment (12 credits) during both the fall and spring semesters. For more information on visa and immigration services at Saint Joseph’s University, please contact the Center for International Programs, 610-660-1835 or e-mail cip@sju.edu.
International students applying to University College should be aware that no financial aid programs are available to non-US citizens. Students must finance all educational and personal expenses totally through their own resources. Funds can be accepted only in US dollars, and drafts are acceptable only if drawn on US banks. The University observes all regulations of the student's home country regarding foreign exchange.

Upon arrival at the University, all international students must make an appointment to see the academic advisor for international students in 117 BL to register for courses.

All international students whose primary language is not English or who have English language deficiencies must take ESL 1255 and 1265, Composition and Critical Thinking for Non-Native Speakers of English, in their first two semesters. ESL 1255 and 1265 will satisfy the General Education Requirement in modern language if taken before any other college level course in English.

Policy for Students with Disabilities

Jim Scott, (610) 660-1774, TTY (610) 660-1620, (www.sju.edu/dss)

Saint Joseph's University is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA), although it does not offer a formal program for students with learning disabilities. As part of the implementation of this law, the University will provide reasonable accommodation for academically qualified students with disabilities so that they can participate fully in the University's educational programs and activities. The University is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled students.” An applicant whose record of achievement and potential for success in a rigorous liberal arts and sciences curriculum, who compares favorably with other well-qualified applicants, will be admitted without regard to his or her disability.

Non-Discrimination Policy

Saint Joseph's University is committed to a policy of equal opportunity in every aspect of its operations. The University values diversity and seeks talented students, faculty, and staff from a variety of backgrounds. Accordingly, the University does not discriminate on the basis of sex/gender, race, age of 40 or over, color, religion, national origin, ethnic origin, sexual orientation, disability, marital status, military leave, veteran status, and any other status protected by law in the administration of its admission, educational, financial aid, employment, athletic, or recreational policies and programs.

Questions or concerns regarding the University’s equal opportunity policies and programs should be directed to the University’s Affirmative Action/Equal Opportunity Officer, (610) 660-3336.

Registration

Prior to registration dates, the University College and Registrar’s offices will announce and make available registration forms and a class schedule which contains all the specific instructions, procedures, and courses. Students must register for each semester or session independently. Course scheduling and registration information is also available on-line.

Students should read the catalog carefully before selecting courses to make sure they have the prerequisites or proper background for each course. Since the goal of education is academic progress, normally students should not register for a course when they have earned credit in a more advanced course in the same subject. Students enrolling in upper division courses (numbered in the 2000s), who are unsure of the required background should consult an academic advisor in the University College Office, 117 BL.
Certain major departments require departmental approval prior to registration. Students are urged to meet with an academic advisor to avoid duplication of courses or an unwise selection. Academic approval does not guarantee the student a place in class. Seats in classes are awarded on a first-come, first-served basis, through the registration procedure.

Students may register by web, mail, fax or in person from the beginning of the registration period until the week prior to the start of classes without payment at the time of registration. Invoices will be sent by the Student Service Center. All academic and financial regulations are the same whether a student registers by web, mail, fax or in person. Information for utilizing all of the above registration procedures will be made available to students in each semester’s registration materials. For further information regarding registration, please contact University College, the Registrar’s office or the Student Service Center.
## Expenses and Financial Aid

### 2008–2009 Tuition and Special Course Fees

Tuition and fees are payable in full at the time of registration except for those students who take advantage of mail-in or early registration. Students wishing deferred payment may make use of a tuition installment plan available through the University in fall, spring, and summer; details of the plan are published with invoice materials. VISA, MasterCard, Discover, and American Express are accepted. You may also make your payments on the web.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Per credit hour (evening, accelerated, weekend, summer courses)</td>
<td>$439</td>
</tr>
<tr>
<td>3 credit course, per semester</td>
<td>$1,317</td>
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<tr>
<td>4 credit course, per semester</td>
<td>$1,756</td>
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<tr>
<td>Bridge students</td>
<td></td>
</tr>
<tr>
<td>Per credit hour (weekday courses)</td>
<td>$714</td>
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<tr>
<td>3 credit course, per semester</td>
<td>$2,142</td>
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<tr>
<td>4 credit course, per semester</td>
<td>$2,856</td>
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<tr>
<td>Late Registration Fee</td>
<td>$35</td>
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<tr>
<td>TMS Deferred Tuition Payment Program, service charge per semester</td>
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<tr>
<td>Biology Laboratory fee, per course</td>
<td>$70</td>
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<tr>
<td>Physics Laboratory fee, per course</td>
<td>$70</td>
</tr>
<tr>
<td>Chemistry Laboratory fees</td>
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<tr>
<td>General Chemistry, per course</td>
<td>$70</td>
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<tr>
<td>Advanced Chemistry, per course</td>
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<tr>
<td>Fine Arts fee, per course</td>
<td>$100</td>
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<tr>
<td>Student Teaching fee</td>
<td>$100</td>
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<tr>
<td>Mathematics fee (designated course)</td>
<td>$25</td>
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</table>

### 2008–2009 Miscellaneous Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
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<tr>
<td>Transcript fee, per copy</td>
<td>$5</td>
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<tr>
<td>Late examination fee, per test</td>
<td>$15</td>
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<tr>
<td>Late final examination fee, per test</td>
<td>$15</td>
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<tr>
<td>Experimental Learning Assessment Program, Application fee (per course)</td>
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<tr>
<td>Challenge fee, per subject</td>
<td>$100</td>
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<tr>
<td>Pennsylvania Teacher Certification</td>
<td>$15</td>
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<tr>
<td>Parking fee, per academic year</td>
<td>$142</td>
</tr>
<tr>
<td>Student Identification Cards</td>
<td>$10/20</td>
</tr>
</tbody>
</table>

### Remittances

All charges must be paid in full prior to the first official day of classes.

Remittance should be made in cash, by check or money order drawn for the exact amount due, and made payable to Saint Joseph's University. VISA, MasterCard, Discover, or American Express credit card payment is also accepted. (NOTE: Funds can only be accepted in U.S. dollars which must be drawn on U.S. banks only.)
A penalty of $20 will be assessed for all checks issued to the University and not paid on presentation to the bank.

Students being sponsored by their employer or religious community must have a letter on the sponsor’s letterhead to present to the Student Service Center at each registration. The letter should specify how many courses or credits the sponsor is authorizing and that payment will be made to the University upon receiving an invoice. It should also include the student’s name and social security number. The scholarship for religious is one-third the University College tuition rate.

**Student Identification Cards**

ID cards are mandatory for all students who are registered. Student identification cards are required for use of the libraries and the microcomputer laboratory, admission to college-sponsored events, and admittance to the Sports Complex and to classrooms located in residence halls. Photographs for identification cards are taken in the Public Safety and Security Office in 13 Barbelin, 24 hours a day, 7 days a week.

**Student Health Insurance**

All University College students are encouraged to secure some type of individual health/medical insurance. For those students not covered by family or employment policies, a special optional student health insurance plan is offered by the University. Information about this plan is available by contacting the Office of Student Life and Academic Development.

**Deferred Payment Program**

During the early and general registration periods, students may elect to finance part of their tuition through the HES/DPP deferred payment program. This program requires a nonrefundable $35 fee.

Application for the HES/DPP Deferred Payment Program is made on the web. Students who wish to take advantage of the HES/DPP Deferred Payment Program must apply on the web. The required deposit must be submitted on the due date of tuition. All loans must be paid in full before a student may register for another semester.

**Refund Policy**

Any notification of withdrawal or cancellation must be submitted in writing to the Student Service Center. Also refer to section on Academic Regulations under the heading Grading System. The date that the official withdrawal notice is received by the Student Service Center, not the last date of attendance as claimed by the student, will serve as the basis for computing any refund. Students who have paid more than their obligation may expect a refund through the mail approximately 30 days after withdrawal. Registration and laboratory fees are not refundable. Full refunds will be made for any course cancelled by the University.

**For Fall and Spring semesters:**

Withdrawal within 2nd week of class ............... .80% of total tuition refunded
Withdrawal within 3rd week of class ............... .60% of total tuition refunded
Withdrawal within 4th week of class ............... .40% of total tuition refunded
Withdrawal within 5th week of class ............... .20% of total tuition refunded
Withdrawal after 5th week of class ....................... no refund
For the Summer Sessions:

For withdrawal within the second week of class, a 50% refund will be granted; no refund will be made after the second week of class.

Students withdrawing from the three (3) week morning classes will be charged 50% the first week and 100% thereafter.

If a student feels individual circumstances warrant exception to the refund policy, a request for consideration must be made in writing to the Student Account Committee of the Student Service Center, Saint Joseph’s University. All tuition and fees must be paid in full before any exceptional refund requests can be considered.

Refunds

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the students withdrawal.

Refunds are allocated in the following order: Unsubsidized Federal Stafford Loans; Subsidized Federal Stafford Loans; Unsubsidized Direct Stafford Loans (other than PLUS loans); Subsidized Direct Stafford Loans; Federal Perkins Loans; Federal Parent (PLUS) Loans; Direct PLUS Loans; Federal Pell Grants for which a Return of funds is required; Federal Supplemental Opportunity Grants for which a Return of funds is required; Other assistance under this Title for which a return of funds is required (e.g., LEAP)

Delinquent Accounts

A student who is financially delinquent shall forfeit the privilege of attending classes, and the University shall have the right to withhold grades, transcripts, and diploma or certificate until such indebtedness is paid. A student who is financially delinquent at the close of a semester will not be permitted to register for another semester until all accounts are settled. Student accounts that are not resolved by the end of the semester will be placed with a collection agency. The student will be responsible for all collection agency costs.
Veterans’ Benefits

Saint Joseph’s University is approved by the Federal Government for education benefits for Veterans and Dependents of Veterans. For information concerning these benefits contact the Veterans’ Administration or the Coordinator of Veterans’ Administration program at the University. Certifications for VA benefits are processed in the Student Service Center. All students are expected to familiarize themselves with the policies posted by the Veterans’ Administration.

Financial Aid

Financial aid is available in various forms (scholarships, grants, loans) through state, federal, municipal, and college-sponsored programs.

Students applying for financial aid administered by Saint Joseph’s University must file the FREE Application for Federal Student Aid (FAFSA). See Financial Aid Application Procedure below.

In order to be eligible for federal financial assistance, the applicant must be enrolled on a half-time basis (at least six credits per semester) and be a citizen of the United States or have permanent resident status.

Students who are receiving federal, state, or University aid must maintain satisfactory academic progress and also meet the Minimum Requirements for Retention in order to keep their financial eligibility. These regulations are clearly defined in the catalog under Academic Policies and Regulations.

NOTE: Any change in the number of courses taken in a semester must be reported to the Financial Assistance Office immediately. This occurrence may affect financial aid eligibility.

Financial Aid Application Procedure

To apply for financial aid administered by Saint Joseph’s University please follow these instructions carefully:

1. Complete the Saint Joseph’s University Institutional Financial Aid Application, available for download at www.sju.edu/finaid.

2. All students, regardless of their legal state of residence, must file the Free Application for Federal Student Aid to be eligible for funds administered by the University. You may file online at www.FAFSA.ed.gov. Use our school code, 003367, in the appropriate section of this application and file by May 1.

3. Non-Pennsylvania residents who live in a state that has a grant program must contact the appropriate state agency for the required forms.

4. All forms must be submitted to the proper agency or office no later than May 1 to be considered for aid administered through Saint Joseph’s University. However, you should contact your state agency concerning specific application deadlines.

Verification Policy

Verification is a requirement of the U.S. Department of Education and is the process of confirming information submitted on the Free Application for Federal Student Aid for various Federal Title IV Funds including the Federal Stafford Loan. Applicants should be aware that this federal regulation requires them to submit tax data and other requested information to the Office of Financial Assistance before processing of student loan applications and/or the awarding of funds. Students must submit the required information to complete the verification process no later than 45 days before the last day of the student’s enrollment.
Items to be verified include: adjusted gross income from the IRS form; U.S. income taxes paid; number of family members for whom parents provide more than half of their support; the number of children in post secondary schools who are enrolled at least half time; dependency status; untaxed income; eligible non-citizen status and any other item for which conflicting information has been submitted to the Office of Financial Assistance. Any change in eligibility as a result of verification will be noted in a revised award letter to the student.

Documents Required

- **Dependent students:** Signed copies of parents/stepparent and student’s U.S. income tax returns from the prior year as well as W-2’s, as well as the Dependent Verification Form

- **Independent students:** Signed copy of the student’s (and spouse’s if applicable) prior year U.S. income tax return as well as W-2’s, as well as the Independent Verification Form

If the student or parent/stepparent did not file taxes, a signed non-tax filer statement and copies of all W-2 forms must be submitted. Non-taxable income verification may be requested.

**Federal Pell Grant**

The Federal Pell Grant program is a federally funded aid program designed to provide financial assistance to needy students. The amount of the Pell Grant is determined on the basis of financial need. You must file the Free Application for Federal Student Aid (FAFSA) to be considered for the grant. This grant is awarded directly by the Federal Government.

**State Grants**

The State of Pennsylvania by way of the Pennsylvania Higher Education Assistance Agency (PHEAA) makes grants available to needy and eligible students. Other states also have grant programs. Information on such programs can be obtained from the State Grant agency in the capital of your state of legal residence. The Pennsylvania residents filing deadline for the FAFSA form is May 1st.

**Loans**

**Federal Stafford Loans**

The information that a student submits on his or her Free Application for Federal Student Aid (FAFSA) determines their eligibility for one or a combination of these programs. The Stafford Loan requires no credit or income requirement and is a low or no interest loan while the student is enrolled. The interest rate is fixed at 6.8%.

**The Subsidized Stafford Loan**

Eligibility for interest subsidy where the federal government makes in school and grace period interest payments, is based on demonstrated financial need as determined by the FAFSA.

**The Unsubsidized Stafford Loan**
The student makes interest payments during in school and grace periods or has the interest added on to the amount borrowed and repaid with principal after the grace period ends. Available to students who do not qualify for all or part of the subsidized loan.

Annual Stafford Borrowing Limits Based on Grade Level effective 7-1-2007 Freshmen $3,500 Sophomores $4,500 Juniors $5,500 Seniors $5,500. The interest rate is fixed at 6.8%.

Additional Unsubsidized Stafford Loan

In addition to the annual maximum amounts available through the subsidized program, dependent students whose parent(s) are unable to obtain a PLUS Loan due to credit problems may borrow an additional amount through the Unsubsidized Stafford Loan. The additional Unsubsidized Stafford Loan is also available to independent undergraduates and all graduate students. The annual maximum amounts available are: Freshmen $4,000 Sophomores $4,000 Juniors $5,000 Seniors $5,000.

Scholarships and Grants

In an effort to recognize academic excellence, as well as assist a student in meeting his/her educational expenses, Saint Joseph’s University College offers partial scholarships and need-based grants to qualified students. There is now a Merit Award designed for all transfer students with a 3.0 or higher GPA.

Saint Joseph’s University College is proud to introduce our new scholarship guidelines for 2008-2009 academic year. Under these guidelines, students will no longer be required to file the Free Application for Federal Student Aid (FAFSA.) However, students who plan to apply for federal or state financial aid are encouraged to do so by May 1 of each academic year for which they are enrolled.

University College Merit & Phi Theta Kappa Scholarships for Transfer Students

Saint Joseph’s University College for Continuing Studies offers the University College Merit and Phi Theta Kappa Scholarships. The University College Merit Scholarship and the Phi Theta Kappa Scholarship are designed for all continuing studies transfer students who have demonstrated scholastic achievement. To be considered for this award, the student must be admitted to University College as a full or part-time undergraduate, typically must have a minimum of 60 transferable credits or an associate’s degree, minimum 3.0 GPA, be seeking his or her first bachelor’s degree, be attending Saint Joseph’s University for the first time and meet the specific scholarship program criteria. Non-US citizens are not eligible for this award.

University College Merit and Phi Theta Kappa Scholarships are awarded based on a student’s cumulative (incoming) transfer grade point average (from all institutions attended combined) at the time of application and the number of credits the student enrolls. After the first semester, the scholarship is automatically renewed provided the student maintains a minimum GPA of 3.0. In order for the scholarship to be applied, students must register for the semester. If a student chooses to reduce credits enrolled, then scholarship funds will be adjusted to reflect the appropriate range. Scholarships are awarded for the fall and spring semester.

Please note that University College reserves the right to modify these scholarships at any time.

Full-Time Enrolled Students (12-15 credits per semester)

- Transfer GPA 3.0-3.49 $2500 per academic year/$1250 per semester
- Transfer GPA 3.5-3.69 $3500 per academic year/$1750 per semester
- Transfer GPA 3.7-4.0 $5000 per academic year/$2500 per semester
Three-Quarter Time Enrolled (9 credits per semester)
- Transfer GPA 3.0-3.49 $1875 per academic year/$937.50 per semester
- Transfer GPA 3.5-3.69 $2625 per academic year/$1312.50 per semester
- Transfer GPA 3.7-4.0 $3750 per academic year/$1875 per semester

Half-Time Enrolled (6 credits per semester)*Minimum to be considered
- Transfer GPA 3.0-3.49 $1250 per academic year/$625 per semester
- Transfer GPA 3.5-3.69 $1750 per academic year/$875 per semester
- Transfer GPA 3.7-4.0 $2500 per academic year/$1250 per semester

Scholarships are awarded on a rolling basis, however, priority will be given to students who have applied before the following priority deadlines.
- For fall applicants, July 1st is the priority deadline for University College Merit Scholarship consideration.
- For spring applicants, November 1st is the priority deadline for University College Merit Scholarship consideration.

Applications postmarked after the appropriate priority deadline will be given scholarship consideration based on availability of funds. Please note that if you plan to complete the Free Application for Federal Student Aid (FAFSA), you are strongly encouraged to do so before May 1st to determine if you are eligible for a Pennsylvania state grant.

To be considered for the University College scholarships, the completed application for admission, including all required official transcripts, and the UC Merit Scholarship or the Phi Theta Kappa Scholarship Application are required. Applications are available on the University College website or in Barbelin Hall, Room 117.

University College reserves the right to modify the University Transfer Merit Scholarship at any time.

Charlotte W. Newcombe Foundation Scholarship
The Charlotte W. Newcombe Foundation provides scholarship aid to adult women 25 years of age or older who have completed at least 60 credits or one-half of the coursework necessary for their bachelor’s degree. Students must be matriculated on the undergraduate level to be considered for the award, which ranges from $500 to $2,500 per year, and must be enrolled on at least a half-time basis (6 or more credits per semester). These scholarships are available for partial tuition educational expenses. Charlotte W. Newcombe Scholarships also are designed to aid qualified women who, according to the foundation, “have exhausted other sources of funding, but who are close to realizing their academic goals and beginning their new careers.” Applications and further information on these scholarships is available on the University College website.

University College Memorial Endowed Scholarships
To be considered for a memorial scholarship, the completed application for admission, including all required official transcripts, and the UC Scholarship Request form are required. These scholarships do require completion of the Free Application for Student Aid (FAFSA.) Interested candidates should contact the University College for more information.

Joseph W. Hickey Memorial Scholarship established by Family and Friends of Joseph W. Hickey, ’51 to provide scholarship assistance to qualified students in the University College who demonstrate financial need.

Friends of the University College Scholarship established to provide financial assistance to students in the University College who demonstrate financial need.
David A. Lynch ’76 Memorial Scholarship to provide financial assistance to students in the University College who demonstrate a willingness to work hard to achieve their goals, and who may not qualify for other academic merit-based awards.

John W. Schmidt Memorial Scholarship established by the family of John Schmidt, and awarded to qualified juniors or seniors pursuing University College Programs.

For more information on available scholarships, please visit our website at www.sju.edu/uc.
Academic Policies and Regulations

Degree and Certificate Requirements

Courses and Credits. To be eligible for a degree or certificate, a student must complete the required number of courses and credits listed in the various curricula (See Curricula). Students must have earned a minimum of 40 courses/120 credits for a Bachelor's Degree and 20 courses/60 credits for an Associate's Degree. Students may not graduate with more than one certificate or degree in the same field at the same time. One credit normally represents a weekly fifty-minute class for a semester; two hours of laboratory are normally equivalent to a class hour.

Residency Requirement. The residency requirement for Associate and Bachelor degrees is fulfilled by the satisfactory completion of 10 courses at Saint Joseph’s University College immediately preceding the date of graduation. The 10-course residency requirement may not be satisfied by credits earned through CLEP, ELAP (portfolio assessment) or Challenge. After graduation, students must complete a minimum of 10 courses for a second Bachelor's degree.

Students must take at least four Upper Division (2000 level) courses in their major in the classroom to obtain a Bachelor's degree. Business majors must take at least half of their Business core/concentration courses at Saint Joseph’s University. Students must take at least one Upper Division course in their major for an Associate’s degree.

When matriculated students enroll in the University College, they are required to take all their subsequent courses for a degree or certificate at Saint Joseph’s University. Matriculated students must get special written permission from the Associate Dean to take a course elsewhere; otherwise, these credits will not be accepted. Permission will be granted only under exceptional circumstances. Credit is accepted only for grades of C (not C-) or better; the letter grade is not computed in a student’s grade point average but is counted towards the determination of academic honors at the time of graduation (See Advanced Standing for Transfer Students in Admissions section).

Second Major

Qualified students may request permission to pursue a second major for sound academic reasons. Such a request requires the approval of an academic advisor and the Associate Dean (Room 117 BL). The student must meet all the prerequisites and other requirements for both majors. The final transcript, not the diploma, will record the completion of the second major. The degree granted will be the degree appropriate to the primary major. Two separate degrees will not be awarded to students who complete a second major.

Minors

BA/BS degree students may have a minor listed on their transcript. Students should see an academic advisor and the Associate Dean in Room 117 BL for approval. Ordinarily, for a minor, at least 6 courses in the specified area must be obtained. At least one-half of the courses must be taken in the classroom at Saint Joseph’s. See departmental listings for more information on requirements for a minor (e.g., see Business Minor in the Department of Management listing).
Class Absences

Credit students are obliged to attend all classes and take all examinations. Absences totaling twice the number of hours the class meets a week will be permitted for illness or serious reasons. This means that in classes that meet once a week, two absences, and in classes that meet twice a week, four absences, are allowed without danger of failure due to absence. In six-week summer sessions, in classes that meet twice a week, two absences will be permitted; in once-a-week classes, no more than a total of six hours of classroom time. In seven-week intensive courses, students may not miss more than a total of six hours of classroom time. For the maximum number of permitted absences, no excuse or doctor’s certificate is required; it will be assumed the absences are taken for serious cause only. All absences will be recorded, and none of the maximum permitted will be excused. Faculty members cannot excuse absences.

Any and all absences beyond those above must be reported to the Associate Dean’s office and a permission form obtained for return to class. Faculty will not admit students to class who have become overcut unless students present permission from the Associate Dean.

Students, absent to excess, may be required to withdraw from the class concerned even though excuses are offered. Students who are absent to excess and do not complete the official withdrawal form will be recorded FA (failure for excessive absences) on their permanent records. This FA is equivalent to a FAILURE and will therefore lower a student’s grade point average. (Please see section titled Withdrawal from Courses).

Cancellation of Classes—2104

In case of adverse weather conditions or other emergencies, classes will be conducted as usual unless an announcement to the contrary is made by means of the closing number, 2104, being announced on local radio stations among those schools to be closed on a given day. You may also call the SJU emergency hotline at (610) 660-3333 for up-to-date information regarding class cancellation.

Instructional Methods, Tests, and Examinations

Instructional Methods. The principles set forth in the Ratio Studiorum for Jesuit schools will be observed, insofar as they are compatible with the type of course offered, particularly with the so-called lecture courses. These include planning, frequent review and testing, and stress on the student-teacher relationships.

Tests and Examinations. Each course must have a final two-hour examination. Tests, quizzes, reports, etc., occur during the semester to provide students with the opportunity to evaluate their progress. These marks will count two-thirds, and the final examination one-third, of the final semester grade.

Students are required to take written examinations during the scheduled examination period in each subject at the end of the semester. An instructor, with the approval of the department chair, may exempt from the final examination all students who have earned a grade of A in that course. Faculty members will give at least one week’s notice of major tests. No notice is required for quizzes. Students are informed of their test grades by the instructor. A grade report, showing the final letter grade in the course, is mailed to the student by the Registrar’s Office within three weeks of the last scheduled semester examination.

Faculty may mark students’ work during the semester with letter or number grades, but the only mark permanently recorded is the final letter grade reported. The quality of performance is the determining factor in grading.

Faculty members, though following the previously stated regulations, will set up their own testing procedures. For the convenience of faculty and students—since it is difficult to arrange special tests in evening hours—the
office will announce several days, usually on Saturdays, as late-test days when faculty may require their students to take make-up tests. An administrative fee is charged to the student.

Students are reminded that it is their responsibility to make up class matter or tests, even though they were missed through legitimate absence. Any and all missing work will be reflected in the semester grade.

A student who is absent from the final examination must submit a written request to the Associate Dean to take a late test as soon as possible after the regularly scheduled examination date. If the excuse for missing the exam is accepted, the student will be notified in writing of the date of the make-up final (see Academic Calendar for general late examination date). An administrative fee is charged for the make-up. All course requirements must be completed within 30 days of the end of the semester.

A student who misses a final examination and does not receive permission to take the late test will be graded F. A student who receives a failure in any course must repeat that course or an equivalent if the course is required for a degree or certificate.

**Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
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<tr>
<td>B</td>
<td>Good</td>
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</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**F** Failure: No grade points. No credit. Failure remains on record and as part of GPA even if course is repeated.

**FA** Failure, Absence: Failure, absence; equivalent of F; given by the instructor when the student completed the course, but did not comply with the instructor's stated attendance policy. This grade can not be changed by an administrative withdrawal.

**P** Pass: No grade points. Credit. The grade P carries credit but is not included in the calculation of the grade point average.

**NP** No Penalty: No grade points. No credit. The non-passing grade NP carries no credit and does not affect the calculation of the grade point average.

**NA** Never Attended: equivalent of F; given by the instructor when the student never attended or did not attend after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.

**VF** Unofficial Withdrawal: equivalent of F; given by the instructor when the student stopped attending after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.

**NG** No Grade: a grade that is only used by the University Registrar to indicate that no grade has been submitted by the instructor. Just as with an I or incomplete grade, this grade will automatically turn to an F grade, if it is not resolved within four weeks from of the last day of the final examination period for the semester in question.
### IP  In Progress
A temporary grade assigned to all students of a given course that extends meeting requirements beyond the grading period for a traditional semester. Other grades on the scale will be assigned by the appropriate faculty member at the conclusion of the given course or within 180 days from the initial issuance of the IP grade. At that point, the University Registrar is instructed to change all outstanding IP grades to F. Extensions may only be granted by the Dean of the college through which the course is offered.

### WA  Administrative Withdrawal
An equivalent to W; given by the Dean of the college to which the student belongs in consultation with the University Registrar or with the Vice-President of Student Life in selected involuntary cases, or both, following consideration of exceptional situations where a standard withdrawal from all courses is or was not possible. Students who must withdraw from the university after the end of the last day to withdraw should consult with their academic advisors for appropriate procedures, justification, and documentation to request an administrative withdrawal. Further, Administrative withdrawals are approved only in circumstances with sufficient documentation of impacted academic performance because of medical illness, death or critical illness of an immediate family member, or military service, or when it is deemed that the University can no longer provide education services to a given student (involuntary withdrawal). Administrative withdrawal petitions based upon extraordinary circumstances are only considered for all courses in a semester (not selected courses) and are only considered for courses in the calendar year immediately preceding the date of the petition. Petitions for withdrawal from a second successive semester based on the same circumstances will not be approved.

### I  Incomplete
A temporary grade which may be assigned when a student has permission of the instructor to complete requirements within a short time after the end of the course. (This grade is not used when a student's work is qualitatively deficient.) The I grade must normally be resolved within four weeks of the last day of the final examination period for the semester in question. I grades may not appear on a final record. At the end of the stated period unresolved incomplete grades become Failures. Extensions may be granted only by the Dean of the appropriate college.

### X  Audit
No grade points. No credit.

### Audit Courses
Students who wish to audit a course (enroll for non-credit) must follow usual registration procedures. The tuition is the same as for a credit course. Under some circumstances, but not later than two weeks after the end of the quarter, the Associate Dean may arrange to have a student change from credit to audit status. The reverse change, from audit to credit status, however, is not permitted. A change from credit to audit status is never permitted when the purpose is to avoid penalties imposed through the University's Academic Honesty Policy.

### Pass/No Penalty Courses
With the approval of the department chair and the Dean, certain courses, particularly those requiring completion of a specified assignment or attainment of a specified level of skill, may be designated as P/NP courses. Under these circumstances, the grading basis must be established and announced to the students no later than the beginning of the registration period and must apply to all students in the designated course.
Pass/No Penalty Course Grade Option

In order to encourage students to challenge their interests and limitations in areas outside their chosen field of study, the University has a Pass/No Penalty grade option for students. This provision allows students the ability to select certain courses in which they are registered to be taken on a Pass/No Penalty basis for grading. When a student opts for this basis in accord with established stipulations, the final grade will result in no effect on the student’s grade point average (GPA). However, credits earned will be awarded if a passing grade is attained. Also, a standard passing grade submitted by an instructor for such students will be converted to the grade of P on the student’s transcript and a failing grade will be converted to NP by the Registrar’s Office upon review of the final grades for the course in question. The description of these grades and their meaning and usage are described in the appropriate section of this catalog.

Students may opt to take a course on this basis as long as the following conditions are met:

- The course selected is a free elective, not counting in any way toward the student’s general education requirements, or prescribed major or minor program requirements.
- Students are only permitted to take 2 (two) such courses under this option during their undergraduate career at Saint Joseph’s, and no more than 1 (one) such course in a given semester.
- The student and the course selected are on the undergraduate level and the student has attained junior or senior status at the university.

In addition to the above stipulations, students are required to submit their request to the Registrar’s Office (BL 122) by the conclusion of the add/drop period for that term. Once accepted by Registrar’s Office personnel, the student accepts responsibility for the course meeting the stated eligibility requirements. Upon submission of the request, the Pass/No Penalty option cannot be reversed. Questions regarding this option may be directed to the Registrar’s Office.

Grade Point Average (GPA)

The grade point average is the ratio of the total grade points (sum of products of course credits and grade points for each course) earned at Saint Joseph’s University to the total credits attempted at Saint Joseph’s University (including grades of F and FA, but excluding grades of P, NP, I, IP, NG, X, and W).

Withdrawal from Courses

Students wishing to withdraw from a course must submit an official notice of withdrawal to the University College office in writing on the day of withdrawal. The date the University receives the notice of withdrawal shall in all cases be considered the day of withdrawal. Withdrawal from any course without official notice will result in the recording of FA (failure due to excessive absences) in that course. Students are permitted to withdraw from an individual course or from all courses. Grading and refund regulations apply only to the course(s) from which a student has officially withdrawn. No refund of the semester’s tuition will be made after the fifth week of class. For refund schedule, see Student Expenses.

A student withdrawing from a course during the add/drop period will not have the course listed on his or her official record.

A student withdrawing from a course during the add/drop period will not have the course listed on their official record unless they diminish their course load; if the course load is diminished, the appropriate grade would be W.
A student who wishes to withdraw after the Change of Course period must do so in writing through the Student Service Center or by completing the appropriate form in the office no later than two weeks after the end of the quarter (three weeks, if mid-semester vacation intervenes). Although it is not necessary to obtain permission of the instructor under these circumstances, courtesy would dictate consultation with the instructor.

Withdrawals after the preceding deadline will not be granted, except for extraordinary and unusual reasons. The avoidance of undesirable grades is not a sufficient reason. **Extraordinary withdrawals are not granted during and after the last full class week of the semester.** The student must make this request in writing and receive the permission of the instructor and the Associate Dean. Forms are available in 117 BL. If approved, the appropriate grade would be **W.** A student who withdraws without permission will receive a grade of **FA.**

Should the general good of the University be involved, the right is reserved to request the withdrawal of any student. Withdrawal is not permitted for the purpose of avoiding penalties imposed through the University's Academic Honesty Policy.

**Minimum Standards for Graduation**

In order to graduate, candidates for a Bachelor’s degree, an Associate degree, or a Certificate must achieve a grade point average of **2.0.**

**Minimum Requirements for Retention**

University College students are permitted to take courses at a rate which is appropriate and convenient for them, normally without incurring any penalties for delay in completing requirements. Students pursuing Teacher Certification, however, are required to complete their certification within the time stipulated in departmental regulations.

Students with a grade point average below the minimum requirement shown in the following table will receive a warning of insufficient performance and be subject to academic probation. For a description of the method of calculation of the grade point average, see **Grade Point Average.**

<table>
<thead>
<tr>
<th>Total credits attempted (including transfer credits)</th>
<th>Minimum GPA required</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
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<tr>
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</tr>
<tr>
<td>120</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Academic Probation**

Students who are not making satisfactory academic progress according to the standards listed under the **Minimum Standards for Retention and Graduation** will be placed on academic probation. When on probation, a student may be given up to 15 additional credits to raise his/her GPA to the required level (See **Academic Dismissal and Suspension** and **Minimum Requirements for Retention**). If the student does not raise his or her GPA to the required level within 15 credits, he or she will be subject to dismissal.
Students will be placed on academic probation after a review of their grades at the end of the fall and spring semesters and at the end of the second summer session. Students will be informed in writing of their probationary status following each review.

Students placed on probation may be required to meet with the Dean or Associate Dean, who may require the student to limit his or her course load in a given semester and may prescribe appropriate remedial measures. Students on probation are required to consult with an Academic Advisor and also obtain a permission slip before registering for any courses. A student on academic probation is ineligible to participate in any extracurricular activities, including intercollegiate athletics or serve as an officer or director of any student activity.

Students may lose their financial aid if they do not attain the required Grade Point Average after being placed on probation. In rare instances, the loss of financial aid may be stipulated without any previous probation if the student’s academic standing is so poor that academic probation would not be in the student’s best interest. Since these judgments involve issues of academic qualifications and performance, as well as federal and state regulations concerning financial aid, decisions about the loss of financial aid will be made jointly by the Financial Aid Director and the Dean, University College, acting on the recommendations of the Board of Academic Review.

Students on probation making inquiries must address them to the Associate Dean, Chair, Board of Academic Review. For further information regarding financial aid, please contact the Director of Financial Aid.

**Academic Dismissal and Suspension**

Students who fail to show sufficient improvement during the period of regular probation will be subject to academic dismissal. No student may be dismissed without having gone through a probation period (usually 15 credits). It is understood that exceptional cases will be dealt with according to the administrative discretion of the Dean.

A student who is dismissed for academic reasons may request to be readmitted through a written appeal directed to the Associate Dean. Requests for readmission will be considered by the Board of Academic Review, which will take into consideration extenuating circumstances which might enter into a student’s case, and will decide whether and under what circumstances the student will be readmitted. Students who are readmitted through this process are considered to be on probation.

A student may also be dismissed or suspended from the University under the provisions of the Academic Honesty Policy (See Academic Honesty Policy).

**Satisfactory Academic Progress and Financial Aid**

Students who are receiving federal, state, or University aid need to maintain a satisfactory rate of academic progress and also meet the Minimum Requirements for Retention in order to keep their financial aid eligibility. Part-time students must earn a minimum of 12 credits in at least 4 courses over a 12-month period in order to show satisfactory academic progress. Full-time students must earn a minimum of 24 credits over a 12-month period. Since financial assistance cannot be assured for more than eight years for students studying for a bachelor’s degree (four years for Associate Degree and two years for Certificate), students planning a longer period to complete their degree program should consult with the Dean, University College, and the Financial Aid Office.

In addition to the above quantitative parameter as a requirement for retaining financial aid, Saint Joseph’s University also adheres to the qualitative parameter defined under Minimum Requirements for Retention. Students receiving financial aid with a GPA below the minimum level will be subject to academic probation.
Students are required to maintain the minimum GPA. Students may lose their financial aid if they do not retain the stipulated GPA after being placed on probation. (See Minimum Requirements for Retention).

Evaluation of a student’s academic progress to determine eligibility for financial aid will be made at the end of each semester. Students not meeting criteria for satisfactory progress will be informed at the end of each semester that their current academic record disqualifies them for financial assistance. The Dean of the University College reserves the right to make exceptions for special cases.

Class Status

Degree students with less than 30 credits completed are considered Freshmen; with 30 to 59 credits, Sophomores; with 60 to 89 credits, Juniors; with 90 or more credits, Seniors.

Dean’s List

The Dean’s List is published at the completion of the fall and spring semesters. Students working toward a Bachelor’s degree, an Associate’s degree, or an undergraduate Certificate are eligible for this honor.

A student must complete at least 30 credit hours at Saint Joseph’s University College before becoming eligible. A cumulative grade point average of 3.50 is required to achieve and to remain on the Dean’s List. A failing semester grade of F, FA, or NP in the current semester makes one ineligible for the list.

Honors at Graduation

Honors at graduation will be awarded for grade point averages in all subjects as follows:

- summa cum laude . . . . . . .3.85
- magna cum laude . . . . . .3.70
- cum laude . . . . . . . . . . .3.50

Averages for honors will be computed on the basis of work completed at Saint Joseph’s in University College only. To be eligible for honors at graduation, students must complete twenty courses in University College.

Commencement

Commencement exercises are held annually in the spring. Diplomas are issued to students completing degree requirements three times a year, dated September 15, January 15, or the day of Commencement exercises. Students receiving diplomas dated September or January are invited to participate formally in the Commencement exercises closer to their completion date.

Normally, students are required to declare their intention to graduate a semester in advance of their expected graduation date. Under no circumstances will the University “backdate” the awarding of a degree; i.e., prior to the filing of the Intent to Graduate letter. Students must present themselves for evaluation of their record in order to graduate.

Students should consult the Academic Calendar to see when they should file their letter of Intent to Graduate. After their record has been evaluated, Graduating Seniors will receive detailed information on Commencement procedures.
Confidentiality of Student Records

The University's policy with respect to the confidentiality of and access to student records is in conformity with the relevant state and federal regulations. The Family Right and Privacy Act of 1974 grants eligible students the right to inspect and review certain education records, and safeguards the student against improper or unauthorized disclosure of such education records or personally identifiable information contained therein. A detailed statement of Saint Joseph's policy, including a description of education records kept and the administrative officers responsible for them, a procedure for initiating inspection and review, and a procedure for challenging information in such records, is available from the Office of the Registrar and the Student Service Center. Complaints with respect to this policy or its administration may be registered with the Family Policy Compliance Office, United States Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

Academic Honesty Policy

The University exists primarily to sustain the pursuit of knowledge. Learning, to have true value, must be linked to a sense of honesty and integrity. It is the responsibility of every person in the academic community—faculty members, students, administrators—to ensure that dishonesty is not tolerated. Personal and communal integrity have always been fundamental in Jesuit education, and a sense of honor must be kept alive in every activity at Saint Joseph's University.

In order to recognize the essential contribution of honor to University life, an official Academic Honesty Policy has been adopted. This policy addresses violations in two categories: acts of dishonesty in formal courses and acts of dishonesty outside those courses.

1. Acts of dishonesty in formal courses

   In all courses, each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. Specific violations of this responsibility include, but are not limited to, the following:

   a. cheating, copying, or the offering or receiving of unauthorized assistance or information in examinations, tests, quizzes, reports, assigned papers, or special assignments, as in computer programming, studio work, and the like;

   b. the fabrication or falsification of data, results, or sources for papers or reports, as in laboratory reports;

   c. any action which destroys or alters the work of another student;

   d. the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor;

   e. plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Compositions, term papers, or computer programs acquired, either in part or in whole, from commercial sources or from other students and submitted as one's own original work shall be considered plagiarism.

   All students are directed to the standard manuals of style or reference guides for discussions of plagiarism and the means by which sources are legitimately acknowledged, cited, quoted, paraphrased, and footnoted—whether presented in an oral report or in writing.
2. Acts of dishonesty outside formal courses

Students have other academic responsibilities that may pertain to conduct outside formal coursework and which also fall under the jurisdiction of the University Academic Honesty Policy. Specific violations of such responsibilities include, but are not limited to, the following:

a. the misrepresentation of one’s own or another’s identity;

b. the alteration or falsification of official University records;

c. the unauthorized use of University academic facilities or equipment, including computer accounts and files;

d. the unauthorized recording, sale, or use of lectures and other instructional materials;

e. the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries.

While the main purpose of the University Academic Honesty Policy is positive, to stress the importance of personal and communal integrity within an atmosphere of learning, the commission of any offense of academic dishonesty makes the violator subject to penalties determined to be justified by the University, according to the procedures which follow.

3. Primary Responsibility

Primary responsibility for investigating alleged infractions of the University Academic Honesty Policy under section 1, above, rests with the faculty member in whose course the infraction occurred. The faculty member also has the responsibility for determining the sanctions, specified below, for infractions under section 1. Similar primary responsibilities for infractions under section 2, above, normally rest with the Vice President for Academic Affairs or his or her designee, hereinafter referred to as the Vice President. Primary responsibility for investigating infractions filed as complaints under section 5, below, and for determining the sanctions also rests with the Vice President. Whenever an infraction is alleged, the faculty member or the Vice President shall summon the student to an interview.

4. Interview

a. Notice. An attempt to notify the student by letter or phone must be made within 10 consecutive days of the discovery of the alleged infraction. An interview is to be held as soon as possible after the student is notified of the alleged infraction. However, cases in which the time frame cannot be met will not be dismissed for this reason alone.

b. Penalties

i. Under section 1, above: After a review of the evidence, if a student is found guilty of an infraction, depending on its severity, the faculty member must either record a grade of zero or failure for the examination or assignment, or record a grade of failure for the course. In cases of failure for the course, withdrawal from the course is not permitted; in cases of failure or the grade of zero for an assignment or examination, withdrawal from the course must have the written approval of the responsible faculty member.

ii. Under section 2, above: After a review of the evidence, if a student is found guilty of an infraction (excepting those under section 2.e.), depending on its severity, the Vice President must either suspend or dismiss the student. If a student is found guilty under section 2.e., one or more of the following sanctions may be imposed: restitution, fine, suspension, or dismissal. In cases of suspension, no credits for courses taken during the suspension will be accepted towards graduation requirements.

c. Files. In all cases where a student is found guilty, the names of the principals, the pertinent dates, and the nature of the offense must be communicated in writing to the Office of the Registrar to be
maintained in a separate, confidential file. In cases of second offenses, the Director of the Office of the Registrar shall immediately notify the Chair of the Academic Honesty Board.

5. Complaints

Any member of the academic community may file with the Vice President a written complaint against a student alleging that an infraction has occurred. If, after prompt investigation, the Vice President finds that the complaint may be justified, the Vice President shall investigate further, hold an interview with the student, and also notify the instructor of the course involved.

6. Academic Honesty Board

a. Composition. The Academic Honesty Board shall consist of seventeen members: a chair; eight faculty members, including two from each of the four divisions (business, humanities, social sciences, and natural sciences/math); and eight students, including two from each of the four constituencies (CA&S, HSB, University College, and Graduate Programs). All members, including the chair, shall be nominated by appropriate deans or student governments and appointed by the Vice President, with consideration given to anyone interested in serving on the Board. All members shall serve two-year terms which are renewable. In the event that the chair is temporarily unable to convene the board, he/she will designate one of the eight faculty members to act as chair until such time as the chair is again able to convene. Six Board members, including the Chair (or his/her designate) and at least one student representative, constitute a quorum in order to conduct business. Decisions of the Board shall be rendered by a simple majority of those present. The Chair (or his/her designate) shall vote only in the case of a tie.

b. Appeals and Referrals. An accused student may appeal to the Board in order to contest a determination of guilt if he or she believes the decision to have been unsubstantiated or procedurally unfair. The responsible faculty member or the Vice President may refer a case to the Board if he or she believes because of the severity of the offense that the penalties specified under section 4.b., above, are inadequate. All appeals and referrals must state grounds and must be made in writing to the Chair within seven days after notification of the decision.

c. Hearings. As soon as possible after the receipt of a written request for an appeal or a referral, the Chair (or his/her designate) shall consult a minimum of four board members, including at least one student representative, to determine whether sufficient grounds exist for conducting a formal hearing. For cases in which it is decided that there are not sufficient grounds for appeal, a letter explaining the basis for that decision shall be written and mailed to the student who made the appeal. Upon notification of a second offense, the Board must hold a hearing to decide what further action should be taken. Written notice of a formal hearing must be provided to the parties involved, normally seven days before the hearing. Present at the hearing may be the following: the accused student, the accusing person, any witnesses or advisor from the academic community called by the student or the accuser, anyone called by the Board. The decision of the Board shall be communicated in writing by the Chair to the accused student and to the responsible faculty member or the Vice President, as defined under section 3, above, usually within seven days after the hearing.

d. Penalties. If the Board finds a student guilty, it shall do one or more of the following: allow the original decision to stand; suspend the student for a specified period of time; dismiss the student from the University; or impose some other penalty which the Board deems more suitable. However, the Board cannot lessen penalties imposed under section 4.b., above.

e. Files. The Board shall retain a confidential file on each hearing specifying the names of the principals, the pertinent dates, the nature of the charge and its final disposition. At the end of each academic year the Chair shall submit a summary report on the proceedings of the Academic Honesty Board to the Vice President.

Approved by University Council May 20, 1982
Office of Community Standards

Campion 212 (610) 660-1046 (www.sju/communitystandards)

The University

The Mission Statement of Saint Joseph’s University shapes the responsibilities and privileges afforded to members of the University community. These Community Standards are designed to foster a community conducive to achieving the mission of the University. Rooted in the Catholic Jesuit tradition, Saint Joseph’s University aims to create and to sustain an educational environment that facilitates students’ academic, personal, and spiritual development. At the core of these values is the Ignatian tradition of “cura personalis,” which affirms the goodness, the worth and the dignity of every human being. Students affirm this commitment through adherence to the standards of conduct established within our community.

In the broadest terms, all members of the Saint Joseph’s University community are expected to:

- Be honest;
- Have respect for self;
- Have respect for others, their well-being and their property; and
- Have respect for the standards of the University and the laws of the larger community.

For a full copy of the community standards policy: www.sju/communitystandards.
Facilities and Services

Academic Advising

Academic advising is available for all students of the University College. Academic advisors are available to assist University College students Monday through Thursday from 2:30 to 6:30 p.m. in the Barbelin Building, room 117. All students in an academic program are urged to see an advisor at least once a semester to discuss their program and evaluate their progress. The following students are required to obtain an advisor’s approval:

- Students accepted to the Opportunity Program
- Students who have not submitted all required official documentation
- Students on probation

Students are encouraged to schedule an appointment to see an academic advisor by calling (610) 660-1267 or (877) NITE-SJU.

Bookstore

The Bookstore, located in the new parking garage “Hawk’s Landing” on 54th Street near City Avenue, provides textbooks, clothing, stationery products, supplies, and giftware. During the fall and spring semesters the normal hours are 9:00 a.m. to 7:00 p.m. Monday through Thursday, 9:00 a.m. to 4:00 p.m. on Friday, and 10:00 a.m. to 2:00 pm on Saturday. Extended hours—until 8:00 p.m., Monday through Thursday—are in effect for the first two weeks of classes in the fall and spring semesters. The Bookstore will begin late hours of operation the week before the fall and spring semesters, Monday through Thursday 9:00 a.m. to 7:00 p.m. All hours are subject to change. Payments may be made by cash, VISA, MasterCard, Discover, American Express, or Personal Check with proper ID. You may also order your textbooks over the internet at www.sju.bkstr.com. You may call (610) 660-3170 for more information.

Campus Ministry

Mary Margaret Wolfington Center (610) 660-1030 (www.sju/campus ministry)

University College students are encouraged to realize Saint Joseph’s University’s focus on the integration of religious values into one’s world view and lifestyle. The Office of Campus Ministry extends a wide range of opportunities to be of assistance. Students may obtain information about liturgical worship, prayer opportunities, consultation on matters of personal concern, conscience, and religion by calling (610) 660-1030, or by visiting the Wolfington Center for Ministry, Faith, and Service (adjacent to The Chapel of Saint Joseph).

Career Development Center

Overbrook Hall (610) 660-3100, careerhelp@sju.edu (www.sju.edu/careers)

Career Development provides comprehensive life-long services and programs to all students at Saint Joseph’s University. The Career Development staff is dedicated to teaching students and alumni to be self-directed in connecting the academic and work worlds by providing career related experiences, information, services, programs and counseling. The Career Development Center offers 24 hour, 7 days a week access to resources via a web-site (www.sju.edu/careers). The staff looks forward to working with each of you to assist you in
planning for your future. Here is a list of services and resources (detailed information about each of these services is available on our web-site):

- Career Counseling (call (610) 660-3100 for scheduling)
- Choosing Your Major Workshops
- Computerized Career Assessment & Assessment Inventories
- Internships
- Career Library
- Part-time and Summer Job listings
- Hawk Career Network
- Alumni Career Panels and Forums
- Job Search Advising
- Full-time Job Listings
- On-Campus Recruitment Program
- Mock Interviews
- Job Search Workshops
- Resume Writing Workshops
- Interview Workshops
- Graduate School Preparation Workshops
- Resume Critique Services
- Career Fairs (5 to 8 per year)
- Networking Nights
- Resume Referral Services

Counseling Center

Merion Gardens (610) 660-1090 (www.sju.edu/counseling)

The Counseling Center helps students reach their personal and academic goals through the provision of brief counseling, consultation and outreach programming. The staff includes licensed professional counselors, psychologists and doctoral level interns, well equipped to help students cope with a variety of concerns, including: depression, anxiety, relationship conflicts, stress, sleep difficulties, and substance abuse. Located in A504 Merion Gardens, the Counseling Center is open Monday through Friday from 8:30 am to 4:30 pm with some additional early evening hours available. For added convenience, our satellite office is located in the LaFarge Residence Hall, office 110, on the main campus with daily walk-in times for students with urgent concerns. The Counseling Center’s web site provides self-help material and links to mental health resources in the area.

PLEASE NOTE: Services for part-time students and graduate students are limited to consultation/assessment and referral.

The mission of the Prevention and Intervention of Substance Abuse (PISA) program is to educate students about substance abuse issues while reducing the associated negative consequences. PISA delivers a comprehensive program which provides empirically-supported prevention and intervention techniques in a variety of formats including on-line assessment and education, classroom instruction, small group sessions and individual counseling. PISA is staffed with counselors and interns who specialize in substance abuse problems and addiction.

Dining Services

- The Campion Food Court, ground floor of the Campion Center, Monday to Friday, breakfast 7:30 a.m. - 11:00 a.m., lunch 11:00 a.m. - 3:00 p.m., dinner 4:30 p.m. - 8:30 p.m., Friday dinner 4:30 p.m. - 6:30 p.m., Saturday and Sunday brunch 11:00 a.m., - 3:00 p.m., dinner 4:30 p.m. - 6:30 p.m.
- Pizza Hut
- Burger King
- Grille Works
- Montague’s Deli
The Hawk's Nest, second floor of the Campion Center, Monday to Friday 11:00 a.m. - 11:00 p.m.,
Saturday 7:30 p.m. - 11:00 p.m., and Sunday 7:30 p.m. - 11:30 p.m.
Tyson's Sunset Strips
Bene Pizzeria
Philly’s Campus Grill

- Mandeville Coffee Stop, Mandeville Hall, Monday to Thursday, 8:00 a.m. - 8:00 p.m., Friday 8:00 a.m. -
  2:00 p.m.
- Bellarmine Snack Bar, Bellarmine Hall, Monday to Thursday 8:00 a.m. - 8:00 p.m., Friday 8:00 a.m. -
  2:00 p.m.
- C-Store, first floor of Campion Hall.
- Cosi, Starbucks, 54th Street

ELS Language Center

The ELS Language Center has been located on campus since 1981. This intensive English program serves both
academically-bound international students and businesspeople who require more proficiency in English. The
students of ELS Language Center are here in the United States on student visas and study either 20 or 30 hours
per week in one of 12 proficiency levels. TOEFL scores are waived for applicants to Saint Joseph’s University
who complete the 12th level and have a letter of recommendation from the Academic Director. ELS arranges
housing placements for its students and offers a wide variety of extracurricular activities. SJU students who
study a second language are encouraged to contact ELS to arrange a conversation exchange partner. For
further information please contact ELS at 610-660-3077

International Student Services at the Center for International Programs

The Center for International Programs (CIP), located in Barry Annex, is responsible for meeting the needs of
international students from the time they apply until they graduate. CIP serves as the primary advising office
for non-academic issues for international students. The most significant arena is in dealing with immigration
issues for students in F and J visa status, including:
- initial/transfer issuance of the I-20 form to apply for a student (F-l) visa or initial/transfer issuance of the
  DS-2019 form to apply for an exchange visitor (J-1) visa;
- orientation for international students;
- documentation required to travel in and out of the United States;
- change of status applications to F-1 status;
- extensions of stay;
- practical training and other work permission requests.

Information Technology

The Office of Information Technology, located in Barbelin Hall, is responsible for the delivery and support of
the University’s information resources. Our goal is to provide reliable, secure, and scalable technologies in
Support of the educational mission of the University and we strive to provide excellent service to our faculty, staff and students.

Support Services

**IT Help Desk, Barbelin 30, (610) 660-2920, helpdesk@sju.edu**

University faculty and staff members can obtain technical support for all technology-related issues through the IT Help Desk located in Barbelin 30. The Help Desk is open Monday through Thursday from 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 5 p.m. and can be reached via e-mail at helpdesk@sju.edu or by phone at (610) 660-2920.

**Student Technology Center, 129 Science Center, (610) 660-3070, stc@sju.edu**

The Student Technology Center (STC), located in 129 Science Center, houses the Student Help Desk that provides technical support to all registered students. The STC staff will provide assistance with MySJU, network connectivity and supported software used for classwork. In addition, students participating in the University Laptop Programs will receive hardware warranty support for their laptop computers purchased through the programs. Students can contact the STC at stc@sju.edu or (610) 660-3070.

During the fall and spring semesters, the STC hours are: Monday to Thursday, 8:00 a.m. to 11:00 p.m.; Friday, 8:00 a.m. to 5:00 p.m.; Saturday, 10 a.m. to 5:00 p.m.; Sunday, 10 a.m. to 11:00 p.m. During the summer, the STC hours are Monday to Thursday, 9:00 a.m. to 6:00 p.m.; Friday, 9:00 a.m. to 3:00 p.m.

Network Services

The campus data network has more than 6500 connections in 52 buildings. These buildings are connected via Gigabit Ethernet and Fast Ethernet technology onto the university’s multi-Gigabit Ethernet network backbone. Wireless connectivity is also available to students from a variety of campus locations, including Mandeville Hall, Post Hall, Campion, Drexel Library, and Gest Lawn. On the Saint Joseph’s University campus network, students have access to the Internet, electronic mail, and a large collection of application software packages used by the faculty for instruction and research. Information Technology’s goal is to provide all students, faculty, and staff with dependable access to the computing services they need. The approach is to implement technology that is based on industry standards and is known for reliability and performance.

Instructional Technology and Distributed Learning

**Director—David Lees, Barbelin 34, (610) 660-1770**

Instructional Technology and Distributed Learning is located in Barbelin 34. The IMS offers multimedia, video, audiovisual, distance learning, and videoconferencing support to the community at Saint Joseph’s University. A complete list of the services offered can be found at sju.edu/IMS.

Distance Learning

Each semester, University College offers on-line courses as an alternative to taking on-campus courses. Most of these courses are delivered entirely on-line, however, there may be courses that require an on-campus meeting or an on-campus examination. The majority of on-line courses are offered during the summer sessions. To determine if you are a good candidate for an online course, take the Online Learning Readiness Assessment on the web: http://www.sju.edu/uc/pages/Online_questionnaire.htm.
Telephone Services

*Barbelin 28, (610) 660-2920, email to helpdesk@sju.edu*

The Telecommunications Group provides voice services to students, faculty, and staff of Saint Joseph’s. This includes dialtone and voicemail services to all University buildings, individual and departmental telephone billing services, and repair services. Requests for telecommunications services should be sent to the Information Technology Help Desk at BL 30, or extension 2920, or send an email to helpdesk.

Language Laboratory

The Language Laboratory is located in Bellarmine Hall, Room 312. Laboratory sessions for the beginning level of all languages are scheduled to use the 30 position Sanako Lab 300 Language Laboratory system, which was opened for use in Fall Semester, 2003. Students work under the supervision of their instructors with the audio, video and web-based materials that accompany their texts. Cassette and CD audio, VHS videotape and DVD video materials can be distributed from the instructors’ console.

The Language Learning Center is located in Bellarmine Hall, Room 315. The Sanako® Lab 300 Language Laboratory system is used to deliver program materials from the master console to the 30 student stations. Each student station can also access the audio and video materials that reside on the Language Laboratory’s server, as well as web-based materials. Each student station is equipped with a DVD player for individual viewing and 4 stations are equipped for individual viewing of VHS videotape materials.

Students also have access to the audio and video materials that accompany their textbooks via the University network. Links are available from the Language Laboratory web page to the materials. The same user names and passwords that operate in the Language Laboratory are active from these links.

The Foreign Language Computer Writing Lab is located in Bellarmine Hall, Room 329. The Writing Lab is available for class use and independent writing assignments in the foreign languages. Twenty-five iMac computers are available, equipped with writing assistant programs and multi-language dictionaries and are Bluetooth enabled.

Students and members of the University Community are invited to use these facilities for independent study during academic semesters Monday through Thursday from 9:00 a.m. to 9:00 p.m. and Friday from 9:00 a.m. to 4:00 p.m. Phone (610) 660-1837 for information and hours during exams, holidays, summer sessions and vacations.

Learning Resource Center

*302 Science Center (610) 660-1775 (www.sju.edu/lrc)*

The Learning Resource Center provides all Saint Joseph’s students with a variety of free services to help them adjust to the academic demands at the University. The LRC offers tutoring and study skills assistance on a small group, walk-in or private basis. Peer and professional tutors conduct individual tutoring sessions for most courses, as well as walk-in evening tutoring hours offered Monday to Thursday from 6 p.m. to 9 p.m. A learning skills specialist conducts weekly workshops designed to strengthen students’ study strategies. A learning skills specialist can also help students assess current study strategies and redesign these strategies to meet the demands of different courses. Schedules for the services are posted at the beginning of each semester.
Library Facilities

Francis A. Drexel Library

Located at the center of campus, the Francis A. Drexel Library supports the academic programs of the University with a collection of over 347,100 volumes, 2,900 current periodical subscriptions, 866,400 microforms, and over 20,000 journals available electronically. Drexel Library has extensive Business resources and services that are complemented by the Food Marketing collection in Campbell Library. The Curriculum Materials Center (CMC), a collection of elementary and secondary textbooks and children’s literature, is located on the second floor of Drexel Library. All of the Library’s holdings, as well as those of the Instructional Technology Center (ITDL) and the Campbell Library, are listed in the Library’s online catalog, which is freely accessible from the Library’s website (www.sju.edu/library).

The Library provides access to a wide range of online databases, many of which provide the full text of journal articles. The databases can be accessed from the Library’s website at any networked computer on campus. In addition, most of our databases can be accessed from off-campus with an SJU username/password. The Library’s homepage also provides easy access to selective subject guide resources, research help and links to other Library services. Reference librarians offer individual and group instruction in the use of all research materials.

Interlibrary Loan services are available for materials that students and faculty need that are not held by the Drexel Library. This process is expedited by the Library’s membership in the Online Computer Library Center (OCLC), that identifies the holdings of libraries throughout the United States and the world. Saint Joseph’s students, faculty, and staff can also borrow books from E-ZBorrow. Seventy private and public academic libraries permit direct requests from patrons from a combined virtual catalog. Additional information and instructions are available on the Library’s homepage. The Library’s membership in the Tri-State College Library Cooperative (TCLC), a consortium of over forty regional college and university libraries, provides users with in-person access to the collections of most of these institutions.

During the academic year, Drexel Library is open 8:30 a.m. to midnight, Monday through Thursday; 8:30 a.m. to 9:00 p.m. on Friday; 10:00 a.m. to 6:00 p.m. on Saturday; and 10:00 a.m. to midnight on Sunday. Information about hours during exam periods, semester breaks, holiday, and summer sessions is posted at the entrance to the Library, on the Library’s homepage, and is available by calling (610) 660-1901.

Campbell Library

Located in 157 Mandeville Hall, Campbell Library is a special information center that supports the Food Marketing students and faculty and provides assistance to visitors from the food industry. Fully supported by the Academy of Food Marketing, the Library contains a wealth of up-to-date information, including trade publications, market research reports, directories, and many other electronic/print resources. Computers, laptop/wireless connections, black-and-white/color printers, and group study rooms are available for reserve. Our web site is located at www.foodmarketing.sju.edu/library.

During the academic year, Campbell Library is open from 8:30 a.m. until 11 p.m. Monday through Thursday, 8:30 a.m. until 5 p.m. on Fridays, 10 a.m. until 6 p.m. on Saturdays, and 1 p.m. until 11 p.m. on Sundays. Hours for summer sessions, semester breaks, and holidays are listed on the web site and are posted at the entrance of the Library. Please feel free to call us for further information (610) 660-1195.

TO BORROW MATERIAL FROM EITHER OF THESE LIBRARIES, EACH REGISTERED STUDENT IS REQUIRED TO PRESENT A CURRENT STUDENT IDENTIFICATION CARD.
Office of Multicultural Life

229 Campion (610) 660-1141 (www.sju.edu/multicultural)

This office is responsible for facilitating programs and activities that promote the understanding and appreciation of cultures and heritages of underrepresented populations at Saint Joseph’s. The Director strives to develop a strong support system for African American, Hispanic American, Asian American, Native American and international students, and to promote social, cultural and academic programming. As advisor to the Multicultural Council, Black Student Union, Asian Student Association, Carribean Student Association, International Student Association, Latino Student Organization, and the University’s Gospel Choir, “Voices of Praise,” the Director serves as an advocate and resource for all students of color.

Parking and Security

University College students are eligible to obtain parking permits for use of the illuminated and protected parking lots on a first-come-first-served basis. Campus walks are well lit, and emergency telephones are placed at strategic locations. Since the University includes a large proportion of residential students, the campus is rarely deserted at any hour. Security Officers make regular rounds on and around campus. A shuttle service runs on a set schedule throughout the Academic year, servicing both the East and West ends of campus. Escorts are made available when the shuttles are not running. University College students are encouraged to make use of this service. Parking permit purchases are available on-line through your MYSJU or in Security headquarters. All Graduate students are guaranteed a parking permit; however, parking is on a first-come-first serve basis. Permits are valid on all University Parking lots with the exception of the Townhouses and Merion Gardens lots, and all vehicles must be parked in lined spaces.

Saint Joseph’s University has compiled an excellent safety record. Additional information about security and the incidence of crimes on campus is available from the Office of Public Safety and Security, by calling (610) 660-1111 or by visiting the web site at www.sju.edu/security.

Services for Students with Learning/Physical/Psychiatric Disabilities

113 Science Center (610) 660-1774 TTY (610) 660-1620 (www.sju.edu/dss)

In accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA) of 1990, the Office of Services for Students with Disabilities coordinates support services and recommends “reasonable academic adjustments” based on the needs of the student and appropriate documentation. The Office is responsible for promoting access to facilities and programs, ensuring equal educational opportunities, acting as an informational and referral source, providing counseling and serving as a liaison between faculty and student.

Student Activities

For information about these activities, please call (610) 660-1266. A partial listing of organizations is as follows:

**ALPHA SIGMA LAMBDA.** Membership in Alpha Sigma Lambda, Alpha Zeta Chapter, undergraduate national honor society for students in continuing higher education, is open to invited degree candidates of all majors, who have attained a cumulative point average of 3.40. They must have completed sixty credits, at least thirty through the University College. The grades of transfer credits are included in the total GPA for membership eligibility.
CRIMSON AND GRAY. The CRIMSON AND GRAY literary magazine is open to University College students as an outlet for poetry, fiction, essays, art, and photography.

INTERNATIONAL STUDENTS ASSOCIATION. The International Students Association is primarily for students from countries other than the United States; however, its meetings and activities are open to anyone on campus interested in intercultural sharing. The association functions in a dual capacity: providing students, separated from family, the opportunity to meet a community of friends; providing the University, through formal programs, opportunities for intercultural enrichment. For more information, contact the Office for International Student Services, 229 Campion Center, or phone (610) 660-1040.

NIGHTHAWK. The Nighthawk newsletter provides timely information on matters of interest to University College students. To volunteer for the Nighthawk staff, call (610) 660-1267.

Student Health Center

Sourin Hall (610) 660-1175 113 (www.sju.edu/student health)

The Student Health Center provides primary assessment and treatment of illnesses and injuries to students. Any student in need of health care is encouraged to use the Student Health Center on a walk-in basis. There are no fees charged for treatment received in the Student Health Center. However, students are charged for some special immunizations, prescriptions and laboratory work. Students are also responsible for any expenses incurred when referred to either Lankenau Hospital or a local specialist.

The Student Health Center is staffed by a full-time Primary Care Nurse Practitioner/Director, a part-time Physician and several Registered Nurses. A part-time Women’s Health Nurse Practitioner is available to see students needing gynecological care. The Student Health Center is open Monday 8 a.m.–8 p.m., Tuesday through Friday 8 a.m.–5 p.m., and Saturday 11 a.m.–3 p.m. while classes are in session during the fall and spring semesters. The Student Health Center is closed on Sunday. Limited summer hours are available.

Students are encouraged to visit the Student Health Center not only when they are ill or injured, but also when they have questions or concerns about any health issue. Information will be given in a confidential and nonjudgmental manner.

Student Sports/Recreation Complex

Athletics

All Saint Joseph’s University students are encouraged to participate in intercollegiate, club and intramural activities as well as in the numerous recreational and fitness opportunities that are available.

The Alumni Memorial Fieldhouse, the Student Sports/Recreation Center, and Finnesey Field provide indoor and outdoor locations for athletic and recreational events. These facilities are utilized to enhance the student’s physical development under the supervision of Saint Joseph’s staff.

Recreation

(610) 660-1722 (www.sju.edu/recreation)

The University’s Student Sports/Recreation Complexes are versatile fitness centers designed to accommodate the University community’s need for exercise, recreation and sports activities.
The Sports/Recreation Complexes consist of:

- courts convertible for basketball, tennis, and volleyball
- indoor and outdoor running tracks
- indoor pools
- tennis courts
- racquetball/handball courts
- locker rooms and saunas
- fitness centers featuring state-of-the-art cardiovascular, resistance and free weight equipment
- playing fields

The recreation office offers outdoor recreation trips. The trips are offered on select weekends each semester. Trips include whitewater rafting, skiing, hiking, and orienting. Special instructional programs including aerobics, qi gong, and a fitness program are available for an additional fee.
Curricula

Purpose of a Curriculum

A curriculum is a course of study planned to assist the student, according to ability and desire, to progress toward educational goals. Such a plan fosters efficient interaction of student, teacher, and other resources, principally within the college environment. The course of study at Saint Joseph’s University is structured to facilitate development of abilities and qualities characteristic of the liberally educated person and pursues a three-fold objective through a three-part curriculum.

The General Educational Requirement (GER) ensures mastery of skills required for further study, exposes students to the principal achievements and problems of the major fields of human learning, and introduces them to new disciplines which they may or may not wish to pursue. This portion of the curriculum is composed of courses in languages and literatures, mathematics and natural sciences, history and social sciences, philosophy and theology.

The major concentration gives depth in a particular field and is thus a preparation for an effective career or for graduate study in that field.

Free or general electives allow students to pursue interests, explore new fields, or to continue concentration in their major.

Definition of a Course

For the purpose of fulfilling curricular requirements, a course is any semester unit to which a value of three credits or more is assigned. A laboratory associated with a course is not considered a separate course, even when it carries a separate course number and grade. Audit (non-credit) courses do not fulfill any requirement.

The General Education Requirement (GER)

All baccalaureate programs require the following courses as part of the General Education Requirement:

English: (4 courses are required)
- ENG 1005 Communication Skills
- ENG 1015 Exposition and Argumentation
- ENG 1105 Literature and Composition
- ENG 1115 or 1125 or 1135 or 1145 or 1155 or 1185 or 1525 or any 2000 level courses.

Students presenting evidence that supports competence in basic writing may receive permission to substitute another course in literature or rhetoric for ENG 1005.

History: (2 courses are required)
- 2 courses from HIS 1015, 1025, 1035, or 1045 unless required courses are specified by an individual degree program.
- Qualified students with the permission of the Department may substitute 2000 level upper division History courses to meet GER requirements.
Mathematics/ Natural Science: (2 to 4 courses are required)
At least two semesters of mathematics and/or science is required in every degree program.

Mathematics
Students may fulfill the mathematics requirement by completing two mathematics courses as listed below:
- Business majors: MAT 1135-1145 (Business Math I and II)
- Arts & Science majors: MAT 1015-1025 (Excursions in Math I and II)
- Science majors (i.e., Biology): See specific major requirements
Consult the individual curricula listings for specific requirements in mathematics/science. Some majors require both.

Modern Foreign or Classical Language: (2 courses are required)
The Language requirement may be fulfilled by one of the following options:
- 2 courses (6 credits) in a foreign language in level sequence; for example SPA 1015-1025
- 2 courses in Linguistics (LIN courses)
- 2 courses in Literature in Translation (LAN courses)
- 2 courses in Classics (CLA courses)
- Any combination of 2 courses from LIN, LAN, and CLA courses

International students or students whose native language is not English must take ESL 1255 and ESL 1265, English as a Second Language, in their first two semesters. They must achieve grades of C or better to continue to ENG 1005. ESL 1255 and ESL 1265 will satisfy GER Foreign Language Requirements if taken before any other College level course in English.

Philosophy: (3 courses are required)
- PHL 1015 The Human Person (prerequisite for all other philosophy courses)
- PHL 1035 Moral Philosophy
- One 2000 level course from the Knowledge and Reality Area. (may not be taken concurrently with PHL 1035.)

Social Sciences: (3 courses are required)
- 3 courses from economics, political science, psychology or sociology (history not included)

Normally, the lower division courses will be selected. No more than two courses may be taken in one area. When electing the social science courses, students are cautioned to consider their major. For example, business majors are to take ECN 1015-1025 as a general course requirement. The recommended social science courses are listed in curricula that follow.

Theology: (3 courses are required)
- 1 course from THE 1000-1305 level (prerequisite for all other Theology courses)
- 2 courses from the 1500-2000 level

Notes
1. All degree and certificate students must see a University College academic advisor at least once a year, preferably before fall registration.
2. Normally, the lower division requirement (numbered in the 1000s) in a department must be completed before a student elects upper division courses (numbered in the 2000s)
3. Upper division courses in the elected major field will total a minimum of 24 semester credits.
4. The minimum requirement for graduation is 40 courses, unless the accumulated number of semester credits is less than 120, in which case additional courses must be taken until the 120 minimum is reached.
Program Requirements

The following pages describe the courses and credits required for the various programs offered in Saint Joseph’s University College.

Baccalaureate Degree

University College students interested in day majors, must be accepted into the Bridge Program and enroll in some day classes to fulfill the major requirements.

Bachelor of Arts

Majors: Biology, English (Literature or Communications), Political Science

Bachelor of Science

Majors: Computer Information Science, Criminal Justice, Education (Elementary), Education (Secondary), Education (Elementary/Special Education), Health Administration, Legal Studies, Liberal and Professional Studies (Humanities, Professional Studies or Social Science), Organizational Development and Leadership, Psychology, Sociology

Bachelor of Science—Business

Majors: Accounting, Business Administration, Finance

Associate Degree

Majors: Business Administration, Liberal Arts

Certificate

Majors: Post-Baccalaureate Accounting, Computer Information Science, English (Communications), Health Administration, Organizational Development and Leadership, Pre-Health Science, Purchasing,
## B.A. Programs

### Requirements for B.A. in Biology

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selection</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selection</td>
<td>6</td>
</tr>
<tr>
<td>MAT 1255-1265</td>
<td>Calculus and Analytic Geometry I, II</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selection</td>
<td>9</td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selection</td>
<td>9</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selection</td>
<td>9</td>
</tr>
</tbody>
</table>

**Field of Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 1015-1025</td>
<td>General Chemistry, with lab</td>
<td>10</td>
</tr>
<tr>
<td>PHY 1035-1045</td>
<td>General Physics, with lab</td>
<td>10</td>
</tr>
<tr>
<td>BIO 1015</td>
<td>Cell Biology, with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1025</td>
<td>Genetics, with lab</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>Six advanced courses</td>
<td>18</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>selections</td>
<td>27</td>
</tr>
</tbody>
</table>

**Total credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
</tr>
</tbody>
</table>

### Requirements for B.A. in English

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selection</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selection</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selection</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selection</td>
<td>9</td>
</tr>
<tr>
<td>Natural Science</td>
<td>GER selection</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selection</td>
<td>9</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selection</td>
<td>9</td>
</tr>
</tbody>
</table>

**Literature Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1125</td>
<td>Major American Writers or 2000 level American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2015</td>
<td>Background for English Studies or 2000 level British/Irish Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2205 or 2215</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>Approved selections</td>
<td>24</td>
</tr>
</tbody>
</table>

**Total credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
</tr>
</tbody>
</table>
Communications Concentration (For prerequisites see course descriptions.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1155</td>
<td>Rhetoric in Modern Practice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2015</td>
<td>Background for English Studies or 2000 level</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2205 or 2215</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2 courses from ENG 2005-2925</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>COM</td>
<td>Approved selections</td>
<td>18</td>
</tr>
<tr>
<td>Electives</td>
<td>General selections</td>
<td>27</td>
</tr>
</tbody>
</table>

Total credits: 120

Requirements for B.A. in Political Science

General Education Requirement (See Curricula.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1015-1025</td>
<td>Western Civilization</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>ECN 1015 or 1025</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>POL 1015</td>
<td>Introduction to American Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 1035 or 1055</td>
<td>Comparative or International Politics</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
</tr>
</tbody>
</table>

Field of Concentration (For prerequisites see course descriptions.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1035-1045</td>
<td>History of the United States</td>
<td>6</td>
</tr>
<tr>
<td>Political Science</td>
<td>Eight Upper Division Political Science courses</td>
<td>.24</td>
</tr>
<tr>
<td>Electives</td>
<td>General selections</td>
<td>27</td>
</tr>
</tbody>
</table>

Total credits: 120
Requirements for B.S. in Computer Information Science

General Education Requirement (See Curricula.)
ENG 1005 Communication Skills ..................3
ENG 1015 Exposition and Argumentation ........3
ENG 1105 Literature and Composition .............3
English GER selection ................................3
History GER selections ..............................6
Language GER selections ............................6
MAT 1255-1265 Calculus and Analytic Geometry I,II ..................6
Based upon previous mathematical experience and/or a placement test
students may be required to take MAT 1205 (Pre-Calculus)
Philosophy GER selections ..........................9
PHY 1035-1045 General Physics I and II ........6
Social Science GER selections .......................6
Theology GER selections .............................9

Field of Concentration (For prerequisites see course descriptions.)
CSC 1405 Introduction to Computer Programming ......3
CSC 1605 Intermediate Computer Programming ......3
CSC 1675 Discrete Structures for Computer Science ....3
CSC 2005/2655 Numerical Analysis or Web Design ....3
CSC 2305 Data Structures ................................3
CSC 2015 Computer Organization and Architecture ....3
CSC 2335 Systems Programming ........................3
CSC 2485 Software Engineering ........................3
CSC any three of the following: CSC 2005, 2145, 2405,
2455, 2475, 2485, 2495, 2655, 2855 ..................9
MAT 1325 Introduction to Probability and Statistics ....3
Electives General selections ..........................21

Total credits 120

Requirements for B.S. in Criminal Justice

General Education Requirement (See Curricula.)
ENG 1005 Communication Skills ..................3
ENG 1015 Exposition and Argumentation ........3
ENG 1105 Literature and Composition .............3
English GER selection ................................3
History GER selections ..............................6
Language GER selections ............................6
Mathematics GER selections ........................6
Philosophy GER selections ..........................9
Science GER selections ..............................6
SOC 1015 Introduction to Sociology ..................3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1025</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
</tr>
</tbody>
</table>

**Field of Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 2065</td>
<td>Theories of Crime</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2075</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2195</td>
<td>Social Deviance</td>
<td>3</td>
</tr>
<tr>
<td>ACC 1015</td>
<td>Concepts of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2635</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2125-2135</td>
<td>Social Research Methods I - II</td>
<td>6</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Six approved courses</td>
<td>18</td>
</tr>
</tbody>
</table>

**Electives**

See recommendations ........................................ 18

**Total credits**

120

**Requirements for B.S. in Education (Elementary)**

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1035 or 1045</td>
<td>History of the U.S. I or II</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>Language</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>Social Science</td>
<td>PSY 1005</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>Selections from Physics, Chemistry, or Biology</td>
<td>6</td>
</tr>
</tbody>
</table>

**Field of Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1015-1016</td>
<td>Schools in Society/Lab (Social Science GER)</td>
<td>4</td>
</tr>
<tr>
<td>EDU 2035-2036</td>
<td>Educational Psychology/Lab (PSY 1005 is a prerequisite, Note: Social Science GER)</td>
<td>4</td>
</tr>
<tr>
<td>SPE 2115</td>
<td>Education of the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2245</td>
<td>Reading/Literature I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2255-2256</td>
<td>Reading/Literature II/Lab</td>
<td>4</td>
</tr>
<tr>
<td>EDU 2265</td>
<td>Mathematics in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2275</td>
<td>Social Studies in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2285</td>
<td>Science in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2295</td>
<td>Creative Expressions</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2905</td>
<td>Elementary Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

**Electives**

General selections ........................................ 21

**Total credits**

123
## Requirements for B.S. in Education (Special Education)

### General Education Requirement (See Curricula.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English GER</td>
<td>Selection</td>
<td>3</td>
</tr>
<tr>
<td>HIS 1035 or 1045</td>
<td>History of the U.S. I or II</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER Selection</td>
<td>3</td>
</tr>
<tr>
<td>Language</td>
<td>GER Selection</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER Selection</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER Selection</td>
<td>9</td>
</tr>
<tr>
<td>Social Science</td>
<td>PSY 1005</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Ecn Selection</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER Selection</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>Selections from Physics, Chemistry, or Biology</td>
<td>6</td>
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</tbody>
</table>

### Field of Concentration (For prerequisites see course descriptions.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1015-1016</td>
<td>Schools in Society/Lab (Note: Social Science GER)</td>
<td>4</td>
</tr>
<tr>
<td>EDU 2035-2036</td>
<td>Educational Psychology/Lab (PSY 1005 is a prerequisite, Note: Social Science GER)</td>
<td>4</td>
</tr>
<tr>
<td>EDU 2245</td>
<td>Reading/Literature I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2255-2256</td>
<td>Reading/Literature II/Lab</td>
<td>4</td>
</tr>
<tr>
<td>EDU 2265</td>
<td>Mathematics in the Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2275</td>
<td>Social Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2285</td>
<td>Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>SPE 2115</td>
<td>Education of the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPE 2145</td>
<td>Inclusive Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE 2156</td>
<td>Special Education Lab I</td>
<td>2</td>
</tr>
<tr>
<td>SPE 2175</td>
<td>Special Education Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SPE 2185</td>
<td>Teaching Students with Moderate to Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 2166</td>
<td>Special Education Lab II</td>
<td>2</td>
</tr>
<tr>
<td>SPE 2195</td>
<td>Teaching Techniques for Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2925</td>
<td>Elementary/Special Education Student Teaching</td>
<td>12</td>
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</table>

### Electives

General selections ...........................................12

**Total credits**

127

## Requirements for B.S. in Education (Secondary)

### General Education Requirement (See Curricula.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER Selection</td>
<td>3</td>
</tr>
<tr>
<td>For English Area: ENG 1125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>GER Selection</td>
<td>6</td>
</tr>
<tr>
<td>For Language Area: 1215-1225 required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER Selection</td>
<td>9</td>
</tr>
<tr>
<td>Social Science</td>
<td>PSY 1005</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER Selection</td>
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</table>
### Education Concentration (For prerequisites see course descriptions.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1015-1016</td>
<td>Schools in Society/Lab (Social Science GER)</td>
<td>4</td>
</tr>
<tr>
<td>EDU 2035-2036</td>
<td>Educational Psychology/Lab (Social Science GER; PSY 1005 is prerequisite)</td>
<td>4</td>
</tr>
<tr>
<td>SPE 2115</td>
<td>Education of the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU 2315</td>
<td>Reading in the Content Areas</td>
<td>3</td>
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<tr>
<td>Education</td>
<td>Instructional Techniques (select one)</td>
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<tr>
<td>EDU 2325-2326</td>
<td>Inst. Techniques for English/Lab</td>
<td></td>
</tr>
<tr>
<td>EDU 2335-2336</td>
<td>Inst. Techniques for Social Studies/Lab</td>
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<tr>
<td>EDU 2345-2346</td>
<td>Inst. Techniques for Foreign Languages/Lab</td>
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<tr>
<td>EDU 2355-2356</td>
<td>Inst. Techniques for Mathematics/Lab</td>
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</tr>
<tr>
<td>EDU 2365-2366</td>
<td>Inst. Techniques for Science/Lab</td>
<td></td>
</tr>
<tr>
<td>EDU 2915</td>
<td>Secondary School Student Teaching</td>
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</tbody>
</table>

### Concentration Area (Content area related to certification)

#### English Teaching Area

**Additional required courses (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>ENG 2015/2025</td>
<td>Background for English Studies or The British Tradition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>ENG 2205 or 2215</td>
<td>Shakespeare</td>
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<tr>
<td>Science</td>
<td>LIN 2205</td>
<td>Basic Linguistics</td>
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<tr>
<td></td>
<td>English</td>
<td>Six approved selections</td>
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</table>

**Electives**

- General selections | 9 |

**Total credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>122</td>
</tr>
</tbody>
</table>

#### Social Studies Teaching Area (Bridge Program)

(Certification in Social Studies requires at least one course each from Economics, Psychology, and Sociology)

**Additional required courses (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1035-45</td>
<td>United States History</td>
<td>6</td>
</tr>
<tr>
<td>Math/Science</td>
<td>Two from Mathematics or Natural Science</td>
<td>6</td>
</tr>
<tr>
<td>HIS 1015-1025</td>
<td>Western Civilization I,II</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>Six approved selections</td>
<td>18</td>
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<tr>
<td>Political Science</td>
<td>Two approved selections</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>Two approved selections</td>
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**Electives**

- General selections | 6 |

**Total credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>122</td>
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</tbody>
</table>

### Other secondary education programs available through the Bridge Program

- Biology
- Chemistry
- Foreign Languages
### Requirements for B.S. in Health Administration

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Science/Math</td>
<td>Biology/Math Core</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1325</td>
<td>The Human Organism</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>ECN 2665</td>
<td>Economics of Health Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Specified for GER Social Science)</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
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</tbody>
</table>

**Foundations of Management (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT 1015</td>
<td>Organizations in Perspective</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2015</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2025</td>
<td>Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>DSS 1015</td>
<td>Introduction to Information Systems</td>
<td>3</td>
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</table>

**Field of Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HAD 2605</td>
<td>Introduction to Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2615</td>
<td>Principles of Public Health and Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2705</td>
<td>Administration of Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2745</td>
<td>Health Care Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2755</td>
<td>Principles and Methods of Health Planning</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2785</td>
<td>Financial Management of Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2795</td>
<td>Strategic Planning and Marketing in Health Care Orgs.</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2805</td>
<td>Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2915</td>
<td>Capstone Practicum in Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2925</td>
<td>Capstone Seminar in Health Administration</td>
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</tbody>
</table>

**Electives**

General selections                                             21

**Total credits**                                               120

### Requirements for B.S. in Legal Studies

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>ECN 1015</td>
<td>Introduction to Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>POL 1015</td>
<td>Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
</tr>
</tbody>
</table>
### Field of Concentration (For prerequisites see course descriptions.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1015</td>
<td>Concepts of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1005</td>
<td>Legal Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>DSS 1015</td>
<td>Introduction to Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>LAW 1055</td>
<td>The Paralegal, Legal Research and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>LAW 1065</td>
<td>The Paralegal, Legal Research and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2005</td>
<td>Introduction to the Legal System (POL 2135)</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2015</td>
<td>Professional Responsibility and Legal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2075</td>
<td>Law and Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2085</td>
<td>Tort Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2105</td>
<td>Corporate and Commercial Law or MGT 2415</td>
<td>3</td>
</tr>
<tr>
<td>LAW</td>
<td>three 2000 level courses</td>
<td>9</td>
</tr>
<tr>
<td>Cognate courses</td>
<td>two courses (see list)</td>
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</table>

### Electives

- General selections: 21 credits

### Total credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>

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### Requirements for B.S. in Legal Studies

(For Transfer Students ONLY with Paralegal Certificate)

#### General Education Requirement (See Curricula.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>ECN 1015</td>
<td>Introduction to Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>POL 1015</td>
<td>Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Field of Concentration (For prerequisites see course descriptions.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 1015</td>
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<td>3</td>
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<td>Legal Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>DSS 1015</td>
<td>Introduction to Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>LAW 1055</td>
<td>The Paralegal, Legal Research and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>LAW 1065</td>
<td>The Paralegal, Legal Research and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2005</td>
<td>Introduction to the Legal System (POL 2135)</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2015</td>
<td>Professional Responsibility and Legal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2075</td>
<td>Law and Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2085</td>
<td>Tort Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 2105</td>
<td>Corporate and Commercial Law or MGT 2415</td>
<td>3</td>
</tr>
<tr>
<td>LAW</td>
<td>one 2000 level course</td>
<td>3</td>
</tr>
<tr>
<td>Cognate courses</td>
<td>four courses (see list)</td>
<td>12</td>
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</tbody>
</table>

### Electives

- General selections: 21 credits

### Total credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>
Requirements for B.S. in Liberal and Professional Studies

**General Education Requirement (See Curricula.)**

- ENG 1015 Exposition and Argumentation ........................................... 3
- ENG 1105 Literature and Composition .................................................. 3
- History GER selections ................................................................. 6
- Mathematics GER selections ............................................................. 6
- Language GER selections ................................................................. 6
- Natural Science GER selections ........................................................ 6
- Social Science GER selections ........................................................... 6
- PHL 1015 Human Person ...................................................................... 3
- PHL 1035 Moral Philosophy .................................................................. 3
- Theology 1105-1305 level .................................................................... 3
- Theology 1500-2000 level .................................................................... 3
- Theology 1500-2000 level .................................................................... 3

**Humanities Concentration 10 courses (for prerequisites see course descriptions)**

- English GER selections ................................................................. 6
- Social Science 1 from ECN/POL/PSY/SOC ........................................ 3
- Theology 1500-2000 level .................................................................. 3
- Philosophy Knowledge and Reality area ............................................ 3
- Choose 5 courses from English, Art, Language (LIN, LAN, CLA or foreign language), History, Theology, Philosophy
  - Approved selection, 1000 level ...................................................... 3
  - Approved selection, 2000 level ...................................................... 12

**Professional Studies Concentration 10 courses (for prerequisites see course descriptions)**

- English GER selections ................................................................. 6
- Philosophy Knowledge and Reality Area .......................................... 3
- Theology 1500-2000 level .................................................................. 3
- Choose 6 additional courses from Communications, Health Administration, Labor Studies, Legal Studies, Organizational Development and Purchasing.
  - At least one must be from Labor Studies or Organizational Development.
  - Approved selections, 1000 level ...................................................... 6
  - Approved selection, 2000 level ...................................................... 12

**Social Science Concentration 10 courses (for prerequisites see course descriptions)**

- English GER selections ................................................................. 6
- Philosophy Knowledge and Reality Area .......................................... 3
- Theology 1500-2000 level .................................................................. 3
- Choose 6 additional courses from Economics, Political Science, Psychology and Sociology.
  - Approved selections, 1000 level ...................................................... 6
  - Approved selection, 2000 level ...................................................... 12

**Electives**

- General selections ............................................................................. 42

**Total credits**

- 120
## Requirements for B.S. in Organizational Development and Leadership

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1155</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>PSY 1005</td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1015/1025</td>
<td>Intro to Sociology/Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
</tr>
</tbody>
</table>

**Psychology Core (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1105</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2005</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2025</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
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<tr>
<td>Psychology</td>
<td>PSY selection</td>
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</table>

**Organizational Development and Leadership Core (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 1815</td>
<td>Career and Personal Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2275</td>
<td>Group &amp; Team Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2315</td>
<td>Leadership &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2705</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2725</td>
<td>Issues in Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2255</td>
<td>Coaching and Consulting Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2745</td>
<td>Capstone Project in Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General selections</td>
<td>27</td>
</tr>
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</table>

**Total credits**

<table>
<thead>
<tr>
<th>Credits</th>
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<tr>
<td>120</td>
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</table>

## Requirements for B.S. in Psychology

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selections</td>
<td>6</td>
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<td>Philosophy</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>PSY 1005, 1105</td>
<td>Introductory Psychology, Personality</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
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</tbody>
</table>

**Psychology Core (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2005</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2025</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2415</td>
<td>History and Systems of Psychology</td>
<td>3</td>
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<tr>
<td>Psychology</td>
<td>five Psychology selections</td>
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**Electives**

<table>
<thead>
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<td>General selections</td>
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**Total credits**

<table>
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<th>Credits</th>
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Requirements for B.S. in Sociology

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1005</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1015</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1105</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>SOC 1015-1025</td>
<td>Introduction to Sociology, Social Problems</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selection</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
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</table>

**Field of Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 2115</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2125-2135</td>
<td>Social Research Methods I - II</td>
<td>6</td>
</tr>
<tr>
<td>Sociology</td>
<td>Eight approved Upper Division courses</td>
<td>24</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General selections</td>
<td>24</td>
</tr>
</tbody>
</table>

**Total credits**

120
B.S. Business Programs

Business Majors GER and Business Foundation

General Education Requirement, all Business majors (See Curricula.)

- ENG 1005 Communication Skills ........................................3
- ENG 1015 Exposition and Argumentation .................................3
- ENG 1105 Literature and Composition .....................................3
- English GER selection ..........................................................3
- History GER selections ..........................................................6
- Language GER selections ........................................................6
- MAT 1135-1145 Mathematics for Business Major I-II ....................6
- Philosophy GER selections .......................................................9
- ECN 1015-1025 Introduction to Economics ..................................6
- Social Science GER selection ...................................................3
- Theology GER selections ........................................................9

Business Foundation Requirement, all Business majors

- ACC 1015 Concepts of Financial Accounting ............................3
- ACC 1025 Managerial Accounting .............................................3
- DSS 1315 Business Statistics ....................................................3
- FIN 1345 Introduction to Finance .............................................3
- MGT 1005 Legal Environment of Business I .............................3
- MGT 1015 Organizations in Perspective ....................................3
- MKT 1015 Principles of Marketing ...........................................3
- DSS 1015 Introduction to Information Systems ............................3
- DSS 2015 Quantitative Methods for Business ............................3
- BUS 2905 Business Policy .....................................................4

Requirements for B.S. in Accounting

General Education and Business Foundation Requirement, Business majors

See Business Majors GER and Business Foundation ......................88

Field of Concentration (For prerequisites see course descriptions.)

- ACC 2055 Financial Accounting Information Systems I ................3
- ACC 2065 Financial Accounting Information Systems II ..............3
- ACC 2075 Financial Accounting Information Systems III ............3
- ACC 2125 Management Accounting Information Systems I ..........3
- ACC 2135 Management Accounting Information Systems II ..........3
- ACC 2155 Federal Income Taxation .........................................3
- ACC 2175 Auditing ..............................................................3
- Accounting Two from ACC 2105, 2165, 2195, 2205, 2225, 2305, 2915, 2955 ..................................................6

Electives

General selection .................................................................6

Total credits

121
### Requirements for B.S. in Business Administration

*General Education and Business Foundation Requirement, Business majors*
See Business Majors GER AND Business Foundation .......... 88

**Field of Concentration (For prerequisites see course descriptions.)**
- **Business** Two Upper Division courses from each of three areas (Choose from ACC, MGT, MKT, FIN) .............. 18

**Electives** General selections ....................... 15

**Total credits**

### Requirements for B.S. in Finance

*General Education and Business Foundation Requirement, Business majors*
See Business Majors GER AND Business Foundation .......... 88

**Field of Concentration (For prerequisites see course descriptions.)**
- **FIN 2345** Markets and Financial Institutions ................. 3
- **FIN 2355** Investments ........................................... 3
- **FIN 2405** Intermediate Managerial Finance .................... 3
- **FIN electives** Select 3 from list in Finance section of Catalog ...... 9

**Electives** General selections .......................... 15

**Total credits**

121
Associate Degree Programs

Requirements for Associate Degree in Business Administration

- ENG 1005 Communication Skills ..........................3
- ENG 1015 Exposition and Argumentation .................3
- History GER selection .............................................3
- Theology GER selection .........................................3
- PHL 1015 The Human Person .....................................3
- MAT 1135-1145 Mathematics for Business Majors I,II ......6
- ECN 1015-1025 Introduction to Economics ....................6
- ACC 1015-1025 Financial and Managerial Accounting ....6
- MGT 1005 Legal Environment of Business I .................3
- DSS 1015 Introduction to Information Systems .............3
- DSS 1315 Business Statistics .....................................3
- FIN 1345 Introduction to Finance .............................3
- MGT 1015 Organizations in Perspective ......................3
- MKT 1015 Principles of Marketing ............................3
- Business Three upper division approved selections from two different areas .................................9

(If a Bachelor's degree is the eventual goal, selection should be guided by the requirements of the intended major.)

Total credits 60

Requirements for Associate Degree in Liberal Arts

- ENG 1005 Communication Skills ..........................3
- ENG 1015 Exposition and Argumentation .................3
- ENG 1105 Literature and Composition ......................3
- English GER selection ..........................................3
- History GER selections .........................................6
- Theology GER selection .........................................3
- Language GER selections .......................................6
- Mathematics GER selections .................................6
- Science GER selections .........................................6
- PHL 1015 The Human Person .................................3
- Social Science Three selections from two areas: ..........9
- Economics, Political Science, Psychology, or Sociology
- Electives General selections .................................9

(If a Bachelor's degree is the eventual goal, selection should be guided by the requirements of the intended major.)

Total credits 60
Certificate Programs

Requirements for Post-Baccalaureate Certificate in Accounting

ACC 1015  Concepts of Financial Accounting  . . . . . . . . . . . . . . . . . .3
ACC 1025  Managerial Accounting  . . . . . . . . . . . . . . . . . . . . . . . . . .3
ACC 2055  Financial Accounting Information Systems I  . . . . . . . . . .3
ACC 2065  Financial Accounting Information Systems II  . . . . . . . . . .3
ACC 2075  Financial Accounting Information Systems III  . . . . . . . . .3
ACC 2125  Management Accounting Information Systems I  . . . . . . . .3
ACC 2155  Federal Income Taxation  . . . . . . . . . . . . . . . . . . . . . . . . . .3
ACC 2175  Auditing  . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .3

Total credits 24

Requirements for Certificate in Computer Information Science

MAT 1255-1265  Calculus and Analytical Geometry I and II  . . . . . . . . . . . .6
MAT 1325  Introduction to Probability and Statistics  . . . . . . . . . . . . . .3
or CSC 1675  Discrete Structures for Computer Science  . . . . . . . . . . . .3
CSC 1405  Introduction to Computer Programming  . . . . . . . . . . . . . .3
CSC 1605  Intermediate Computer Programming  . . . . . . . . . . . . . . .3
CSC 2015  Computer Organization and Architecture  . . . . . . . . . . . . .3
CSC 2305  Data Structures  . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .3
CSC 2335  Systems Programming  . . . . . . . . . . . . . . . . . . . . . . . . . .3
CSC  One CSC course selected from . . . . . . . . . . . . . . . . . . . . . . . .3
CSC 1345, 1445, 2005, 2145, 2405, 2455, 2475, 2485, 2495, 2655, or 2855

Total credits 27

Requirements for Certificate in Communications

Choose six from the following courses:

COM 1155  Rhetoric in Modern Practice  . . . . . . . . . . . . . . . . . . . . . .3
COM 2025  Organizational Writing  . . . . . . . . . . . . . . . . . . . . . . . . . .3
COM 2035  Techniques of Business Presentation  . . . . . . . . . . . . . . .3
COM 2055  The Art of Editing  . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .3
COM 2065  Public Relations  . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .3
COM 2095  Case Studies in Public Relations and Advertising  . . . . . . . .3
COM 2115  Writing and the World Wide Web  . . . . . . . . . . . . . . . . . . . .3
COM 2225  Special Topics in Organizational Writing  . . . . . . . . . . . . . .3

Total credits 18
### Requirements for Certificate in Health Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 2605</td>
<td>Introduction to Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2615</td>
<td>Principles of Public Health and Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2705</td>
<td>Administration of Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2745</td>
<td>Health Care Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2755</td>
<td>Principles and Methods of Health Planning</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2785</td>
<td>Financial Management of Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2795</td>
<td>Strategic Planning and Marketing in Health Care Orgs.</td>
<td>3</td>
</tr>
<tr>
<td>HAD 2805</td>
<td>Health Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits**: 24

### Requirements for Certificate in Organizational Development and Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1005</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1105</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1815</td>
<td>Personal and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2255</td>
<td>Coaching and Consulting</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2275</td>
<td>Group and Team Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2315</td>
<td>Leadership Psychology and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2705</td>
<td>Organizational Development and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2725</td>
<td>Issues in Organizational Psychology and Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits**: 24

### Requirements for Post-Baccalaureate Certificate in Pre-Health Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 1015</td>
<td>Cell Biology, with lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1025</td>
<td>Genetics, with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1015-1025</td>
<td>General Chemistry I and II, with lab</td>
<td>10</td>
</tr>
<tr>
<td>CHM 2315-2325</td>
<td>Organic Chemistry I and II, with lab</td>
<td>8</td>
</tr>
<tr>
<td>PHY 1035-1045</td>
<td>General Physics I and II, with lab</td>
<td>10</td>
</tr>
<tr>
<td>Ethics elective</td>
<td>Either THE 1305 or THE 2445</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits**: 39

### Requirements for Certificate in Purchasing

All of the Purchasing (PUR) courses will be offered on-line. Certain PUR courses will also require several meetings on campus.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUR 1015</td>
<td>Purchasing and Supply Chain Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUR 1025</td>
<td>Purchasing and Supply Chain Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>PUR</td>
<td>Six from PUR 2225, 2235, 2245, 2255, 2265, 2275, 2285, 2295, 2305, 2315</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total credits**: 24
Course Descriptions

The following sections list the academic departments in alphabetical order and include descriptions of courses offered. In these descriptions, “lower division” refers to freshman and sophomore level courses; “upper division” to junior and senior level courses. Course numbers give an indication of the intended level; 1005-1995 are introductory courses, and 2005-2995 are advanced courses.

The departmental sections also include general descriptions of major and minor programs offered. Where departments offer more than one major, each program is described separately within the same departmental section. The table of contents and the index will provide help in finding the information required. Detailed information on the course and credit requirements for the various programs is found in the Program Requirements section in the center of the Catalog.

Revisions are made from time to time in course numbers and required curricula. For this reason, students should review the appropriate portions of the Catalog periodically. STUDENTS ARE WARNED TO AVOID REGISTERING FOR A COURSE PREVIOUSLY TAKEN UNDER ANOTHER NAME OR NUMBER. If in doubt, consult the academic advisors.

University College will offer courses in an appropriate sequence. Students are responsible for informing themselves on prerequisites before registering for courses.

The University College reserves the right to withdraw any courses for which the number of registered students is not adequate. Not every course listed is to be offered every semester; students should visit the University College web site at www.sju.edu/uc for up-to-date information regarding course offerings.

Independent Study/Directed Readings/Research

The following numbers are available for the types of courses indicated when the content of a tutorial has no equivalency in a department's course offerings listed in the Catalog:

- 2915-2925 Independent Study
- 2935-2945 Directed Readings
- 2955-2965 Research

Students interested in these courses must consult the appropriate department chair. Registration for these or any other tutorial courses may be made only after written permission has been given by the department chair and the Associate Dean of the University College.

In order for students to be eligible for these courses, they will normally have completed 60 credits with an overall grade point average of 3.0 (or cumulative average of 3.4 or higher for courses in the major field). Such courses, which are registered as upper division courses in the major field (or a closely related field), are primarily offered to enrich the student’s major program and not necessarily as a special arrangement to facilitate a student’s fulfillment of course or credit requirements. Additional conditions are described in Guidelines for Directed Readings, Independent Study, and Similar Courses issued by the appropriate Dean's Office.
Accounting

Joseph M. Ragan, M.B.A., C.P.A., Chair

The undergraduate accounting program is an intensive program designed to develop a competent accountant. The coursework will prepare the student for an accounting career in industry, in government or in public accounting. Practical exercise, as well as theoretical discussion, provides adequate preparation for the Uniform Certified Public Accountant Examination. The accounting major is designed to provide flexibility in the selection of arts and science courses from broad groupings to augment the professional development of the student.

ACC 1015 Concepts of Financial Accounting 3 credits
An introduction to the discipline of accounting from a user perspective. Emphasis on how accounting information and financial statements are used in business decisions, particularly in decisions by people outside the organization. Students will access corporate websites to retrieve and analyze externally published financial information of publicly traded companies. Required for all majors in the Haub School of Business.

ACC 1025 Managerial Accounting 3 credits
This course covers basic cost accounting terminology, concepts, and classifications. Cost accumulation systems, cost-profit-volume analysis, and uses of accounting information for managerial decision-making purposes are discussed. Students are introduced to the use of spreadsheet application software as an essential tool for analysis of financial data. Prerequisite: ACC 1015. Required of all majors in the Haub School of Business.

ACC 2055 Financial Accounting Information Systems I 3 credits
The conceptual basis and procedural framework of accounting is covered in this course. Topics include: revenue recognition, cost allocation, financial statement preparation/presentation, analysis of financial data, and using accounting information for liquidity and profitability assessments. Students are introduced to business technology integration through use of enterprise resource planning applications. Prerequisites: ACC 1015 and ACC 1025 with a grade of C or better. Required of all accounting majors.

ACC 2065 Financial Accounting Information Systems II 3 credits
The second FAIS course coverage includes solvency and operational capacity; accounting for long-term assets and liabilities; disclosure reporting; financial analysis issues dealing with long-term debt, retirement benefits, and deferred income taxes. Enterprise resource planning systems (e.g., SAP) and spreadsheet software applications are used as tools for the analysis of assigned problems and projects. Prerequisite: ACC 2055. Required of all accounting majors.

ACC 2075 Financial Accounting Information Systems III 3 credits
The final FAIS course covers stockholders equity, business combinations, consolidation accounting, line of business and segment reporting, foreign operations and global accounting/reporting issues, and corporate financial analysis. There is a continued use of enterprise resource planning systems and software application tools in the course. Prerequisite: ACC 2065. Required of all accounting majors.

ACC 2105 Financial Statement Analysis 3 credits
This course provides a user-oriented approach to understanding the information content of financial statements. Applications include ratio and graphical analysis of the data produced by the accounting information system. Using financial databases, and case analyses, students investigate various aspects of measuring the success of the business organization's activities and its major strategic initiatives. Prerequisite: ACC 2065.
ACC 2125 Management Accounting Information Systems I 3 credits
Topics in this course include cost systems, strategic management accounting and planning systems, responsibility centers, re-engineering and total quality management, target costing, economic value added measurement, and managerial accounting for multinational organizations. Spreadsheet software package applications are used in modeling and for problem/project analysis. Prerequisite: ACC 1025. Required of all accounting majors.

ACC 2135 Management Accounting Information Systems II 3 credits
This course is designed so that for students can develop an understanding of accounting information as a strategic resource and to see how accounting technology supports business processes. The emphasis is on business process re-engineering and integrating Internet use in B2B exchanges. Topics covered include customer relationship management and strategic enterprise management using hands-on computer interface technology. Student casework focuses on using a leading enterprise resource planning system as a management accounting tool. Prerequisite: ACC 2125 or with permission of the instructor. Required of all accounting majors.

ACC 2155 Federal Income Taxation 3 credits
An introduction to the principles and procedures of income taxation at the federal level. This course includes an exploration of inclusions, deductions, income realization and recognition, taxation of property transactions, and credits, all with a focus on individual taxpayers. Prerequisite: ACC 1015. Required of all accounting majors.

ACC 2165 Special Topics in Federal Taxation 3 credits
A study of the federal tax treatment of corporations, partners and partnerships, fiduciary entities (trusts and estates), and gratuitous transfers (gift and estate taxation). This examination of tax laws and procedures takes the form of studying illustrative examples and completion of problem-solving exercises. Prerequisite: ACC 2155.

ACC 2175 Auditing and Assurance Services 3 credits
This course integrates the most important concepts of auditing and other assurance services to assist students in understanding audit decision making and evidence accumulation. Major topics covered include audit reports, auditing standards, legal liability, ethical issues, internal controls, and audit risk. Prerequisite: ACC 2065. Required of all accounting majors.

ACC 2195 Advanced Auditing 3 credits
In this course, application is made of the theoretical concepts covered in the first auditing course. Emphasis is placed on auditing techniques, professional ethics, and the profession's impact on stakeholders. Using case studies, current topics are incorporated throughout the course. Prerequisite: ACC 2175.

ACC 2205 Fund Accounting 3 credits
This course provides students with an introduction to the fund-based theory and practice of accounting as it is applied in governmental and nonprofit entities. Emphasis is placed on the comprehensive annual financial reporting model used for communicating with organizations’ stakeholders. Prerequisite: ACC 2055.

ACC 2225 Forensic Accounting 3 credits
This course covers forensic accounting techniques that address the contemporary need to prevent, detect, investigate, and prosecute financial fraud perpetrators. Tools and systems used in auditing for fraud instances are discussed. Also reviewed are the professional pronouncements that apply to the independent accountant in the circumstances when financial malfeasance is suspected or uncovered. Ethical considerations and other professional responsibilities that impact the auditor and the client’s stakeholder community are included in the various cases that form the basis for course coverage. Prerequisite: ACC 2175 or permission of Department Chair.
ACC 2305 International Accounting 3 credits

This course introduces students to the accounting challenges faced by multinational companies. By reviewing the diversity of accounting systems in various countries, cultural and environmental influences on accounting and financial reporting are observed. Efforts to harmonize worldwide standards are described. Specific issues addressed include financial disclosure, consolidation, currency translation, transfer pricing, and cross-border taxation. Prerequisite: ACC 1025.

ACC 2915 Independent Study in Accounting 3 credits

Independent study may be approved in extraordinary circumstances to allow a student to pursue an in-depth, comprehensive study of an accounting topic chosen in consultation with a faculty member. Prerequisite: Permission of department chair.

ACC 2955 Accounting Research 3 credits

Accounting research may be undertaken by a student in consultation with a faculty member and with the approval of the department chair. This will allow the student to learn the research tools of the accounting profession and their application to a specific project. Prerequisite: Permission of department chair.

Biology

Karen Snetselaar, Ph.D., Chair

The Biology major is designed to give a broad-based exposure to the life sciences and provide preparation for industry, teaching, and graduate education and professional school

Biology majors should consult the Program Requirements section of this catalog, and should contact Dr. Paul Tefft (Room 229, Science Center; (610) 660-1820) for advice in scheduling courses.

BIO 1015 Cell Biology 4 credits

The study of the structure and function of representative prokaryotic and eukaryotic cells. Chemical makeup, organelle interactions, energy producing and biosynthetic reactions will be stressed. One three hour lecture per week; one three hour laboratory per week.

BIO 1025 Genetics 4 credits

The study of heredity and the mechanism of transmission of genetic information in biological systems. The course material is approached from the population, organismic, and biochemical perspectives. One three hour lecture per week; one three hour laboratory per week. Prerequisite: BIO 1015.

BIO 1305 The Human Environment 3 credits

A consideration of the ecological environment as it has developed since the Pleistocene Era. Demographic and population relationships will be considered in detail. An analysis will be made of food chains and other pertinent biotic phenomena. Open to all students except science majors.

BIO 1315 Heredity and Evolution 3 credits

A study of human genetics at three levels: 1) human heredity and the inheritance of disease, 2) genes and DNA, and 3) human evolution. Includes discussion of how a cell uses its genetic information and how scientists study genes using genetic engineering techniques. Open to all students except science majors. Offered every Spring semester.

BIO 1325 The Human Organism 3 credits

Basic principles of human anatomy and physiology from the viewpoint of the intelligent lay person. Appreciation of interdependence of structure and function with particular emphasis on appreciation of
mechanisms of normal body function. Open to all students except science majors. Offered every Fall semester.

**BIO 1335 Plants and Civilization** 3 credits
Plants and Civilization is a non-major lecture course designed to introduce students to basic plant structure and function. In addition, roles of plants as dynamic members of the ecosystem are emphasized as are plant-human interactions. Topics such as water pollution, agriculture and human nutrition, herbal medicine, and the impact of plants on societal events are emphasized. Open to all students except science majors.

**BIO 2025 Anatomy and Physiology** 3 credits
Basic principles of human anatomy and physiology for science and Pharmaceutical Marketing majors. One three hour lecture per week. Prerequisite: BIO 1015-1025.

**BIO 2045 Pharmacology** 3 credits
Basic principles of pharmacology for science and Pharmaceutical Marketing majors. One three hour lecture per week. Prerequisite: BIO 1015-1025.

**BIO 2055 Developmental Biology** 3 credits
A study of the molecular and cellular aspects of development. One three hour lecture per week. Prerequisite: BIO 1015-1025.

**BIO 2065 Microbiology and Infectious Disease** 3 credits
Basic principles of bacteriology and virology as they relate to human disease. One three hour lecture per week. Prerequisite: BIO 1015-1025.

**BIO 2075 Virology** 3 credits
Viruses are the simplest self-replicating biological entities in nature, but are significant causative agents of infectious disease and cancer in humans and animals. Students will learn the basic structural and functional aspects of a number of different viral taxa, their strategies for cellular attachment and infection, replication, and mechanisms for avoiding immune attack. Subject matter will also include state-of-the-art antiviral drug therapy and use of viruses for gene therapy. One three hour lecture per week. Prerequisite: BIO 1015-1025.

**BIO 2195 Biotechnology** 3 credits
An introductory course aimed at understanding the underlying scientific principles of biotechnology. The use of Biotechnology and its wide ranging applications in the pharmaceutical and bio-medical industry and in agriculture will be discussed using specific examples. One three hour lecture per week. Prerequisite: BIO 1015-1025.

**BIO 2215 Biochemistry** 3 credits
An introduction to the chemistry of living systems. The study of important macromolecules, metabolic pathways, and control systems. One three hour lecture per week. Prerequisite: BIO 1015-1025.

**BIO 2235 Immunology** 3 credits
An introduction to the biology of the immune system. Cellular and humoral immunity are considered. One three hour lecture per week. Prerequisite: BIO 1015-1025.

**BIO 2255 Oceanography** 3 credits
This course will introduce students to biological, chemical and physical aspects of the marine environment. Students will be introduced to the wide variety of organisms found in this expansive habitat as well as the particular chemical and physical forces that have shaped their behavior, morphology and physiology. Students will also be introduced to the role that the oceans play in the larger global environment, as well as how it affects and is affected by human populations.
Business (Interdisciplinary)

Business Minor for Non-Business Majors

A minor in business requires six courses (18 credits):

- ACC 1015 Financial Accounting
- DSS 1315 Business Statistics (Students who have completed a course in statistics may substitute any other business course for DSS 1315)
- FIN 1345 Introduction to Finance (Prerequisites for non-business majors: ACC 1015, DSS 1315)
- MGT 1015 Organizations in Perspective
- DSS 1015 Introduction to Information Systems
- MKT 1015 Principles of Marketing

BUS 2905 Business Policy 4 credits

This is a capstone course integrating the various functions of business in the development and implementation of business strategy/strategic management. It examines cases involving policy formulation and decision-making in the present day business environment. Using an integrative approach across the business disciplines this course will use an interdisciplinary case-based format, using a strategic management framework, including faculty from Accounting, Finance, Management, and Marketing. Offered in the Spring semester only. Prerequisites: ACC 1015, ACC 1025, FIN 1345, MGT 1015, ECN 1015, ECN 1025.

Chemistry

Roger K. Murray, Ph.D., Chair

Lower Division

CHM 1015-1025 General Chemistry 6 credits

Theories of chemical bonding and structure of molecules; thermodynamics, oxidation potentials, chemical equilibrium, descriptive chemistry of the elements, emphasizing group relations and structural considerations. MAT 1185-1195 must be completed or taken concurrently if mathematical background is deficient.

CHM 1016-1026 General Chemistry Laboratory 4 credits

Experiments designed to introduce students to basic methods of analysis and to illustrate basic chemical concepts. Two 3-hour laboratories a week.

CHM 1035 Chemistry for the Consumer 3 credits

This course is designed to help one understand the chemistry that affects him/her through life. Topics covered: nuclear power, detergents, food additives, brewing, pollution, chemotherapy, and home products. May be taken for science or elective credit without previous chemistry courses.

CHM 1055 Energy and Pollution 3 credits

Chemical aspects of the energy problem; fossil fuels, nuclear power, alternate energy sources for the future, pollution of air and water; pesticides and solid waste disposal; principles of ecological balance. Non-mathematical. May be taken for science or elective credit without CHM 1035.
### Upper Division

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<tr>
<th>Course Code</th>
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<td>CHM 2315-2325</td>
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<td>CHM 2435</td>
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<td>CHM 2525</td>
<td>Advanced Inorganic Chemistry</td>
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**CHM 2235-2245 Analytical Chemistry**

Theory and practice of analytical chemistry including data analysis, volumetric and gravimetric analysis, equilibrium, spectroscopic methods, electrochemistry, chromatography and various instrumental methods.

**Pre- or co-requisite: CHM 2235-45.**

**CHM 2265 Advanced Analytical Chemistry**

Some of the more complex and innovative methods utilized in analytical chemistry will be discussed. **Prerequisite: CHM 2235-2245.**

**CHM 2315-2325 Organic Chemistry**

Aliphatic compounds including hydrocarbons, their halogen derivatives, alcohols, ethers, aldehydes, ketones, acids, substituted acids, acid derivatives, polybasic acids, amines, carbohydrates, and proteins. Aromatic hydrocarbons, their halogen derivatives, the oxygen and nitrogen derivatives, sulfonic acids, and polynuclear hydrocarbons. Nomenclature, structure, and name reactions are stressed. **Prerequisite: CHM 1015-1025.**

**CHM 2355 Advanced Organic Chemistry**

The thermodynamics and kinetics of chemical change; structure-reactivity relationships; molecular orbital and valence bond theories; electronic mechanisms of displacement, elimination, and addition reactions; and of rearrangements; neighboring group participation; photochemistry; pericyclic reactions. **Prerequisites: CHM 2315-2325 and CHM 2415-2425, or with permission of instructor.**

**CHM 2415-2425 Physical Chemistry**

Study of ideal and real gasses; thermodynamics, including the first, second and third laws, enthalpy, entropy, free energy, equilibrium, dependence of equilibrium on temperature, and equilibrium constants; chemical kinetics; elementary wave mechanics, including developments leading up to the Schrödinger equation, meaning of the wave function, and solution of the wave equation for simple systems. **Prerequisites: PHY 1055-1065 and MAT 1275, or with permission of instructor.**

**CHM 2435 Advanced Physical Chemistry**

Thermodynamics; kinetic theory; quantum theory; molecular structure and valence, statistical mechanics. **Prerequisites same as CHM 2425. Student may substitute graduate course CHM 4425 Thermodynamics and Statistical Mechanics.**

**CHM 2515 Inorganic Chemistry**

Reactions of elements and their compounds in relation to their structure. A lecture course. **Pre- or co-requisite: CHM 2425 or permission of instructor.**

**CHM 2525 Advanced Inorganic Chemistry**

Coordination chemistry, including nomenclature, structure, and reactivity; symmetry and group theory; selected topics in main group, transition metal, and organometallic chemistry. **Prerequisite: CHM 2515.**
CHM 2615 Biochemistry  
3 credits
The chemistry of biological macromolecules. Topics will include the structure, function, and energetics of proteins, DNA, lipids, and carbohydrates. Prerequisites: CHM 2315-2325.

Classics

Maria S. Marsilio, Ph.D., Director

Objectives

The general objectives of the Program in Classics are as follows:

- To give students an opportunity to acquire a knowledge of Latin in order to enter with greater immediacy into the rich classical tradition that has shaped much of the thinking of the Western world.
- To deepen the students’ awareness and understanding of the structure of language in general and of the structure of their own language by having a point of comparison.
- To contribute to students’ general liberal education by giving it a broader humanistic dimension by reaching out beyond the students’ immediate culture.
- To provide a thorough linguistic and cultural competency to those who intend to teach Latin. Certification in Latin is valid for teaching Latin in both secondary and elementary schools.

CLA 2005 Classical Mythology  
3 credits
The myths of Greece and Rome, their source, nature, and function, and their psychology will be studied.

CLA 2025 Readings in Classical Tragedy  
3 credits
This course will investigate the tragic plays of Aeschylus, Sophocles, and Euripides (in English). The influence of the tragic tradition of Greece on later drama will also be investigated through readings and films.

CLA 2035 Ancient Rome: Art & Architecture  
3 credits
This is a survey course taught in the SJU Summer Program in Rome covering Roman art, archaeology, and architecture in the time period from the Villanovans to the reign of Constantine. Each day consists of a morning field trip to a museum and/or site and classwork in the afternoon. There are also 2 field trips to other parts of Italy. Fulfills the Art/Literature requirement of the GER.

CLA 2045 Ancient Comedy  
3 credits
A study of the comic genres of ancient Greece and Rome as well as their influence on later comedy. Readings will include Aristophanes, Plautus, and Terence.

Communications

See English Department
Computer Science

David Hecker, Ph.D., Chair

B.S. in Computer Information Science

The Bachelor of Science in Computer Information Science is intended for persons currently working in, or who wish to work in, the field of computer information science. Its goal is to combine a liberal education with training appropriate for a career in the field of computer information.

See Curricula for course requirements for this program.

Lower Division Computer Science

CSC 1305 Building Virtual Worlds 3 credits
A gentle introduction to programming with user-friendly software (Alice). Students will use 3D animated interactive virtual worlds to develop an understanding of basic programming constructs. Open to all students. Computer science majors may take this course to prepare for CSC 1405. Presupposes no previous programming experience.

CSC 1355 Using Microsoft Office 3 credits
Emphasis is on learning and using software applications for word processing, spreadsheet and database management. This course is a hands-on introduction to popular software packages such as Microsoft Word, Excel, Windows/Access and dBase III.

CSC 1365 Web Page Design Using Front Page 3 credits
This course introduces the student to Web Site/Page design using Microsoft's Front Page. Through a combination for classroom presentations and hands-on use of computers, the student will learn to plan, design and build a Web Site and Web Pages. The student will be introduced to Microsoft Windows and its use to interconnect various software applications to Front Page. Prerequisite: none.

CSC 1405 Introduction to Computer Programming 3 credits
Computer programming for beginners. Very little prior knowledge regarding how computers work is assumed. Learn how to write understandable computer programs in a programming language widely used on the Internet. Go beyond the routine skills of a computer user and learn the programming fundamentals: data, variables, selection, loops, arrays, input/output, methods and parameter passing, object and classes, abstraction. Take what is learned and write programs for use on the Internet. One hour per week of the course is a required laboratory. Prerequisites: none.

CSC 1605 Intermediate Computer Programming 3 credits
The course covers intermediate programming techniques emphasizing advanced object oriented techniques including inheritance, polymorphism, and interfaces. Other topics include recursion, exception handling, design patterns, simple GUI programming, and dynamic containers such as linked lists, stacks, queues, and trees. Prerequisite: CSC 1405 or permission of instructor.

CSC 1675 Discrete Structures for Computer Science 3 credits
Mathematics needed for Computer Science. Topics covered include: functions, relations, propositional and first order predicate logic, set theory, proofs and their construction, counting and elementary probability. The course will use a declarative language as a tool to support concrete implementations of the mathematical ideas. Prerequisites: CSC 1405, MAT 1255.
Upper Division Computer Science

CSC 2005 Numerical Methods 3 credits
Using computer algebra systems, students get a working knowledge of some models of practical programs in the fields of sorting, merging, simulations, and graphical representations. Prerequisite: any computer language.

CSC 2015 Computer Organization & Architecture 3 credits
Overview of computer system organization, hardware, and communications. Introduction to combinational and sequential logic, arithmetic, CPU, memory, microprocessors, and interfaces. CISC vs. RISC processors. Assembly language programming, microarchitecture, and microprogramming on a variety of processors. Prerequisites: CSC 1605, or permission of instructor.

CSC 2145 Introduction to Computer Graphics 3 credits
The course provides an introduction to the principles of computer graphics. The emphasis will be placed on understanding how the various elements that underlie computer graphics interact in the design of graphics software systems. Topics include pipeline architectures, graphics programming, 3D geometry and transformations, modeling, viewing, clipping and projection, lighting and shading, texture mapping, visibility determination, rasterization, and rendering. A standard computer graphics API will be used to reinforce concepts and the study of basic computer graphics algorithms. Prerequisite: MAT 1265 and CSC 2305, or permission of instructor.

CSC 2255 Cryptography and Network Security 3 credits
Topics include classical cryptosystems, public and symmetric cryptography, key management, digital signatures, cipher techniques, authentication and federated identity management. Course also covers concepts relating to cryptovirology, malware, viruses, Trojan horses, worms and other types of infectors as they relate to network security. Course includes programming projects. Prerequisite: CSC 2305.

CSC 2265 Web Technologies 3 credits
Topics include organization of Meta-Markup languages, Document Type Definitions (DTDs), document validity and well-formedness, style languages, namespaces, Transformations, XML parsers, Web Services, and Web Security Specifications. Course includes programming projects. Prerequisite: CSC 2305.

CSC 2305 Data Structures 3 credits
The course covers fundamental data structures, algorithms for manipulating and retrieving information from these data structures, and techniques for analyzing their efficiency in terms of space and time. The distinction between an Abstract Data Type and its implementation is emphasized. Topics include lists, vectors, trees (general trees, binary search trees, and balanced trees), priority queues, hashing, graphs, and various searching and sorting algorithms. Prerequisites: CSC 1605 or permission of instructor. Co-requisites: CSC 1675 or MAT 1575.

CSC 2325 Interactive 3D Game Development 3 credits
This is a technology-based course that uses the latest computer games technology to teach advanced programming, mathematics, and software development. The course is ideal for students with an interest in computer games who plan to seek employment in one of the country’s more profitable industries, or students looking for a career in new technologies or software development. The interactive entertainment industry in the US and throughout the world is entering a new phase. New technology platforms are forcing existing development firms to diversify. There are many aspects of game design, development, production, finance, and the distribution process. This course specializes in the programming and technology aspects of the industry. Prerequisite: CSC 2305.
**CSC 2335 Systems Programming** 3 credits

**CSC 2405 Database Management Systems** 3 credits
The course will cover the concepts and structures necessary to design and implement a relational database system. Topics to be covered: entity-relationship and relational data models, relational algebra, SQL, normalization, file organization, indexing, hashing, and enterprise-wide web-based applications. *Prerequisite: CSC 2305.*

**CSC 2455 Principles of Programming Languages** 3 credits
The general principles underlying programming languages, including such topics as syntax and its specification, data types, data control, flow control, storage management and support for design patterns. Examples drawn from a variety of programming languages, including functional, logical and procedural languages. *Prerequisite: CSC 2305.*

**CSC 2475 Artificial Intelligence** 3 credits
The course covers fundamental concepts such as role of logic in reasoning, deductive proofs, and blind and informed search techniques. Additional topics may include inductive learning, genetic algorithms, decision trees, planning, natural language processing, game trees and perception learning. A language suitable for symbolic processing will be introduced. *Prerequisites: CSC 1605 or permission of instructor, and CSC 1675 or MAT 1575.*

**CSC 2485 Software Engineering** 3 credits
Principles of designing large programs, including issues of specification, documentation, design strategies, coding, testing and maintenance. Students work in small groups to design and implement a major software project. *Prerequisite: CSC 2305.*

**CSC 2495 Computer Problem Solving** 3 credits
Techniques for solving problems through computer simulation. Applications considered include approximation of solutions to differential equations, the Monte Carlo method and chaotic phenomena. *Prerequisites: CSC 1605, MAT 1275.*

**CSC 2655 Web Design** 3 credits
This course is a discussion of web page development technologies and is designed to instruct students on how to hand code a web page in addition to using a current design and development tool. Topics include design of web client sites using HTML, cascading style sheets (CSS), forms and Javascripts. Several projects are assigned using the popular web development tool Dreamweaver and its various libraries. *Prerequisite: CSC 2305.*

**CSC 2855 Project in Computer Science** 3 credits
An independent project under the supervision of a member of the faculty. *Permission of the instructor required.*

**Criminal Justice**

Raquel Kennedy Bergen, Ph.D., Chair

**Criminal Justice**

The Criminal Justice major is designed to provide the theoretical and practical knowledge for students interested in professional careers in traditional law enforcement fields, such as corrections, courts, police and
probation; in administrative and management positions in criminal justice and private management positions in criminal justice and private security; and in law and paralegal occupations. Moreover, the major's curriculum is intended to facilitate entry into graduate programs in criminal justice, sociology, and law, while also retaining a humanistic understanding of the study of crime.

**Accelerated Bachelor of Science Degree in Criminal Justice**

This program provides the opportunity for sworn officers—police, sheriff and corrections departments and civilian employees from surrounding criminal justice agencies to obtain a Bachelor of Science in Criminal Justice from Saint Joseph’s University. Applicants must be currently employed by a federal, state, or local governmental agency in order to attend courses at the Philadelphia Police Academy, Lower Merion Police Department, Phoenixville Police Department and/or the Bucks County Police Training Center (beginning Spring '09).

**Accreditation**

Officers from the Philadelphia Police Academy and surrounding communities who have successfully completed police basic training and whose high school credentials are in order can request twelve credits toward a baccalaureate or associate degree. Six credits will be in lieu of SOC 2615 and SOC 2695. In addition, six credits may be applied to two elective courses. Thus, a total of twelve credits may be granted for professional training and experience.

Students from the Correctional Academy of Philadelphia who have successfully completed their academy courses can request three credits in Sociology toward a baccalaureate or associate degree. Thus, a total of three credits may be granted for professional training and experience.

**Requirements for Criminal Justice Major**

The Criminal Justice major requires SOC 2065, 2075, 2125, 2135, 2195, 2635, and ACC 1015; and also six other 2000-level courses related to criminal justice as indicated in the course descriptions. In addition, SOC 1015 and 1025 are specified choices in the GER.

**Requirements for Criminal Justice Minor**

The Criminal Justice minor requires SOC 1025, 2065, 2635, and 2695, two of the following: SOC 2075, 2105, 2195.

**Course Descriptions**

For course descriptions in Criminal Justice, see Sociology.
Decision & System Sciences

Richard T. Herschel, Ph.D., Chair

DSS 1015 Introduction to Information Systems 3 credits
This course provides the student with an introduction to information systems and information technology as it is applied in the 21st century. Students will explore the fundamentals of information technology and gain a basic fluency in information technology tools, Microsoft Office tools and web usage. In addition, students will develop their fundamental business communication skills, oral and written presentation, and business analytic skills, summarizing and displaying data.

DSS 1315 Business Statistics 3 credits
This course covers probability concepts as well as descriptive and inferential statistics. The emphasis is on practical skills for a business environment. Topics include probability distributions, estimation, one-sample and two-sample hypothesis testing, inferences about population variances, and chi-square test of independence. Students will also become familiar with spreadsheet applications related to statistics and with statistical software. Prerequisite: DSS 1015, MAT 1155-1165.

DSS 2015 Quantitative Methods for Business 3 credits
Every organization must manage a variety of processes. In this course the student will development an understanding of how to evaluate a business process. Additionally, the art of modeling, the process of structuring and analyzing problems so as to develop a rational course of action, will be discussed. The course integrates advanced topics in business statistics—linear and multiple regression and forecasting, production and operations management—linear programming and simulation, and project management. Excel software is used for problem solving. Prerequisite: DSS 1315.

DSS 2315 Database Management 3 credits
The course provides an in-depth understanding of the database environment. Besides covering the important process of database design, this course comprehensively covers the important aspects of relational modeling including SQL and QBE. Students will be required to design and develop a database application using a modern fourth generation language system. Prerequisite: DSS 1015. BI Certificate requirement.

DSS 2715 Decision Support System Modeling 3 credits
We will build a basic understanding of supply chain issues and learn to model some of the problems encountered in supply chain management. This course will introduce methods for creating user-friendly applications and models in Excel by taking advantage of the powerful macro language for Microsoft Office, Visual Basic for Applications (VBA). The skills to analyze and present the results in a non-technical matter will be developed through a series of practical exercises.

DSS 2725 Advanced Decision-Making Tools 3 credits
This course focuses on the application of decision-making tools used to develop relationships in large quantities of data for more than two-variables. Comprehension of when to use, how to apply, and how to evaluate each methodology will be developed. This course will additionally provide an introduction to data mining tools. Data Mining consists of several analytical tools, such as neural networks, decision trees, evolutionary programming, genetic algorithms, and decision trees, used to extract knowledge hidden in large volumes of data. An understanding of how these data mining tools function will be developed so as to provide insight into how to apply these tools. Statistical and data mining software will be used. Prerequisite: DSS 1015 and DSS 2015. BI Certificate requirement.

DSS 2735 Enterprise Resource Planning 3 credits
Business Intelligence is a process for professionally gathering, processing and disseminating decision-making information to business leaders. Business intelligence (BI) encompasses a broad category of applications and technologies for gathering, storing, analyzing, and providing access to data to help enterprise users make better business decisions. This course is a project course in which student groups
will take large sets of data and transform the data into business intelligence. Topics covered will include how to download data from large systems, learn about the design of large data bases; get a clearer view of what information is valuable to different users; learn how to drill down, perform a process analysis, develop a decision-making model, and present orally with written analysis of the strategic implications of their model. Prerequisite: DSS 1015. BI Certificate requirement.

Economics

George A. Prendergast, Ph.D., Chair

Lower Division

ECN 1015 Introduction to Economics (Microeconomics) 3 credits
By analyzing the behavior of buyers and sellers in product and factor markets, this course explains how a market economy determines how scarce resources are allocated to the production and distribution of various goods and services. Supply-and-demand models are used to explain the determination of the prices of products and of factor inputs, and the consequences of government controls and of different types of market structures on prices, wages, and economic efficiency are analyzed.

ECN 1025 Introduction to Economics (Macroeconomics) 3 credits
Theoretical models of the economy as a whole show what determines the level of national output, employment, and prices, and how these might be stabilized by the proper fiscal and monetary policies. The course also looks at the mechanism by which our money supply changes. Topics covered include the measurement of GNP, inflation and unemployment; Keynesian and Classical theories of output and price determination; expenditures and money multipliers; the Federal Reserve System; the federal budget and the national debt; and the balance of payments.

Upper Division

ECN 2045 Economics of Labor 3 credits
Concentrates on the economic analysis of major contemporary issues concerning labor relations, labor unions, and labor legislation; in particular: unemployment, wage-price relations, settlement of disputes, minimum-wage legislation, shorter work-week, discrimination, and automation. Discussion is not confined to the purely economic dimensions of these topics. Course includes descriptive material on the development and present structure of labor union movement in this country and on the more interesting and significant features of labor-management relations in selected foreign countries. Prerequisite: ECN 1015.

ECN 2295 Consumer Economics 3 credits
Development of strategies to improve personal financial management. These strategies will be specifically related to life-cycle or family-development stages. Topics covered include budgeting, consumer information and protection, and decision-making with respect to borrowing, housing, insurance, pensions, and, especially, investment in financial assets such as stocks and bonds. Not open to those who have already received credit for FIN 1575.

ECN 2625 Managerial Economics 3 credits
This course presents those parts of microeconomic analysis which are useful to those making decisions about price, output, and related matters for for-profit and not-for-profit enterprises. It also utilizes useful techniques from other disciplines such as Finance and Statistics.
ECN 2665 The Economics of Health Care 3 credits

Discussion of the efficiency problems of the health care delivery system in the United States. The emphasis is on demand and supply conditions as they relate separately to physicians' services and to hospitals, and on the special role of third parties, including government and private insurance carriers. The prospects for a comprehensive national health insurance program are evaluated. Other topics include the economic effects of licensing and other regulatory aspects of the health care industry, including the powers of the American Medical Association and the Food and Drug Administration and the economic aspects of malpractice.

Education

Jeanne F. Brady, Ph.D., Chair

The underlying mission of the Department of Education is to provide professional training in selected areas of human service, coupled with the liberal arts component in the Jesuit tradition. Saint Joseph's University seeks to instill a sense of “service to others” in all of its programs offered throughout the Department of Education. Selected career paths in teaching are available to students.

The Department of Education provides opportunities for study in fields related to teacher education. Programs leading to teaching certification at the elementary and secondary level are available to qualified students.

Education Programs

The Education Department offers programs that lead to certification in elementary, elementary/special education and/or secondary areas. These teacher education programs are built upon the strong liberal arts curriculum provided through the General Education Requirement (GER) at Saint Joseph's University. The programs seek to increase students' awareness of the function of schools in a modern pluralist society as well as develop the concept of teaching as a career of vital service.

Saint Joseph's University regards the preparation of teachers to be a function of the University as a whole. A faculty advisory committee works with the Department of Education in coordinating this function.

The teacher education programs seek to develop and refine competencies in prospective teachers so that they will be able to meet the demands of teaching in a variety of school environments, public and private, urban and suburban. Provisions for professional competence include these components: thorough grounding in the liberal arts and—for secondary teachers—in an area of specialization; study of the foundations, principles, ethics, values, and methods of modern education; and supervised student teaching during the senior year. Field assignments are required at different points in the sequence of courses.

Each of the courses in the curriculum of the Elementary Education major and in the Secondary Education certification program explores historical and current theories as well as problematic issues relevant to the varied areas of study in education. Courses in professional pedagogy focus on the elementary and secondary student in the regular classroom, as well as on the student with special education needs. Issues of “least restrictive environment,” the effect of socioeconomic background, and the impact of sex and race on the learning of students are explored in a variety of course offerings.

Certain courses throughout the GER and the professional education sequences provide studies that address the interrelationships among individuals and groups of different races, religions, national origins, sexes, and socioeconomic backgrounds. Complementary field experiences/observations are required which strike a balance between urban and suburban schools, with their differing situations, needs, problems and opportunities.

It is important that University College students consult with an advisor in the Department of Education as soon as possible to plan their program.
Students in Education programs must take Educational Psychology (EDU 2035) as a prerequisite course to all other courses except Schools in Society. Educational Psychology may be taken along with another course if a new student is taking more than one Education course at a time. Students are encouraged to enroll in Special Learners (EDU 2115) the semester following enrollment in Educational Psychology.

Certification

Admission and Retention

Admission and retention in a teacher certification program is a three-step process. The first step is applying to be a major in Elementary Education for students pursuing an elementary or elementary/special education teaching certificate, or to declare Education as a minor for students pursuing a secondary teaching certificate in the content area in which they are majoring. This is usually done during the freshman year or early in the sophomore year. Students then begin their course work by enrolling in two Foundations courses, Schools in Society and Educational Psychology. (Note: These two courses also count toward the social science GER.) They must complete these two courses with a minimum combined average of B in order to continue in the program.

At this point, as part of their course work, students will begin the development of a professional portfolio that demonstrates success with important competences, such as writing and speaking skills.

The second step is taken after completing fifteen three-credit courses and two field experiences (labs). Students may then make formal application to the teacher preparation program. This usually occurs at the end of the fall semester of the sophomore year. To be accepted at this level, students must have an overall GPA of 3.0 after 47 credits to align with state regulations. Students who do not have this GPA at the time of application, may apply if they meet alternative criteria (see advisor) or they may continue in the program with the expectation that they will achieve the required 3.0 GPA at some point prior to student teaching. (See advisor for approval.)

By the time of the application, students must also have completed six credits in English and six credits in mathematics. In addition, they must have taken and successfully passed the first set of teacher exams, the PPST Praxis tests, in reading, writing, and mathematics.

The third step involves application to the student teaching program. In order to student teach in the senior year, students must apply to the Director of Student Teaching during the year preceding student teaching placement according to the deadlines established by the Department. Students are expected to complete the remaining Praxis tests during this phase of the program.

Students must complete the program with the same 3.0 GPA that is required for admission into the program (see above). A grade of C or higher in all Education courses is also required; students must retake any Education course for which they earn a grade lower than a C-. While courses in which a student earns a D or D+ will count toward graduation requirements, these courses will not be accepted as part of the teacher certification program.

Praxis Examinations

All students take and must pass the PPST reading, writing, and mathematics sections of Praxis I prior to admission into a certification program. Elementary certification candidates must also take Fundamental Subjects: Content Knowledge, as well as Elementary Education: Curriculum, Instruction, and Assessment. Special Education adds Education of Exceptional Students: Core Content Knowledge. Secondary minors, in addition to the three PPST subtests, take the specialty test for their certification area.

Obtaining a Teaching Certificate

Upon completion of all University requirements, students apply for a teaching certification in the Education Office. Students’ certification application packet must include the following: 1) application forms, 2) evidence of successful completion of all required Praxis tests, 3) a 3.0 GPA upon completion of the program, 4) a complete transcript, and 5) a postal money order for the appropriate fee to Saint Joseph’s University. Upon
approval of the University Certification officer, the Pennsylvania Department of Education issues the appropriate Level I Teaching certification.

Certification Areas

Level I Teaching Certificates are available in Elementary Education (K-6), Elementary Education/Special Education and in the following disciplines of Secondary Education (7-12, except in Foreign Languages and Art Education, which are K-12): Art Education, Biology, Chemistry, Physics, English, Foreign Languages (French, German, Latin, Spanish), Mathematics, and Citizenship Education (History). PLEASE NOTE THAT DAY COURSES ARE NEEDED TO SATISFY CONCENTRATIONS IN FOREIGN LANGUAGES AND MATHEMATICS (SEE SECTION ON STUDENT EXPENSES FOR TUITION RATES).

Curriculum Center and Microcomputer Centers

Curriculum centers are maintained in Drexel Library for the use of all interested students. Instructional materials representing a wide variety of grade levels and subject areas are available for student use. Microcomputers and appropriate software for courses taught within the Department are available in the Barbelin computer lab and in the Drexel Library. Most of the courses in the Department encourage the use of microcomputers in the teaching/learning process.

Post-Baccalaureate and Graduate Programs

Post-baccalaureate and Master of Science programs leading toward teacher certification are detailed in the Graduate Programs Catalog. Interested students are referred to the Department Chair for further information.

PLEASE NOTE: The State Board of Education adopted changes that affect all of PA’s teacher certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. Although these regulatory changes became effective on September 22, 2007, the PA Department of Education has not yet developed final requirements for colleges/universities to follow. Therefore, additional program requirements will be developed and incorporated into your certification program to comply with new regulations for certifying teachers that become effective on January 1, 2013.

ALSO NOTE: The year 2008-2009 is the last year for Education majors to follow the majors presented below.

Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 1015 (SOC 2015)</td>
<td>Schools in Society</td>
<td>3 credits</td>
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<tr>
<td>EDU 1016</td>
<td>Certification Lab I</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 2035</td>
<td>Educational Psychology</td>
<td>3 credits</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>EDU 2036</td>
<td>Certification Lab II</td>
<td>1</td>
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<td></td>
<td>This field experience is to be taken in conjunction with Educational Psychology. For one morning each week students will be assigned to an elementary or secondary school classroom and will study issues related to topics covered in Educational Psychology.</td>
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<tr>
<td>EDU 2245</td>
<td>Reading/Literature I</td>
<td>3</td>
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<td></td>
<td>This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of Basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas.</td>
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<tr>
<td>EDU 2255</td>
<td>Reading/Literature II</td>
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<td>The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use of fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of Multicultural Literature and the Writing Process. Special fieldwork is required in this course. Prerequisite: EDU 2245.</td>
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<tr>
<td>EDU 2256</td>
<td>Elementary Pedagogy Lab</td>
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<td></td>
<td>This field experience is to be taken by elementary education majors in conjunction with Reading/Literature II. Students will be placed in a classroom where they will study issues related to teaching pedagogy, assist the teacher, and do some teaching.</td>
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<tr>
<td>EDU 2265</td>
<td>Mathematics in Elementary School</td>
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<td>This course provides an overview of the development of mathematics as a part of the elementary school curriculum. Emphasis will be placed upon current research and the development of techniques useful in the presentation of mathematical concepts. Included in this course is a thorough investigation into the Standards of the National Council of Teachers of Mathematics and examination of gender bias in the mathematics classroom.</td>
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<tr>
<td>EDU 2275</td>
<td>Social Studies in Elementary School</td>
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<td>The purpose of this course is to connect theory and practice in the teaching of elementary school social studies. Strategies for planning, implementing, and evaluating social studies instruction are designed with a focus on preparing children to be critical thinkers and young citizens in a global, technological and culturally diverse world.</td>
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<tr>
<td>EDU 2285</td>
<td>Science in Elementary School</td>
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<td>This course is designed to provide students with the opportunity to investigate teaching modalities relevant to elementary school science. Emphasis is placed upon the philosophy, curriculum planning and organization, skill development, instrumental methodology, and classroom resources for the natural sciences.</td>
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<tr>
<td>EDU 2295</td>
<td>Creative Expressions</td>
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<td>This course is designed to provide students with the opportunity to investigate issues related to the integration of the elementary school curriculum. Special attention is directed towards the use of art, music, and movement as central tools to integrate the various content areas with literacy. Prerequisites: EDU 2245, 2255, 2265, 2275, 2285.</td>
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<tr>
<td>EDU 2315</td>
<td>Reading in the Content Areas</td>
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<td>Teaching and using of reading and study skills in various content fields in middle and secondary schools; problems in reading textbooks, special needs in different curriculum areas, general and specific reading</td>
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skills, study methods, critical reading, and adjustment to individual differences. Special focus on the use of audio-visual materials in the classroom is a core element of the course. **Prerequisite: EDU 2035.**

**EDU 2325-2326 Instructional Techniques in English**

A course designed to introduce pre-service and in-service secondary school teachers of English to instructional processes, strategies, materials, assessment practices and classroom management theory that will be of practical value in the classroom. Emphasis is on lesson planning that utilizes questioning and discovery strategies, inductive and deductive teaching skills, process writing procedures and traditional grammar, plus oral English skills as demonstrated on a video-taped mini lesson. **Prerequisites: EDU 2025, 2035, 2315. Includes pedagogy lab.**

**EDU 2335-2336 Instructional Techniques for Social Studies**

This course introduces pre-service and in-service secondary school teachers of Social Studies to instructional processes, strategies, materials, assessment practices and classroom management theory that will be of practical value in the classroom. Emphasis is on lesson planning that utilizes questioning and discovery strategies, inductive and deductive teaching skills, process writing procedures and traditional grammar, plus oral English skills as demonstrated on a video-taped mini lesson. **Prerequisites: EDU 2025, 2035, 2315. Includes pedagogy lab.**

**EDU 2345-2346 Instructional Techniques for Foreign Languages**

This Course introduces the student or teacher to the substance and strategies of proficiency-oriented second-language instruction (K-12). The course will enable the student to compose a working definition of proficiency, and explore possible approaches (instructional techniques) for attaining the goals indicated by this definition. Attention is also given to selected topics in both first and second language acquisition theory and practice. An introduction to general linguistics is helpful but not required. **Prerequisites: EDU 2025, 2035, 2315. Includes pedagogy lab.**

**EDU 2355-2356 Instructional Techniques for Mathematics**

This course is intended to assist students in the development of their individual approaches to instructional styles and strategies. Emphasis will be placed upon the current research and the development of techniques useful in the presentation of mathematical concepts at the secondary level. Included in this course is a thorough investigation of the National Council of Teachers of Mathematics’ Standards and examination of Gender Bias in the mathematics classroom. **Prerequisites: EDU 2025, 2035, 2315. Includes pedagogy lab.**

**EDU 2365-2366 Instructional Techniques for Science**

This course is intended to assist students in the development of their individual instructional styles and strategies. Well conceived and effective curriculum and instruction is based upon both an understanding of the adolescent an the nature of science. Instructional techniques ranging from lecture and demonstrations to laboratory and computer simulations will be modeled and analyzed. Issues in classroom management and safety, among other topics, will be explored. **Prerequisites: EDU 2025, 2035, 2315. Includes pedagogy lab.**

* All of these courses in instructional methodology include discussion of and practice in instructional management, student motivation, the implications of learning theory for classrooms, the identification of instructional resources, and procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. **Prerequisite for all instructional methodology courses: EDU 2315.**

**EDU 2375 Linguistic Topics in Education**

This course is an introduction to linguistics through the lens of educational research. First, we will overview the broad field of linguistics. Then, we will focus on an analysis of recent research in discourse analysis and explore particular contexts of discourse such as legal fields, family interactions, the workplace, and the classroom. Special attention will be given to language classroom discourse. We will focus on substantive issues addressed by the research and theoretical frameworks used to structure the
inquiry. This will fulfill certification requirements for (1) secondary level Foreign Language Teachers and (2) secondary level English Teachers, and is recommended for Reading Teachers.

**EDU 2425 Independent Lab**  
3 credits  
This lab is reserved for students with very special circumstances who need a lab independent of any particular course. It is only to be enrolled in with permission of the Education Department through the student’s advisor.

**EDU 2475 Literature for Adolescents**  
3 credits  
An exploration of fiction, poetry, and biography likely to appeal to students in grades seven through twelve. Major points of focus will include identification of themes which reflect developmental concerns, delineation of parallels between contemporary literature for young adults and selected classics, evaluation of standards for selecting and strategies for using bibliographical resources.

**EDU 2585 Computers for Educators**  
3 credits  
This is an introductory course designed to offer an overview of the role of technology, especially computers, in learning. The course will focus on the application of computers and technology in the learning process. Investigations of computer-assisted learning, computer-managed instruction, computer literacy, hardware and software, and related technological learning systems will be central in the course. The impact of new technology on individuals, society, and educational agencies will be explored.

**EDU 2905 Elementary Student Teaching**  
12 credits  
This experience is designed as the capstone professional course for the elementary education major; it is to be the final course taken in the major sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). At the conclusion of the student teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, the use of computers in the classroom, using reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. A maximum of one additional course may be taken during the student teaching semester. **STUDENTS SHOULD APPLY TO THE DIRECTOR OF STUDENT TEACHING BASED ON THE DEADLINES ESTABLISHED BY THE DEPARTMENT. Includes weekly seminar class.**

**EDU 2915 Secondary School Student Teaching**  
12 credits  
This experience is designed as the capstone professional course for the Secondary Education Certification program; it is to be the final course taken in the educational coursework sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). At the conclusion of the student teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, the use of computers in the classroom, using reading, language and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. A maximum of one additional course may be taken during the student teaching semester. **STUDENTS SHOULD APPLY TO THE DIRECTOR OF STUDENT TEACHING BASED ON THE DEADLINES ESTABLISHED BY THE DEPARTMENT. Includes weekly seminar class.**

**EDU 2925 Elementary/Special Education Student Teaching**  
12 credits  
This experience is designed as the capstone professional course for the Elementary/Special Education Major. It is to be the final course taken in the major sequence. The Student Teaching experience approximates a full-time working experience for the semester (fourteen weeks). At the conclusion of the Student Teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the education setting, using reading, language and literacy skills in working with exceptional students in all classrooms. **Enrollment in SPE 2162 is required with this course. STUDENTS SHOULD APPLY TO THE DIRECTOR OF STUDENT TEACHING BASED ON THE DEADLINES ESTABLISHED BY THE DEPARTMENT. Includes weekly seminar class.**
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECE 2605</td>
<td><strong>Topics in Childhood Development</strong></td>
<td>3</td>
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<tr>
<td>ECE 2615</td>
<td><strong>Foundations of Early Childhood Education</strong></td>
<td>3</td>
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<tr>
<td>ECE 2635</td>
<td><strong>Child Development II + Lab</strong></td>
<td>3</td>
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<tr>
<td>ECE 2645</td>
<td><strong>Curriculum, Instruction and Assessment (PreK-4)</strong></td>
<td>3</td>
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<tr>
<td>ECE 2655</td>
<td><strong>Social Development in Early Childhood: Movement, Behavior, and Play</strong></td>
<td>3</td>
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<tr>
<td>ECE 2665</td>
<td><strong>Assessment of Young Children (PreK-4)</strong></td>
<td>3</td>
</tr>
<tr>
<td>ECE 2675</td>
<td><strong>Early Language and Literacy (PreK-4)/EDU 2241: Reading and Literature</strong></td>
<td>3</td>
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</tbody>
</table>

**Early Childhood Education**

This course is designed as a special topics course to provide students with an orientation to current issues in child development. Attention will be paid to present trends in early childhood research, laws and court cases involving young children and families, inclusive educational and therapeutic practices appropriate for children in early care and education settings. Students will be given several opportunities to explore the implications current trends in the early childhood field have with pedagogy.

This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs. Prerequisite: Schools in Society and Educational Psychology.

This course is designed to provide students with in-depth study of development in early childhood. A two-pronged approach is taken where students will both understand major theories supporting views of early development and learning and apply this understanding to the design of developmentally appropriate practices for young children from birth to grade four who are enrolled in early care and education settings. Specific topics include early brain development, sensitive periods in maturation, neurobehavioral and developmental disabilities, and teacher as researcher.

This course provides multiple approaches to the critical linked processes of assessment, curriculum development, and instruction of young children. National Association for the Education of Young Children (NAEYC) standards as well as state and federal early learning standards, and guidelines for personnel preparation in early childhood education will be used to structure early learner curriculum and developmentally appropriate programs. Topics of study include: planning and preparation; implementing thematic units and child-centered studies using appropriate curricular materials, scope and sequence; and resources and strategies for student-centered assessments which address academic, cultural and linguistic differences. Prerequisites: Intro to ECE.

This course examines the role of cognitive and psychomotor influences on young children’s social development. Topics studied include: purposes of play and play behavior; motor development and the goals of physical development programs; and behavioral structures that promote prosocial competencies. Special attention will also be directed towards the use of art, music, and movement as central tools to support learning and development.

This course addresses the five critical functions played by assessment in early childhood: screening, eligibility, program planning, program monitoring, and program evaluation. Various models of assessment will be explored including standardized/norm-referenced test, curriculum based assessment, criterion-referenced assessment, and portfolio/work sampling assessment. Students will also have practice in using classroom based assessment strategies for both summative and formative evaluations.

This course will focus on an investigation of the interrelatedness of language acquisition and development and cognitive development as reflected in contemporary theories in early childhood.
development and education with specific attention to language variation. This focus will serve as the foundation of an understanding of emergent literacy. Special attention will be given to early book handling and shared readings between children and caregivers and to the use of authentic literature to enhance development of decoding skills and comprehension. In addition, students will investigate practices for use with English Language Learners. **Prerequisite: Intro to ECE.**

**ECE 2685 Developmental Literacy**

This course will focus on an investigation of the various theoretical models of the reading process and will connect insights of language and cognition as a vehicle for developing successful reading. Students will become aware of the relationship between the reading and writing process. Students will also study a wide range of genres as a means of developing higher-level reading and writing abilities. Practical features in this course will include a critique of the use of basal reading as a means of developing literacy skills with special attention given to the development of phonemic awareness and phonics as an integral part of the reading/thinking process. **Prerequisites: Intro to ECE.**

**ECE 2695 Advocacy Leadership and Collaboration (PreK-4)**

This course provides is designed to orient students with the roles of advocacy, leadership, and collaboration in early care and education. Content will also address skills needed by early childhood educators to effectively develop and operate early childhood programs. This includes supervision of personnel, creation and management of program budgets, compliance with standards for accreditation and professional development, accountability measurements and data monitoring for compliance with regulations from the US Office Management and Budget and the Office of Special Education Programs (OSEP). Students will also have several opportunities to explore effective strategies for parent-professional collaboration and child and family advocacy.

**Special Education Courses**

**SPE 2115 Education of the Special Learner**

This introductory course is designed to provide teachers-in-training with an understanding of the child with a disability in various instructional settings. Students will be provided with an overview of Special Education with emphasis on historical and emerging perspectives. Topics to be examined will include types and natures of exceptionalities; legal and ethical responsibilities of teachers; least restrictive environment; various instructional settings; the inclusion of exceptional children in regular education; services and programs for the child with a disability. **Prerequisites: EDU 1015-1016, 2035-2036.**

**SPE 2135 Family/Community Resources**

This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems. **Elective.**

**SPE 2145 Inclusive Classroom Environments**

This course provides the pre-service teacher with an introduction to the theory, vocabulary, principles, and techniques of fostering a learning environment that has a positive behavioral atmosphere. Techniques of behavior modification, familiarity with a variety of management models, preserving the dignity and human rights of the students, and knowledge of legal and district policy constraints regarding behavior and behavior management are included. **Prerequisite SPE 2115.**
SPE 2155 Special Education Lab and Seminar 3 credits
This 30 hour practicum provides a culminating, clinical experience in which candidates apply theories and concepts learned in prior coursework in authentic teaching environments. Prerequisite: completion of all special education coursework.

SPE 2175 Special Education Diagnosis 3 credits
This course is designed to provide the student with an in-depth understanding of the complex issue of teaching exceptional children, including contextual, instructional, affective and emerging trends. The course will provide an overview of assessment models including: traditional, informal, dynamic and curriculum based assessment techniques. The course also provides the student with an examination of teaching approaches, strategies, ecological considerations, instructional variables, diagnostic teaching, building self-esteem, motivation and emerging trends for instruction. Prerequisite. EDU 2115. Taken with SPE 2191.

SPE 2185 Teaching Students with Moderate to Profound Disabilities 3 credits
This course is designed to provide the student with an in-depth understanding of the complex issue of teaching severe and profound disabilities. The course will provide an in-depth examination of Functional Academics and teaching techniques. The course also provides the student with an understanding of etiologies and manifestations of severe and profound impairments. Additionally, Adaptive Behaviors will be assessed as well as Behavior Modification techniques. Prerequisite. EDU 2115.

SPE 2195 Teaching Techniques in Special Education 3 credits
This course is designed to provide the student with various teaching techniques in special education. There will be an in-depth study of child behavior and the particular strategies that coincide with maintaining cooperation in the classroom. This will provide students with teaching techniques geared towards the behaviors of Mental Retardation, Social/Emotional Disturbance, ADHD, Autism, and Communication Disorders. Students will be able to adapt lessons to provide appropriate instruction while addressing various behaviors. Prerequisite. EDU 2115.

SPE 2925 (EDU2925) Elementary/Special Education Teaching 6 credits
This experience is designed as the capstone professional course for the Elementary/Special Education Major: It is to be the final course taken in the major sequence. The Student Teaching experience approximates a full-time working experience for the semester (fourteen weeks). At the conclusion of the Student Teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the education setting, using reading, language and literacy skills in working with exceptional students in all classrooms.
Objects

The Department of English seeks to enlarge and refine the imaginative intelligence of its students—to enrich their intellectual lives as well as to help them develop their professional ones. The disciplined study of both literature and communications provides the means to those ends. Although the variety of the curriculum makes possible a student-determined emphasis on one or the other of these concentrations, the program requires competence in both. The English major offers both a humane and a liberalizing experience, while at the same time making available to its students the opportunity to acquire and practice the skills in professional communication that will enhance their careers.

For students who select the study of literature as their major concentration, the Department seeks to give an introduction to the most formative traditions—generic, historical, and critical—of British and American letters. Critical and analytical skills are developed by courses and seminars which offer an in-depth examination of a single author or specific topic. Because of their innate value in fostering intellectual maturity and as a preparation for more advanced study, the fundamentals of research will be systematically made available.

For those who emphasize the communications concentration, the program stresses the study of the theories and techniques of rhetoric as they are applied in particular professional fields including business communications, advertising, public relations, and journalism. Many of the courses in this program are offered in an accelerated format, i.e., in modules of seven weeks. Frequent practice in these techniques encourages students to communicate coherently, imaginatively, and with impact.

N.B. Students should read the statement on ENGLISH in the General Education Requirement before selecting lower division courses.

Requirements for the Literature Concentration

- ENG 1125 or an American literature course at the 2000 level is required in the area of general requirements.
- Either ENG 2015 or an English/Irish literature course at the 2000 level, either ENG 2205 or 2215, plus eight other courses in the 2005-2925 series.

Concentration in Communications

Coordinator: Owen J. Gilman, Jr., Ph.D.

The Department of English also offers a concentration in communications designed for those who wish to study the theories and techniques of rhetoric as they are applied in particular professional fields including business communications, advertising, public relations, print journalism, and editing of technical publications and newsletters. Many of the courses in this program are offered in an accelerated format, i.e., in modules of seven weeks. Students in this program need to maintain a 2.25 cumulative grade point average.

Requirements for the Communications Concentration

- ENG 1155 (Rhetoric of Public Speaking) is required in the GER.
- Either ENG 2015 or an English/Irish literature course at the 2000 level, either ENG 2205 or 2215, plus two other literature courses in the ENG, 2005-2925 series.
- For a concentration in Communications, students are required to complete any six COM courses.
Lower Division English

N.B. Students should read the statement on ENGLISH in the General Education Requirement before selecting lower division courses.

**ENG 1005 Communication Skills** 3 credits
Fundamental principles of clear and effective writing: selection, organization, development, expression. Elementary instruction and practice in narrative, descriptive, and expository prose. *Normally not open to students who have completed more advanced English courses.*

**ENG 1015 Exposition and Argumentation** 3 credits
Principles and practice of both written and oral expression as they are related to the effective selection, organization, and development of ideas. Attention will be given to several modes of writing and speaking, with special emphasis on the expository and the argumentative. Students will study composing as a continuous process—brainstorming, rough drafts, several revisions, the finished product. *Prerequisite: ENG 1005. ENG 1015 is equivalent to ENG 1011.***

**ENG 1085 (LIN 2155) The History of the English Language** 3 credits
A survey of the outer and inner history of the English language, from its Indo-European origins to its present American and worldwide use. The course will be based on modern linguistic methods and information. *Course does not satisfy GER English requirement.*

**ENG 1105 Literature and Composition** 3 credits
Introduction to fiction, drama, and poetry with frequent theme assignments, critical in nature and coordinated with readings in major literary genres. *Prerequisites: ENG 1015. ENG 1105 is equivalent to ENG 1021.*

**ENG 1125 Major American Writers** 3 credits
Study of selected works of those writers who have most influenced the continuity and development of our national literature, e.g., Irving, Emerson, Hawthorne, Poe, Melville, Whitman, Twain, Frost, Hemingway, and Faulkner. *Prerequisite: ENG 1105.*

**ENG 1135 Fiction** 3 credits
Extensive and intensive reading in short story and novel. Writing of critical essays based upon readings in the course. *Prerequisite: ENG 1105.*

**ENG 1145 Drama** 3 credits
Critical study of various forms of drama. Writing of critical essays based upon readings in the course. *Prerequisite: ENG 1105.*

**ENG 1155 Rhetoric in Modern Practice** 3 credits
A practical course in the process of developing and delivering oral presentations. With most of the presentations videotaped for class review, the course is designed to help students discover, structure, and express ideas with conviction and confidence.

**ENG 1205 Research Based Writing (COM 1205)** 3 credits
Emphasizing process and product through three significant research assignments, Research Writing teaches students to: conduct academically-based and workplace-based research; use traditional and technological library resources; read, analyze, compare and evaluate existing research and ideas; integrate sources while maintaining voice and syntactic fluency; document appropriately; conduct original research (such as surveys and interviews); present results in clearly written, skillfully organized and well documented papers; and effectively deliver oral presentations. Students will be expected to provide feedback to other writers, incorporate critical feedback into their own writing, produce multiple drafts of papers, and further sharpen their writing skills.
**ENG 1525 Shakespeare: Nine Plays** 3 credits
A study of nine plays representing Shakespeare's achievement in history play, tragedy, and comedy. Through audio-visual aids, major emphasis will be placed upon Shakespeare in performance.

**Upper Division English**

**ENG 2015 Background for English Studies** 3 credits
Study of major works significant for and influential in the development of English and American literature. Recommended for Literature and Communications majors. *Formerly ENG 2005. Prerequisite: ENG 1105.*

**ENG 2025 The British Tradition** 3 credits
A selection of representative major figures (exclusive of Shakespeare) from Anglo-Saxon times to the 20th century. The course strives to develop the ability to respond to the literary expressions of earlier periods by the close reading of texts and an understanding of the continuity and growth of the tradition.

**ENG 2035 Introduction to Literary Theory** 3 credits
Examination of some of the major issues in literary theory from the time of Plato to the present. Students will examine selected literary texts from the traditional critical orientations: mimetic, pragmatic, expressive, and formalist.

**ENG 2105 Chaucer and Medieval Literature** 3 credits
Early dream vision poems as well as *The Canterbury Tales* form the nucleus of approach to Chaucer which will focus on his mastery of a wide variety of Medieval literary conventions. Collateral readings for an understanding of the Chaucerian age.

**ENG 2115 Renaissance Non-Dramatic Literature** 3 credits
Survey of non-dramatic literature of the 16th and 17th centuries. Sidney, Donne, Jonson, and others examined.

**ENG 2125 Renaissance Drama** 3 credits
A study of the drama of Tudor and Jacobean England, excluding Shakespeare. The plays of Marlowe, Jonson, Webster, and Ford and their distinctive dramatic qualities will be emphasized.

**ENG 2135 Renaissance Authors** 3 credits
Study in depth of one or two major authors, chosen by instructor.

**ENG 2205 Shakespeare: Early Works** 3 credits
Shakespeare's early plays before 1601, primarily the histories and comedies. Close attention to dramatic structure in Shakespeare's plays with special emphasis on the poetic dimension.

**ENG 2215 Shakespeare: Later Works** 3 credits
Shakespeare’s plays from *Hamlet* to *The Tempest*. Close attention to dramatic structure in Shakespeare’s plays with special emphasis on the poetic dimension. In addition to these studies, special attention will be given to the problem plays and the tragedies.

**ENG 2305 Survey of Eighteenth Century Literature** 3 credits
The theories and achievements of the eighteenth century writers. The chief poets and prose writers of the period, with emphasis on Dryden, Pope, Swift, and Dr. Johnson.
ENG 2315 English Novel to 1918  3 credits
A study of the development of the novel from its beginnings to World War I. It will include the novels of Dickens and Hardy.

ENG 2325 Survey of Romantic Literature  3 credits
A study of the social and philosophical background of the Romantic period; the major writers: Blake, Coleridge, Wordsworth, Byron, Keats, and Shelley; others considered: Burns, Lamb, Hazlitt, and DeQuincey.

ENG 2345 Victorian Literature  3 credits
A study of the representative authors from 1832-1890: Tennyson, Browning, Arnold, Hopkins, Carlyle, and Newman.

ENG 2415 American Romantic and Transcendental Literature  3 credits
A study of the evolution of literary form and content from 1820 to 1880. Concentration will be upon such authors as Poe, Hawthorne, Emerson, Thoreau, Melville, and Whitman.

ENG 2425 American Literature, 1865-1915  3 credits
A survey of American literature between the Civil War and World War I, from realism to naturalism, with consideration of such writers as Twain, Howells, James, Crane, Dickinson, Robinson, Cable, Wharton, Norris, and Dreiser, Jewett, Johnson, and Chopin.

ENG 2505 Eighteenth Century Authors  3 credits
A study in depth of one or several major authors in the period, the choice to be made by the instructor.

ENG 2515 Nineteenth Century Authors  3 credits
A study in depth of a limited number of significant authors of the period, the choice to be made by the instructor.

ENG 2525 Twentieth-Century Irish Poetry  3 credits
Analyzes crucial stages in the progress of Irish poetry in English from the period of W.B. Yeats to the present.

ENG 2535 20th Century Authors  3 credits
A study in depth of one or two major authors of the period, the choice to be made by the instructor.

ENG 2545 Modern British Fiction  3 credits
Study of major developments in fiction from World War I to the present: Ford, Lawrence, Joyce, and Virginia Woolf.

ENG 2555 Twentieth-Century Irish Fiction  3 credits
Investigates primary phases in the development of Irish fiction from the period of James Joyce to the present.

ENG 2565 Introduction to Postcolonial Studies  3 credits
An examination of diverse literary texts, films and theoretical essays that engage the idea of “postcolonialism,” the circumstances and effects of one nation having sovereign power over another. We will emphasize works with a relationship to the British Empire (e.g., Forster, Conrad, Rushdie, Collins, Dickens, Joyce, Winterson), but we will not be limited to this particular historical context.
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENG 2575</td>
<td>World Literature in English</td>
<td>3</td>
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<td>A study of world literature written in English by writers a/s diverse as Chinu Achebe, Salman Rushdie, J. M. Coetzee, Arundhati Roy, Michael Ondaatje, and Nadine Gordimer, to name a few. We will play with the idea of “global culture” and examine texts that show cultures in conflict and collusion with one another across shifting categories of race, class, gender, and sexuality.</td>
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<tr>
<td>ENG 2585</td>
<td>Irish Supernatural Fiction</td>
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<td>Interrogating issues of genre and historical context, this course traces the evolution of Irish gothic and ghost stories from the early nineteenth century to the present.</td>
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<tr>
<td>ENG 2595</td>
<td>Cultural Diversity</td>
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<td>Specific focus of the course will depend on the instructor. Possible approaches to the issue of cultural diversity in literature might include: American voices, African American literature, writing women's lives, British Multiculturalism and the Booker Prize, Literature of South Asia.</td>
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<tr>
<td>ENG 2605</td>
<td>Seminar in Rhetorical Theory (See COM 2015)</td>
<td>3</td>
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<tr>
<td>ENG 2615</td>
<td>Introduction to Creative Writing</td>
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<td></td>
<td>Exploration of at least two creative genres (fiction, non-fiction, poetry). For models and inspiration, students will examine selected works by contemporary creative writers in varied styles. Workshop format for student creative writing in the class.</td>
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<tr>
<td>ENG 2625</td>
<td>Seminar in Critical Theory</td>
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<td>Study of selected critical theories from the beginning to the present, with special emphasis on developments in the last fifty years. Students will apply a variety of critical theories (Feminist, structuralist, deconstructionist, new historical) to selected literary texts.</td>
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<tr>
<td>ENG 2635</td>
<td>Poetry Workshop</td>
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<td>Exploration of poetry by reading and writing. Each student will create a set of poems. Writing workshop format.</td>
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<tr>
<td>ENG 2645</td>
<td>Creative Nonfiction Workshop</td>
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<td></td>
<td>Exploration of creative nonfiction by reading and writing. Each student will create a portfolio of nonfiction writing. Writing workshop format.</td>
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<tr>
<td>ENG 2655</td>
<td>Fiction Workshop</td>
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<td></td>
<td>Exploration of fiction by writing. Each student will create several short stories in a writing workshop format. Cross-listed with COM 2265.</td>
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<tr>
<td>ENG 2665</td>
<td>Reading and Writing the Civil Rights Movement</td>
<td>3</td>
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<tr>
<td></td>
<td>Study of writing and writers involved in the Civil Rights Movement.</td>
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<tr>
<td>ENG 2695</td>
<td>Writing Through Race, Class, and Gender</td>
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<td></td>
<td>Through critical readings in autobiography and creative writing exercises, an exploration of the forces brought to bear on production of texts by race and gender experience.</td>
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<tr>
<td>ENG 2705</td>
<td>American Authors</td>
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<td>A study in depth of one or several major American authors, the choice to be made by the instructor.</td>
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<tr>
<td>ENG 2715</td>
<td>American Poetry</td>
<td>3</td>
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<td></td>
<td>Analytical study of poetic development with emphasis upon Romantic and Modern theory and practice. Among those studied will be Poe, Whitman, Dickinson, Pound, and Frost.</td>
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</table>
ENG 2725 American Drama 3 credits
Critical study of selected plays. Emphasis on works of O’Neill, Wilder, Williams, Miller, MacLeish, and Albee.

ENG 2735 Major Trends in Modern American Literature 3 credits
A survey of the development of realism, naturalism, and symbolism in the literature of the first half of the 20th century. Authors discussed will include Dreiser, Hemingway, Faulkner, Frost, Eliot, and O’Neill.

ENG 2745 Southern Literature 3 credits
An overview of Southern literature from the nineteenth century to the present, with consideration of both poetry and fiction. Selected authors may include Poe, Twain, Faulkner, Welty, Warren, Walker, Edgerton, Hannah, Styron, and Smith.

ENG 2755 The Modern American Novel 3 credits
Study of major American novels and novelists from Dreiser to the present: development of content, structure, and style; Hemingway, Faulkner, Fitzgerald, and Mailer.

ENG 2765 The Roaring Twenties 3 credits
Consideration of a wide range of texts to represent American culture in the aftermath of World War I and before the Great Depression.

ENG 2775 American War Literature and Film 3 credits
A study of key American literary and film treatments of war experience, from the Civil War in Stephen Crane’s *The Red Badge of Courage* through the Vietnam War in Bobby Ann Mason’s *In Country*.

ENG 2785 New England in Literature and Film 3 credits
An examination of New England life and landscape as reflected in diverse literary and film texts, ranging from Louisa May Alcott (*Little Women*), Henry James (*The Europeans, The Bostonians*) and Edith Wharton (*Ethan Frome*) through to Stephen King (*Carrie*) and John Irving (*The Cider House Rules*).

ENG 2795 American West in Imagination 3 credits
A study of the American West as represented in a rich variety of texts, from the stories of Mark Twain in *Roughing It* to Gretel Ehrlich’s *The Solace of Open Spaces* and Norman Maclean’s *A River Runs Through It*, plus consideration of key film texts that contribute to the development of the mythology that eventually overwhelmed America in the 20th century. The vastness of western landscape provides a remarkable background for intense human drama.

ENG 2845 Modern Drama 3 credits
Major dramatists from Ibsen to the present; a survey emphasizing not only major writers but also significant changes in dramatic form.

ENG 2855 Modern Poetry 3 credits
Major poets of Modern period in England and America. A survey emphasizing not only major writers but also significant changes in poetic form.

ENG 2865 Modern Authors 3 credits
Study in depth of one or two major authors, chosen by instructor.

ENG 2875 Contemporary Irish Literature 3 credits
Scrutinizes fiction, drama, and poetry by some of Ireland’s most compelling male and female writers.
ENG 2885 Screening Ireland 3 credits
Explores selected Irish, British, and American cinematic representations of Ireland and Irish people. Beginning with an introduction to basic aspects of “reading” film, this course tracks significant historical, political, and cultural elements screened in (and screened out of) Irish film.

ENG 2895 Twentieth-Century Irish Drama 3 credits
Explores key works of Irish drama from the early twentieth-century to the present, encompassing aesthetic dimensions, performance histories, and cultural contexts.

ENG 2905 Images of Women in Literature 3 credits
Specific focus of this course will be the feminine character in literature. Primarily literary and historical in approach, but including the psychological and mythic. Works by a variety of authors in several genres will be examined.

ENG 2915 Literary Forms and Styles 3 credits
Specific focus of the course will depend on the instructor. Recent approaches to the study of genres have included “The Satiric Mode,” “The Lyric,” “The Short Story in America,” “Science Fiction,” “Books that Cook,” “The Essay,” and a seminar in narrative form.

ENG 2925 Literature and Culture 3 credits
Specific focus of the course will depend on the instructor. Possible approaches to considering the relationship between literature and culture might include “The Catholic Imagination in America,” “Vietnam War Literature,” “Rereading the Sixties,” “The Modernist Era,” “The Irish ‘Troubles’,” “Body and Soul in 19th Century British Literature,” and “British Multiculturalism and the Booker Prize.”

ENG 2975 Independent Study: Reading and Research Project 3 credits
ENG 2985 Independent Study: Writing Project 3 credits
ENG 2995 Independent Study: Internship (See COM 2915) 3 credits

Communications

COM 1155 Rhetoric in Modern Practice (See ENG 1155) 3 credits
COM 1205 Research Based Writing (ENG 1205) 3 credits
Emphasizing process and product through three significant research assignments, Research Writing teaches students to: conduct academically-based and workplace-based research; use traditional and technological library resources; read, analyze, compare and evaluate existing research and ideas; integrate sources while maintaining voice and syntactic fluency; document appropriately; conduct original research (such as surveys and interviews); present results in clearly written, skillfully organized and well documented papers; and effectively deliver oral presentations. Students will be expected to provide feedback to other writers, incorporate critical feedback into their own writing, produce multiple drafts of papers, and further sharpen their writing skills.

COM 2015 (ENG 2605) Seminar in Rhetoric 3 credits
A study of selected rhetorical theories—from the ancients—Plato, Aristotle, and Cicero—to the 20th century—Booth, Perelman, Ong, Lanham, and Williams. Under discussion will be the key concepts of rhetoricians such as invention, the topics, the example, argument, and style. The course will work towards a definition of the “art of persuasion” and discuss how rhetoric informs and illuminates the act of communication in our time.
COM 2025 Organizational Writing 3 credits
A study of the principles of writing in the business world. The course will examine the style, structure, and tone of various types of business communications and consider the planning and development process for business reports.

COM 2035 Techniques of Business Presentation 3 credits
An examination of the business planning cycle with emphasis on the final delivery stage—with concern for developing an effective format and style of both oral and written presentations. The role of technology in all forms of presentation will be considered.

COM 2055 The Art of Editing 3 credits
A practical orientation to the aesthetic and pragmatic dimensions in the work of an editor. Students will undertake a range of editing projects, some dealing with technical subjects.

COM 2065 Public Relations 3 credits
A study of the principles and techniques used by an organization to present itself positively to various audiences. Attention will be directed to media and press releases, promotional strategies and the like.

COM 2075 Journalism 3 credits
A course designed to orient students to the role of the journalist in American life, with emphasis on interpretive reporting. Topics will include the media in America, the skills and techniques of the newswriter, assembling the story, cultivating sources, and understanding the social responsibilities of the journalist.

COM 2085 Communications and the Media 3 credits
A course dealing with the organization and construction of feature stories, longer reporting projects, magazine writing, investigative reporting, and broadcast writing. In addition to exploring the relation between print and electronic journalism (and their respective communication theories), students will analyze current media problems and trends.

COM 2095 Case Studies in Public Relations and Advertising 3 credits
A study of effective and ineffective cases in the history of public relations and advertising.

COM 2115 Writing and the World Wide Web 3 credits
Investigation of the World Wide Web from a writer’s perspective, with consideration for new vistas of identity, politics, and artistic expression. Besides core reading list of critical essays, the course involves steady writing activity and design of a web site. Knowledge of computers or the www is not a prerequisite.

COM 2125 The Critic in the Media 3 credits
The course will examine the role in newspapers, magazines and other periodical literature of the critics who review food, dance, music and books. We will study forums for critical commentary that appear in weekly sections in daily newspapers. However, we will also investigate editorial writing styles as well as the layout and design of publications devoted to reviewing specific aspects of the arts or entertainment, such as The London Review of Books. Television and radio programming for critical voices and personalities will provide students with a variety of texts for analysis. Media critics, themselves media creations, will not escape our examining the means that they employ to shape the opinions and values of contemporary society.

COM 2135 Sports Journalism 3 credits
Exploration of sports writing for newspapers, magazines, and television. Students will learn to recognize and pursue sports news to make clear, concise stories for a broad audience in three different mediums,
with assignments to write creative and compelling feature pieces (personality profiles and investigative journalism).

**COM 2145 Niche Writing** 3 credits
Consideration of how to find the best genre, format, category or package for creative ideas, with close examination of various format and genre options in freelance writing, including assignments designed for diverse markets in the competitive world of mass communications.

**COM 2155 Sex, Morality and the Media** 3 credits
Consideration of the role of mass media forms (books, magazines, movies, television, world wide web) in the evolution of cultural norms with regard to sexuality and moral responsibility. After a review of the Comstock laws in the 1870s and censorship of Walt Whitman’s *Leaves of Grass* in the early 1880s, the course will focus on key developments in 20th-century challenges to the Victorian Age.

**COM 2165 The Art of the Interview** 3 credits
Inside look at the interview and how it functions in mass media—with specific focus on background research, organization of questions, and management of diverse interview subjects and settings. Emphasis on proper methods for interviewing for a daily newspaper, especially beat reporting in politics and sports.

**COM 2175 Covering Politics** 3 credits
Close scrutiny of the methods and issues involved in covering a political campaign in the 24-hour cycle dominated by the Internet, cable television and network news. How to break news, examine candidates and their campaigns. Usually offered in fall semesters in order to link to local, state, or national election campaigns.

**COM 2195 Negotiations, Writing and Conflict** 3 credits
The course involves students in an eclectic writing process that includes legal research, conflict analysis and public speaking. Modeled in part upon the Harvard Negotiation Project’s Getting To Yes methodology, the course also involves newly emerging practices that challenge the notion of argument and encourage exchange between disputing parties. The thesis of the course is that, when individuals embroiled in a conflict begin to hear and understand one another’s stories, they have the option to change and to grow. Although courtrooms and trials will be examined, quite unlike a law course, the format for our class includes dramatic performance, passages from fiction and poetry as well as essays to reveal the common sense that can provide peace between warring interests. The focused goal of this sequence of readings, dramatic exercises and writing is for each student to evolve and to articulate communication strategies for crisis situations.

**COM 2205 Publishing a Book** 3 credits
Examination of the history of book publishing in America, with close attention paid to the book publishing business in the past 25 years. Consideration of roles played by literary agents, acquisition editors, bookstore display realities, accounting practices, and writerly determination. Students will also explore and develop their own book projects, to the point of having a query letter and sample chapter of the book ready to send out for consideration.

**COM 2215 Writing for Video and Cinema** 3 credits
This course examines the defining place of writing in the directing, the editing and the scripting of texts for video and cinema. To learn the many kinds of composition involved in this process, students will work to construct documentary, advertising and dramatic film productions. In this process, students will become knowledgeable of the digital cameras and editorial computer technologies involved in filmmaking; however, the writing of prose and dialogue will be the main concentration of the course.
COM 2225 Special Topics in Organizational Writing 3 credits
Concentrated focus on a specialized genre of writing in the business environment: for example, the newsletter, the request for proposal, the business plan.

COM 2235 The Freelance Writer 3 credits
This course is designed to sharpen your writing skills and teach the marketing know-how necessary for becoming a successful freelance writer. A variety of genres will be covered, from journalistic writing to short stories to book-length non-fiction.

COM 2245 Special Topics in Journalism 3 credits
Focus on a particular issue in journalism (for example, Ethics), or examination of some trend (for example, “new journalism,” alternative media, narrative journalism), or consideration of selected columnists/distinctive voices in journalism (for example, Joan Didion or Maureen Dowd).

COM 2255 Writing the Novel 3 credits
Workshop course designed to develop a novel-length piece of fiction, at least sketching out the first 80-100 pages, with close attention also paid to several published novels showing alternative options in point-of-view, structure, and style that can be used in narrating long fiction. Students should have taken ENG 2221 Fiction Workshop previously.

COM 2265 Fiction Workshop 3 credits
Exploration of fiction by writing. Each student will create several short stories in a writing workshop format. Cross-listed with ENG 2655.

COM 2285 Cultural Reporting: Narrating Race 3 credits
An examination of ways in which the story of race has been recorded and accounted for in America.

COM 2305 Medical Writing 3 credits
Exploration of writing that deals with medical issues for professionals in the field of medicine/health care and for the general reader, with particular attention to the challenge of writing clearly and sensibly to convey complex technical information in an engaging and interesting style.

COM 2915 (ENG 2995) Independent Study: Intern Program 3 credits
The chief purpose of this independent study is to enable the student to learn working skills in a particular communications area. In addition to working 15-20 hours a week at a local newspaper, TV station, radio station, public relations firm or other business enterprise, the student will maintain a portfolio of work completed, keep a journal of the working experience, and submit a critical essay assessing that experience.
Finance

Karen Hogan, Ph.D., Chair

Objectives

The business environment is a complex and dynamic system, demanding a variety of approaches encompassing diversified fields of knowledge. Such an eclectic and multiform combination of interests requires a commonality of goal to maintain a cohesive identity. In the Department of Finance this uniform goal is to provide the base of theory and principles of the function of financial management.

Finance Major

The major in Finance examines the role and operation of the financial sector of the economy in order to develop an understanding of the financial function in business and the management of assets and liabilities by both financial institutions and individuals. Coursework is in three major areas of finance: business finance; investments; and financial institutions and markets.

This major is intended to prepare students for professional positions with banking institutions, finance departments of business enterprises, and non-profit institutions.

Electives in Finance

While any three electives in the 200 level or above fulfill the requirements for a finance major, those students interested in concentrating in a desired track in finance could consider choosing from the following electives. Any three finance elective courses. In addition, you may also take ACC 2151 Federal Taxation and ACC 2101 Financial Statement Analysis.

General Finance / Managerial Finance

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>FIN 2415</td>
<td>Working Capital Management</td>
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<tr>
<td>FIN 2335</td>
<td>International Finance</td>
</tr>
<tr>
<td>FIN 2445</td>
<td>Mergers and Acquisitions</td>
</tr>
<tr>
<td>FIN 2465</td>
<td>Small Firm Finance</td>
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<tr>
<td>FIN 2525</td>
<td>Risk Management</td>
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<tr>
<td>FIN 2705</td>
<td>Understanding the Stock Market</td>
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Personal Finance:

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<td>FIN 2515</td>
<td>Personal Financial Planning</td>
</tr>
<tr>
<td>FIN 2345</td>
<td>Introduction to Insurance</td>
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<tr>
<td>FIN 2535</td>
<td>Retirement Planning</td>
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<tr>
<td>FIN 2555</td>
<td>Estate Planning</td>
</tr>
<tr>
<td>ACC 2155</td>
<td>Federal Income Taxation</td>
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Investments:

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<tr>
<td>FIN 2435</td>
<td>Portfolio Management</td>
</tr>
<tr>
<td>FIN 2475</td>
<td>Speculative Markets</td>
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<tr>
<td>FIN 2485</td>
<td>Student Managed Funds</td>
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<tr>
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<td>Understanding the Stock Market</td>
</tr>
<tr>
<td>FIN 2335</td>
<td>International Finance</td>
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<tr>
<td>FIN 2525</td>
<td>Risk Management</td>
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Insurance and Risk Management:

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<td>FIN 2545</td>
<td>Introduction to Insurance</td>
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<tr>
<td>FIN 2525</td>
<td>Risk Management</td>
</tr>
<tr>
<td>FIN 2215</td>
<td>Property and Casualty Insurance</td>
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</tbody>
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FIN 1345 Introduction to Finance  3 credits
This course provides a survey of financial theory and practice as it relates to the management and valuation of firms. Topics include: organizational forms, the role of capital markets, the determination of interest rates, financial statement analysis, the time value of money, stock and bond valuation, risk and return, and capital budgeting. This course is a prerequisite for all 2000 level finance courses and is required for all business students. Prerequisites: ACC 1015, ECN 1015; corequisite DSS 1315.

FIN 1575 Personal Financial Management  3 credits
This course covers financial topics essential to consumers, such as credit, purchases of durables, personal investments, and estate planning. No prerequisites. Does not satisfy any Finance major or minor requirement.

FIN 2335 International Finance  3 credits
This course will focus on the following topics: balance of payments, international flow of funds, foreign investment, governmental and international agencies, and trade theory. Prerequisite: FIN 1345.

FIN 2345 Markets and Institutions  3 credits
This course covers the role and workings of financial markets: money and capital markets, mortgage market, bond market, stock market, foreign exchange markets, and derivative markets. The interest rate theory and the term structure of interest rates are studied. Functions of Federal Reserve System are studied along with the foundations of monetary theory and policy. The course also examines the management of assets and liabilities by financial institutions including commercial banks, insurance companies, mutual funds, and investment banking, etc. Prerequisite: FIN 1345.

FIN 2355 Investments  3 credits
The course will cover the investment process and features of securities including mutual funds, real estate and tax advantaged investments. Sources of information, market transactions, return and risk concepts, indexes are also covered. Valuation of common stocks and bonds and dimensions of fundamental and technical analysis are emphasized. Prerequisite: FIN 1345; corequisite FIN 2345.

FIN 2405 Intermediate Managerial Finance  3 credits
This course focuses on the financial management of fixed assets and long-term capital. Topics include capital budgeting, risk, CAPM, capital structure, cost of capital, dividend policy, and valuation, bankruptcy and reorganization. Prerequisite: FIN 1345; corequisite: FIN 2345.

FIN 2415 Working Capital Management  3 credits
This course focuses on financial analysis, forecasting, and optimal working capital management. Cases are extensively used. Spreadsheet modeling and analysis are emphasized. Prerequisite: FIN 1345; corequisite: FIN 2345.

FIN 2435 Portfolio Management  3 credits
This course will cover the theoretical basis for, and practical implementation of, widely used asset pricing theories and anomalies. In addition, students will learn the fundamentals of portfolio management and passive and active investing including different styles of investing. Topics include risk assessment, hedging, market-neutral investing, performance evaluation, mutual funds, international diversification, and asset allocation. Cases, portfolio games, spreadsheet modeling and optimization may be used. Prerequisites: FIN 1345, FIN 2345.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>FIN 2445</td>
<td>Mergers and Acquisitions</td>
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<td>This course will cover the theory and evidence concerning mergers and acquisitions and the market for corporate control. It will examine the accounting and valuation aspects of M&amp;A activities, discuss the alternative theories of M&amp;A and review the relevant empirical tests. M&amp;A activity is evaluated in terms of the strategic alternatives faced by the firm. Restructuring, leveraged buyouts, share repurchases and takeover defenses, etc. are also studied not only from a finance perspective but also from a strategic perspective. Cases are used and a term paper is required. Prerequisite: FIN 1345, FIN 2345; corequisite: FIN 2405.</td>
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<tr>
<td>FIN 2465</td>
<td>Small Business Finance</td>
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<td>This course focuses on the more critical issues of a small organization: what legal forms to adopt, how to raise capital, the nexus of agency problems existing in a small firm, credit policy and terms, liquidity and liquidity management, bank relations, valuation of the business and exit strategies. Prerequisite: FIN 1345; corequisite FIN 2345.</td>
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<tr>
<td>FIN 2475</td>
<td>Speculative Markets</td>
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<td>This course will cover a broad range of derivative topics, both the theoretical foundations and practical applications of derivatives. Options, forward and futures, options on futures, swaps, interest rate derivatives are some of the topics. Financial engineering and controlling risk are emphasized along with lessons learned from recent derivative-related losses. Prerequisites: FIN 1345, FIN 2345.</td>
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<tr>
<td>FIN 2485</td>
<td>Student Managed Funds</td>
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<td>This course provides students an opportunity to manage real money. The objective is to earn risk-adjusted returns competitive with the benchmark index. The class decides early in the semester the style of investing and chooses the appropriate index for performance evaluation. Each student is a research analyst and a sector specialist and participates in the construction of the portfolio. Each sector is represented by a sector team. Also, each student has a functional role. FIN 2435 Portfolio Management is highly recommended. The course emphasizes the valuation principles and modern portfolio theory. Prerequisites: FIN 1345, FIN 2345; corequisite FIN 2355.</td>
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<tr>
<td>FIN 2515</td>
<td>Financial Planning</td>
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<td>The financial planning course is the introductory course in the financial planning track finance major. The course covers the basics of financial planning such as the role and structure of a financial plan, the role and responsibilities of various kinds of financial planners. In addition, there will be an exploration of various life events, e.g. college planning, divorce, identity theft, and their planning consequences. The course will also stress time value concepts, pricing of financial assets, and tax consequences of various investments, as well as the forces at work in the economy in general. Prerequisite: FIN 1345; corequisite FIN 2355.</td>
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<tr>
<td>FIN 2525</td>
<td>Risk Management</td>
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<td>This course is designed to apply the theories and techniques taught in Finance to the complex and specific needs of managing financial risk in the financial services industry. The course will provide an overview of the banking and insurance markets and their products. In addition, several valuation and risk management tools and models designed to measure and manage equity risk, interest-rate risk, and default risk in the financial services sector of the economy will be introduced and implemented. Prerequisite: FIN 1345; corequisite FIN 2345.</td>
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<tr>
<td>FIN 2535</td>
<td>Retirement Planning</td>
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<td>The Retirement Planning course starts with an examination of anticipated retirement needs. Once this concept is understood, the course looks at ways to get an individual to the point of satisfying those needs, considering the range of public and private retirement programs that might be available to individuals and organizations. Since the legal environment plays a critical role in this process, the various major laws and their impact on the process are studied. The course then looks at the retirement years and the dynamic that occurs there. Finally, other deferred compensation programs that are not be considered “qualified” are discussed. Prerequisite: FIN 1345; corequisite FIN 2355.</td>
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FIN 2545 Introduction to Insurance 3 credits
This course starts with a broad overview of ways to manage risk, and the approach taken by insurance companies to contain these risks. After this groundwork is laid the nature of the insurance contract is examined and then the various types of insurance and their routine components discussed. The use of insurance as a solution for various types of business problems is also explored. Because most employee group benefits are insurance related, those components of a benefit plan are also included as a focal point of the course. Topics such as insurer solvency and profitability, insurance regulation, insurance contracts and loss exposures mainly in the area of property and liability insurance will be covered. Corequisite FIN 1345.

FIN 2555 Estate Planning 3 credits
This course examines the estate planning process and documents of transfer that are typically used. Once this process is understood, the next area of concern is the unified transfer tax system and the calculation of an individual's estate tax liability. Estate planning techniques such as trusts, marital and charitable deduction vehicles, and intra-family business and property transfers are also discussed, as well as post-mortem tax. Prerequisites: FIN 2535, FIN 2345.

FIN 2665 Selected Topics 3 credits
Selected Topics is an upper division course designed to give greater coverage to those finance topics that are not covered in great detail in other courses. The topics selected are at the discretion of the instructor. Prerequisite: FIN 1345.

FIN 2705 Understanding the Stock Market 3 credits
This applied course covers security valuation, fundamental analysis, technical analysis, and the efficient markets theory. The course begins with an overview of stock market history and its lessons for investors today. Then, the links between a firm’s historical operating performance, expected future performance, and stock price are described and illustrated. The course concludes with a critical examination of the efficient markets theory in light of recent stock market events. Research assignments require students to access and interpret financial statement and stock market data for individual firms. Prerequisite: FIN 1345; corequisite FIN 2355.

FIN 2915-2925 Independent Study 3-6 credits
Independent study may be approved to allow a student to pursue an in-depth study of a finance topic. Traditional study as well as rigorous pre-approved internship programs with an appropriate academic component are encouraged. Prerequisite: FIN 1345; corequisite FIN 2345.

FIN 2935 Financial Practicum 1 credit
This course is meant for students with opportunities working in the financial industry over the course of the semester to allow them to have the position show up on their transcripts. The student is required to submit an 8 – 10 page paper at the end of the practical training describing what their work responsibilities were and what skills they acquired by participating. To apply the student needs to have the practical training approved by the chair and a letter explaining the practical training is required for that approval. Prerequisite/Co-requisite: Student’s major must be finance and have completed FIN 1345. Does not satisfy any major or minor finance requirement. Does not satisfy any free elective credit. Grade will be Pass/Fail. May be repeated once.
Minor in Fine and Performing Arts

The minimum requirement for the minor in Fine and Performing Arts is the completion of six courses in Fine and Performing Arts (18 credits) and Departmental approval.

Note: To avoid possible problems in securing Departmental approval and, more importantly, to develop a more effective combination of courses in an appropriate sequence, students are advised to contact the chair after successfully completing two courses in the Department of Fine and Performing Arts.

ART 1075 Women in Art 3 credits

This course identifies a varied spectrum of significant women artists working in the latter half of the Nineteenth and throughout the Twentieth Century. In examining the technical and expressive qualities of their creative output, we will also be looking at the social, economic, and cultural contexts from which these strong artists emerged, and factors that either smoothed the way for or obstructed their professional success. GER course and Gender Studies course.

ART 1315 Introduction to Studio Art 3 credits

A hands-on introduction to the basics of drawing, painting, and sculpture. The course provides a basis for further work in the plastic arts and a practical foundation in understanding the components of contemporary visual communication. No prior training is required.

ART 1325 Landscape Painting 3 credits

This class will take place entirely outdoors. Students will make a new painting in every class session moving rapidly through ideas and techniques. Painting from the landscape has an immediacy that differs substantially from studio work. There is a sense of urgency as light conditions change so quickly. In each class there will be critical discussions and evaluations of the day's work. To augment the landscape painting experience there will be slide presentations of historically pertinent master works. This course may be taken as an independent study.

ART 1335 Basic Drawing 3 credits

Designed to acquaint the student with concepts and skills involved in translating a two-dimensional object onto a three-dimensional surface, the course will cover line, shape, volume, mass, tone, and texture. Some attention will also be given to figure drawing and to fundamental issues in perspective drawing. To augment the studio experience, there will be occasional slide presentations and museum field trips.

ART 1345 Composition and Design 3 credits

An introduction to the basic elements of Two-Dimensional Design and their practical application in using color, value, shape, balance, etc. Students will use these skills to draw and paint in class. This course may be taken as an independent study.

ART 1355 Introduction to Painting 3 credits

Learn step by step how to start, develop and finish a painting in oils. No prior experience needed. Lectures and demonstrations by the instructor will explain such issues as the history of painting methods, use of colors, basic painting methods and materials. Students will do still-life, landscape, portrait and independent project paintings. Excellent as a beginning enrichment course for the general student and basic skills course for the art major.
ART 1375 Woodcut 3 credits
Woodcut printing is a process of carving into wood to create a particular image, which is then inked and printed. In this class we will explore that process resulting in as many as five projects all of which will be realized in numbered editions. The areas covered include: reversing the image, direct cutting, color registration, and developing a substantial image from working drawings. The class will include slide presentations and critical discussions of student works. This course may be taken as an independent study.

ART 1415 Introductory Ceramics 3 credits
The student will be introduced to the elements of three-dimensional design through the discipline of ceramic sculpture and pottery making. The basic hand-building techniques will be explored, as well as the potter's wheel. Introduction to the glazing and firing of terra cotta and stoneware.

ART 1425 Pottery 3 credits
Pottery has a long and interesting history dating back to 10,000 B.C. We will retrace some of the more prominent periods and make vessels using the pottery wheel and various hand building techniques. May be taken as independent study.

ART 1435 Mosaics 3 credits
After reaching its pinnacle during the late Byzantine period, mosaic art has remained a virtually unexplored medium. In this class we will make and install 2-dimensional ceramic mosaics. May be taken as independent study.

ART 1515 Understanding Music 3 credits
The development of perceptive listening and critical response to music from a variety of historical periods and styles.

ART 1705 Color Composition I 3 credits
A hands on photography course aimed at the student who wants to develop the perceptual, creative and technical skills needed to use a camera effectively, with color film. Presentations of color photographs, class discussions and student critiques of their own work will deal with elements of photographic composition, focus, and light. Student work will be done in the medium of color slides.

ART 1715 Introduction to the Film 3 credits
A study of the aesthetics of cinema through an examination of the elements of cinematic form and style. Selection of both contemporary and historically important films will be viewed and analyzed. Prerequisite to other film courses.

ART 1725 Photography I 3 credits
A study of photography as a medium of expression which includes instruction in the use of cameras and darkroom techniques. Lectures, demonstrations, slide presentations, and student assignments are aimed at developing visual perception, an understanding of the history and aesthetics of photography, and a facility with the tools of the medium. Adjustable 35 mm cameras will be provided to those students who lack equipment.

ART 1735 International Film And Filmmakers, Series I 3 credits
A course designed to introduce the area of film studies through the exploration of films from a range of international filmmakers. Using film as a mirror, this course explores the art and meaning of the filmed experience and seeks to apply these insights to understanding the world of others as different from, and still a part of, our own. This section of the course will concentrate on films and filmmakers from the Pacific Rim. No prerequisites. Students in the College of Arts and Sciences may take this course with permission.
ART 1745 International Film And Filmmakers, Series II  3 credits
A course designed to introduce the area of film studies through the exploration of films from a range of international filmmakers. Using film as a mirror, this course explores the art and meaning of the filmed experience and seeks to apply these insights to understanding the world of others as different from, and still a part of, our own. This section of the course will concentrate on films and filmmakers from Europe. No prerequisites. Students in the College of Arts and Sciences may take this course with permission.

ART 1755 International Film And Filmmakers, Series III  3 credits
A course designed to introduce the area of film studies through the exploration of films from a range of international filmmakers. Using film as a mirror, this course explores the art and meaning of the filmed experience and seeks to apply these insights to understanding the world of others as different from, and still a part of, our own. This section of the course will concentrate on films and filmmakers from Asia, the non-US Americas, and Africa. No prerequisites. Students in the College of Arts and Sciences may take this course with permission.

ART 2085 Impressionist and Post-Impressionist Masters  3 credits
Impressionism may be the most popular style of painting in the history of art. Yet, in their own day, Monet, Renoir, Degas, and their associates were seen as revolutionaries advancing a radically new vision. The succeeding period of Post-Impressionism was shaped by several strong personalities, each with his own highly individual style. This course will also highlight the contributions of Seurat, Cézanne, Van Gogh, and Gauguin, examining their work against the background of the art and cultural activity of the period.

ART 2305 (EDU 2141) Art Education in the Schools  4 credits
Qualified students will be invited to take part in a supervised practicum, teaching at a local grammar school. In this course there will be lectures in methods of teaching, followed by an eight-week intensive experience of working with a group of twenty primary school students. While this is being done, the students will keep a weekly diary from which they will construct a ten-page term paper on the meaning of the experience. Service Learning course carries GER status if taken with ART 1315 or the equivalent.

ART 2315 Intermediate Studio Art  3 credits
A continuation of ART 1315. Continued instruction in drawing and painting from the model concentrating on a medium chosen by the student. May be taken as independent study.

ART 2325 Intermediate Studio Art II  3 credits
A continuation of ART 2315. May be taken as independent study.

ART 2335 Intermediate Drawing  3 credits
Intermediate Drawing picks up where Basic Drawing, or its equivalent, leaves off. Students will refine skills in perspective and figure drawing, solve problems in scale relationships and composition, and work with color media such as pastel and watercolor. Some experimentation with collage techniques and drawing from photographs will take place as well. The course presupposes that drawing is a significant medium in itself, not merely a way-station to other “heavier” media, such as painting or sculpture! May be taken as independent study.

ART 2345 Life Drawing  3 credits
A drawing course concentrating on the human head and figure—the viewpoint generally realistic. The techniques of pen, pencil, charcoal, and conté crayon are studied. The requirements will include ten finished works. May be taken as independent study.

ART 2355 Painting II  3 credits
Learn the skills of traditional painting in oils. Through lectures, demonstrations and course work, students will study in depth how old and modern masters used oils. Students will learn how to study a painting, copy a painting in oils and do creative work of their own. Excellent as a beginning enrichment
course for the general student or as a follow-up to Introduction to Painting for art and art history majors. May be taken as independent study.

ART 2365 Animation Art 3 credits
This course explores the relationship between the animated film and a variety of art forms that have influenced it: drawing, painting, and sculpture. Tracing the history of animated films from early experiments in stop motion to contemporary computer-generated animations, the course treats the aesthetic concepts of form and style as they are realized in this unique medium.

ART 2375 Works on Paper 3 credits
Works on Paper picks up where Basic Drawing, or its equivalent, leaves off. Students will address more sophisticated problems in black and white composition, using graphite, charcoal, and ink. They will then be introduced to color media appropriate for paper, pastel and aquarelle, investigate the interaction of drawing and photography, and experiment with collage techniques. The course presupposes that drawing is a significant medium in itself and that works on paper are not mere way-stations to other “heavier” media, such as painting or sculpture. May be taken as independent study.

ART 2385 Advanced Drawing and Painting 3 credits
The purpose of the advanced studio courses is quite related to the Intermediate Studio in that it is also geared to the student’s self-discovery as an artist. This course is directed to a more personal exploration of a particular medium. The student will be expected to have a particular medium in mind at the very beginning of the course and an intention about the production of ten products. May be taken as independent study.

ART 2415 Primitive Firing 3 credits
Despite the primitive tools and firing techniques used during the Neolithic Age, much notable work was produced during this period. In “Primitive Firing” we will make vessels and sculptures fired under a variety of these primitive systems. We will discover how these methods of firing determine the surface and color qualities of the work. May be taken as independent study.

ART 2425 Pottery II 3 credits
This class is designed for students who have had at least one class in pottery. The goal of this class is to further develop the student’s skills in vessel making on the pottery wheel. We will continue to study the history of pottery and make a variety of forms which will require more complex techniques. May be taken as independent study.

ART 2435 Mosaics II 3 credits
To register for Mosaics II the student must have taken one previous class in mosaics. This class is a continuation of Mosaics (1435); the student will pursue work which is more clearly focused and advanced from prior work in this medium. During the semester there will be a more thorough investigation of mosaic techniques and ideas. May be taken as independent study.

ART 2465 Intermediate Ceramics 3 credits
This is a class that should be taken by students who have completed at least one semester of ceramic work. Students in this class may choose the following directions for their assignments during the semester: sculptural approach to clay, pottery making on the wheel, mosaics, or glaze investigation. May be taken as independent study.

ART 2475 Ceramic Sculpture 3 credits
Students will trace the development of ceramic sculpture (not necessarily figurative) from its earliest beginnings to contemporary work being done. The variety of techniques to both construct and glaze will be reviewed. Students will be expected to produce a body of sculptural work. May be taken as independent study.
ART 2485 Advanced Ceramics I 3 credits
More complex work in ceramic sculpture and pottery-making. The requirements will include ten pieces of advanced work. May be taken as independent study.

ART 2495 Advanced Ceramics II 3 credits
More complex work in ceramic sculpture and pottery-making. The requirements will include ten pieces of advanced work. May be taken as independent study.

ART 2725 Photography II 3 credits
A brief review of basic camera and darkroom techniques followed by assignments and presentations directed primarily at expanding the students’ expressive use of photography. Topics include lighting, both natural and artificial; advanced tone and exposure controls; sequencing images; toning and manipulating the print; and multiple perspectives within a single image. Presentation of slides and original photographs by master photographers are used to illustrate the flexibility of the medium and to help develop student skills of visual analysis.

ART 2765 Color Photography 3 credits
This course stresses the creative and expressive uses of color in photography. It begins with an overview of camera use and an introduction to color photographic films. It then concentrates on developing the students’ ability to perceive color relationships and their impact on photographs. Darkroom work will be limited to basic color slide processing.

ART 2775 The Film Director 3 credits
A critical and analytic examination of the work of several directors (e.g., Hitchcock, Truffaut, Welles) who have had a profound impact on the evolution of contemporary cinema. Permissible as an independent study with mentor’s approval.

ART 2795 History of Film 3 credits
An overview of the development of film from its 19th century origins to the present. This course will consider the effects of technology, commerce, art, and audience on film production, as well as the effects of film on society.

Foreign Languages and Literatures

Maria Marsilio, Ph.D., Chair

Objectives
The general objectives of the Department of Foreign Languages and Literatures are:

- To give students an opportunity to acquire some experiential knowledge of at least one foreign culture through the medium of its own language, thereby gaining some insight into the rich linguistic and cultural variety of the human family.
- To give students some appreciation of the peculiar genius of at least one foreign literature through carefully selected readings.
- To deepen the students’ awareness and understanding of the structure of language in general and of the structure of their own language by having a point of comparison.
- To contribute to students’ general liberal education by giving it a broader human dimension, encompassing some appreciation of the human experience outside the students’ immediate culture.
Notes

- See EDU 2275 for teaching methods and techniques in foreign languages. Certification in a foreign language is valid for teaching the language in secondary and in elementary schools in Pennsylvania. Student must pass a language competency examination before teaching may be supervised.

- Foreign students, whose native language is not English, are required to take ESL 1255 and ESL 1265, *Composition and Critical Thinking for Non-Native Speakers of English*, in their first two semesters and achieve a grade of C or better to continue to ENG 1005, *Communication Skills*. ESL 1255 and ESL 1265 will satisfy the General Education Requirement in foreign language if taken as stated above, *i.e.*, before any other course in English.

- *Program at Universite Laval, Quebec, Canada.*—This program is available during the summer months at any level of French. A student earns up to six credits upon completion of the five weeks course of study.

- Foreign language courses in University College are cycled:
  - French: Fall and Spring Semesters
  - Italian: Summer I and Summer II
  - Sign Language: Fall and Spring Semesters
  - Spanish: Fall, Spring Summer I & Summer II

Languages

**CHN 1035-1045 Chinese Conversation for Beginners I and II** 6 credits

No Chinese language background is required. We will use John De Francis’ *Beginning Chinese* as a text (Conversational Edition) and some business travel situations’ dialogues as supplementary materials. Taking this course will enable you to use the Chinese Pin-Yin System so that you can continue to learn Chinese independently in the future. Also, this course will help you to understand Chinese culture, business practices, jargons and much more!

**ESL 1255 Composition and Critical Thinking for Non-Native Speakers of English** 3 credits

This course provides the non-native student with the critical reading and writing skills necessary to perform well in required introductory courses in English. Special emphasis is placed on analyzing both the literal and figurative levels of the language of literature and communicating these perceptions in organized, persuasive, and creative English prose. These aims encompass the writing needs of all non-native students, undergraduate and graduate. Will fulfill the general education requirement (GER) in foreign languages for all international students whose primary language is not English. No prerequisites.

**ESL 1265 Composition and Critical Thinking for Non-Native Speakers of English** 3 credits

This course provides the non-native student with practice in reading and writing critically about essays in a variety of disciplines with an emphasis on the humanities. Class discussion develops the proficiency needed to engage in and master GER introductory courses. Current research skills are developed, which lead the student to a completed paper and its presentation. These aims encompass the writing and speaking needs of all non-native students, undergraduate and graduate. Will fulfill the general education requirement (GER) in foreign languages for all international students whose primary language is not English. No prerequisites.

**FRE 1015-1025 Introduction to French I-II** 6 credits

Fundamentals of grammar and pronunciation. Extensive oral drill and practice in conversation based on graded readings. Audio-visuals and language laboratory sessions. FRE 1015 is prerequisite to FRE 1025.
ITA 1015-1025 Introduction to Italian I-II  
Fundamentals of grammar and pronunciation. Extensive oral drill and practice in conversation based on graded readings. Audio-visuals and language laboratory sessions. *ITA 1015 is prerequisite to ITA 1025.*

SNL 1015 American Sign Language I  
This course will provide the learner with fingerspelling and basic sign language skills. Students will gain knowledge of the deaf culture, hearing loss and its implications, and various communication systems used by the deaf. *Does not fulfill GER language requirement.*

SNL 1025 American Sign Language II  
This course will serve to supplement the beginner’s course by providing a more in-depth study of the deaf, their culture, and the various communication systems utilized by the deaf. Conversational abilities should be attained by the end of this class. *Prerequisite: SNL 1015 or permission of instructor. Does not fulfill GER language requirement.*

SPA 1015-1025 Introduction to Spanish I-II  
Fundamentals of grammar and pronunciation. Extensive oral drill and practice in conversation based on graded readings. Audio-visual and language laboratory sessions. *SPA 1015 is prerequisite to SPA 1025.*

**Linguistics**

*It is recommended that at least one of the next two courses below be taken prior to enrolling in English courses.*

LIN 2155 History of the English Language (See ENG 2345)  
*Course does not satisfy the GER language requirement.*

LIN 2205 Basic Linguistics  
An introduction to the study of language and principles of linguistics. Linguistic topics to be explored include phonetics, phonology, morphology, syntax, semantics, sociolinguistics, pragmatics, second language acquisition, pedagogy and applied linguistics. *Prerequisites ENG 1015, ENG 1105. Satisfies University College GER foreign language requirement.*

LIN 2215 Sociolinguistics  
This course focuses on the use of language within its social context. Students will become familiar with the basic principles of sociolinguistics by examining the variation of spoken language, paying particular attention to social categories such as class, age, gender, and ethnicity, as well as to social registers and styles. Other topics include language change over time, multilingualism and language contact, speech communities, language ideologies, and language policies and planning. We will also consider different research methodologies typically used in sociolinguistic research. *Prerequisites ENG 1015, ENG 1105. Satisfies University College GER foreign language requirement.*

EDU 2375 Linguistic Topics in Education  
This course is an introduction to linguistics through the lens of educational research. First, we will overview the broad field of linguistics. Then, we will focus on an analysis of recent research in discourse analysis and explore particular contexts of discourse such as legal fields, family interactions, the workplace, and the classroom. Special attention will be given to language classroom discourse. We will focus on substantive issues addressed by the research and theoretical frameworks used to structure the inquiry. This will fulfill certification requirements for (1) secondary level Foreign Language Teachers and (2) secondary level English Teachers, and is recommended for Reading Teachers.
Literature in Translation

**LAN 1455 The French Story**  
3 credits  
A study of representative French short stories from Voltaire to Albert Camus that will emphasize how a good short story functions as a work of art, the various elements of the genre and its French cultural context. *May be used to satisfy one of the University College foreign language requirements.*

**LAN 1615 Chinese Literature in Translation**  
3 credits  
A survey of the major writers of the twentieth century and their works, so that students have a guide to modern and contemporary Chinese literature (women writers as a literary force are included). Literary works will be studied in their cultural and historical contexts. Class discussions and assigned papers based on literary analysis and research. No knowledge of Chinese is necessary. *Satisfies University College GER foreign language requirement. No prerequisites.*

**LAN 1815 The Feminine Profile: European Novels**  
3 credits  
The goal of this course is to familiarize ourselves with European literature, focusing on the condition of women and their circumstances. In order to accomplish our objective, we will need to not only read relevant works, but also look at the history and culture that shaped these individuals. No knowledge of a European language is necessary. *Prerequisites ENG 1015, ENG 1105. Satisfies University College GER foreign language requirement.*

**LAN 1825 The European Scene**  
3 credits  
Selected plays in translation of modern Europe with emphasis on the portrayal of women in dramatic literature. No knowledge of a European language is necessary. *Prerequisites ENG 1015, ENG 1105. Satisfies University College GER foreign language requirement.*

Health Administration

*John J. Newhouse, Ed.D., M.S., Director of Health Administration Program*

The major in Health Administration represents both strong liberal arts courses supporting the Jesuit tradition in higher education and broad courses in the field of Health Administration. The program seeks to increase knowledge and skills in administration and management of professional health care organizations. Students enrolled in the major are expected to complete courses in the General Education Requirement, courses in the Foundations of Management Science, and courses in the Health Administration area (see degree description area). Coursework in the Health Administration major culminates in a professional internship in the health care field.

Students are advised to plan their course of study in consultation with University College advisors in conjunction with consulting the annual course schedules.

Health Administration Courses

**HAD 2605 Introduction to Health Administration**  
3 credits  
An introduction to health care services focusing on current components, practices, issues, and trends in the health delivery system. Emphasis is placed on the social, political, economic, legal, and technological forces that affect health care.

**HAD 2615 Principles of Public Health and Epidemiology**  
3 credits  
A survey of environmental, communicable, chronic, and genetic health problems and the public health and epidemiological responses to them. Basic epidemiological concepts, strategies, research, methodologies, and statistical tools will be introduced.
HAD 2705 Administration of Health Care Organizations 3 credits
An introduction to organizational and management theories as they relate to health care institutions. The roles of the administrator within health care organizations are reviewed with regard to professionalism, human resource development issues, shared administrative responsibility, regulatory agencies, governmental influence, and financial considerations.

HAD 2745 Health Care Law and Ethics 3 credits
An overview of the legal and ethical issues central to the health care delivery system and their impact on individual institutions and professionals. The relationships among biomedical and research technology, societal changes, court rulings, and governmental legislation within the context of the health care system will be examined. Prerequisite: HAD 2605.

HAD 2755 Principles and Methods of Health Planning 3 credits
Covers the theoretical foundations for health planning, the historical evolution of health planning, the current application of planning methods and techniques, and the dynamic relationship between the free market system and government regulation. The ethical issues facing health planning will be examined through a case study approach. Prerequisite: HAD 2605.

HAD 2785 Financial Management of Health Care Organizations 3 credits
An advanced application of the current issues and techniques affecting financial management in the health care system. Topics include cost accounting, cost benefit analysis, accountability in not-for-profit/non-profit institutions, prospective and third party payments, management information systems for operational and fiscal control, and cost containment.

HAD 2795 Strategic Planning and Marketing in Health Care Organizations 3 credits
An introduction to general strategic planning and marketing for health care systems with particular emphasis on the evolution from a provider-controlled environment to a consumer market. Review of key factors such as rising costs, increasing competition, legislation/regulation, technological advancements, and increased consumer sophistication. Prerequisite: HAD 2605.

HAD 2805 Health Policy 3 credits
An overview of how health care policy is enacted in the U.S. Analysis of how the expansion of government programs/regulations since 1965 have influenced health care delivery. Emphasis will be placed on current policy questions and important health care policy debates. Prerequisite: HAD 2605.

HAD 2915 Capstone Practicum in Health Administration 3 credits
The practicum offers an opportunity for students to collaborate with the teacher in the design of an individualized plan of learning in a health care organization. Students must have permission before enrolling. Prerequisite: All course requirements completed; taken concurrently with HAD 2925.

HAD 2925 Capstone Seminar in Health Administration 3 credits
Taken with the Practicum, this course is the capstone for integration between theory and practice of health administration. Each student will be responsible for the preparation of a research paper on a topic in health administration. Topics of emphasis will include health services research, administration in health settings, organizational development, human resource development, and current issues relevant to student field practicums. Students must have permission before enrolling. Prerequisite: All course requirements completed; taken concurrently with HAD 2915.
History

Katherine A.S. Sibley, Ph.D., Chair

Objectives

The Department of History attempts to help students develop 1) that awareness of the qualitative differences between historical eras commonly described as “a sense of the past,” 2) a degree of familiarity with the cultural and institutional developments which have shaped the contemporary world, and 3) an understanding of history as a field of intellectual inquiry.

In its general survey courses the Department strives to orient students to the cultural and social milieu in which they find themselves and to acquaint them with important people, movements, and events in the past.

The Department’s more specialized courses emphasize less the amassing of factual knowledge than the investigation, from various points of view, of the ideas and institutions—religious, political, social, and economic—through which people have endeavored to order their world. These courses serve also to acquaint students with some of the problems of historiography and the basic tools of research.

Advanced courses in history, numbered from HIS 1525 to 2805 are open to students majoring in other departments if approved by the History Chairperson or an academic advisor.

Requirements for the History Minor

The minor in History requires HIS 1015-1025 or HIS 1035-1045 and any four history courses numbered 1525 or higher.

Lower Division

HIS 1015 Historical Introduction to Western Civilization I
Survey tracing broad lines of Western political, economic, and cultural development from the Ancient East to the rise of the modern nation state in Europe, set in a global context.

HIS 1025 Historical Introduction to Western Civilization II
Survey dealing with Western history from the rise of the nation state in Europe to the present, set in a global context. History 1015 is not a prerequisite for this course.

HIS 1035 History of the United States I
Survey dealing with the origin and development of American institutions and traditions from colonial foundations to the end of Reconstruction.

HIS 1045 History of the United States II
Survey tracing the political, economic, and cultural history of the American people from the beginnings of the industrial era to the present. History 1035 is not a prerequisite for this course.

HIS 1525 Historical Introduction to Latin America
A survey of the development of Latin society, emphasizing the era from the independence movements of the nineteenth century to the present day. The course will focus on the changing social, economic and political structures of the region.
HIS 1555 Historical Introduction to the Islamic World 3 credits
The Islamic world from the seventh century to the present; the expansion and consolidation of Islamic states; relations with Western powers; the rise and fall of empires; and social, cultural, and intellectual developments.

HIS 1575 Historical Introduction to East Asian Civilizations 3 credits
This course will introduce students to the major political, social, and cultural movements of the East Asian Culture Area from the earliest writings to the modern period. It will emphasize major events of Chinese and Japanese history, with attention also to Korea and Vietnam.

HIS 2655 Ethnic America 3 credits
A survey of ethnicity and ethnic groups in modern America with special emphasis on immigration patterns, nativism, assimilation, and alienation of ethnic groups, and the effects and place of ethnic groups in modern society.

HIS 2665 Urban America 3 credits
A survey of the development of cities and the process of urbanization in America with special emphasis on urban institutions—government, police, voluntary associations—and the changing character and functions of cities in the modern period.

Interdisciplinary Course

INT 1015 Seminar in Learning Strategies 1 credit
Seminar in Learning Strategies is a four-week, one-credit tuition-free course covering study skills and strategies such as time management, note taking, textbook reading, and test taking at the college level. Students will assess their current skills, learn new strategies, and develop the ability to utilize combinations of study strategies to deal with the demands of any particular course.

Labor Studies

Robert K. Moore, Jr., Ph.D., Coordinator

Program Objectives

- To develop an awareness of the larger social context surrounding specific programs concerned with the provision of human services.
- To apply social scientific insights and theories to problems routinely confronted by administrators in a variety of organizational settings.
- To think critically and to communicate effectively in both speech and writing.
- To develop the skills necessary for administrators to optimize fair and effective treatment of individuals within organizational settings.
- To utilize social scientific methodology for effective program evaluation.
Upper Division Labor Studies

LAS 2205 (See SOC 2205) Sociology of Work 3 credits
Introduction to the historical development of the labor movement in American society, with particular attention paid to the social, structural, and cultural elements which shaped organized labor in American history.

LAS 2415 American Labor Movement 3 credits

LAS 2715 (SOC 2715) Law of Industrial Relations 3 credits
A study of the current state of the law governing labor-management relations, emphasizing the National Labor Relations Act. Topics will include employer and union unfair labor practices, collective bargaining, strikes and boycott activities, and labor issues in the health care industry. Formerly IDR 2055.

LAS 2725 (SOC 2725) Employment Law 3 credits
Overview of employment law, including the Civil Rights Act of 1964, Age Discrimination Act, Equal Pay Act, Comparable Worth and other Women’s Issues in employment, Immigration Law, Public Sector Labor Relations, Handicap Discrimination, Government Contracting, Workers Compensation, and various other legal bases to contest employment decisions.

LAS 2735 (SOC 2735) Collective Bargaining 3 credits
This course focuses on the legal and practical elements involved in negotiating and enforcing a collective bargaining agreement. Issues include topics of mandatory bargaining, contract negotiation, grievances and dispute settlement, arbitration and mediation, and the collective bargaining agreement as it relates to other areas of employment law.

LAS 2815 Benefits and Compensation 3 credits
This course explores numerous component elements of compensation and benefits packages including wages and salaries, retirement plans, Employee Stock Ownership Plans, pension funds, health insurance, stock options, and others.

LAS 2915-2925 Independent Study 3 credits
Subject matter will be determined by instructor and student with permission of the program director.

Legal Studies

Francis Graham Lee, Ph.D., Coordinator

The Bachelor’s degree in Legal Studies is offered under the aegis of the Department of Political Science. It attempts to meet the growing need for non-lawyer professionals in law firms, government agencies, and legal departments by graduating students who, in addition to a solid grounding in the fundamentals characteristic of the paralegal profession, have a firm foundation in the liberal arts. Such students will bring to the practice of their profession an ability to analyze problems, research solutions, and present answers in a convincing fashion both in writing and orally. The program’s professional element is designed to meet the standards set by the American Bar Association, thereby ensuring that graduates will become sought-after members of the paralegal profession.

Students are strongly encouraged to pursue a course of studies whereby they have completed a significant portion of the General Education Requirement prior to taking upper division (2000 level) courses in the paralegal field. In addition to ten paralegal courses, all students must take POL 1015, ACC 1015, ECN 1015, MIS 1015, and MGT 1005. Finally, students must take two Cognate Courses. These may be either additional
2000 level LAW courses or designated courses from the discipline of Political Science, Management, Decision & System Science, Accounting, Labor Studies, Marketing, and Criminal Justice (Sciology).

**Paralegal Certificate**

Students who graduate from Saint Joseph’s with a B.S. in Legal Studies and who have taken the majority of their Legal Studies (LAW) courses at Saint Joseph’s will receive a Para-legal certificate upon graduation. Students who complete the Associate degree program in Legal Studies at Saint Joseph’s will also receive the certificate. Students who already have a bachelor’s degree may earn the certificate by completing the following course requirements: LAW 1055, 1065, 2005, 2015, 2075, 2085, 2105, two additional LAW courses, and DSS 1015

**Cognate Courses**

Cognate courses are courses that, although nor directly related to the functions of a para-legal, deal with subjects that are related to the field. Students should carefully choose the cognate courses that are most appropriate to their particular career goals. Students do not have to take cognate courses. They may choose to meet all requirements by taking only 2000 level Legal Studies (LAW) courses. Students who already have earned a para-legal certificate prior to matriculating at Saint Joseph’s University may take up to four cognate courses. Students who do not have the certificate may take up to two cognate courses as part of their major requirements.

The following courses may be taken as cognate courses to satisfy requirements for the Bachelor’s or Associate’s degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACC</td>
<td>1025</td>
<td>Managerial Accounting</td>
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<tr>
<td>DSS</td>
<td>2315</td>
<td>Database Management <em>(prerequisite: DSS 1015)</em></td>
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<td>LAS</td>
<td>2715</td>
<td>Law of Industrial Relations</td>
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<tr>
<td>LAS</td>
<td>2725</td>
<td>Employment Law</td>
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<td>LAS</td>
<td>2735</td>
<td>Collective Bargaining</td>
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<td>LAS</td>
<td>2815</td>
<td>Benefits and Compensation</td>
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<tr>
<td>MGT</td>
<td>1255</td>
<td>Management Skills</td>
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<tr>
<td>MGT</td>
<td>2005</td>
<td>The Law of Personal Property <em>(prerequisite: MGT 2415)</em></td>
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<td>MGT</td>
<td>2015</td>
<td>Organizational Behavior</td>
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<td>MGT</td>
<td>2025</td>
<td>Management of Human Resources</td>
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<td>MGT</td>
<td>2455</td>
<td>Managing Workforce Diversity</td>
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<td>MGT</td>
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<td>Negotiation Skills</td>
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<td>MKT</td>
<td>1015</td>
<td>Principles of Marketing</td>
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<tr>
<td>POL</td>
<td>2105</td>
<td>Public Policy</td>
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<td>POL</td>
<td>2155</td>
<td>Constitutional Politics</td>
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<td>POL</td>
<td>2165</td>
<td>Civil Rights and Liberties</td>
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<tr>
<td>SOC</td>
<td>2395</td>
<td>Law Enforcement Management</td>
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<tr>
<td>SOC</td>
<td>2535</td>
<td>Legal Methods: The Study of Law</td>
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<tr>
<td>SOC</td>
<td>2695</td>
<td>Introduction to Law Enforcement</td>
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**Legal Studies Program for Transfer Students with Para-Legal Certificate**

This program is open ONLY to students who have already earned a para-legal certificate from another institution. Students MUST take a minimum of FOUR upper division (2000 level) courses at Saint Joseph’s University. This is included in the minimal residency requirement of no less than forty-five credits to be earned at Saint Joseph’s. All four field courses must be taken at Saint Joseph’s as well.
LAW 1015 Legal Terminology 3 credits
This course is designed to provide a background for persons who have entered or are considering entering the legal workforce as support personnel to attorneys. The course will allow individuals to prepare materials and support documents for lawyers; to familiarize them with the rudiments of legal research, structure judiciary, and legal terminology. Elective only.

LAW 1016 Legal Practicum 1 credit
This internship experience is designed to acquaint prospective employees with the operations of a modern legal office. Students will be placed in a law office and will be required to work 5 hours a week for 14 weeks. The internship is designed for working adults. Elective only.

LAW 1045 Computers and the Law 3 credits
The course is intended to help paralegals think sensibly about computers and to appreciate the capabilities and limitations of computer options for a law practice. It is primarily hands on and exposes the student to a number of popular software packages and their application to the legal process. Students are assigned to a section appropriate to their skill level with computers. This gives novice students the time to gain confidence and build new skills and also provides intermediate students with the opportunity to expand skills. Elective only.

LAW 1055-1065 The Paralegal, Legal Research and Analysis I-II 6 credits
An introduction to the paralegal profession which will include an introduction to legal writing, discussion of the nature of the profession, the variety of opportunities available to trained paralegals, ethical issues that a paralegal will encounter, and how to prepare for the job market. Through a combination of lectures and practical exercises, students become familiar with both the sources of law, including cases and statutes, and methods of locating the sources of law. Students will learn to Shepardize and cite cases according to Guidelines in “A Uniform System of Citation.”

LAW 2005 (POL 2135) Introduction to the Legal System 3 credits
The development of the American legal system and the continuous interpretation of the United States Constitution will be studied. This course examines the structure of the legal system and how it is used to effectuate remedies.

LAW 2015 Professional Responsibility and Legal Ethics 3 credits
This course will focus on issues of professional responsibility for paralegals including an examination of roles and responsibilities. In addition, this course will provide an understanding of legal ethical obligations that have been established by statutes, court decisions, court rules and model codes including issues of unauthorized practice of law, conflict of interest, confidentiality, competence, solicitation, fees, billing, obligations of attorneys to clients and protection of client funds.

LAW 2075 Law and Litigation 3 credits
An introduction to basic legal terminology and the nature of the American adversary system. Using the rules of civil procedure, it follows litigation from commencement of a civil action, offensive and defensive pleadings and motions, through pre-trial fact finding procedures known as discovery, to preparation and presentation of the case at trial.

LAW 2085 Tort and Personal Injury Law 3 credits
This course examines traditional and emerging developments in tort law as it pertains to private or civil wrongs and injuries. General tort and personal injury categories of negligence, strict liability, and intentional torts will be covered. Specific topics discussed will be assault, battery, defamation, nuisance,
false imprisonment, product liability, worker’s compensation, malpractice, and auto insurance. Other subject matter areas highlighted will be liability, defenses available to defendants, remedies for injured parties, immunity, and tort reform.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAW 2105</td>
<td>Corporate and Commercial Law</td>
<td>3</td>
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<td>Divided into two parts, the course will first</td>
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<td>examine how businesses are conducted through</td>
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<td>several kinds of legal entities, each of which</td>
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<td>enterprise. Students will receive instruction</td>
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<td>and practice in the preparation and filing of</td>
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<td>incorporation documents, organizational and</td>
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<td>annual corporate materials, basic corporate</td>
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<td>agreements and resolutions. In the second</td>
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<td>half, the focus will be on commercial law.</td>
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<td>Students will receive instruction regarding the</td>
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<td>formation, performance and breach of contracts</td>
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<td>with primary focus on secured transitions.</td>
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<td>Students will receive instruction and practice</td>
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<td>in the preparation and filing of financial</td>
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<td>statements and documentation for corporate</td>
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<td>financial transitions. Students will also</td>
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<td>receive instruction regarding creditors, rights</td>
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<td>exercised under Article 9 of the Uniform</td>
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<td>Commercial Code and federal and state laws.</td>
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<td>This section will also include debtors’ remedies</td>
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<td>including review of the Bankruptcy Code and the</td>
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<td>responsibilities of debtors. Students may</td>
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<td>substitute MGT 2415.</td>
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</table>

| LAW 2145    | Trusts and Estate Administration                | 3       |
|             | Estate Administration deals primarily with      |         |
|             | how people transfer their property and to whom  |         |
|             | the various items of property are transferred.  |         |
|             | Students learn how the assets of an estate are  |         |
|             | discovered, collected, valued and inventorized. |         |
|             | Students learn how the estate administrator    |         |
|             | pays the debts of the decedent. This course     |         |
|             | provides instructions in basic property and      |         |
|             | estate concepts and those procedures involved   |         |
|             | in administering an estate.                     |         |

| LAW 2165    | Family Law                                       | 3       |
|             | This course will cover both the theoretical and  |         |
|             | the practical perspectives of legal concepts    |         |
|             | relating to the family. Topics addressed         |         |
|             | include marriage, divorce, remedies for child   |         |
|             | and spousal abuse, child and spousal support,    |         |
|             | child custody, property division, alimony,      |         |
|             | adoption, and pre- and post-nuptial agreements.  |         |

| LAW 2185    | Real Estate Law                                  | 3       |
|             | This course addresses the general principles of  |         |
|             | real estate law and the specifics of a sale of   |         |
|             | residential real estate. All phases of the       |         |
|             | residential sale transaction from negotiations  |         |
|             | of the agreement of sale through preparation for |         |
|             | settlement are covered. The role of the legal    |         |
|             | assistant and documentation preparation are      |         |
|             | emphasized.                                     |         |

| LAW 2205    | (POL 2185) Criminal Law and Procedure           | 3       |
|             | Students will study causes of action of criminal |         |
|             | liability, on both the misdemeanor and felony    |         |
|             | levels, as well as the constitutional law issues|         |
|             | raised by a criminal practice. The procedural    |         |
|             | aspects of the criminal system will also be      |         |
|             | explored through a study of each stage, from     |         |
|             | arrest through post-trial motions, sentencing    |         |
|             | and appeal.                                     |         |

| LAW 2225    | (POL 2075) Court Administration                  | 3       |
|             | Study of the role of non-lawyers in             |         |
|             | administering the system of civil and           |         |
|             | criminal justice at both the federal and state  |         |
|             | levels including court office management.       |         |

| LAW 2255    | Intellectual Property and Patent Law             | 3       |
|             | An examination of the various different types of |         |
|             | intellectual property (patents, trade secrets,   |         |
|             | and copyrights) and how developers of such      |         |
|             | property can use law to protect their rights.    |         |

| LAW 2265    | Health Care Law for the Para-Legal             | 3       |
|             | An examination of the role of the para-legal in  |         |
|             | developing and preparing cases involving health  |         |
|             | care professionals and the health care industry. |         |
LAW 2275 Labor and Employment Law (See LAS 2725) 3 credits
This course examines the laws and procedures that regulate interactions among employers, employees, and labor organizations. The course provides a practical overview of labor and employment laws including The National Labor Relations Act, the Labor-Management Reporting and Disclosure Act, Title VII of the Civil Rights Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. In addition, the course addresses major procedures in labor and employment law, including collective bargaining, mediation and arbitration, and administrative investigations. Emphasis is on the paralegal’s role in labor contract negotiations, administrative and alternative dispute resolution proceedings concerning labor and employment disputes, and the civil litigation process in both federal and state courts in such disputes.

LAW 2285 Sports and Entertainment Law 3 credits
This course examines the business and legal aspects of the sports and entertainment industries. The course focuses on the various legal principles that govern and regulate the operation of these industries.

Management

Elizabeth Doherty, Ph.D., Chair

Objectives

The business environment is a complex and dynamic system, demanding a variety of approaches encompassing diversified fields of knowledge. Such an eclectic and multiform combination of interests requires a commonality of goal to maintain a cohesive identity. In the Department of Management, this uniform goal is remarkably simple: to provide the base of theory and principles that can be systematically applied in a variety of settings to effect successful administration.

Management Program

The Management curriculum is designed to provide the student with the foundation needed to understand the problems involved in planning and controlling organized socio-technical systems. This includes not only a concern for the internal needs of the organization, but also an awareness of, and sensitivity to, the larger environment in which a firm operates and to which it must be responsive. This will enable the student to lend intelligent support and guidance to the enterprise system.

The Management program offers a broad education in Business Administration. It qualifies the student for a variety of positions in business and industry, including junior executive or management trainee positions in a broad range of functional areas, including credit management, financial management, labor relations, systems and procedures, production management, marketing management, or general administration in industry, commerce, or government. By choosing a minor in psychology or sociology, the student can also prepare for a career in human resource administration.

Real Estate Course

The University College offers a course in real estate for the professional advancement of persons in the field of real estate as well as for persons interested in specific or general knowledge about real estate. MGT 1035 Real Estate Fundamentals and Practice has been approved by the Pennsylvania Real Estate Commission and meets the education requirements to sit for the real estate salesperson’s license examination. This four-credit course equals the two two-credit courses mandated by the Real Estate Commission.
Lower Division Management

**MGT 1005 Legal Environment of Business I** 3 credits
This course introduces students to the study of law, particularly as it affects business organizations. Comprehensive in scope, it covers the court system and the judicial process, as well as areas of substantive law including torts, contracts, constitutional, administrative, employment, agency and international law. Various forms of business organizations are examined, and the interplay between law and ethics is addressed throughout.

**MGT 1015 Organizations in Perspective** 3 credits
This course explores the nature of the firm and the development of the employer-employee relationship in work organizations since the turn of the 20th century in the U.S. We will investigate and integrate the perspectives of various stakeholders (e.g., government, unions, community) as they relate to the manager-employee relationship, and demonstrate the effects of these stakeholders on individual and organizational well-being.

**MGT 1035 Real Estate Fundamentals and Practice** 4 credits
Emphasis is placed on acquainting the student with the language, principles, and laws that govern the business of real estate, as well as the role of the real estate agent in the field of residential brokerage. This course meets the education requirements for the Pennsylvania real estate license examination. Formerly MGT 1235.

**MGT 1255 The Law of Personal Property and Sales** 3 credits
Personal property; its nature, acquisition and transfer; bailment contracts; law of sales; warranties; secured transactions. Prerequisites: MGT 1005, MGT 2415.

**MGT 1265 Real Estate and Trusts** 3 credits
Agreements of sale; deeds, mortgages; landlord and tenant relations; wills and other transfers of property by death; trusts. Prerequisite: MGT 1005.

Upper Division Management

**MGT 2005 Management Skills** 3 credits
This course focuses on developing skills that are critical to being a successful manager. Three skill areas are emphasized: team management, communication and research methods. Prerequisite: MGT 1015 for HSB majors.

**MGT 2015 Organizational Behavior** 3 credits
This course surveys the basic principles, concepts and theories concerning individual behavior (e.g., perceptions, attitudes, motivation) and groups and interpersonal processes (e.g., leadership, power, conflict) in work organizations. The goal is to learn how to use these ideas to manage oneself, other individuals, and groups effectively and creatively in work organizations. Prerequisites: MGT 1015 and 2005 for HSB majors.

**MGT 2025 Management of Human Resources** 3 credits
This course surveys the functional areas of human resource management: planning, recruiting, selection and placement, training and development, performance appraisal and management, compensation, health and safety promotion, and labor relations. Ethical, legal, and international issues and applications of Human Resources Information Systems will be emphasized. Prerequisites: MGT 1015 and 2015; for Public Administration majors, either ADM 2015 or MGT 2015.
MGT 2415 Legal Environment of Business II 3 credits
This course builds upon the students’ knowledge of law attained in the Legal Environment of Business I course. Areas of law such as product liability, sales, intellectual property, environmental, consumer, labor, securities and antitrust are examined. Accountants’ liability is also covered. Highly recommended for students desiring to sit for the C.P.A. Exam or attend law school. Prerequisite: MGT 1005.

MGT 2425 Entrepreneurship and Small Business 3 credits
This course helps students develop an awareness and realistic understanding of the process of new venture formation. The course studies the risks and issues involved in starting a business, explores the role of the entrepreneur in the economy and society, and examines characteristics of successful entrepreneurs and new businesses. Prerequisite: MGT 1015.

MGT 2445 International Management 3 credits
An introductory analysis of the critical issues confronting multinational corporations today from a managerial point of view. Barriers to the effective conduct of business in foreign countries will be discussed through a combination of lectures, reading, and cases. Prerequisite: MGT 1015.

MGT 2455 Managing Workforce Diversity 3 credits
This course will increase students’ awareness of workforce diversity as both a challenge and opportunity for contemporary managers. Topics to be covered include demographic trends in the U.S. various models for understanding the importance of managing diversity, the differences between affirmative action and managing diversity, identity issues, real cultural differences vs. stereotyping, individual responses to diversity, organizational strategies for managing diversity and promoting positive organizational change, challenges inherent in managing diversity, and potential outcomes of successful diversity management.

MGT 2465 (PHL 2225) Business, Society, and Ethics 3 credits
An analysis of the question, “Does business have a social responsibility?” The examination of various internal and external stakeholders of the contemporary business organization. The course exposes students to some of the ethical dilemmas confronted by employees in the workplace, and serves to help students enhance their skills in resolving these types of dilemmas. Does not satisfy GER philosophy requirement.

MGT 2475 Negotiation Skills 3 credits
The purpose of this course is to study the nature of conflict and to develop analytical and practical skills for reaching more effective agreements. This course is designed for students to observe and to learn experientially through the use of role-playing exercises, in-class discussions, lectures, videos and case analyses. The course explores conflict and negotiation in a variety of contexts, and it draws on game theory, social cognition and social psychology of persuasion to enhance your negotiation skills and to increase your confidence as a fair and principled negotiator.

MGT 2525 Management Intervention and Consultation 3 credits
An integrative practicum course in which students either individually or in teams undertake a management consulting/intervention project in an organization under the direction of a faculty member. Students are responsible for assessing organizational needs, collecting and interpreting relevant data, developing solutions, and presenting their projects. To be taken Senior year. Prerequisites: Capstone course in management, MGT 2005, 2015, Senior standing.

MGT 2535 Perspectives on Leadership 3 credits
This course aims to increase students’ knowledge and skills concerning effective leadership. Through a seminar format we will employ a historical perspective to investigate different approaches, models and contexts to leadership. We will then explore the contemporary role of leadership in work organizations. Through workshops, we will develop skill competencies critical to effective leadership. Students will have an opportunity to apply their knowledge and skills to a leadership experience they design and implement themselves.
MGT 2545 Social Entrepreneurship 3 credits
This course introduces students to the field of social entrepreneurship. Social entrepreneurship is the use of entrepreneurial business skills for the explicit pursuit of creating innovative solutions to social problems. In both non-profit and for-profit ventures, organizations engaged in social entrepreneurship act as agents of social change, creating large-scale social change in the communities or around the world with a heightened sense of accountability to the constituencies they served and the outcomes created by their efforts. Topics covered will include assessment of opportunities, different business models used in the social sector, acquiring resources required for a new social venture, and the tradeoffs between social and financial returns on investment. Prerequisites: MGT 1005 & 1015, MKT 1015, FIN 1345.

MGT 2555 Business Law for Entrepreneurial Firms 3 credits
This course surveys and analyzes the legal issues faced by new entrepreneurs and entrepreneurial firms. The course covers issues facing the entrepreneur including: leaving your current employer, structuring the ownership of the new company, and obtaining appropriate legal, accounting and insurance advice. A number of issues facing entrepreneurial firms are covered, including: liabilities and insurance, raising capital, contracts and leases, licensing, intellectual property, human resource matters, e-commerce and the sale of goods and services, outsourcing, global entrepreneurship, changing between private and public ownership, and other relevant topics. Prerequisites: MGT 1005 & 1015, MKT 1015, FIN 1345.

MGT 2975 Topics in Management 3 credits

MGT 2915-2925 Independent Study in Management 6 credits
Permission of Department chair required.

Marketing
Diane M. Phillips, Ph.D., Chair

Mission
The Marketing Department of Saint Joseph's University provides an innovative, forward-thinking and creative environment dedicated to the Haub School of Business vision of breadth, depth, and wholeness in education. We attempt to achieve breadth by offering students both a wide range of perspectives on what constitutes successful marketing as well as a broad selection of programs designed to prepare students for a variety of careers; depth by offering meaningful, practical education in specific topics of study; wholeness by offering an educational experience for the whole student, including a strong emphasis on social responsibility in marketing, consistent with the Ignation tradition.

For its students, the Marketing Department provides a rigorous education in the theory and practice of marketing while also providing opportunities to more thoroughly investigate a particular aspect of the field so that our students can succeed and thrive in today's ever changing and challenging global marketplace. Students are our primary customers and are active partners in this educational process.

For society, the Marketing Department is committed to educating students so that they may become men and women for others. We believe that successful marketing should reflect a fundamental concern for its impact on and relevance to underrepresented groups and communities.

For its business partners, the Marketing Department prepares students who have received a solid educational grounding combined with a social responsibility perspective. These students are expected to provide their employers with strong critical thinking skills as well as expertise in a given area of study.

For its own faculty, the Marketing Department offers numerous opportunities for professional and academic advancement. We have a high standard of professional, ethical, and academic rigor in all of our work.
MKT 1015  Principles of Marketing  3 credits
An introduction to the theory and practice of marketing—the process of meeting or exceeding customer expectations at a profit. Discussion of the basic structure of distribution; consumer research, product planning, advertising and promotion, and pricing. We will also examine the broad social, cultural, political, and economic issues that impact this process. Pre- or corequisite: ECN 1015.

MKT 2025  Consumer & Buyer Behavior  3 credits
Consumer & Buyer Behavior is a study of the processes whereby consumer and business needs and wants are converted into satisfactions. The primary emphasis of this course is on the core consumer psychological processes that underlie consumer decision making. The course highlights major consumer behavior models, current research on consumer behavior, and the socio-cultural issues that impact consumers. Prerequisite: MKT 1015.

MKT 2035  Marketing Consulting  3 credits
In this integrative course, teams of marketing students undertake a “real world” consultation project within the package goods industry. Under the direction of a faculty member or members, student teams will be responsible for applying previously learned theory in assessing a marketing problem or situation with a company. In addition, the student consulting team will be responsible for the collection and interpretation of relevant data and developing a solution(s) that will be presented to the package goods manufacturer (i.e., the client). Additional instruction and perspective is also provided to the student on being productive while working in a team environment. Prerequisites: junior level standing, MKT 1015. This course is co-listed with FMK 2305.

MKT 2045  Channels of Distribution  3 credits
A study of the forces contributing to formation, cohesion, and conflict in marketing channels. The course focuses on the power dimensions of channel structure functions of leadership, formulation of channel roles, and marketing logistics. Prerequisite: MKT 1015.

MKT 2055  Marketing Research  3 credits
An in-depth study of the various steps of the market research process from problem definition to data analysis. Focus on the use of market research techniques and technology as applied to marketing planning, product development, performance monitoring and marketing communications. Prerequisite: MKT 1015 and DSS 1315 (or equivalent).

MKT 2065  Marketing Ethics  3 credits
The purpose of this course is to introduce students to ethical concepts, theories, and issues as they relate to business and managerial decision-making in the Marketing discipline. The course will address specific issues related to the behavior and interaction of companies, consumers, and customers across various topics. Some of these topics include personal privacy, sales responsibility, intellectual property, pricing tactics, image and issue presentation, and marketing channels. The course will help students develop multiple methods for evaluating ethical issues in terms of actions and consequences from the perspective of myriad public, such as shareholders, employees, consumers, society-at-large, and the environment. It will also challenge them to assess common approaches to managing ethics issues. Prerequisite: MKT 1015. Students who have taken MKT 2345 (2341) cannot take this class.

MKT 2085  Marketing Communications  3 credits
This course examines the elements of Integrated Marketing Communications and how they are used to successfully engage the target audience. Topics such as advertising, direct marketing, e-commerce and sales promotion are addressed from creative development to media selection to execution with the goal of communicating to constituents with one clear voice. Prerequisite: MKT 1015.

MKT 2095  Quality New Product Development  3 credits
A comprehensive study of the processes involved in conceiving, developing and marketing new products. The major emphasis of the course is on how to achieve overall quality in new product design.
and marketing. Discussion of strategies, organizational structures, reducing cycle times, and significant trends. The course includes a team project. \textit{Prerequisite: MKT 1015.}

\textbf{MKT 2135} \textbf{International Marketing} \hfill \textit{3 credits}

The concepts, methods and problems of firms doing business in international markets are discussed. The specific economic, political, cultural and geographical factors affecting multinational marketers, including the need to adapt to diverse culture, foreign political and economic conditions, and diverse local market conditions will be highlighted. \textit{Prerequisite: MKT 1015}

\textbf{MKT 2175} \textbf{Marketing and Technology} \hfill \textit{3 credits}

This course will combine the study of the marketing of high technology products and services with utilizing high technology to successfully market a product or service. It will focus on the strategies, tactics, policies, and processes that leading edge firms employ in marketing in a high technology environment. Students will be exposed to current applications of technology such as the Internet, videoconferencing, and sales force automation tools, which will allow them to understand how to deploy technology within the marketing mix. \textit{Prerequisite: MKT 1015.}

\textbf{MKT 2215} \textbf{Selected Issues in Marketing} \hfill \textit{3 credits}

This course addresses a variety of contemporary issues and problems in marketing as selected by the instructor. Major emphasis will be placed on a collection of readings and in class discussion of the issues chosen for analysis. Guest lectures and field trips, where applicable, will be included as pedagogical tools. \textit{Specific course description to be published in the semester schedule by the instructor prior to each semester the course is taught. Prerequisite: MKT 1015.}

\textbf{MKT 2235} \textbf{Music Marketing} \hfill \textit{3 credits}

Learn how traditional marketing principles are applied—and frequently rewritten—for the music industry. For individuals considering a career in music marketing and those in the business who want to expand in this direction. Examine elements of music marketing: artists, record companies, managers and booking agents, touring, radio and television, music retailing and distribution, publicity, demographics, trends, and technology. \textit{Prerequisite: MKT 1015}

\textbf{MKT 2245} \textbf{Sports Marketing} \hfill \textit{3 credits}

A study of marketing, promotion, sales and sponsorship strategies utilized in the sports industry. The topical coverage will include marketing mix, consumer behavior, the role of marketing research, advertising, event management and value added marketing as it relates to sports as a product. \textit{Prerequisite: MKT 1015}

\textbf{MKT 2265} \textbf{Sports & Entertainment Law} \hfill \textit{3 credits}

Sports and Entertainment Law will discuss legal dilemmas and give students a comprehensive legal background on areas of sports business, from managing sports-related businesses to working as a sports agent or a university athletic director. Students will be asked to delve into existing sports business law suits and study current professional sports collective bargaining agreements and league salary caps to stimulate discussion and formulate answers to practical sports business problems. Course will include guest lectures from people employed in the field. \textit{Prerequisites: MKT 1015 and MKT 2085}

\textbf{MKT 2255} \textbf{Event Marketing} \hfill \textit{3 credits}

The contemporary use of event marketing refers to a new strategy companies and communities are implementing to reach consumers beyond traditional, cluttered advertising mediums. This class studies ways in which companies differentiate their brands through emotional positioning to create innovative communication devices. Through events, companies try to develop an active relationship between the brand and its consumers. \textit{Prerequisite: MKT 1015}
### BUS 2225 Baseball: Tradition and Business 3 credits
This course is an interdisciplinary analysis of baseball as both our National Pastime and big business. This course will cover topics such as the culture and mythology of the game; the history of organized baseball from its origins in pre-Civil War American and through the 1960's, including the Black Sox Scandal, baseball in a segregated (“Jim Crow”) America, baseball during World War II America, and the integration of the game after the war and through the mid-1960’s; the history and evolution of player-management relations; economic issues such as revenue disparity and ballpark funding; the business side of the game with an emphasis on marketing, licensing and sponsorships; and the revitalization of the minor leagues. **Prerequisite:** MKT 1015

### BUS 2245 The Business of Sports 3 credits
This course will cover both professional and college sports as big business. We will analyze and discuss issues such as league structure; ownership and franchise values; sources of revenue and how teams, leagues, universities, conferences and the NCAA market to enhance revenues; sports media; league expansion and contraction; competitive balance issues; player and labor relations, agents and contract negotiations; free agency and arbitration; league player drafts; the economic, political and financing issues involved with new stadiums and facilities; gender equity in college athletics; the role of college athletics and related topics such as the level of coaches’ compensation; the economic and financial aspects of college athletic departments; conferences and power; and other important topics such as race and sports, sports and performance-enhancing drugs, and sports and statistics. **Prerequisites:** ACC 1015, MKT 1015, FIN 1345.

### MKT 2305 Advertising 3 credits
Concepts, history, and theory, social responsibility, management and regulation of advertising. Survey of advertising practices, including planning, consumer and market research. **Prerequisites:** MKT 1015 and MKT 2085

### MKT 2315 Advertising and Promotion Management 3 credits
Management of the advertising and promotion functions. Promotional planning, implementation, and evaluation. **Prerequisites:** MKT 1015 and MKT 2085

### MKT 2325 Media Management 3 credits
Revenue generation, marketing, production programming, and current developments in mass media. Planning, organizing, actualizing, and controlling in electronic media organization. **Prerequisites:** MKT 1015 and MKT 2085

### MKT 2335 Public Relations and Publicity 3 credits
Concepts, history, theory, social responsibility, and management of public relations. Survey of problems and practices in corporations, government agencies, associations, and not-for-profit organizations. **Prerequisite:** MKT 1015 and MKT 2085

### MKT 2345 Ethical Issues in Advertising 3 credits
This course identifies, examines and evaluates ethical issues that arise in the planning and execution of advertising. By reviewing and evaluating current issues in advertising (images of women, advertising to children, using sex to sell) and more broadly in marketing communications, students are exposed to the relevance of social issues such as consumerism, corporate social responsibility and public policy in the advertising process. In addition, this course is designed to increase you awareness to the ethical implications of marketing and advertising decisions to give you a new or different perspective from which to view behavior you may have taken for granted. **Prerequisites:** MKT 1015, 2085, 2305. **Students who have taken MKT 2065 cannot take this course.**

### MKT 2355 Selling and Sales Management (formerly MKT 2155) 3 credits
Tools and techniques of making effective sales presentations. Behavioral and systems approaches to selling will be covered, along with the role of selling in the marketing mix and the importance of selling in customer service. Discussion of the management of the sales force, including structuring and
allocating territories, developing call plans, setting quotas, administering the sales force, sales training, and motivation. The role of modern information systems technology in managing the sales force will be assessed. Prerequisite: MKT 1015

**MKT 2555** Marketing to Ethnic Consumers 3 credits
Discussion of the challenges and opportunities for marketers wishing to target various ethnic groups. Topics will include targeting, segmentation, and positioning products to best meet the needs of these different demographic groups. Prerequisite: MKT 1015

**MKT 2805** Seminar in Marketing (formerly MKT 2125) 3 credits
In-depth analysis of consumer and industrial marketing problems; cases dealing with product innovation and development, marketing demand, pricing, distribution, and promotion. Capstone course in marketing. Can only be taken during the senior year. Prerequisites: MKT 2025, MKT 2055, and MKT 2085.

**MKT 2915-2925** Independent Study in Marketing 6 credits
**MKT 2935-2945** Directed Readings in Marketing 6 credits
**MKT 2953-2963** Honors Research in Marketing 6 credits
**MKT 2985** Internship in Marketing 3 credits

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**Mathematics**

*David Hecker, Ph.D., Chair*

*Sandra Fillebrown, Ph.D., Coordinator*

The Department of Mathematics and Computer Science is a combined department. For courses offered by the Department in computer science, see Computer Science in this catalog.

*Note—See Curricula for math requirements for majors/academic programs.*

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**Mathematics Courses**

**MAT 1005** Basic Algebra 3 credits
Real numbers, exponents, polynomial operations, linear and quadratic equations, functions and graphs, inequalities, binomial theorem, logarithms. This course is designed for students who feel that they need more preparation before taking their Mathematics GER requirement. Grading is Pass/No Penalty. Not open to students who have completed more advanced mathematics courses. Does not satisfy a GER mathematics.

**MAT 1015** Excursions in Mathematics I 3 credits
For humanities majors, the course covers set theory and a number of its applications, topics from logic including propositions, truth tables, number systems, and elementary geometry. Other topics may be covered at instructor’s discretion.

**MAT 1025** Excursions in Mathematics II 3 credits
This is a second course for humanities majors. The course covers elementary probability, including independent and dependent events, conditional probability, binomial probability, and certain applications in a wide variety of situations. MAT 1015 is not required for MAT 1025. Other topics may be covered at instructor’s discretion.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 1135</td>
<td>Mathematics for Business Majors I</td>
<td>3</td>
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<tr>
<td></td>
<td>Topics in finite mathematics: matrices, solving linear systems, optimization using linear programming, simplex algorithm. Pre-calculus topics: linear, quadratic, exponential, and logarithmic functions and their graphs, mathematical models, and certain applications. Prerequisite: 2 years of high school algebra.</td>
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<tr>
<td>MAT 1145</td>
<td>Mathematics for Business Majors II</td>
<td>3</td>
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<td></td>
<td>Introduction to Calculus: mathematical models using polynomial, rational, exponential, and logarithmic functions, rates of change and the derivative, optimization using the derivative, and integration. Prerequisite: MAT 1135 or Pre-Calculus Math.</td>
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<tr>
<td>MAT 1205</td>
<td>Pre-Calculus Mathematics</td>
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<td></td>
<td>Irrational numbers, fractional exponents, algebra of rational expressions, quadratic and radical equations, theory of functions, graphing, absolute values, inequalities, systems of 2 and 3 linear equations, determinants, matrices, exponential and logarithmic functions and equations, trigonometric functions and their inverses, radian measure, laws of sine and cosine, equations with trigonometric functions, complex numbers in standard form, DeMoivre's theorem, binomial theorem. Prerequisite: High school algebra II and geometry. Offered in Summer Sessions.</td>
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<tr>
<td>MAT 1255</td>
<td>Calculus and Analytic Geometry I</td>
<td>3</td>
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<td>Functions and graphs; derivatives of algebraic functions; applications of derivatives; related rates; optimization; integration; applications of the definite integral. Prerequisite: MAT 1205 or equivalent.</td>
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<tr>
<td>MAT 1265</td>
<td>Calculus and Analytic Geometry II</td>
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<td>Calculus of trigonometric and exponential functions; methods of integration; infinite series. Prerequisite: MAT 1255 or equivalent.</td>
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<tr>
<td>MAT 1275</td>
<td>Calculus and Analytic Geometry III</td>
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<td>Vectors and parametric equations; differentiation of functions of several variables; multiple integrals; differential equations. Prerequisite: MAT 1265 or equivalent.</td>
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<tr>
<td>MAT 1325</td>
<td>Introduction to Probability and Statistics</td>
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<td>Calculus-based elementary probability, Bayes Theorem, discrete and continuous random variables, confidence intervals, hypothesis testing, linear regression, nonparametric methods. Prerequisite: MAT 1265 or equivalent. Offered biannually.</td>
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**Paralegal Certificate**

*See Legal Studies*

**Philosophy**

*Julie McDonald, Ph.D., Chair*

**Requirements for the Philosophy Minor**

PHL 1015, PHL 1035, and any other course in the God, World and Society area, and any three other 2000-level philosophy courses.

**Philosophy in the GER (see Curricula)**

Situated in the Jesuit liberal arts tradition, the Department of Philosophy shares with the University the belief that there exists a minimum of cultural knowledge and disciplined reflection essential to the education of an
intellectually alert and value-oriented person in the world today. As one of the *humanities*, philosophy deals with those areas of human experience which help human persons understand themselves as human persons. More specifically, it is philosophy which requires students to face directly and without dependence on Revelation, the ultimate questions concerning the meaning of human existence and to attempt to discover relevant answers.

Philosophy, therefore, seeks to provide an adequate, critical, and consistent evaluation of human experience. In a Jesuit university, philosophy insists on its own autonomy while at the same time leaving the student open to the discovery of reality on a theological level. Despite its autonomy, philosophical reflection assumes that the student possesses sufficient knowledge of history, literature, psychology, science, logic, and other disciplines in order to relate them to the philosophical meaning of human existence.

To achieve the aims of philosophy in the University’s GER, all students are required to take three courses: one in the area that deals with the human person, one in the area that deals with morality, and one in the area that deals in an advanced way with philosophical questions concerning God, the world, and society. The course in the first area, PHL 1015, is a prerequisite to all other philosophy courses. The course in the second area, PHL 1035, must be taken next in the sequence, followed by one of the courses designated for the third area (2000-level courses, except those listed as “Other Courses”).

**The Human Person Area**

This area includes PHL 1015 and deals with the nature and destiny of human persons. Traditional philosophical issues such as the mind/body problem and freedom and determinism will be considered.

**PHL 1015 The Human Person**

An introduction to the nature, methods, and relevance of philosophy through an attempt to answer the question, “What is a Person?” The primary focus of the course will be an analysis of philosophical arguments concerning the mind/body problem, freedom and determinism, immortality, and the relation of the individual to society.

**The Moral Philosophy Area**

This area includes PHL 1035 and deals with the ethical dimension of human experience and with applications of moral principles and human values to contemporary problems.

**PHL 1035 Moral Philosophy**

The ethical dimension of human existence: 1) moral law and value, rights and obligations; 2) examination of traditional and contemporary norms and theories of morality, including natural law; 3) application to contemporary society—life, peace, sex, truth, economic and political justice.

**PHL 2245 Philosophy of Art**

An exploration of the nature of art and of aesthetic experience; art as revelation of reality and as alternative to reality; symbolism and meaning; criteria for critical evaluation.

**PHL 2325 Philosophy of Death**

A study of the reality of death as the boundary of human experience. The course explores the meaning of death and its relationship to the meaning of life, examines evidence for and against the thesis that death is the end of human existence, and considers implications for selected contemporary issues (e.g., “death with dignity,” medical definition of death).
**PHL 2445 Philosophy of Religion**  
3 credits
Philosophical reflection from existential, analytic, and metaphysical perspectives on some of the following topics: religious experience and interpretation, belief, human destiny, evil, knowledge of and language about God. Readings from classical and contemporary sources.

**PHL 2475 Philosophy of the Social Sciences**  
3 credits
An analysis of the metaphysical conception of the human person forming the pre-understanding of the various theories of the social sciences; the relation of the various criteria for knowing to the theories which issue from them; the metaphysics of the reductions: materialism, positivism, historicism, cultural relativism; the epistemological problems of subjectivism, objectivism, scientific methodology, determinism, freedom.

**PHL 2485 Freedom and Determinism**  
3 credits
A metaphysical and epistemological analysis and evaluation of the various philosophical positions on the determinism/free will issue. Various kinds of determinism (hard, soft, theological, etc.) will be critically examined, and various ways of arguing in support of free will (from choice, deliberation, remorse, etc.) will be assessed.

### The God, World and Society Area

This area includes the remaining courses which fulfill the GER requirement in philosophy and deals with the nature of ultimate reality, the challenges of the human condition, and the possibility of knowing anything about these things. Issues in this area include God, truth, language, science, values, society, culture, and the approaches taken by major philosophers to these subjects. Students may choose among the following courses which fulfill the aims of this area.

**PHL 2015 Knowledge and Existence**  
3 credits
Three basic problems concerning reality and the quest to know reality: 1) the origin, validity, and limits of human knowledge; 2) Graeco-Christian, modern, and contemporary approaches to being and causality; and 3) the problem of God. Readings.

**PHL 2025 Ancient Philosophy**  
3 credits
A critical survey of the basic theories of human knowledge and the nature of reality, as found in the thought of the Pre-Socratics, Socrates, Plato, and Aristotle. Emphasis will be placed on the thought of Plato and Aristotle.

**PHL 2035 Medieval Philosophy**  
3 credits
A critical analysis of the basic problems of the Middle Ages: the theories of knowledge, the constitutive, ontological construction of things, the relations between things and an absolute, the naming of God, the distinction between philosophy and theology, the schools of realism and nominalism, the relation of body and soul, and the distinction of the sciences.

**PHL 2045 Modern Philosophy**  
3 credits
A critical analysis of the rationalist and empiricist movements in philosophy of the 17th and 18th centuries. Emphasis will be placed on both the epistemological theories of the philosophers involved and their metaphysical presuppositions. Attention will also be paid to the various proofs of God's existence offered by these philosophers.

**PHL 2505 Feminist Epistemology**  
3 credits
Feminist challenges to traditional ways of thinking in epistemology, philosophy of science, metaphysics, and ethics. Examination of feminist criticisms regarding: the nature and justification of knowledge; dominant conceptions of rationality and objectivity; various dualistic ontologies; and prevailing conceptions of the self. Consideration of gender bias in traditional philosophical methods.
PHL 2685 The Philosophy of Karl Marx 3 credits
An analysis and evaluation of the writings of Karl Marx. Topics to be stressed include the metaphysical roots of Marx’s concept of human beings, the causes and effects of alienation, economic determinism, and the rise of “philosophical communism.”

PHL 2695 Philosophy of Martin Luther King 3 credits
While much attention has been given to King as an activist, little has been written about his philosophical development and the further implications of his philosophical positions. Much of what King preached, wrote, taught, believed, and lived has its origin in his engagement with philosophy. In his writings one can see him struggle with such thinkers as Marx, Hegel, Kant, Nietzsche and others as he attempts to makes sense of and transform the human condition. King’s struggle against the dehumanization of African Americans and the poor often led him to an interesting synthesis of theology and philosophy. For this reason we must also address the philosophical and emancipatory aspects of the works of Paul Tillich, Reinhold Niebuhr, Howard Thurman, and Walter Rauschenbusch.

Other Courses
These courses do not fulfill the philosophy requirements of the University GER.

PHL 2075 Logic 3 credits
A study of the logic of ordinary language: the functions of language, forms of argument, fallacies, definition; analysis of propositions and deductive reasoning; inductive reasoning, analogy, and scientific hypothesis testing. Does not fulfill GER Requirement.

PHL 2225 Business, Society, and Ethics (See MGT 2465) 3 credits

Physics
Paul Angiolillo, Ph.D., Chair

PHY 1035-1045 General Physics I, II 6 credits
This two-semester sequence is an algebra-based physics course intended primarily for students majoring in biological and health sciences. Emphasis is on understanding fundamental principles and applying them to the analysis of physical phenomena, with several applications that arise in biology. Topics include classical kinematics and dynamics, waves, optics, electricity and magnetism. Offered every other year. PHY 1035 is prerequisite to PHY 1045.

PHY 1036-1046 General Physics Laboratory I, II 4 credits
Experiments illustrating the topics covered in PHY 1035-1045.

PHY 1135 Introductory Digital and Analog Electronics 3 credits
This course will cover elementary aspects of DC (direct current), AC (alternating current), and modern digital and analog electronics. It begins at a level suitable for those with no previous exposure to electronics. Some hands-on experiments will be included. Offered every other year.

PHY 1145 Elements of Computer Electronics 3 credits
This course deals with how certain IC’s (integrated circuits) function and with microprocessors—architecture, programming, and interfacing with some examples of useful and simple interfacing to peripherals. Some hands-on experiments will be included. Offered every other year. Prerequisite: PHY 1135 or equivalent.
PHY 1315 **Physics: Concepts and Applications**  
This course offers the non-science major an opportunity to explore how physics impacts everyday life. Topics will vary depending upon the interests of the class, but may include: the physics of sports, why musical instruments sound different from each other, rainbows and other optical phenomena, the physics of toys, Einstein’s theory of relativity, and how a laser works. Although mathematics will not be the focus of the course, a working knowledge of algebra, geometry, and simple trigonometry is necessary. Emphasis is placed on developing critical thinking and scientific observation skills.

PHY 1325 **The Astronomical Universe**  
Introduction to modern astronomical knowledge and theories, designed for non-science major. Planets, stars, galaxies. Space exploration. No previous science required; minimal mathematics.

PHY 1335 **Energy: Problems and Promise**  
The concept of energy and the basic physical laws governing its transformations are studied using only basic algebra. Various sources of energy, such as fossil fuels, nuclear, solar, and geothermal, are discussed. These and other energy options are critically examined as possible partial solutions to the energy needs of an industrialized society like the United States in terms of their availability, environmental impact, and financial feasibility. No previous science is required; designed for non-science majors.

**Political Science**  
*Lisa Baglione, Ph.D., Chair*

**Introductory Courses**

POL 1015 **Introduction to American Government and Politics**  
An introduction to the theory and process of democratic government in the United States. Emphasis is placed on an examination of the relationships among American values, politics, governmental institutions, and public policy.

POL 1035 **Introduction to Comparative Politics**  
A comparative analysis of political values governing structures and policy-making styles in selected countries. Investigates the linkage between economic and political development, along with the challenges that poses for democracy.

POL 1055 **Introduction to International Politics**  
An introductory survey of the major approaches, interpretations and problems in the field of International Politics. Topics include the balance of power, diplomacy, war, the great powers and international political economy.

**Political Theory**

POL 2035 **American Political Thought**  
This course introduces students to early classic texts in American Political Thought (the revolution, constitutional convention, Lincoln-Douglas debates) by linking them to other important intellectual and political movements in American thought—women’s suffrage, abolitionism, and the 20th century civil rights movements. We analyze the extent to which 1) all these movements share concepts and 2) the ways in which later movements refuted, amended, and rejected the concepts that were fundamental to the “founding.” We explore the idea of two “foundings”: the traditional emphasis on the forging of the Revolution and the framing of the Constitution in the eighteenth century and the community oriented religious movements of the 17th century. How can we compare the assertions of citizenship in these various movements? How do they contribute to our political vocabulary today?
POL 2045 Democracy and Legal Theory 3 credits
The theories of law and justice that have shaped contemporary American legal and democratic thought have as their wellsprings, the ancient world. The course will begin with a short visit to Athens, the birthplace of democracy. The class will then travel to the island of Siros. The course will be based there and will examine how the concepts of liberty and equality have evolved from the times of Socrates and Pericles, to the era of Thomas Jefferson, from American Revolution, through the shaping of the Constitution, to the Civil War, and then to contemporary America. Particular emphasis will be devoted to understanding how the various theories of law—natural law, legal positivism, and the sociological school—interface with the institution of judicial review, and how judicial review and democracy co-exist in the American polity. This course is offered only in the summer session and is offered on-site in Greece.

American Government and Politics

POL 2105 Public Policy 3 credits
An analysis of the public policy-making process in America. Emphasis is on the structure of policy-making and substantive policy issues such as health and education.

POL 2115 Congress and the Legislative Process 3 credits
Examines the legislative process in the U.S. Congress with emphasis on the internal workings of the institution such as committees, parties and rules. External forces such as the Presidency, bureaucracy, and public opinion will also be examined.

POL 2125 The Presidency 3 credits
An analysis of the contemporary American Presidency with emphasis on the use of power, the role of personality, the nature of decision-making, and the relationship with Congress, bureaucracies, and public opinion.

POL 2135 Introduction to the Legal System (See LAW 2005) 3 credits

POL 2155 Constitutional Politics 3 credits
An examination of how the supposedly weakest of the three branches of the federal government has come to exercise political power. The course will study how the Court has employed its functions of judicial review and statutory interpretation to enhance its role within the political system. Cases examined will span the period from Marbury v. Madison (1803) to Bush v. Gore (2000). The course will also review how the appointment and amendment processes have been used to influence the judiciary.

POL 2165 The Constitutional Law of Civil Rights and Liberties 3 credits
A study of contemporary issues of civil rights and liberties in the United States, based on an examination of the development of these protections. Issues addressed include the return of substantive due process, freedom of speech, press, and religion, racial and gender discrimination and the issue of fundamental rights.

POL 2195 Politics, Music, Cinema & Mass Media 3 credits
This course will examine the interplay of socioeconomic and cultural shifts in the context of American political development, using a political science framework to understand musical and cinematic trends. These trends, will be studies as ameans to understand political developement. Among the topics to be studied will be the rise of the “baby boom” generation and the emergence of “pop culture,” the civil rights movement, the counterculture, the anti-war movement, and the development of a “post-industrial economy.” Finally, the course will address the reality of the breakdown of the New Deal coalition and the increasing fragmentation of both popular and political cultures.

POL 2215 Politics of the Sixties 3 credits
An analysis of how the 1960s and the political turmoil and changes of that era represent a watershed in American politics. Specific attention will be devoted to the anti-war movement, the Civil Rights
initiatives, and the growing attention paid to women’s issues and to other groups that had previously played minor roles in the political system. The course will examine how these challenges to existing political institutions and structures continue to reverberate in the politics of the twenty-first century.

**POL 2255 Political Parties, Pressure Groups and Voting Behavior 3 credits**
A study of the changing roles of parties and pressure groups in American politics with particular emphasis upon the Presidency, Congress, courts, and the bureaucracy. Topics include the effects of dealignment, proliferation of political action committees and single issue groups. The health of the American democracy will be evaluated in the light of these developments.

**POL 2265 Urban Politics 3 credits**
Examines why American cities have been so vulnerable to chronic problems such as poverty, crime and racial tension and how cities have tried to remedy those problems through different forms of political organization. Considers the most common “visions of urban politics” to evaluate various responses to the ongoing urban crisis.

**POL 2275 Booms and Busts: The Politics of Economic Crisis 3 credits**
What explains shifts in economic trends, from periods of rapid expansion to those of prolonged stagnation? How might governments promote stable growth? This course offers an overview of economic crises—both past and present—and addresses debates over their causes and appropriate policy responses. Our case studies will range from the Great Crash of 1929, through the mid-century debates over inflation, and conclude with an analysis of the current economic situation.

**POL 2285 Philadelphia Politics 3 credits**
An examination of the political and social development of the City of Philadelphia with an emphasis on the impact of Quaker values, the rise and decline of Philadelphia as the nation’s premier industrial city, the impact of immigration movements both from Europe and the South, the role of political machines and reformers, put in the context of political science theory relative to the development of American cities. Particular emphasis will be placed on recent political leaders beginning with the reform mayors, Clark and Dilworth, continuing through Tate, Rizzo, Green, Goode, Rendell and Street.

**Comparative Politics**

**POL 2315 Politics in Western Europe 3 credits**
In-depth treatment of a specially selected country undertaken each semester with appropriate attention to comparison with other European and non-European states. Historical, economic, and cultural, as well as contemporary political, aspects will be studied, including the foreign policy of the selected state and its place in the international system. The country chosen for study varies from semester to semester; one semester may be taken independently of the other.

**POL 2355 Revolution and Development 3 credits**
Analyzes classical theories of revolution from Aristotle to Pareto; cause and effect of the “great” revolutions—France 1789, Russia 1917, China 1949; the collapse of European Communism; techniques of guerrilla insurgency and the coup d’état; the future of revolution and implications for world stability and U.S. security.

**POL 2375 Latin American Politics 3 credits**
This course addresses the political, economic and social development of modern Latin America. It examines the transformation of traditional authority structures, efforts to promote economic development, and more recent concerns for the consolidation of democracy, adjustment to globalization, and U.S. Latin American relations.
POL 2385 Japan: Asian Superpower  
3 credits  
Examines Japan's development into a modern and stable society. Topics include style and substance in Japanese politics; lessons for America, Japan's emergence as a power in world politics, relations with the United States, and remilitarization of Japanese foreign policy. Films and guest speakers supplement lectures.

POL 2405 Nationalism  
3 credits  
Examines the roots of nationalism in Europe, Third World nationalism and colonial empires, nationalism and war, ethnic, class, and racial conflict, the future of multinational states, implications for U.S. foreign policy and efforts to establish a stable world system.

POL 2415 The Craft of Intelligence  
3 credits  
Examines methods of intelligence collection, problems of analysis, impact of intelligence on foreign policy, intelligence as the first line of defense, comparison of American, Russian, Israeli, and European agencies. Analyzes tensions between secret intelligence and democracy. Guest lectures by intelligence professionals and a tour and briefing at CIA headquarters.

POL 2425 Russian Politics  
3 credits  
Investigates the challenges and prospects facing Russia and the former Soviet Republics today. The first part of the course focuses upon the politics of the Soviet Union and the second on the post-Soviet era.

POL 2445 China Emerging  
3 credits  
Analyzes the republican period and the civil war, the role of the Communist Party and the People's Army, the search for modernization, the legacy of Maoism, and relations with Japan, Russia and the United States.

POL 2485 Internal War  
3 credits  
This course analyses the genesis, development, and consequences of internal war, from the Swamp Fox to contemporary Colombia, with special emphasis on the strategy and tactics of guerilla warfare, as well as British, French, Russian, Japanese, Chinese, and American styles of counter-insurgency.

International Politics

POL 2545 U.S. Foreign Policy  
3 credits  
Examines fundamental themes, processes and tendencies in U.S. foreign policy with special attention to the Cold War and its aftermath.

POL 2555 Global Security  
3 credits  
Investigates security policy and contemporary security challenges. During the Cold War, security was widely believed to depend on military power and was based on deterrence, weapons development and alliance formation. Since the 1990s, such an understanding of security has been questioned. Examines the economy, environment, immigration, and human rights as security issues.

POL 2565 War, Crisis, and the Presidency: Defining the National Interest  
3 credits  
From Franklin D. Roosevelt to George W. Bush, the American people have looked to the President in times of crisis as the only agent capable of identifying and acting on the national interest. The view of the President is as rhetorical leader is an implicit part of our political culture, as Americans expect that Presidents will express themselves publicly, promote policy initiatives, and inspire the population. Yet, ironically, this is not how the founders envisioned the office of the presidency. Madison and his contemporaries feared that frequent appeals to the public would undermine veneration of the government, compromise the quality of deliberation, and encourage presidential demagoguery. In this course, we examine these shifting views of presidential leadership as presidents have increasingly taken over the role of definers of the national interest. After an initial examination of the founders' views and
the evolution of the presidency, we will examine the role of presidential rhetoric in World War I, the
global Depression of the 1930s and World War II, the Cold War, Vietnam War, varied conflicts of the
1990s, and into the War on Terrorism. In the process, we will reconsider the founders’ critique and its
implications for America’s response in the War on Terrorism.

**POL 2575 The Viet Nam Wars** 3 credits
Examines the thirty-year conflict from the Franco-Viet Minh war to the collapse of Saigon. Topics
include United States’ involvement, Johnson Administration strategy, the news media, and the legacy of
the war for U.S. foreign policy and world order.

**POL 2595 Peacemaking in the 21st Century** 3 credits
At the end of the Cold War, there were great hopes for world peace. The long-standing and dangerous
conflict between the US and the USSR ended, the Soviet Union collapsed with relatively little bloodshed,
and communism as a viable alternative to liberal democracy appeared dead. In fact, authoritarianism
seemed vanquished in the early 1990s, as a wave of democratization seems to have swept the world.
Many believed that a “New World Order” of peace and prosperity would reign. Initially, these hopes
were realized in some places, as long-simmering civil strife and inter-state confrontations abated in Latin
America, the Korean peninsula, Southern Africa and the Middle East. War and destruction, however,
were far from over as Southeastern Europe, the Caucasus, Central Africa, and South Asia erupted or
continued to burn. And places where conflict appeared most resolved in the 1990s—the Middle East
and Chechnya—reignited at the turn of the decade. How can we account for the ebb and flow intensity
of these conflicts? Under what conditions are conflicts settled? How can they be resolved or
transformed? This course investigates these questions with special attention to three important post-
Cold War conflicts, Bosnia, Northern Ireland, and Israel/Palestine and brief case studies of Chechnya,
Rwanda, and Iraq.

**POL 2625 War and Peace** 3 credits
A study of the origins, conduct and consequences of armed conflict from antiquity to the present with
special attention to the American experience. Topics include military strategy, technology, morality,
subconventional warfare, avoiding and eliminating warfare.

**POL 2635 Political Economy: Theory and Concepts** 3 credits
This course provides a basic introduction to evolving Classical and Keynesian debates over the
international political economy and domestic autonomy. Over the semester, we will trace these debates
as they evolved from the early period of the Classical gold standard, through the Great Crash and Great
Depression, the Bretton Woods era, the stagflationary crises of the 1970s, and into the more recent era
of globalization. By the end of the semester, students should understand basic controversies over fiscal,
monetary, and incomes policies, comparative advantage and the balance of payments, and fixed or
floating exchange rates, as well as be able to situate such debates in the broader political context.

**Directed Readings**

**POL 2935 Directed Readings in Political Science** 3 credits
Study of significant themes and concepts in Political Science under an instructor’s supervision. Frequent
consultation is required. Prior approval from the Department is necessary. Restricted to students with a
minimum GPA of 3.5 in Political Science courses.

**Pre-Health Science**

The Post-Baccalaureate Pre-Health Science certificate program is designed to assist adults who wish to
complete prerequisites for entrance into schools of the health professions or to enhance or change careers in
science, health, or education. This program is open only to those who already possess a non-science
baccalaureate degree. A maximum of 2 courses/labs (10 credits) may be transferred. Please see curriculum under the Requirements section of the Catalog.

Psychology

Donald S. Leitner, Ph.D., Chair

Objectives

The Department of Psychology offers a curriculum with an emphasis on how psychological principles can be applied to our personal and professional lives. This curriculum has practical implications for our personal relationships, family lives, physical and mental health, success as leaders in our community and business, and our own personal growth. It can help us understand and deal with the difficult pressures we experience in contemporary life from violence, drugs, and exploitation.

Requirements for the Psychology Major

PSY 1005, PSY 1105, PSY 2005, PSY 2025, and five elective psychology courses are required. PSY 2415 is also required but should not be taken until five psychology courses have been taken.

Psychology majors are required to select the GER requirement in mathematics from MAT 1015-1025 or MAT 1185-1195. The first semester of the mathematics requirements must be satisfied before taking PSY 2025.

The Organizational Development and Leadership Major

Thomas N. Tavantzis, Ed.D., Program Director

Objectives

The Bachelor of Science Degree in Organizational Development and Leadership is designed to meet a growing need within the metropolitan work environment to enhance the understanding of people and the way they interact in the marketplace. The program seeks to expand upon the work experience of the student through the application of classical and innovative approaches to the coordination of human resources. To accomplish this, a curriculum has been designed which entails a synthesis of psychology, sociology, and communications based within a strong liberal arts tradition. Specific objectives include the application of social science and leadership theory to the solution of organizational problems, to understand the critical relationship between individuals and organizations as they work towards a common goal, to analyze the motives, personalities, and behavior of others in organizations, to think critically and to communicate effectively both in speech and writing, to develop the knowledge and skills necessary to do organizational research and apply these research skills towards enhancing effective management and employer relationships, to develop an awareness of ethical issues and problems within organizations, and to use ethical means to solve them.

Requirements for the Organizational Development and Leadership Major

PSY 1005, 1815, 1105, 2005, 2025, 2255, 2275, 2315, 2415, 2705, 2725, 2745. Additional requirements include SOC 1015 or 1025 and nine free electives.

Organizational Development and Leadership majors are required to select the GER mathematics requirement MAT 1015-1025. The first semester of mathematics must be satisfied before taking PSY 2025.
Requirements for the Psychology Minor

The psychology minor requires completion of PSY 1005 plus any five other psychology courses.

Psychology Undergraduate Course Cycle

University College Programs Including the Traditional Evening Program and the Organizational Development and Leadership Degree Completion Program

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<td>Modules</td>
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<td>PSY 2255</td>
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**Summer I**

**Summer II**

*Day Courses*

PSY 2025

*Evening Courses*

PSY 1005

PSY Elective

PSY Elective

**PSY 1005 Introductory Psychology**

This course introduces the student to the research problems, methods, findings, and basic theory which constitute the scientific investigation of human and animal behavior.

**PSY 1105 Personality**

Personality is the study of all aspects of the functioning of an individual. It emphasizes the ways in which people differ from one another and how their patterns of behavior persist over their lives. For example, it seeks to understand why one person is characteristically thoughtful while another is impulsive. Processes such as motivation, perception, learning, unconscious, and our self-concept are used to inform our understanding of personality. *Formerly PSY 2175. No prerequisite.*

**PSY 1125 Psychology of Men/Psychology of Women**

Stop being part of the problem and try becoming part of the solution. Find out what the battle between the sexes, sometimes referred to as “The Longest War,” is really about. Explore the nature of the psychological experiences unique to growing up male and female in contemporary society and its effects on behavior and relationships. Current non-technical readings drawn from diverse disciplines (Biology, Sociology, History, as well as Psychology) will serve as the basis of classroom discussions. These will be supplemented by lectures summarizing the latest psychological research on sex differences. *No prerequisite.*
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<th>Course Code</th>
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<tr>
<td>PSY 1205</td>
<td>Sports Psychology</td>
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<td>This course will survey the theory and applications of psychological aspects of sports. Topics to be included are motivation, competitiveness, group dynamics, personality, and gender roles as they relate to individual and team sports. Methods used to enhance relaxation, concentration, and imagery will be discussed. The role of sports in our society and in other cultures will also be explored. No prerequisite.</td>
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<tr>
<td>PSY 1215</td>
<td>Behavior Modification</td>
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<td>Behavior modification is the application of principles of learning and memory to problems of behavior. Students will learn and practice the use of these principles applied to such problems as study behavior, career planning, developing assertive behaviors, self-control, weight control, a smoking habit, and alcohol abuse. No prerequisite.</td>
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<tr>
<td>PSY 1225</td>
<td>Introduction to the Nervous System</td>
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<td>This is an introductory-level course exploring the relationship between human behavior and the functioning of the brain. It is intended to be accessible to students who may not have a strong background in the natural sciences. Topics to be covered include research techniques in neuroscience, the structure and function of the brain, the structure and function of nerve cells, the chemistry of the brain, and drug effects in the brain. No prerequisite.</td>
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<tr>
<td>PSY 1235</td>
<td>Issues in Substance Abuse</td>
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<td>Drugs are a serious social problem, especially because of the association of drugs and violence. This course reflects an up-to-date and accurate portrayal of the complexity of human drug use and its consequence. It covers all the major drugs that humans use as well as prevention and treatment of substance-related disorders. No prerequisite.</td>
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<tr>
<td>PSY 1305</td>
<td>Lifespan Development</td>
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<td>From conception to death, Lifespan Development looks at the changes that take place in our lives: in our bodies, our personalities, our ways of thinking, our feelings, our behavior, our relationships, and the roles we play during different periods of our lives. In this course we seek to describe these changes through the scientific research that has observed, measured, recorded and interpreted objective data on growth and development. Additionally we will seek to explain these changes insofar as possible, attempting answers to why they have occurred and what influential roles heredity and environment play.</td>
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<tr>
<td>PSY 1325</td>
<td>The Psychology of Poverty</td>
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<td>Throughout history, many have tried to help the poor and eradicate poverty. These efforts have failed, and scripture has Christ claiming that we will always have the poor with us. This course will examine the many facets of poverty from psychological, societal, and cultural perspectives. It will begin with a consideration of the problems of poverty from historical, cross-cultural, and attribution theory perspectives. Topics to be addressed will include: Who are the poor, and why are they poor? How does poverty impact the lives, and more especially, the “minds and hearts” of those who are poor? How are the poor perceived by the non-poor? The course will also consider structural aspects of society that keep the poor impoverished and how those structures influence how societal members think about poverty. The course will include site visits, interviews, and guest speakers from to a number of nonprofit organizations that deal with problems of poverty.</td>
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<td>PSY 1345</td>
<td>Psychology of Religion</td>
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<td>This course enters into the ongoing dialogue between psychology and religion. Focusing first on what psychologists have to say about the phenomenon of religion as it relates to culture, society, and the individual and then also considering the ways in which religious people and formal religion groups have articulated viable “psychologies” as well. Topics will include religious experience and behavior, shamanism, meditation, God dependence, religious intolerance, and altruism.</td>
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PSY 1345 Psychology of Religion 3 credits
This course enters into the ongoing dialogue between psychology and religion. Focusing first on what psychologists have to say about the phenomenon of religion as it relates to culture, society, and the individual and then also considering the ways in which religious people and formal religion groups have articulated viable “psychologies” as well. Topics will include religious experience and behavior, cults and conversions, prayer and ritual behavior, shamanism, meditation, God dependence, religious intolerance, and altruism.

PSY 1405 Psychology of Violence and Aggression 3 credits
Violence and aggression abound in our world. How are we to understand the causes and prevention? This course is intended to suggest answers to this question by reviewing practical and theoretical considerations. The practical includes such concerns as wife abuse, rape, the effects of alcohol on aggression, television and aggression, pornography, and the prevention of violence. Theory will assist us in understanding the psychological processes that stimulate and inhibit aggression. No prerequisite.

PSY 1415 Introduction to Social Psychology 3 credits
Social Psychology is the study of how people influence others and are influenced themselves. It includes such topics as persuasion, prejudice, leadership, love, friendship, aggression, competition, cooperation, decision-making, and bargaining. Formerly PSY 2265. No prerequisite.

PSY 1425 Psychology of Intimate Relationships 3 credits
What causes couples to establish long-lasting, loving relationships and other couples to experience conflict and short-lived relationships? This course will study love and liking in male-female, male-male, and female-female relationships. It will consider personality, attitudes, values, and communication in love and liking relationships. No prerequisite.

PSY 1435 Cognitive Processes 3 credits
How do we acquire, store, retrieve, and use knowledge? This course studies how we make sense of our experience by exploring human information processing, the representation and organization of knowledge, and the uniqueness of higher cognitive skills. Topics covered include intelligence, attention, perception, memory, imagery, language, problem solving, and creativity. Special emphasis will be placed on the underlying neuropsychology of normal cognition and cognitive disorders. Formerly PSY 2375. No prerequisite.

PSY 1445 Psychology of Addiction 3 credits
The purpose of this course is to provide an overview of chemical addiction, including an understanding of commonly abused substances and the impact of these various substances on the body, both physically and psychologically. This course will explore various perspectives on diagnosis, intervention, treatment, and prevention, and will discuss the impact of chemical addiction on special populations; including pregnant women, adolescents, older adults, and those with psychological disorders.

PSY 1515 Motivation and Emotion 3 credits
What motivates us to act as we do? How do different psychological theories explain the reasons for behavior? Is one type of motivational explanation generally better than the rest? This course will attempt to answer each of these questions through a discussion and comparison of evolutionary, biological, and cognitive approaches to motivation. This course will also consider emotions and feelings within a motivational framework. Formerly PSY 2345. No prerequisite.

PSY 1545 Human Sexuality 3 credits
The human sexual experience will be examined openly and objectively from physical, social, and psychological perspectives. Issues of current concern such as pornography, homosexuality, and sexuality and the handicapped will be explored in depth. Lectures and discussions may be supplemented by audio-visual materials and guest speakers. Formerly PSY 2235. No prerequisite.
PSY 1615  **Drugs, the Brain, and Human Behavior**  3 credits

The activity of substances which alter behavior will be examined from biological and behavioral perspectives. The course will examine the relationship between behavioral change and changes in brain chemistry produced by drugs of various types. An understanding of a drug’s effects upon behavior can be obtained from an understanding of a drug’s alterations of neural functioning. **No prerequisite.**

PSY 1785  **Health Psychology**  3 credits

Behavioral medicine is the broad field of scientific investigation, education, and practice which concerns itself with health, illness, and physiological dysfunction. Health psychology is a more discipline-specific term used to refer to psychology’s primary role as a science and profession within behavioral medicine. Although psychology has always been concerned with issues of mental illness and health, only recently has the focus changed to include involvement in all aspects of illness and health. The purpose of this course is to introduce the student to the new and rapidly developing health psychology specialty. **No prerequisite.**

PSY 1815  **Career and Personal Development**  3 credits

This course takes the student through a systematic and integrative process of examining eight research-supported “critical factors for success” as they apply to oneself and one’s career. This course will be partially didactic, while being primarily small group oriented, experiential and self-reflective. **No prerequisites.**

PSY 2005  **Research Methods**  3 credits

An introduction to the techniques of research used to study psychological variables. Students will learn how the scientific method is used in psychology. Topics to be covered include ethical issues in psychological research, descriptive and observational research techniques, correlational research, quasi-experimental techniques, and simple and complex experimental methodology. **Formerly PSY 2305 and 2315. Prerequisite: PSY 1005.**

PSY 2025  **Statistics for the Social Sciences**  3 credits

An introduction to the basic principles of descriptive and inferential statistics as they apply to the quantitative analysis of behavior. Students will learn how to organize, condense, draw conclusions from, and present psychological data. Topics to be covered include frequency distributions, measures of variability and central tendency, correlation coefficients, sampling theory, hypothesis testing, and parametric and non-parametric tests. **Formerly PSY 2305 and 2315. Prerequisites: MAT 1015-1025 or higher.**

PSY 2125  **Educational Psychology**  3 credits

This course provides a study of the basic concepts of human development which influence the teaching/learning process, including physiological, psycholinguistic, cognitive, and affective areas. Attention is directed to the role of heredity and environment, factors associated with learning and classroom management. Emphasis is also placed upon concepts related to understanding and evaluation of tests and measurement. Fieldwork is an integral part of this course. **Prerequisite: PSY 1005.**

PSY 2185  **Abnormal Psychology**  3 credits

Distinctions between normal and pathological behavior will be made as a variety of symptom patterns are reviewed from different theoretical perspectives. The lives of historical and popular personalities will be examined in this regard. Current events which are relevant to abnormal behaviors will be discussed throughout the semester. **Prerequisite: PSY 1005 or permission of instructor.**

PSY 2155  **Psychology of Terrorism**  3 credits

The Psychology of Terrorism is a relatively new area of psychological science that has attained a significant level of relevance in recent years. This course will focus on and survey several topics within this multidisciplinary topic including Individual and Group Psychology of Terrorism, Socio-Cultural Factors, Middle-Eastern Psychology, Weapons of Mass Destruction, Defending and Preventing Terrorism, Homeland Security, Psychological Debriefing and Mental Health Interventions for Treating...
PTSD, and Risk Communication and Crisis Leadership. Experts on special topics will be brought in as guest lecturers via distance learning technologies throughout the course.

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<tr>
<td>PSY 2215</td>
<td>Child Development</td>
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<td>Discussion of theory and research relevant to</td>
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<td>human development in the areas of perception,</td>
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<td>cognition, language, moral reasoning, and social</td>
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<td>and emotional development from birth through</td>
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<td>adolescence</td>
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<td><strong>Prerequisite:</strong> PSY 1005.</td>
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| PSY 2225    | Adult Development and Adjustment                 | 3       |
|             | The course examines adult development and        |         |
|             | adjustment from a biopsychosocial-developmental  |         |
|             | systems perspective. Specifically, adulthood     |         |
|             | will be looked at within several major defining  |         |
|             | contexts, e.g. culture, selfhood, change, career,|         |
|             | and family. Film and literature will be used     |         |
|             | within an experiential learning environment to    |         |
|             | explore this critical topic. **Prerequisite:**    |         |
|             | PSY 1005.                                        |         |

| PSY 2255    | Coaching and Consulting Psychology               | 3       |
|             | Roles, functions, tools and settings that define  |         |
|             | a consulting psychologist will be explored with   |         |
|             | an emphasis on the corporate world. Small groups, |         |
|             | role-playing, videos and other experiential      |         |
|             | exercises will clarify and supplement readings,  |         |
|             | research and discussion. **Prerequisites:** PSY   |         |
|             | 1005 or permission of the instructor.           |         |

| PSY 2265    | Adulthood and Aging                              | 3       |
|             | Continuing demographic changes occurring        |         |
|             | globally as well as nationally have accelerated  |         |
|             | research in and theorizing about heretofore     |         |
|             | neglected aspects of human development. The      |         |
|             | “graying” of the human population, therefore,     |         |
|             | yields much interest in the topic of adulthood   |         |
|             | and aging. This course will explore the adult    |         |
|             | experience using a life-span perspective and a    |         |
|             | contextual analysis including contributions from  |         |
|             | the fields of anthropology, biology, psychology,  |         |
|             | and sociology. **Prerequisite:** PSY 1005 or     |         |
|             | permission of the Instructor.                   |         |

| PSY 2275    | Group and Team Dynamics                          | 3       |
|             | Almost all of our behavior takes place in the    |         |
|             | presence of other people. A number of small      |         |
|             | group practitioners and researchers have         |         |
|             | presented explanations for the why and how of    |         |
|             | individual behavior in group and team settings.  |         |
|             | Through the vehicle of the class as laboratory   |         |
|             | students will experientially examine a number of |         |
|             | theories and concepts about individual behavior  |         |
|             | in group/team settings. Students through class   |         |
|             | discussions will learn to observe, understand,   |         |
|             | examine and influence team and group development.|         |
|             | **Prerequisite:** PSY 1005 or permission of       |         |
|             | instructor.                                       |         |

| PSY 2285    | Counseling Psychology                            | 3       |
|             | Counseling theory, skills, and research are      |         |
|             | incorporated in this course to help the student  |         |
|             | understand the counseling relationship and the    |         |
|             | qualities characteristic of effective counselors. |         |
|             | Developmental and crisis intervention modes of    |         |
|             | counseling will be presented in addition to       |         |
|             | interviewing strategies. Various approaches to    |         |
|             | helping people change will be emphasized through  |         |
|             | the primary theories and techniques of counseling. |         |
|             | **Prerequisite:** PSY 1005 or Permission of the   |         |
|             | Instructor.                                       |         |

| PSY 2315    | Leadership Psychology and Development            | 3       |
|             | In this course, participants will review and      |         |
|             | discuss current applicable social science        |         |
|             | literature in an attempt to answer some of the   |         |
|             | following questions: Who is a leader? What is    |         |
|             | leadership? Does effective leadership originate  |         |
|             | in a person or in a set of actions or behaviors?|         |
|             | What do we know about developing leaders? How    |         |
|             | do the constraints of organizations inhibit or    |         |
|             | facilitate leadership development? What is your   |         |
|             | current leadership style? These and related      |         |
|             | questions will be examined by class members      |         |
|             | through lectures, case studies, self-assessments,|         |
|             | and experiential activities. **Prerequisite:**    |         |
|             | PSY 1005.                                        |         |

| PSY 2335    | Learning                                         | 3       |
|             | This course introduces the student to the        |         |
|             | scientific investigation of the basic processes   |         |
|             | of learning and behavior. Topics of discussion   |         |
|             | will include the traditional theories,           |         |
|             | methodologies, and empirical                      |         |
findings of classical and instrumental conditioning, in addition to the more contemporary topics such as the biological basis of learning and the study of cognition. Prerequisite: PSY 1005.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 2365</td>
<td>Physiological Psychology</td>
<td>3</td>
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<td></td>
<td>The behavior of humans and animals will be examined from a biological perspective. Emphasis will be placed upon the anatomy and physiology of the nervous system and how understanding its functioning allows an understanding of behavior. The characteristics of individual neurons and the manner in which their interactions support behavior will be explored. Topics to be covered include drug action in the central nervous system, neurochemistry, neuroanatomy, and physiology of survival behaviors. Prerequisite: PSY 1005.</td>
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<tr>
<td>PSY 2385</td>
<td>Tests and Measurements</td>
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<td>A critical consideration of the development of the field of psychology as a science and a profession including its roots in philosophy and physiology. Emphases will be placed on current theoretical developments including efforts to make the history more inclusive of the contributions women and minorities have made to the field.</td>
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<tr>
<td>PSY 2415</td>
<td>History and Systems of Psychology</td>
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<td>This course is designed to provide the student with an integrated view of the development of the field of psychology with emphasis upon the philosophical antecedents and the biological background of the 19th century and the systems period of the 20th century. Required of all majors but cannot be taken until five psychology courses have been taken.</td>
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<tr>
<td>PSY 2705</td>
<td>Organizational Psychology</td>
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<td>A behavioral science perspective on the causes and outcomes of individual and group behavior in organizations, and of the behavior of organizations. Topics will include motivation, attitudes, interpersonal processes, leadership, and macro-organizational behavior. Prerequisite: PSY 1005 or permission of instructor.</td>
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<tr>
<td>PSY 2725</td>
<td>Issues in Organizational Psychology</td>
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<td>Selected issues in the field such as emotional intelligence, assessment, group and interpersonal processes, job enrichment, selection, and placement will be discussed. Small groups, role-playing, and other experiential exercises will clarify important concepts in the field. Prerequisite: PSY 2705.</td>
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<tr>
<td>PSY 2745</td>
<td>Capstone Project in Organizational Psychology</td>
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<td>This course serves as a senior-level, research-based capstone in which organizational psychology students complete a research project typically developed in the Issues in Organizational Psychology course. Students will present and orally defend their research project to the Organizational Psychology faculty. Prerequisite: PSY 2725.</td>
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<tr>
<td>PSY 2825-2835</td>
<td>Internship I-II</td>
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<td>Internship entails spending a minimum of eight hours each week in a supervised experience in a field setting. Internship sites include clinical, clinical/research, counseling, hospital, educational/research, special education, correctional, guidance, and industrial environments. The permission of the Psychology Department's internship coordinator is required for this course.</td>
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<tr>
<td>PSY 2915-2925</td>
<td>Independent Study</td>
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<td>Permission of the chair and the Dean.</td>
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<tr>
<td>PSY 2935-2945</td>
<td>Directed Readings</td>
<td>6</td>
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<td>Permission of the chair and the Dean.</td>
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PSY 2955-2965 Research 6 credits
Psychology majors have the option of designing and carrying through a research project. A completed research proposal, consent of the chair, and permission of the Dean required.

Purchasing

George A. Prendergast, Ph.D. Director

A Certificate in Purchasing is offered only on-line. The purchasing function is becoming more involved in strategic planning and is looked upon by many executives as a profit center. A certificate in purchasing provides companies with a rate of return on their investment by converting tactical buyers into strategic supply management employees. The objectives of the program are to:

- Develop expertise for careers in purchasing management
- Present a clearer understanding of the role of purchasing and materials management as well as the impact of purchasing decisions on the organization’s efficiency
- Teach theory and practice of the common body of Purchasing knowledge
- Base the purchase/acquisitions major in the context of a broad liberal arts education
- Expand buyer duties so the purchasing professional can shape and influence the market
- Emphasize general management skills
- Generate an understanding of the economy and its relevance to the purchasing profession
- Develop an understanding of the ethical and humanistic aspects of society
- Define the challenges facing the purchasing profession and explore the tools and techniques for ensuring procurement standards of conduct

This combination of objectives provides an organized approach to building a body of knowledge that will enhance organizational efficiency and prepare students for responsible positions in purchasing management and for community service.

Prerequisites

PUR 1015 and PUR 1025, or equivalent purchasing experience, are prerequisites for all courses in the Field of Concentration.

Lower Division

PUR 1015 Purchasing and Supply Chain Administration 3 credits
Introduction to the principles of purchasing and supply chain management. Emphasis will be placed on the organization and operation of the purchasing department, principles and procedures in purchasing—processes, strategy and planning, materials control and inventory management.

PUR 1025 Purchasing and Supply Chain Management Fundamentals 3 credits
The course will cover price considerations, quality, commodity management/sourcing, the negotiation process, legal aspects in purchasing, ethics, supplier selection and E-commerce/technology management.
Upper Division

**PUR 2225 Global Supply Management / International Procurement** 3 credits
The course is designed to introduce the student to the basic concepts to understanding the elements of international purchasing. Key elements in the course: managing international logistics and customs operations, indirect transactions, supplier source development issues, cultural, pre-procurement and quality considerations, countertrade, methods of payment, and evaluating quotations.

**PUR 2235 Materials, Logistics and Distribution** 3 credits
This course is designed to present a fundamental understanding of materials, logistics and distribution management in today’s business environment. Covered in the course: materials management and physical distribution management, planning, analysis and control, production and transportation/distribution, customer service and supply chain management.

**PUR 2245 Cost and Price Analysis** 3 credits
The course concentrates on the roles of those involved in the cost and pricing functions within the contracting and acquisitions processes. The course material emphasizes pricing, its assimilation, how to develop cost/price relationships, and the evaluation, skills and techniques, which influence an eventual pricing arrangement in a given situation.

**PUR 2255 Purchasing and Contract Law** 3 credits
This course will cover the law, which is applicable to the acquisitions process. The acquisition process operates within a framework of law consisting of statutes, regulations, court decisions and administrative rulings. The course includes: an overview of law in purchasing, along with a history and a review of the Uniform Commercial Code (UCC); contracts: types, provisions, terms and conditions, and concepts; remedies, damages, performance, repudiation and acceptance; agency and the effects of agency law on the purchasing profession as well as other laws that have an impact on purchasing.

**PUR 2265 Strategic Purchasing Management** 3 credits
The course introduces the student to the concepts, techniques and processes used to create effective strategies. The course emphasizes essential management tasks such as team building, reengineering, work processes, customer service and project management. The course material also includes an exploration of the elements of outsourcing including strategy and tactics, different types of outsourcing, organizational decisions, development and management of relationships, opportunities to add value to the organization through outsourcing, negotiating contracts that phase in outsourcing, building in accountability, and handling the changes that occur in the scope of responsibility.

**PUR 2275 Contract Development and Management** 3 credits
The primary objective of the course is to introduce the student to the essential elements of contract development and management. The course emphasizes the different elements of a contract and sound practices for creating effective contracts. Other areas covered: elements of an enforceable contract, innovative terms and conditions, different types of contracts, blanket agreements, contract revisions, integrating contract development into all phases of the source selection process, measuring and monitoring contract performance, and managing contracts within supplier management strategies.

**PUR 2285 Negotiations** 3 credits
The course is designed to develop the knowledge, attitude and skill required for successful purchasing negotiations. The course covers factors such as pace and style of negotiation, personal relationships, building cooperative supplier relationships, partnership development, decision making, and legal and administrative issues. Other areas covered: strategy and tactics development, communication styles, listening, understanding conflict, and assertiveness. The course will integrate the student and the instructor in a total learning environment with an appropriate mix of lecture, discussions, readings, case studies and realistic practice negotiations sessions.
PUR 2295 Ethics in Purchasing and Supply Chain Management 3 credits
The primary objective of this course is to give the student an overall understanding of ethical concepts while defining the difference between legality and ethics. The course is designed to identify key ethical issues in the purchasing and supply management profession. An emphasis will be placed on the values of management relative to responsible decision making in business policies and the effects of those values.

PUR 2305 Finance for Supply Chain Management 3 credits
Supply Management’s (SM) responsibility for controlling the expenditure of fiscal resources on goods and services presents many opportunities to contribute to an organization’s survival and success. In order to achieve these objectives, it is essential for the Supply Management professional to possess a knowledge and appreciation of financial analysis and planning techniques and tools, whether in a corporate, institutional, or governmental environment. This course will tailor traditional finance topics to the Supply Management profession and display how this vital function’s activities may impact and be impacted by financial conditions, actions and constraints.

PUR 2315 Insurance & Risk Issues in Supply Chain Management 3 credits
This course will cover both the legal and pragmatic aspects of insurance contracts as they relate to the purchasing function. Topics include insurance certificates, consequential damages, additional insured requirements, performance bonds, and hold harmless and indemnification clauses. Also covered in the course: binders, insurable interest, valuation of claims, waiver and subrogation. The course examines the parts of an insurance policy and covers several commercial insurance policies including the commercial general liability policy; the automobile liability policy and the workers compensation policy. The course also considers the practical insurance related issues encountered by purchasing managers during the negotiation process.

Sign Language
See Foreign Languages and Literatures

Sociology
Raquel Kennedy Bergen, Ph.D., Chair
The Department of Sociology offers courses leading to Bachelor of Science degrees in both Sociology and Criminal Justice. Coursework is designed to prepare students for further professional education or for employment opportunities in the fields of health and human services, social work, social research, law enforcement or corrections.

Lower Division Sociology

SOC 1015 Introduction to Sociology 3 credits
A basic course covering the structure and functions of society, social institutions, elementary concepts, and theories. Offered every Fall and Summer I.

SOC 1025 Social Problems 3 credits
A sociological analysis of contemporary social issues covering problems of social structure, as well as problems of inequality, such as racism, sexism, and poverty. Offered every Spring and Summer II.
Upper Division Sociology

All upper division courses (2000 and above) have prerequisites of SOC 1015 or 1025.

**SOC 2015** Schools in Society (See EDU 1015) 3 credits

*Does not satisfy the Social Science GER.*

**SOC 2045** Cultural Anthropology 3 credits

An ethnographic survey of the customs, institutions, social organization, and material culture of contemporary pre-industrial peoples. A short survey of evolution and the anthropology of emerging subcultures are included.

**SOC 2055** Ethnic and Minority Relations 3 credits

Analysis of ethnic, religious, and racial differentiation in pluralistic societies. Theories of relationships of dominant and minority groups.

**SOC 2065** Theories of Crime 3 credits

The goal of this course is to examine the current state of criminological theory. It examines the efforts of criminologists in various academic disciplines to explain the causes of crime. Major theories are discussed, including social disorganization, anomie, differential association, social learning, critical and feminist perspectives.

**SOC 2075** Juvenile Justice 3 credits

A study of delinquency and its causes. Examination of major theories of causation with some consideration of contemporary legal trends and rehabilitation efforts.

**SOC 2085** Sociology of Gender 3 credits

Provides an overview of the learned patterns of behavior of men and women historically and in contemporary societies. Emphasis is placed upon the interrelationship of gender inequality with racism and social class inequality. Particular attention is given to male/female roles in the labor force and in family life.

**SOC 2095** Marriage and the Family 3 credits

Study of the family as a changing institution through an examination of marriage and family life in American society, as well as historically and cross culturally. Topics include current patterns of dating, parenting, and the family and work.

**SOC 2105** Sociology of Law 3 credits

An analysis of contemporary sociological theories of law. The works of the principal spokespersons of the consensus, pluralist, elitist, and the dialectical models of law creation will be examined with a focus on the tie between the paradigms and the social context in which they emerged, grew, and continue to develop. *Upper division criminal justice elective.*

**SOC 2115** Classical Sociological Theory 3 credits

Study of the nature and types of sociological thought in Europe and America with special emphasis on the founding theorists of the discipline: Comte, Marx, Durkheim, and Weber. *Offered fall semester of even-numbered years.*

**SOC 2125-2135** Social Research Methods I and II 6 credits

Application of basic sociological methods of research, including surveys, interviews, experiments, and content analysis. Statistical techniques of data analysis. Emphasis on the underlying logic of data analysis and proper interpretation of statistics rather than exclusively stressing calculations. Introduction to quantitative analysis, including use of the computer. Instruction will be computer based.
No previous computer knowledge is required. Major topics are covered continuously throughout both courses, which must be taken in sequence. Enrollment is limited to twenty students. Offered fall semester of even-numbered years and spring semester of odd-numbered years.

**SOC 2175 Sociology of Mental Health**  
Study of the relationship and influence of such factors as social-economic status, ethnicity, and education on incidence and treatment of mental disorders. *Upper division criminal justice elective.*

**SOC 2185 Social Gerontology**  
A study of the social, psychological, and economic factors in the lives of the elderly; mental and physical health, social relationships with family and others, changing roles and status, and needed services as persons age.

**SOC 2195 Social Deviance**  
A treatment of deviance in terms of identification according to social class, ethnic, and economic factors. A full discussion and analysis of the forms of deviancy through an examination of the major sociological theories of deviance.

**SOC 2205 (LAS 2205) Sociology of Work**  
The meaning of work for individuals and society, occupational structure, and changes within it, career patterns, and the relationship between occupations and other social sectors. A basic course for business-oriented students as well as Sociology majors.

**SOC 2235 Health and Society**  
An overview of health care in the United States with attention to its historical antecedents, definitions of illness, social influences on occurrence of illness and treatment, and organization of health facilities and personnel.

**SOC 2245 Issues in the Sociology of Medicine**  
Analysis of the health services system as a whole, with emphasis on current sociocultural, organizational, and technical issues and problems in the delivery of health care services. Valuable for health administration and management and for those working directly with sick persons.

**SOC 2295 Real/Reel Culture**  
Investigation of major themes and issues in contemporary anthropology, concentrating on the meeting and melding of complex cultures. The analysis of feature films will serve as analogous to the experience of anthropological fieldwork. The course will explore the increasing influence mass media exerts over the creation, constitution and continuation of culture(s).

**SOC 2315 Probation and Parole**  
The work of the probation officer. The processing of the accused up to eligibility for probation. Courts involved in the procedures of adjudication, the meaning of parole, duties of parole officers, and parole boards. Discussion and analysis of the effect of probation and parole on crime are emphasized.

**SOC 2325 Sociology of Sexuality**  
This course will cover anthropological and sociological perspectives on human sexuality. Among the topics to be covered: reproductive ritual, deviant patterns of sexual behavior, ideologies of sexuality, legal shaping of sexual behavior, and the methods by which we obtain good information on sexual behavior.

**SOC 2335 Police Management**  
Adaptive management and management theory are examined, as well as the structure of police organization and the organizational environment. Other topics include managerial functions, police
executive leadership, patrol as the major component of line power, supporting line elements, and the measure of police productivity.

**SOC 2385 Violence and Society**  
This course will examine various forms of violent behavior that currently plagues our society. Included will be an examination of gang violence, domestic violence, sexual assault and relationships between substance abuse and violence. Various theoretical explanations of violence will be evaluated in light of empirical data.

**SOC 2395 Law Enforcement Management**  
An analysis of the principles and theories of the professional management and administration of law enforcement organizations. This course focuses on the execution and impact of policy decisions made by administrators in the courts, police departments, and other criminal justice agencies. It examines specific operational and staff functions, including budgeting, personnel, planning, and productivity measurement. Other topics include organizational development and information systems.

**SOC 2425 Industrial and Organizational Sociology (See LAS 2425)**

**SOC 2475 Organized Crime**  
This course surveys the history of organized crime and the extent of the influence on the contemporary crime scene. It also examines the variety of criminal and legal activities in which organized crime figures are involved.

**SOC 2505 Foundations of Addiction for the Criminal Justice Professional**  
The course is designed to meet the needs of the criminal justice professional in dealing with the human and social consequences of addiction, at the same time meeting the curriculum requirements for the Criminal Justice Addictions Professional certification. It will provide an understanding of substance abuse problems and addiction in American society. It is designed to provide a framework for exploring the effects of these problems on the many aspects of American culture including: the individual, family, criminal justice system, health care system, and the workplace. Course content will also include a critical analysis of current and past treatment interventions.

**SOC 2535 Legal Methods: The Study of Law**  
Legal Methods is an introductory course designed to give the student a basic understanding of the American legal system. This course will be conducted as a first year Law School class utilizing the case method approach, and the Socratic form of instruction. Students will be taught how to analyze and brief cases then apply legal reasoning and oral argument in class. *Upper division criminal justice elective. No prerequisite.*

**SOC 2615 Introduction to Criminal Investigation**  
A course designed to train students how to get maximum amount of information that is necessary to efficiently solve a crime: from witnesses, informations, suspects, surveillants, etc., and also from the physical evidence left at the crime scene. How to best look for and preserve such evidence.

**SOC 2625 White Collar Crime**  
The growing significance of fraud, embezzlement, price fixing, pilferage, and stock manipulation will be studied in both a criminological and fiduciary perspective. Preventive and security techniques will be emphasized.

**SOC 2635 Criminology**  
The nature and extent of modern criminality, including organized and white collar crime. Prominent theorists are evaluated. Brief appraisal of penological systems in perspective and in their present condition of development. Discussion of causes and some modern legal implications.
SOC 2685 Gender, Crime and Criminal Justice 3 credits
An examination of the gendered nature of criminal victimization, offending, and criminal justice processing from a feminist sociological perspective. Students will read and critically evaluate in a seminar format feminist criminologists’ analyses of topics such as fear of crime, gangs, prostitution, corporate violence against women, policing, and corrections. Special emphasis will be given to the intersections of gender, racial/ethnic and social class inequalities.

SOC 2695 Introduction to Law Enforcement 3 credits
Principles of maintaining the legal system with reference to its community of responsibility; individual and interacting procedures of the various agencies through which persons involved are processed; structures and interrelationships of the federal, state, and local jurisdictions. Formerly SOC 2135.

SOC 2715 Law of Industrial Relations (See LAS 2715)
SOC 2725 Employment Law (See LAS 2725)
SOC 2735 Collective Bargaining (See LAS 2735)
SOC 2865 Violence in Intimate Relationships 3 credits
SOC 2915-2925 Independent Study 6 credits
A supervised course of study, readings, research directed by a staff member in a specific field of sociology or anthropology. Permission of Chair required.

Theology
Shawn M. Krahmer, Ph.D., Chair
As a Catholic liberal arts institution, Saint Joseph’s University takes seriously the religious dimension of human life, and considers the study of religion an integral part of a truly liberal education. Accordingly, three courses in theology are required of all students. (See General Education Requirement.)

In keeping with its character as an institution with strong ties to the Roman Catholic tradition, special emphasis is given to the thought of this tradition in the organization of the Department program. Several courses bearing upon other religious traditions or on aspects of general religious experience are also offered. All courses in this Department are taught as academic disciplines fully respecting the personal religious option of each student. This fact, plus the variety of courses offered, ensures that no student’s conscience will be violated through courses pursued in this Department.

Requirements for the Theology Minor
The Theology minor requires three GER courses in Theology and three additional upper division courses.

Lower Division
One (and only one) of the following introductory courses must be taken as a prerequisite for upper division courses.

THE 1105 Introduction to the New Testament 3 credits
This course will examine the biblical traditions and texts of the Christian Scriptures as products of particular historical and cultural communities, and as literary and theological documents.
THE 1205 Introduction to Christian Tradition 3 credits
A broad chronological survey of the history of the development of the Christian tradition from antiquity to the present. This course will examine the origins of Christianity in the unique life of Jesus of Nazareth and trace the subsequent evolution of Christianity from a small Jewish sect to a major world religion. As is fitting for a foundational course taught in a Jesuit institution, this course will place a primary emphasis on the Roman Catholic thread of this great tradition, understanding that this specific tradition is at times clarified and properly understood only in contrast to alternative Christian positions. Critical dialogue with primary sources will be emphasized throughout the course.

THE 1215 Introduction to Systematic Theology 3 credits
An investigation into the sources, norms, and key categories of Christian theology from its origins to the present. The ancient sources, contemporary issues, and related political, social and economic contexts will be studied using analytical, autobiographical, and narrative resources. Formerly Introduction to Christian Thought.

THE 1305 Introduction to Christian Social Ethics 3 credits
This course provides a general overview of the forms and teachings of Christian ethics and how they impact the broader society. Specific social forms based upon human rights, theological virtues, conceptions of justice and the common good will be analyzed through teachings on war, the conquest, race, gender, class and the relationship between church and state. Particular attention will be given to the recent papal encyclicals.

Upper Division

Two of the following courses (in addition to one lower division course) are required to complete the GER.

THE 1505 The Hebrew Bible 3 credits
This course will examine the biblical traditions and texts of the Hebrew Scriptures as products of particular historical and cultural communities, and as literary and theological documents. Formerly Understanding Scripture.

THE 1805 Religious Experience 3 credits
An inquiry into the nature of religion and on the origin and development of one or more traditions. A study of the diverse modes of religious experience and conceptions of God, human existence, and community. The meaning of belief, symbolism, and ritual in the spiritual quest for the transcendent.

THE 1815 Comparative Religion 3 credits
An introduction to the comparative study of religion which examines the historical evolution of religions, nature and diversity of religious experience, the concept of a religious world and the diverse types of religious worldviews, the role of myth and ritual in the maintenance of religious worlds, the problem of religious change and the concept of transcendence.

THE 1825 Women and Religion in the Ancient World 3 credits
A study of a variety of selected topics relating to women in ancient religions, with a special interest in ancient Israelite, Jewish, and Christian traditions. Topics may vary, but at least some attention usually will be given to the relationship between ancient religions outside the biblical tradition and some feature of the Hebrew Bible or the New Testament. Representative examples include goddesses in the ancient Near East, women’s roles in Israelite religion, women in Greco-Roman mystery cults, Jewish women in Palestine, women in the churches of Paul, and female Christian martyrs and ascetics. Methodological implications for the broader study of religion and theology will be addressed.
THE 1905 Religions of Ancient India 3 credits
A survey of the religious traditions of the Indian subcontinent from earliest times up until the period of the Epic (c. 200 BCE-200 CE). The Vedic religion, from the Rig Veda through the Upanishads, the renouncer traditions of Jainism and Buddhism, and the formation of the early theistic traditions will be covered.

THE 1915 Hinduism 3 credits
A survey of the Hindu religious traditions on the Indian subcontinent with a focus on the period from the Epic (c. 200 BCE-200 CE) until modern times. The major forms of Hindu belief and practice will be covered: Vaishnavism, Shaivism, traditions of the Goddess, and popular village traditions.

THE 1925 Indian Buddhism 3 credits
The development of the Buddhist religion from the time of its founder, Siddhartha Gautama, until its decline in India in the 12th century. The basic teachings of the Buddha, the early Buddhist community or Sangha, the elaboration of the Abhidharma, the rise of Mahayana Buddhism and the development of Tantra will be covered.

THE 1935 Mahayana Buddhism 3 credits
The rise of Mahayana Buddhism in India and its spread to Central Asia, China, Korea, Japan and Tibet. The basic teachings of Mahayana Buddhism will be covered, along with the Madhyamaka and Yogacara schools of Mahayana Buddhist thought. Select schools of East Asian Buddhism, such as Ch’yan (Zen) and Pure Land will also be covered.

THE 1945 Judaism 3 credits
A comprehensive survey of the development of Judaism from its pre-exilic roots to the present, to include the evolution of its theology, ethics, and traditions. The impact of the modern world upon traditional Judaism; major movements within Judaism today and their beliefs about God, Torah, and Israel. Sponsored by the Jewish Chautauqua Society.

THE 1955 Jewish and Christian Responses to the Holocaust 3 credits
The Jewish Holocaust represents the classic negative event of our age, a manifestation of evil transcending the human imagination. This course will examine how Jews and Christians have responded to this event and why it caused changes in both Jewish and Christian self-understandings. The course will introduce students to the personages, issues and events of the Holocaust, before turning to religious and moral issues such as suffering and guilt. This course is jointly offered with the Jewish Chautauqua Society.

THE 1965 Islam 3 credits
An introduction to the historical development of Islam, together with its basic beliefs and practices, from the time of Muhammad to the modern period. The prophet Muhammad, the Qura’n and Hadith, the Shari’ah, Kalm, Shiism, Sufism, and Islamic modernism will be examined.

THE 1975 African and Caribbean Religions 3 credits
An examination of selected indigenous African religious traditions in their native contexts and/or religious traditions of indigenous African origin that have developed in the Caribbean and related contexts outside of Africa. Topics may vary, but representative samples may include a focus on individual systems (such as Haitian Vodou) or phenomena found in a number of systems (such as rites of passage).

THE 2005 Israelite Religion 3 credits
Combining the evidence of biblical texts and ancient Near Eastern texts, this course analyzes the historical and social context of religion in ancient Israel. Special topics include the worship of different deities; the priesthood and the system of sacrifices in the Temple; the relationship between politics and religion, and some specific religious practices maintained by kings David, Solomon and their successors (such as prophecy, holy war and child sacrifice); popular religious practices (such as devotion to the
dead and magic); and the origins and development of monotheism, the concept of the messiah and other ideas central to the origins of Judaism and Christianity.

THE 2015 Origins of Law and the Bible 3 credits
This course looks at the world's earliest known law: the law of ancient Sumer, Babylon, Egypt, and other ancient Near Eastern societies. The course goes on to examine the relationship between these legal systems and the legal texts of ancient Israel found in the Hebrew Bible, as well as other issues related to the study of biblical law. Finally, the course considers the legacy of ancient Near Eastern law and its impact on the development of modern legal institutions and systems.

THE 2055 The Psalms 3 credits
The most influential of all Old Testament books on Christian spirituality, the Psalms offer a special glimpse into the religious life of ancient Israel. Placed within their larger historical background, psalms of various types (laments, hymns, royal and wisdom psalms, etc.) will be studied for their literary and religious character. The question of the Psalter's theology as a whole will be addressed as well.

THE 2095 Apocalypticism in the Ancient World 3 credits
A study of apocalypticism as a social and historical phenomenon, primarily through analysis of its expression in ancient Jewish and early Christian apocalyptic texts. In addition to the biblical books of Daniel and Revelation, readings may include works such as the Potter's Oracle, 1 Enoch, Sibylline Oracles, 2 Baruch, and 4 Ezra. The emphasis will be on the meaning of the texts in their ancient historical context and on the sociology of apocalyptic and millenarian movements in general.

THE 2105 Letters of Paul 3 credits
The aim of this course is to examine the main characteristics of Paul's faith as found in his epistles. The course will establish the broad argument of each of the letters, their historical setting, and their literary and rhetorical character, and demonstrate how these elements work together to express Paul's gospel.

THE 2115 Synoptic Gospels 3 credits
This course will progress in two movements. It first will investigate the historical background of the growth of the gospel tradition. It then will read the Gospels as viable literary texts, making use of the most recent advances in literary critical study of Matthew, Mark, and Luke-Acts. In this way, the course will focus upon the theological uniqueness of each book, as well as tracing their interrelatedness.

THE 2205 Jesus through the Centuries 3 credits
An inquiry into Western Christianity's understandings of the meaning and significance of Jesus Christ, including New Testament christologies, the controversies of the 4th and 5th century councils, medieval atonement theories, post-Enlightenment problems and reformulations, and contemporary liberation christologies. Students will be encouraged to develop their own christological position as an integral part of the course.

THE 2225 Early Church 3 credits
An historical and theological investigation of the Christian community during the first four centuries. Among topics to be considered are the relationship of the early church and classical culture; the formation of the canon of scripture, the episcopacy, and creeds; orthodoxy and heresy; martyrdom, growth, and persecution; the development of doctrine in the Greek and Latin Fathers; monasticism, worship, and art.

THE 2235 Evil As A Theological Problem 3 credits
An examination of the profound challenge both to religious understandings of a meaningful and ordered existence and to theological claims regarding an omnipotent, beneficent deity rendered by the occurrence of evil and the suffering that accompanies it. The course will contextualize particular manifestations of evil and investigate how evil is identified, explained, challenged and interpreted.
through texts in theology and popular culture, with particular attention to its modern and contemporary manifestations.

THE 2245 Feminist Theologies 3 credits
An inquiry into the sources, contexts, methods, and symbols of Christian theology from the perspective of women in the process of human liberation. The roles of women in church and society, the history of the women's movement in North America, and the experiences and theological perspectives offered by feminists of differing racial, ethnic and socio-economic background will be examined. Feminist reflections within other religious traditions may also be considered.

THE 2255 Knowledge and Love of God in the Middle Ages 3 credits
A study of major figures in the history of Latin Christian thought from 400 C.E. to 1500 C.E. with a concentration on theories concerning how we know God and what it means to love both God and neighbor. Emphasis is on the reading of primary sources, both scholastic and monastic, in translation. Course content will require that we consider who God is, who we are in relation to God, Jesus Christ's role in both our knowledge of God and our capacity to love, and the relationship between faith and reason.

THE 2265 Gender and Christian Spirituality 3 credits
An examination of some of the spiritual classics written by both the men and women of the Christian faith. Emphasis on reading and study of primary texts, largely medieval, with an eye to any discernible differences between men as spiritual authors and women as spiritual authors. Course will also examine the given perceptions of gender, spirituality and eroticism.

THE 2275 16th Century Protestant and Catholic Debates 3 credits
A study of the theological questions involved in sixteenth-century Christian movements of reform and dissent; a review of the historical issues of the late Middle Ages that gave rise to the Protestant Reformation; emphasis on the formative theologies of Martin Luther and John Calvin with attention also on the Radical and Catholic reformations.

THE 2285 Ignatian Spirituality in the Jesuit Tradition 3 credits
An examination of and reflection on the religious vision of Ignatius of Loyola and its embodiment in the life of the Society of Jesus, including a reading of the Spiritual Exercises. An overview of the major movements and influential persons in Jesuit history, a study of Jesuit spirituality and theology, and a consideration of the role of the Jesuits in broader church life.

THE 2305 Liberation and Political Theologies 3 credits
An inquiry into the critique and vision brought to theology by the perspective of the poor and oppressed in the 20th century via the paradigm known as liberation and political theology. An extensive examination of the context and methods of Latin American liberation theology followed by an examination of European political theology and African-American liberation theology. Other topics for consideration may include the work of Hispanic, Asian, African, and North American feminist liberation theologians.

THE 2315 Theology of the Church 3 credits
The spirit of the Church as Christian community, the people of God who witness to the Christian mission between the resurrection of Christ and his Parousia. The foundations of the church in the Scriptures, modern interpretations of its composition, relationship to the world, and goals. Readings from Vatican 11 and contemporary theologians.

THE 2325 Theology of Salvation 3 credits
In this course, redemption is presented in its two simultaneous dimensions—the unique and salvific role of Christ in the plan of Salvation, as well as the role of individual persons in response to Christ. This two-fold nature of salvation results in the paradoxical formulation of redemption as both an accomplished event as well as an unfinished, developing relationship. The mysteries of the Incarnation
will be investigated as the already complete aspect of redemption, while an inquiry into human morality and moral values will address the developing, relational dimension of redemption.

THE 2335 Theology of Word and Sacrament 3 credits
The course explores the Christian’s experience of God speaking and acting in the world and the Christian’s response of listening and praising God in the Christian community. The interrelationship of the words and actions of God and His people are examined.

THE 2345 Fundamentalism and the Future of Religion 3 credits
This course is a unique, interdisciplinary analysis of the complex relationships between fundamentalism, religion, and politics. This course examines different aspects of the theological and political causes and implications of fundamentalism.

THE 2355 Recent Trends in Roman Catholicism 3 credits
This course will deal with the documents of Vatican II, current understandings of the sacraments of the Catholic Church, the movements towards unification among the Christian churches, recent suggestions for the exercise of the papacy in the future, and the modern emphasis on social justice as part of Catholic life and practice.

THE 2375 Contemporary Religious Thought 3 credits
An examination of selected figures and issues in religious thought from the Reformation to the present. Issues include, e.g., the problem of religious knowledge, the relation between religion and ethics, the question of method in theology, the emergence of theology from the “underside of history,” the relation between faith and history, the concept of God, the concept of redemption. Readings will be drawn from philosophers and contemporary theorists as well as theologians.

THE 2385 American Religious Thought 3 credits
An historical survey of the traditions of American religious thought with special regard for the 19th and 20th centuries; a critical examination of representative religious thinkers and theologians; a study of the role of religion in American life and society.

THE 2395 American Catholicism 3 credits
This course deals with the diverse dynamics within the life of the Roman Catholic Church in the United States with a main focus on the 19th and 20th centuries. It will study the theological development of this indigenous Catholic tradition and situate it within its broader historical and cultural context.

THE 2405 Catholic Social Teaching 3 credits
The purpose of this course is to familiarize students with the tradition of Catholic social teaching with a view to developing skills for critical reading and integrated appropriation of these documents. Beginning with Rerum novarum (1891), we will examine the most important papal, conciliar, and episcopal social teaching texts up to the present time, identifying foundational principles, tracing central theological, ethical, and ecclesial concerns, and locating each document in its proper historical context.

THE 2415 Faith and Justice: Scripture and Social Values 3 credits
How and why a concern for social, economic, and political justice is rooted in and demanded by the Christian gospel, and what this has to say about the nature and mission of the church. An overview of the social teaching of the Catholic Church in the past century with emphasis on the thought of the most recent popes. Consideration of certain social justice issues: war and peace, crime and punishment, world hunger, racism, human rights, and the international economic order.

THE 2425 Sexuality and Catholic Morality 3 credits
The course explores a number of basic questions: What is love and what does it mean to try to live as God-like lovers? What is Christian freedom or liberty in Christ? How do we resolve the possible tension between our personal conscience and the official moral teachings of the Catholic Church? Is there such
a thing as sin? What is the human and moral meaning of sexuality, and how are sexuality and love related? What are the moral questions and arguments surrounding premarital sexual activity, contraception, homosexuality, masturbation and abortion?

THE 2435 Theology of Christian Marriage 3 credits
The course uses the data of Scripture and of sacramental theology to explore the meaning of Christian marriage as an expression of God’s love relationship with his people. It also considers the psychological and social dimensions of marriage, as well as the human and moral meaning of sexuality. It encourages the development of a conjugal spirituality and addresses the question of family-planning methods. In addition, the course explains the Catholic Church’s laws regarding the “impediments” to a valid marriage and the granting of annulments, and delves, finally, into the controversies surrounding divorce and remarriage.

THE 2445 Christian Medical Ethics 3 credits
With the technological inauguration of the age of new medicine we have at our disposal more means than norms for intervention in the life, health, and death processes of human existence. Even more crucial is the question: “Should we do everything that is within our capacity to do?” Consideration will be given to the contribution of Christian ethicists in their reflection on the issues involved in abortion, reproductive engineering (AIH, AID, IVF, cloning, etc.), care of the dying, euthanasia, medical experimentation, organ transplantation, and the rights of patients.

THE 2455 Suffering and Death: Biblical, Systematic and Ethical Perspectives 3 credits
Dramatic advances in medical information and technology increase daily and these advances are being implemented almost immediately. As a result, people who had succumbed to their illnesses only a few years ago can now have their lives extended by being treated aggressively. This treatment does prolong the lives of many people, but in the process it also causes people to endure much pain and suffering. As a result many Christians are focusing on the age old question of “why do the innocent openly have to suffer?” Various answers have been given to this question by society: Dr. Kevorkian’s “death machine,” Oregon’s “Death With Dignity Act,” direct abortion of defective fetuses, and even infanticide. It has been said that “only the suffering human person knows that he/she is suffering and wonders why; and he/she suffers in a humanly speaking still deeper way if he/she does not find a satisfactory answer.” This course will examine the meaning of personal suffering, as well as the Christian response to the suffering of others from biblical and systematic perspectives. Students will then apply these insights to two specific medical ethics issues—physician-assisted suicide and medical treatments for handicapped newborns.

THE 2505 Economic Ethics 3 credits
This course will examine the historical, social and philosophical conditions that gave rise to economics as a distinct discipline. Both the theory and practice of economics will be subjected to an ethical analysis drawing upon biblical and theological sources, particularly emphasizing Catholic teaching. Different economic systems will be compared and different forms of economic life and teaching within the Christian church will be discussed.

THE 2545 Religion, Violence and Terrorism 3 credits
Religiously motivated violence constitutes one of the most important socio/economic/political factors in the twenty-first century. This course will probe both the roots and the recent manifestations of violence and terrorism in the name of religious convictions and traditions. Through rigorous investigation of both primary and secondary literature, this course will provide a thorough presentation of the theological roots of religious violence, as well as its contemporary manifestations. The course will unfold in three parts: 1) the roots of religious violence: scripture, sacrifice and ancient conquest; 2) cosmic struggle: the violence of apocalypticism then and now; 3) contemporary manifestations: sexism & racism; recent religious wars and genocides; and terrorism.

THE 2555 Economics, Politics and the Ethics of Solidarity in Poland 3 credits
Historian Timothy Garton Ash’s description of Poland’s Solidarity as “the most infectiously hopeful movement in the history of modern Europe” attests to its lasting significance. This ten million strong
movement, comprised of people from diverse walks of life with disparate worldviews, played a crucial role in toppling Communism in Central and Eastern Europe, without shedding blood. This course will examine the ethical foundations and normative goals of the Polish nonviolent revolution Solidarność during its height in the 1980’s. It will also consider the degree to which the values and principles of Solidarity (i.e. the ethic of solidarity) have influenced the constructing a democratic, capitalist country during Poland’s transition after 1989. In addition, it will highlight the historic role of Roman Catholicism in the struggle for freedom and dignity under Communism and the church's impact on the shape of Polish society after 1989. While the course focuses on the Polish context, debates about the relevance and possibility of an ethic of solidarity in contemporary democratic, capitalist societies will also be considered. As this is a course in Christian social ethics, which entails theory and praxis, it seeks not only to understand the Polish ethic of solidarity but also to foster it as well through a service-learning component during the study tour in Poland.

THE 2605 Religious Vision in Film and Fiction 3 credits
Flannery O'Connor once said that the only issues worth writing about are ultimate issues. This class broaches those issues as presented in contemporary literature and film. We read, among others, O’Connor, Potok, Gordon, Walker, Conroy and Atwood as well as biblical texts and contemporary theologians to gain a greater appreciation of diverse visions of the mystery of human existence.

THE 2615 Religious Autobiographies 3 credits
Human awareness of an intensely personal experience between the human and the divine constitutes a seminal topic in the study of religion and theology. This course investigates the phenomenon of personal conversion across the boundaries of gender, time, culture and religious heritage. From a reading of diverse sources such as Paul of Tarsus, William James, Black Elk, Dorothy Day and Malcolm X, the student will examine the different dimensions of the experiences which led to the religious reorientation of some of the most influential—as well as some of the most idiosyncratic-thinkers of their respective ages.

THE 2625 Theology and Science 3 credits
An exploration of the Galileo Case, Evolution and contemporary Big Bang Cosmology shows how the relationship between theology and science has developed to the present day. The scientific, methodological and theological issues will be critically evaluated for their significance today. Students will thus be provided with the basic tools for understanding and participating in the contemporary dialogue between science and theology.

THE 2635 Spiritual Practices in Comparative Perspective 3 credits
Throughout the world’s religious traditions we find a variety of spiritual disciplines pursued by individuals in the hope of transforming an existence experienced as sinful, delusory, fragmented or otherwise unsatisfactory into one that is graced, enlightened, whole. The specific methods employed vary widely, as do their specific goals. Nevertheless, when viewed from a comparative perspective many of these practices share elements in common. This course will examine a number of such spiritual disciplines, drawn from the traditions of Hinduism, Buddhism, Greco-Roman Hellenism, and Christianity. Attention will be given to issues of their historical development, diversity of form, points of similarity and contemporary relevance.

THE 2815-2825 Special Topics in Theology and Religion 3 credits
Concentrated focus on a selected theme in theology or religion at an advanced level. Topic and content varies from semester to semester. Course may be taken twice for credit as the topic changes.

THE 2915-2925 Senior Independent Research Studies in Theology and Religion 3 credits
Independent research and writing under the direction of faculty in the department. Prior written permission of the instructor and approval from the chair is required. Course may be taken twice for credit as the topic of research changes. This course is restricted to theology majors and minors. Does not fulfill the theology GER.
THE 2935-2945 Directed Readings in Theology or Religious Studies  3 credits
A study of significant themes or issues in Theology or Religious Studies under the direction of faculty in the department. Frequent consultations and written reports are required. Prior written permission of the instructor and approval from the chair is required. This course is restricted to majors and minors in Theology.

THE 2975 Theories and Methods in the Study of Religion  3 credits
A survey of a wide array of theories and methods employed in the modern study of religion, such as psychological, sociological, anthropological, phenomenological, feminist, socio-biological, and other approaches. Both classic and recent theoretical models will be discussed, with special interest in current methodological developments in the academic study of religion. Emphasis will be placed on direct engagement with the writings of the major theorists themselves. Open to junior and senior theology majors and minors by permission of the chair. Does not fulfill the Theology GER.

THE 2985 Seminar in Theology and Religion  3 credits
Independent reading and research supported by discussion with other seminar members and instructors. Open to junior and senior theology majors and minors and other junior and senior students by permission of the Chair. Does not fulfill the theology GER.
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